

# 2020 EPP Annual Report

<b>CAEP ID:</b>	14843	<b>AACTE SID:</b>	
<b>Institution:</b>	Caldwell University		
<b>Unit:</b>	Professional Education Unit		

## Section 1. EPP Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

1.2 [For EPP seeking Continuing CAEP Accreditation<sup>1</sup> applies to CAEP eligible EPPs] Please provide a link to your webpage that demonstrates accurate representation of your Initial Licensure and/or Advanced Level programs as reviewed and accredited by CAEP (NCATE or TEAC).

## Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2018-2019 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure<sup>1</sup>

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)<sup>2</sup>

**Total number of program completers** 90

<sup>1</sup> For a description of the scope for Initial-Licensure Programs, see Policy 3.01 in the Accreditation Policy Manual

<sup>2</sup> For a description of the scope for Advanced-Level Programs, see Policy 3.02 in the Accreditation Policy Manual

## Section 3. Substantive Changes

**Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2018-2019 academic year?**

- 3.1 Changes in the established mission or objectives of the institution/organization or the EPP
- 3.2 Any change in the legal status, form of control, or ownership of the EPP.
- 3.3 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited
- 3.4 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited
- 3.5 A contract with other providers for direct instructional services, including any teach-out agreements

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.6 Change in regional accreditation status

3.7 Change in state program approval

## Section 4. Display of Annual Reporting Measures.

Annual Reporting Measures (CAEP Component 5.4   A.5.4)	
Impact Measures (CAEP Standard 4)	Outcome Measures
1. Impact on P-12 learning and development (Component 4.1)	5. Graduation Rates (initial & advanced levels)
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
3. Satisfaction of employers and employment milestones (Component 4.3   A.4.1)	7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
4. Satisfaction of completers (Component 4.4   A.4.2)	8. Student loan default rates and other consumer information (initial & advanced levels)

4.1 Provide a link or links that demonstrate data relevant to each of the Annual Reporting Measures are public-friendly and prominently displayed on the educator preparation provider's website.

1

**Link:** <https://eppdata.doe.state.nj.us/report-pdf/Caldwell%20University-All%20Programs.pdf>

**Description of data accessible via link:** New Jersey Department of Education EPP Performance Report

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Advanced-Level Programs			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

4.2 Summarize data and trends from the data linked above, reflecting on the prompts below.

*What has the provider learned from reviewing its Annual Reporting Measures over the past three years?*

*Discuss any emerging, long-term, expected, or unexpected trends? Discuss any programmatic/provider-wide changes being planned as a result of these data?*

*Are benchmarks available for comparison?*

*Are measures widely shared? How? With whom?*

The NJDOE 2018 EPP Performance Report indicates that 18 of 64 2015-2016 SY program completers were employed as public school teachers as of 2016-2017 SY. Data is not reported for those employed by private or parochial schools. Of the 18 program completers 72% demonstrated school level persistence, 77.8% demonstrated district level persistence and 88.9% demonstrated state level persistence in 2016-2017. The same NJDOE 2018 EPP Performance Report indicates that 25 of 65 2014-2015 SY program completers were employed as teachers as of 2015-2016 SY. Of the 25 program completers 80% demonstrated school level persistence, 84% demonstrated district level persistence, and 88% demonstrated state level persistence. The 2016 EPP Performance Report indicates that the two-year cohort (2012-2013 & 2013-2014) of 128 EPP CEAS-certified completers, 89 (70%) were employed as teachers. Of the 89 CEAS-certified completers, 52.4% demonstrated school level persistence, 62.2% demonstrated district level persistence, and 96.3 demonstrated state level persistence. The rate of EPP completers who are employed as teachers and who change schools or districts have demonstrated increases in school persistence, while continuing to secure employment as teachers in the state.

The NJDOE 2018 report indicates that 25 EPP completers were employed as teachers during the 2015-2016 SY, with 100% employed in Not Classified Schools. 88.2% of state teachers were employed in Not Classified Schools during the same SY. From the NJDOE 2018 site, "Summative scores are based on multiple measures of student achievement and teacher practice. While all teachers receive an annual summative evaluation, the components used to determine the summative score vary

depending on the grades and subjects that educators teach.” EPP completers’ Summative scores indicate that 100% were considered to be Highly Effective (1) or Effective (10), while one (1) was not evaluated. From the NJDOE 2018 site, “Practice is measured by performance on a teacher practice instrument, which is used to gather evidence primarily through classroom observations and pre/post-conferences. Districts have the flexibility to choose from a growing list of state-approved instruments.” EPP completers Practice scores indicate that 100% were either Highly Effective ((1) or Effective (13), while one (1) was not evaluated.

From the NJDOE 2018 site, Student Growth Objectives (SGO) reflect “The combined score for a teacher’s Student Growth Objectives as assessed by the district’s evaluation system for assigning teacher or principal performance ratings.” EPP completers’ were determined to be Highly Effective (11) and Effective (1). Teacher Student Growth Percentile is defined by the NJDOE as, “Median Student Growth Percentile (mSGP) scores are one of the multiple measures of student achievement for qualifying teachers of 4th-8th-grade Language Arts and 4th-7th-grade Math.” Fifteen (15) EPP Completers employed as teacher were employed at grade levels that did not generate mSGP; the one EPP completer (1) employed at such levels was considered Effective.

The EPP reviews multiple sources of data to determine the degree to which completers reflect CAEP, InTASC, New Jersey Professional Standards for Teaching, CEC and/or NJPSSL standards. The 2017 NJDOE Report indicated an EPP median GPA of 3.6 for individuals obtaining a CEAS. The 2016 EPP cohort had median 3.42 GPA, and the 2015 cohort has a median 3.53 GPA for individuals obtaining a CEAS. The EPP candidates have a 100% NJAchieve pass rate through 2019. All EPP CIs must have passed the required Praxis II for their clinical area before they begin their clinical internship. This is an EPP standard. Beginning in the fall 2019, all candidates are required to take and pass a predetermined score to pass. EPP candidates continue to perform above the national and state passing rates for each of these assessments.

The NJDOE posts all EPP performance reports on its website. The NJDOE data is posted on the EPP’s website. The annual results are discussed during SoE faculty meetings, at university meetings and Open House events with new candidates. The SoE has increased the numbers of school leaders on the EPP’s Advisory Committee, and has increased the number of school leaders who represent urban school districts. The SoE attempts to attract a more diverse student population for both the initial and advanced programs. Arrangements have been tentatively made for groups of students from urban, suburban and rural school districts to visit the CU campus for a tour and sit in on Education, Business and Communication classes.

EPP data suggests that our candidates persist as teachers; employer and alumni surveys indicate that EPP candidates are prepared to be effective classroom teachers and administrators. Data measuring candidate proficiency include proprietary and EPP-generated measures. Successful completion of Praxis I Academic Core and edTPA are required for NJDOE certification. The Clinical Competency Inventory (CCI), Observation Feedback Form (OFF), CU Lesson Plan (CULP) demonstrate candidate proficiency with CAEP standards, InTASC standards and NJ Professional Standards for Teacher Education (NJSTE). Results are disaggregated by cohort for each Standard and Certification area. Results are reviewed and discussed with EPP faculty, resulting in appropriate enhancements to various courses in an attempt to improve results.

Fall 2018 and spring 2019 surveys of the employers of EPP completers are positive. The EPP had 125 initial alumni graduate between 12/15 and 8/18. Thirty-four of the 125 responded to two survey requests (12/6 & 12/20/18), a 27% response rate. Between 94%-100% of respondents and their employers agreed and /or strongly agreed that completers were prepared to be effective teachers.

EPP completer 2018 demographics indicate a population that was 82.8% female, and 17.2% male, with 65.6% white, 1.6% black, 9.4% Hispanic, 4.7% Asian/Pacific Islander and 18.8% did not report race. The EPP was recently recognized as an Hispanic Service Institution, indicative of an Hispanic student population greater than 25%. Data indicates that while the CU student population has become increasingly diverse, the EPP and/or the field of education has not attracted the corresponding ratio of candidates. This goal is included among the SoE’s Five-Year Goals. The SoE has participated in coordinated efforts to increase the number and the diversity of EPP candidates who aspire to become educators. The EPP associate dean has attended meetings of various student groups to encourage underrepresented students to consider education as a profession. The Mathematics and Writing Core Praxis assessments serve as gatekeepers that prevent a more diverse group of candidates from majoring in education. The EPP has proposed less stringent entry requirements for some candidates, particularly those who would major in content areas of need (Mathematics, the Sciences). Once admitted to the program all academic standards will apply. The proposals have not yet been acted upon. The EPP recognizes that current faculty do not reflect the composition of the increasingly diverse student body, and will attempt to rectify this when faculty openings occur.

The EPP began to develop MAT and M.Ed. programs when the current pandemic prevented involved professors and administrators from continuing the efforts. Energy was redirected to the conversion of on-campus courses to online formats. The EPP has contributed Chromebook carts to a loaner program for students who do not own the necessary technology. When feasible, the development of the MAT and M.Ed. programs will continue. Like virtually all universities, CU and the EPP are entering uncharted territories, given the pandemic that has devastated so many. The EPP will continue to analyze demographic data, the results of proprietary and EPP-generated assessments, and completer, alumni and employer survey results in a continuous improvement effort.

## Section 5. Areas for Improvement, Weaknesses, and/or Stipulations

Waived

## Section 6. Continuous Improvement

Waived

## Section 8: Preparer’s Authorization

**Preparer’s authorization.** *By checking the box below, I indicate that I am authorized by the EPP to complete the 2020 EPP Annual Report.*

**I am authorized to complete this report.**

### Report Preparer's Information

Name: Kevin Barnes

Position: Associate Dean of The School of Education

Phone: 973 618 3642

E-mail: kbarnes@caldwell.edu

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

CAEP Accreditation Policy

### Policy 6.01 Annual Report

An EPP must submit an Annual Report to maintain accreditation or accreditation-eligibility. The report is opened for data entry each year in January. EPPs are given 90 days from the date of system availability to complete the report.

CAEP is required to collect and apply the data from the Annual Report to:

1. Monitor whether the EPP continues to meet the CAEP Standards between site visits.
2. Review and analyze stipulations and any AFIs submitted with evidence that they were addressed.
3. Monitor reports of substantive changes.
4. Collect headcount completion data, including for distance learning programs.
5. Monitor how the EPP publicly reports candidate performance data and other consumer information on its website.

CAEP accreditation staff conduct annual analysis of AFIs and/or stipulations and the decisions of the Accreditation Council to assess consistency.

Failure to submit an Annual Report will result in referral to the Accreditation Council for review. Adverse action may result.

### Policy 8.05 Misleading or Incorrect Statements

The EPP is responsible for the adequacy and accuracy of all information submitted by the EPP for accreditation purposes, including program reviews, self-study reports, formative feedback reports and addendums and site visit report responses, and information made available to prospective candidates and the public. In particular, information displayed by the EPP pertaining to its accreditation and Title II decision, term, consumer information, or candidate performance (e.g., standardized test results, job placement rates, and licensing examination rates) must be accurate and current.

When CAEP becomes aware that an accredited EPP has misrepresented any action taken by CAEP with respect to the EPP and/or its accreditation, or uses accreditation reports or materials in a false or misleading manner, the EPP will be contacted and directed to issue a corrective communication. Failure to correct misleading or inaccurate statements can lead to adverse action.

**Acknowledge**