University of Findlay

College of Education

CAEP REPORT

2017-2018

CAEP Annual Reporting Measure 1: Impact on P-12 learning and development (Component 4.1) AND

CAEP Annual Reporting Measure 2: Indicators of teaching effectiveness (Component 4.2)

The Ohio Department of Higher Education (ODHE) metric report available at https://www.findlay.edu/education/Title-II-Report tells us our graduates are performing at the accomplished or skilled level on the Ohio Teacher Evaluation System (OTES), this has been consistent over the last three years. OTES includes value-added measures. The issue we have in some areas is that the n<10 is not reported. 100% of our graduates pass the Ohio Assessments for Educators (OAEs).

Ohio Assessment for Educators 2017-2018 Passage Rates:

Licensure Test	*Total # of Test Takers (UG & PB) for 17-18*	*Passage Rate for Total # of Test Takers for 17-18*	*Total # of Completer Test Takers for 17-18*	*Passage Rate for Completer Test Takers for 17-18*	*Passage Rate for State (OH) 17-18*
APK: AYA (7-12)	8	100%	8	100%	98%
APK: EC (PK-3)	18	100%	12	100%	95%
APK: Mid Childhood (4-9)	9	56%	5	100%	92%
APK: Multi-Age (PK-12)	10	70%	3	100%	93%
Art	1	100%	1	100%	87%
Early Childhood Education	17	94%	12	100%	97%
English Language Arts	1	100%	1	100%	90%
Health	0	N/A	N/A	N/A	92%
Integrated Science	4	75%	1	100%	88%
Integrated Social Studies	6	83%	4	100%	86%
Mathematics	4	50%	2	100%	74%
Mid Grades English Lang Arts	2	100%	1	100%	91%
Mid Grades Mathematics	6	83%	5	100%	83%
Mid Grades Science	6	67%	4	100%	91%
Mid Grades S. Studies	2	100%	0	100%	86%
Physical Education	0	N/A	N/A	N/A	80%
Special Education	6	83%	1	100%	90%
Foundations of Reading	29	90%	15	100%	92%

Value-Added Data 2015, 2016, 2017

Rating	2015 Total # of Teachers is 68	2016 Total # of Teachers is 78	2017 Total # of Teachers is 73
Most Effective	12 (18%)	19 (24%)	13 (18%)
Above Average	1 (1%)	13 (17%)	9 (12%)
Average	25 (37%)	29 (37%)	24 (33%)
Approaching Average	13 (19%)	7 (9%)	16 (22%)
Least Effective	17 (25%)	10 (13%)	11 (15%)

OTES Data

License Year	# Ineffective	# Developing	# Proficient	# Accomplished
2014	**<3**	**4**	**18**	**13**
2015	**<3**	**<3**	**19**	**20**
2016	**<3**	**5**	**17**	**6**
2017				
2018				

CAEP Annual Reporting Measure 3: Satisfaction of employers and employment milestones (Component 4.3 | A.4.1)

Our completers must pass the Resident Educator Assessment in the third year of teaching, 98% of our completers passed. From employer surveys we distributed we have 95% satisfaction in 2017 from 1-year and 3-year graduates.

Resident Educator Data:

Total # of Teachers	Year 3 (2015-2016) # to Pass RESA	Year 4 (2016-2017) # to Pass RESA	Total # to Pass RESA
41	25 (61%)	15 (37%)	40 (98%)

*One teacher did not participate in yr. 4. He was no longer in the position. He makes up the 2% that did not pass.

Total # of Teachers	Year 3 (2016-2017) # to Pass RESA	Year 4 (2017-2018) # to Pass RESA	Total # to Pass RESA
39	33 (85%)	6 (15%)	39 (100%)

Total # of Teachers	Year 2 (2017-2018) # to Pass RESA	Year 3 (2017-2018) # to Pass RESA	Year 4 (2018-2019) # to Pass RESA	Total # to Pass RESA
	2	35	TBD	TBD

CAEP Annual Reporting Measure 4: Satisfaction of completers (Component 4.4 | A.4.2)

Our ODHE completer surveys over the last three years have been strong with many of the institution averages being equal or above the state (70% for 2016-17). From our Advanced Program we have 100% completer satisfaction.

	2014-15		2015-16		2016-17	
ODHE Completer Satisfaction Survey Mean	UF mean	State Mean	UF mean	State Mean	UF mean	State Mean
	3.56	3.46	3.54	3.44	3.51	3.46

	2017-18					
ODHE Completer Satisfaction Survey Mean	UF mean	State Mean	UF mean	State Mean	UF mean	State Mean

**Waiting for final Metric report from the state. Should have by mid-February.*

CAEP Annual Reporting Measure 5: Graduation Rates (initial & advanced levels)

% graduation rate and n	2014-15	2015-16	2016-17	2017-18
Initial	**98% N=46**	**93% N=46**	**92% N=37**	**88% N=37**
Advanced	**87% N=38**	**83% N=30**	**87% N=55**	**88% N=25**

Advanced graduation rate based on four year period

CAEP Annual Reporting Measure 6: Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)

This information can be found in the Title II report and ODHE metric report here: https://www.findlay.edu/education/Title-II-Report

CAEP Annual Reporting Measure 7: Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)

% employed and n	2014-15	2015-16	2016-17	2017-18
Initial	**83% N=58**	**88% N=64**	**88% N=42**	**80% N=35**
Advanced	**100% employed 87% employed in administration N=30**	**100% employed 60% employed in administration N=30**	**100% employed 79% employed in administration N=48**	**100% employed 62% employed in administration N=51**

CAEP Annual Reporting Measure 8: Student loan default rates and other consumer information (initial & advanced levels)

Student loan default rates are based on three years of data so we have the following data: 2012-13: 2.5%; 2013-14: 3.4%; and 2014-15: 3.6% for the entire University of Findlay.

Additional Annual Data:

CAEP 3.1 Admission Data

Number, percentage and diversity of students entering Pre-Professional Block

Admissions Data:

Students are formally admitted to the College of Education their sophomore year after successfully completing several pre-requisite courses.

Sophomore Admits:

Breakdown of ethnicity based on how candidates identified themselves on admissions forms:

8%	White
92%	Unknown/Undecided

GPA going into Sophomore Block:

Number=26 students

Average GPA= 3.41

CAEP 3.2 Admission Data

Average gpa by program of candidates entering Pre-Professional Block

New Education Majors:

First-time Freshmen Students: **32 students**

Average High School GPA: **3.57**

Average ACT score**: 21.9** (national average=**20.8**, Ohio average=**20.3**)

Change of Major/Transfer Students: **10 students**

Average GPA at the start of the program: **3.42**

Post Baccalaureate Program:

PB Admits for Initial Licensure: **13 students**

Average Undergrad GPA-**3.16**

Breakdown of ethnicity based on how candidates identified themselves on admissions forms:

54%	White
8%	Black
38%	Unknown/Undecided

CAEP 3.3 Non-academic Dispositions Data

Dispositions average scores Pre-Professional Block, Methods and Student Teaching

Reading the assessment data:

N=Number of candidates, M=Mean score, R=Range of scores

1=Unacceptable, 2=Acceptable, 3=Target

Undergraduate Dispositions Data:

Dispositions	***Early Childhood***	***Middle Childhood***	***Intervention Specialist***	***Adolescent Young Adult (Math, S. Studies, Science, Lang Arts)***	***Multi-Age (H/PE, Art, Foreign Lang)***
Pre-Professional Block	**N=4** **M=2.73** **R=2.5-2.9**	**N=3** **M=2.83** **R=2.8-2.9**	**N=4** **M=2.55** **R=2.4-2.7**	**N=13** **M=2.68** **R=1.9-3**	**N=4** **M=2.68** **R=2.3-3**
Methods	**N=9** **M=2.66** **R=2.1-3**	**N=6** **M=2.6** **R=1.8-2.9**	**N=4** **M=2.48** **R=2-2.7**	**N=5** **M=2.9** **R=2.5-3**	**N=1** **Score=2.3**
Student Teaching	**N=10** **M=2.9** **R=2.5-3**	**N=6** **M=2.77** **R=2.4-3**	**N=1** **Score=3**	**N=7** **M=3** **R=3-3**	**N=1** **Score=2.5**

Post Baccalaureate Dispositions Data:

Dispositions	***Early Childhood***	***Middle Childhood***	***Intervention Specialist***	***Adolescent Young Adult (Math, S. Studies, Science, Lang Arts***	***Multi-Age (H/PE, Art, Foreign Lang)***
Methods	**N=6** **M=2.77** **R=2.1-3**	**N/A**	**N=5** **M=2.88** **R=2.7-3**	**N/A**	**N=1** **Score=2.5**
Student Teaching	**N=5** **M=2.92** **R=2.8-3**	**N=3** **M=2.57** **R=2-2.9**	**N=1** **Score=2.4**	**N=2** **M=2.77** **R=2.55-3**	**N=2** **M=3** **R=3-3**

CAEP 3.4 Candidate Progression and Monitoring

Percentage of candidates scoring at each level of proficiency on all key assessments

Identification of candidates failing to make progress or removed from the program

Work Sample scores by program

Lesson Plan scores by program

Student Teaching Evaluation by program

Undergraduate Key Assessment Data:

Key Assessment	***Early Childhood***	***Middle Childhood***	***Intervention Specialist***	***Adolescent Young Adult (Math, S. Studies, Science, Lang Arts)***	***Multi-Age H/PE, Art, Foreign Lang***
Work Sample	**N=12** **M=2.88** **R=2.43-3**	**N=6** **M=3** **R=3-3**	**N=4** **M=2.79** **R=2.43-3**	**N=5** **M=2.83** **R=2.43-3**	**N=1** **Score=2.86**
Lesson Plan	**N=15** **M=2.79** **R=2.31-3**	**N=6** **M=2.5** **R=1.81-2.94**	**N=5** **M=2.34** **R=1.75-2.94**	**N=7** **M=2.64** **R=1.75-3**	**N=1** **Score=2.63**
Student Teaching Final Evaluation	***N=10*** ***M=2.76*** ***R=2.32-2.91***	***N=6*** ***M=2.58*** ***R=2.23-2.77***	***N=1*** ***Score=2.82***	***N=6*** ***M=2.82*** ***R=2.59-2.91***	***N=1*** ***Score=2.32***

Post Baccalaureate Key Assessment Data:

Key Assessment	***Early Childhood***	***Middle Childhood***	***Intervention Specialist***	***Adolescent Young Adult (Math, S. Studies, Science, Lang Arts)***	***Multi-Age H/PE, Art, Foreign Lang***
Work Sample	**N=6** **M=2.95** **R=2.71-3**	**N/A**	**N=6** **M=2.95** **R=2.71-3**	**N=1** **Score=3**	**N/A**
Lesson Plan	**N=1** **Score=2.94**	**N=1** **Score=2.81**	**N=1** **Score=2.19**	**N=5** **M=2.81** **R=2.5-3**	**N/A**
Student Teaching Final Evaluation	**N=5** **M=2.83** **R=2.68-2.91**	**N=2** **M=2.61** **R=2.5-2.73**	**N=1** **Score=2.41**	**N=2** **M=2.77** **R=2.55-3**	**N=2** **M=2.75** **R=2.73-2.77**

CAEP 3.5 Candidate standard for Content Knowledge

Major gpa prior to student teaching by program education vs. non-education majors

OAE results (listed above in CAEP reporting standard 1)

Grade Point Average (GPA) Data:

Post-Baccalaureate	**N= 5** **M=3.97** **R=3.93-4.0**	**N=2** **M=3.98** **R=3.89-4.0**	**N=1** **GPA=3.8**	**N= 3** **M=4.0** **R=4.0-4.0**	**N=2** **M=3.48** **R=2.96-4.0**

Content Area GPA Data- (UG) Education vs. Non-Education majors:

Content Area	***Education Majors***	***Non-Education Majors***
AYA Social Studies/History	**N=10** **M=3.58** **R=2.86-4.0**	**N=9** **M=3.26** **R=2.64-3.94**
AYA Language Arts/English	**N=9** **M=3.46** **R=2.91-3.93**	**N/A**
AYA Math/Math-Pure Mathematics	**N=6** **M=3.6** **R=3.34-3.96**	**N=2** **M=3.77** **R=3.54-4**
AYA Science/Biology	**N=3** **M=3.43** **R=3.22-3.73**	**N=44** **M=3.42** **R=1.6-3.97**
Multi-Age Art/Art	**N=2** **M=3.95** **R=3.95-3.95**	**N=15** **M=3.29** **R=1.87-3.95**
Health & Physical Education/Health Studies	**N=5** **M=3.37** **R=2.76-3.8**	**N=20** **M=3.34** **R=1.7-3.85**
Multi-Age Japanese/Japanese	**N/A**	**N=13** **M=3.67** **R=3-3.96**
Multi-Age Spanish/Spanish	**N/A**	**N=4** **M=3.29** **R=2.71-4**

Advanced Program CAEP Data for 2017-2018

CAEP A. 3.1 and A. 3.2Admission Data

Number, percentage and diversity of students entering educational administration programs

Admissions Data:

45 Admitted to Advanced Programs Average GPA upon Acceptance: **3.75**

84% white

16% unknown/undecided

2% Hispanic

CAEP A. 3.3 Candidate Progression and Monitoring

Percentage of candidates scoring at each level of proficiency on all key assessments

Identification of candidates failing to make progress or removed from the program

2017-2018 Advanced Program Assessment Information:

Principal Key Assessments:

Ideal School Plan	**N=**17	**M=**2.55	**R=**2.2-2.8
Professional Portfolio	**N=**22	**M=**2.4	**R=**2.14-2.57
Internship	**N=**23	**M=**2.6	**R=**2.33-3

Superintendent Key Assessments:

School District Improvement Plan	**N=**13	**M=**2.63	**R=**2.25-3
Professional Portfolio	**N=**13	**M=**2.62	**R=**2.33-2.83
Internship	**N=**12	**M=**2.56	**R=**2.28-2.86

CAEP A. 3.4 Candidate standard for Content Knowledge

OAE Results for Principal Candidates

OAE Pass Rate 2017-2018:

Test	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score-Inst.	Mean Total Scaled Score-State
Educational Leadership (09/13-Present)	29	26	3	90%	10%	235.8	239.1

CAEP 5.4 Measures of Completer Impact

ODHE Metric Report https://www.findlay.edu/education/Title-II-Report

Value Added Data by building and district

Value-Added Data for University of Findlay-Prepared Principals

Initial Licensure Effective Years 2013, 2014, 2015, 2016		Principals Serving by Letter Grade of Overall Building Value-Added					
Employed as Principals	Principals with Value-Added Data	A	B	C	D	F	NR
15	12	N=6 50%	N=1 8%	N=2 17%	N=1 8%	N=2 17%	N/A N/A

Demographic Information for Schools where University of Findlay-Prepared Principals with Value-Added Data Serve

Principals Serving by School Level				
Elementary School	Middle School	Junior High School	High School	No School Type
N=5	N=5	N/A	N=2	N/A
42%	42%	N/A	17%	N/A

Principals Serving by School Type			
Community School	Public School	STEM School	Educational Service Center
N/A	N=12	N/A	N/A

N/A	100%	N/A	N/A

Principals Serving by Overall Letter Grade of School					
A	B	C	D	F	NR
Not Available Until 2018					

Principals Serving by Minority Enrollment by Quartiles			
High Minority	Medium-High Minority	Medium-Low Minority	Low Minority
N/A	N=2	N=9	N=1
N/A	17%	75%	8%

Principals Serving by Poverty Level by Quartiles			
High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty
N=1	N=3	N=4	N=4
8%	25%	33%	33%

Advanced Program Completer Information:

2015-2016

100% Employed in Education

60% Employed in Education Leadership/Administration Positions

Completion Rate going back 4 years: **83%**

2016-2017

100% Employed in Education

79% Employed in Education Leadership/Administration Positions

Completion Rate going back 4 years: **87%**

2017-2018

100% Employed in Education

62% Employed in Education Leadership/Administration Positions

Completion Rate going back 4 years: **88%**