



University of Findlay
College of Education

CAEP
ANNUAL REPORT
2018-2019



2018-2019 CAEP Report

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)

****Reading the assessment data:**

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

1=Unacceptable, 2=Acceptable, 3=Target

Overall, we want to see all scores above 2.0 to show that our candidates are performing well.

Undergraduate Dispositions Data:

<i>Dispositions</i>	<i>Early Childhood</i>	<i>Middle Childhood</i>	<i>Intervention Specialist</i>	<i>Adolescent Young Adult (Math, S. Studies, Science, Lang Arts)</i>	<i>Multi-Age (H/PE, Art, Foreign Lang)</i>
Pre-Professional Block	N=20 M=2.28 R=1.7-2.9	N=6 M=2.57 R=2.2-2.8	N=10 M=2.67 R=1.8-3	N=11 M=2.55 R=2-3	N=1 Score=2.2
Methods	N=11 M=2.71 R=2.2-3	N=7 M=2.74 R=1.7-3	N=3 M=2.63 R=2.5-2.7	N=8 M=2.84 R=2.4-3	N=4 M=3 R=3-3
Student Teaching	N=21 M=2.9 R=2.6-3	N=9 M=2.86 R=2-3	N=5 M=2.78 R=2.4-3	N=4 M=2.95 R=2.8-3	N=4 M=2.88 R=2.7-3

Post Baccalaureate Dispositions Data:

<i>Dispositions</i>	<i>Early Childhood</i>	<i>Middle Childhood</i>	<i>Intervention Specialist</i>	<i>Adolescent Young Adult (Math, S. Studies, Science, Lang Arts)</i>	<i>Multi-Age (H/PE, Art, Foreign Lang)</i>
Methods	N=5 M=2.92 R=2.8-3	N=2 M=2.9 R=2.8-3	N=5 M=2.9 R=2.7-3	N=4 M=2.43 R=2.3-2.6	N/A
Student Teaching	N=6 M=2.97 R=2.9-3	N=1 Score=2.3	N=3 M=2.9 R=2.7-3	N= 5 M=2.68 R=2.3-3	N/A

Undergraduate Key Assessment Data:

Key Assessment	<i>Early Childhood</i>	<i>Middle Childhood</i>	<i>Intervention Specialist</i>	<i>Adolescent Young Adult (Math, S. Studies, Science, Lang Arts)</i>	<i>Multi-Age H/PE, Art, Foreign Lang</i>
Work Sample	N=9 M=2.8 R=2.22-3	N=7 M=3 R=3-3	N=4 M=3 R=3-3	N=10 M=3 R=3-3	N=6 M=3 R=3-3
Lesson Plan	N=10 M=2.78 R=2.38-2.94	N=6 M=2.71 R=2.38-2.81	N=3 M=2.54 R=2.19-2.88	N=9 M=2.76 R=2.31-3	N=6 M=2.61 R=1.88-3
Student Teaching Final Evaluation	N=21 M=2.62 R=2.32-2.91	N=9 M=2.59 R=2.05-2.86	N=5 M=2.54 R=2.38-2.67	N=4 M=2.55 R=2.29-2.95	N=4 M=2.93 R=2.86-3

Work Sample-36 total candidates: 31(86%) scored 3; 4(11%) scored between 2.5-2.99; 1(3%) scored 2.22.

Lesson Plan-34 total candidates: 6(18%) scored 3; 22(65%) scored between 2.5-2.99; 5(15%) scored between 2.0-2.49; 1(2%) scored between 1.88.

Student Teaching Evaluation-43 total candidates: 31(72%) scored between 2.5-2.91; 12(28%) scored between 2-2.49.

Post Baccalaureate Key Assessment Data:

Key Assessment	<i>Early Childhood</i>	<i>Middle Childhood</i>	<i>Intervention Specialist</i>	<i>Adolescent Young Adult (Math, S. Studies, Science, Lang Arts)</i>	<i>Multi-Age H/PE, Art, Foreign Lang</i>
Work Sample	N/A	N=2 M=2.89 R=2.78-3	N=3 M=3 R=3-3	N=2 M=2.83 R=2.67-3	N=1 Score=3
Lesson Plan	N=6 M=3 R=3-3	N=3 M=2.67 R=2.5-2.88	N/A	N=5 M=2.81 R=2.38-3	N/A
Student Teaching Final Evaluation	N=5 M=2.74 R=2.38-2.95	N=1 Score=2.05	N=3 M=2.62 R=2.57-2.67	N=6 M=2.64 R=2.05-2.95	N/A

Work Sample-8 total candidates: 6(75%) scored 3; 2(25%) scored 2.67 or above.

Lesson Plan-14 total candidates: 9(64%) scored 3; 4(29%) scored 2.5-2.99; 1(7%) scored 2.38.

Student Teaching Evaluation-15 total candidates: 11(73%) scored between 2.5-2.95; 4(27%) scored between 2.05-2.49.

Grade Point Average (GPA) Data: (CAEP 3.5)

Average Pre-Student Teaching GPA	<i>Early Childhood</i>	<i>Middle Childhood</i>	<i>Intervention Specialist</i>	<i>Adolescent Young Adult (Math, S. Studies, Science, Lang Arts)</i>	<i>Multi-Age H/PE, Art, Foreign Lang</i>
Undergraduate	N=21 M=3.72 R=3.33-4	N=9 M=3.58 R=3.3-3.93	N=5 M=3.43 R=3.2-3.6	N=4 M=3.62 R=3.07-3.97	N=4 M=3.67 R=2.88-3.96
Post-Baccalaureate	N= 5 M=3.98 R=3.9-4.0	N=1 GPA=3.75	N=3 M=3.81 R=3.42-4	N= 6 M=3.88 R=3.26-4.0	N/A

Content Area GPA Data- (UG) Education vs. Non-Education majors: (CAEP 3.5)

Content Area	Education Majors	Non-Education Majors
AYA Social Studies/History	N=8 M=3.54 R=2.71-3.9	N=9 M=3.34 R=2.55-3.96

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AYA Language Arts/ English	N=9 M=3.39 R=2.3-3.85	N=5 M=3.6 R=3.06-3.8
AYA Math/ Math-Pure Mathematics	N=7 M=3.37 R=2.57-3.97	N=7 M=3.31 R=2.19-3.97
AYA Science/ Biology	N=5 M=3.5 R=2.97-3.96	N=58 M=3.29 R=2.01-4
Multi-Age Art/ Art	N=4 M=3.78 R=3.31-3.96	N=15 M=3.25 R=2.92-3.79
Health & Physical Education/ Health Studies	N=6 M=3.37 R=2.94-3.83	N=10 M=3.43 R=2.92-3.79
Multi-Age Japanese/ Japanese	N/A	N=12 M=3.74 R=3.39-3.92
Multi-Age Spanish/ Spanish	N=1 GPA=3.99	N=3 M=3.27 R=2.65-4

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 2018-2019 Passage Rates:

Licensure Test	<i>Total # of Test Takers (UG & PB) for 18-19</i>	<i>Passage Rate for Total # of Test Takers for 18-19</i>	<i>Total # of Completer Test Takers for 18-19</i>	<i>Passage Rate for Completer Test Takers for 18-19</i>	<i>Passage Rate for State (OH) 18-19</i>
APK: AYA (7-12)	9	100%	8	100%	98%
APK: EC (PK-3)	24	92%	22	100%	95%
APK: Mid Childhood (4-9)	11	64%	6	100%	91%
APK: Multi-Age (PK-12)	12	100%	7	100%	93%
Art	1	100%	1	100%	88%

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Early Childhood Education	25	96%	21	100%	94%
English Language Arts	1	100%	1	100%	87%
Health	1	100%	1	100%	93%
Integrated Science	9	100%	7	100%	91%
Integrated Social Studies	1	100%	1	100%	80%
Mathematics	1	0%	0	N/A	70%
Mid Grades English Lang Arts	3	67%	1	100%	94%
Mid Grades Mathematics	10	100%	3	100%	83%
Mid Grades Science	5	80%	2	100%	86%
Mid Grades S. Studies	6	67%	1	100%	80%
Physical Education	3	100%	1	100%	75%
Special Education	13	92%	4	100%	88%
Foundations of Reading	57	79%	33	100%	90%

Value-Added Data (2015), (2016), (2017), (2018)

Rating	2015 Total # of Teachers is 68	2016 Total # of Teachers is 78	2017 Total # of Teachers is 73	2018 Total # of Teachers 53
Most Effective	12 (18%)	19 (24%)	13 (18%)	N=10 (19%)
Above Average	1 (1%)	13 (17%)	9 (12%)	N=6 (11%)
Average	25 (37%)	29 (37%)	24 (33%)	N=10 (19%)
Approaching Average	13 (19%)	7 (9%)	16 (22%)	N=7 (13%)
Least Effective	17 (25%)	10 (13%)	11 (15%)	N=20 (38%)

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OTES Data

License Year	# Accomplished	# Skilled	# Developing	# Ineffective
2014	12	16	N<10	N<10
2015	20	14	N<10	N<10
2016	N<10	19	N<10	N<10
2017	N<10	12	N<10	N<10
2018	N<10	N<10	N<10	N<10

**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 to 96% in 2019 from 1-year and 3-year graduates.

Resident Educator Data:

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 (2019-2020) # to Pass RESA	Total # to Pass RESA
40	2 (5%)	35 (88%)	3 (7%)	40 100%

Total # of Teachers	Year 2 (2018-2019) # to Pass RESA	Year 3 (2018-2019) # to Pass RESA	Year 4 (2019-2020) # to Pass RESA	Total # to Pass RESA
41	4 (10%)	37 (90%)	All passed by year 3	41 (100%)

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

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Our ODHE completer surveys over the last three years have been strong with many of the institution averages being equal or above the state (77.97% for 2018-2019). From our Advanced Program we have 100% completer satisfaction.

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

	2017-18		2018-2019	
	UF mean (70.27% response rate)	State Mean (74% response rate)	UF mean (77.97% response rate)	State Mean (70% response rate)
ODHE Completer Satisfaction Survey Mean	3.8	3.45	3.61	3.49

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

% graduation rate and n	2015-16	2016-17	2017-18	2018-2019
Initial	93% N=46	92% N=37	88% N=37	92% N=39
Advanced	83% N=30	87% N=55	88% N=25	81% N=52

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	2015-16	2016-17	2017-18	2018-2019
Initial	88% N=64	88% N=42	80% N=35	88% N=57
Advanced	100% employed 60% employed in administration N=30	100% employed 79% employed in administration N=48	100% employed 62% employed in administration N=51	94% employed 6% unknown 55% employed in administration N=33

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

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Student loan default rates are based on three years of data so we have the following data: 2014 cohort is 3.6%; 2015 cohort is 4.6% and 2016 cohort is 4% for the entire University of Findlay.

Admissions Data:

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

Sophomore Admits: (CAEP 3.1)

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

46 Candidates

83%	Unknown/Undecided
17%	white

GPA going into Sophomore Block: (CAEP 3.2)

Number=46 students

Average GPA= 3.5

New Education Majors:

First-time Freshmen Students: 35 students

Average High School GPA: 3.52

Average ACT score: 21.5 (national average=20.8, Ohio average=20.3)

Change of Major/Transfer Students: 8 students

Average GPA coming in: 3.24

Post Baccalaureate Program:

PB Admits for Initial Licensure: 17 students

Average Undergrad GPA-3.31

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

82%	White
6%	American Indian/Alaskan Native
12%	Unknown/Undecided

Advanced Program CAEP Data for 2018-2019

CAEP A. 3.1 and A. 3.2 Admission Data

Number, percentage and diversity of students entering educational administration programs

Admissions Data:

50 Admitted to Advanced Programs Average GPA upon Acceptance: 3.73

70% white

14% Black

16% unknown/undecided

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

2018-2019 Advanced Program Assessment Information:

Principal Key Assessments:

Ideal School Plan	N=25	M=2.83	R=1-3
Educational Leadership Folder	N=18	M=2.64	R=2.5-3
Internship	N=18	M=2.58	R=2.25-2.89

Superintendent Key Assessments:

School District Improvement Plan	N=15	M=2.36	R=2.2-2.6
Educational Leadership Folder	N=15	M=2.67	R=2.5-3
Internship	N=15	M=2.67	R=2.4-3

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CAEP A. 3.4 Candidate standard for Content Knowledge

OAE Results for Principal Candidates

OAE Pass Rate 2018-2019:

Test	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score-Inst.	Mean Total Scaled Score-State
Educational Leadership (09/13-Present)	21	20	2	91%	9%	240.3	237

CAEP 5.4 Measures of Completer Impact

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

Value-Added:

Initial License
effective 2015, 2016,
2017. 2018
Added

Principals Serving by Letter Grade of Overall Building Value-

<u>Employed as Principals</u>	<u>Principals w/Value-Added Data</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>
<u>12</u>	<u>11</u>	<u>N=3 27%</u>	<u>N=3 27%</u>	<u>N=2 18%</u>	<u>N=1 9%</u>	<u>N=4 36%</u>

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%**

2018-2019

94% Employed in Education 6%Unknown

55% Employed in Education Leadership/Administration Positions

Completion Rate going back 4 years: **81%**