



University of Idaho

College of Education,
Health and Human Sciences

2018-19 Annual Reporting Measures (CAEP Components 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* and 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* and 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* and advanced** levels)
4. Satisfaction of completers (Component 4.4* A.4.2**)	8. Student loan default rates and other consumer information (initial* and advanced** levels)

* Initial Level Programs are defined by CAEP as programs at the baccalaureate or postbaccalaureate levels leading to first time licensure, certification, or endorsement that are designed to develop P-12 teachers

** Advanced Level Programs are defined by CAEP as educator preparation programs at the post-baccalaureate or graduate levels leading to licensure, certification, or endorsement.

Impact Measures

1. Impact on P-12 Learning and Development

ICEP Completer Satisfaction Survey: University of Idaho Academic Year 2018-2019 Average Score Reported on a 4-point scale (1-Unsatisfactory, 2-Basic, 3-Proficient, 4-Distinguished) for the following Survey Questions “As a result of my professional preparation, I feel prepared to...”	
1- Teach the concepts, knowledge, and skills of my discipline(s) in ways that enable students to learn	3.21
2- Use instructional strategies that promote active student learning	3.21
3- Use knowledge of learning, subject matter, curriculum, and student development to plan instruction	3.09
4- Use a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records) to determine student strengths, needs and programs	3.08
5- Choose teaching strategies for different instructional purposes and to meet different student needs	3.06
6- Evaluate the effects of my actions and modify plans accordingly	3.59
7- Encourage students to see, question, and interpret ideas from diverse perspectives	3.08
8- Teach in ways that support new English language learners	2.71
9- Help students learn how to assess their own learning	3.00
10- Teach students with a wide variety of exceptional needs	2.90
11- Honor diverse cultures and incorporate culturally responsive curriculum	2.90

12- Have a positive effect on student achievement according to state assessments	3.21
13- Use technology to enhance learning and learning environments	3.21
14- Understand value of working with colleagues, families, community agencies in meeting student needs	3.21
15- Use self-reflection as a means of improving instruction	3.39
16- Maintain accurate records	3.19

University of Idaho Teaching Performance Assessment (UITPA): Academic Year 2018-2019- Average Performance (4 Point Scale)		
	Fall 2018	Spring 2019
Task One: Planning	3.77	3.52
Task Two: Instruction	3.13	2.89
Task Three: Assessment	3.48	3.35
Task Four: Final Reflection	3.63	3.55
Context for Learning	3.74	3.44

2. Indicators of Teaching Effectiveness

ICEP Employer Satisfaction Survey: University of Idaho Academic Year 2018-2019 Average Score Reported on a 4-point scale (1-Unsatisfactory, 2-Basic, 3-Proficient, 4-Distinguished) for the following Survey Questions “How prepared is the University of Idaho Completer in the following areas...”	
1- The teacher/employee applies the concepts, knowledge, and skills of their discipline(s) in ways that enable learners to grow.	3.08
2- The teacher/employee uses instructional strategies that promote active learning.	3.26
3- The teacher/employee uses knowledge of learning, subject matter, curriculum, and learner development to plan instruction.	3.04
4- The teacher/employee uses a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records, surveys) to determine learner's strengths, needs, and programs.	3.26
5- The teacher/employee chooses teaching strategies for different instructional purposes and to meet different learner needs.	3.08
6- The teacher/employee evaluates the effects of his/her actions and modifies plans accordingly.	3.22
7- The teacher/employee can encourage learners to see, question, and interpret ideas from diverse perspectives.	3.12
8- The teacher/employee uses strategies that support new English language learners.	3.48
9- The teacher/employee helps learners assess their own learning.	3.08
10- The teacher/employee uses strategies that support learners with a wide variety of exceptionalities.	2.94
11- The teacher/employee honors diverse cultures and incorporates culturally-responsive curriculum, programs, and resources.	3.21
12- The teacher/employee has a positive effect on student achievement according to state assessments.	3.71
13- The teacher/employee uses technology to enhance learning and learning environments.	3.35
14- The teacher/employee understands the value of working with colleagues, families, and community agencies to meet learner needs.	3.08
15- The teacher/employee uses self-reflection as a means of improving performance.	3.21
16- The teacher/employee maintains accurate records.	3.35

University of Idaho Common Summative Assessment (Danielson Framework): Academic Year 2018-2019- Average Performance by Primary Licensure Area (3 Point Scale)			
	Elementary Education	Secondary Education	Special Education
1-A. Demonstrating knowledge of content and pedagogy	2.66	2.72	2.71
1-B. Demonstrating knowledge of students	2.86	2.79	3.00
1-C. Setting instructional outcomes	2.74	2.70	3.00
1-D. Demonstrating knowledge of resources	2.73	2.81	2.86
1-E. Designing coherent instruction	2.80	2.72	2.86
1-F. Designing student assessments	2.56	2.58	2.57
2-A. Creating an environment of respect and rapport	2.87	2.88	3.00
2-B. Establishing a culture for learning	2.83	2.83	3.00
2-C. Managing classroom procedures	2.68	2.64	3.00
2-D. Managing student behavior	2.58	2.55	2.57
2-E. Organizing Physical Space	2.91	2.85	3.00
3-A. Communicating with students	2.83	2.81	2.86
3-B. Using questioning and discussion techniques	2.57	2.63	2.71
3-C. Engaging students in learning	2.71	2.80	3.00
3-D. Using Assessment in Instruction	2.62	2.61	2.71
3-E. Demonstrating flexibility and responsiveness	2.84	2.86	2.86
4-A. Reflecting on teaching	2.89	2.85	3.00
4-B. Maintaining accurate records	2.81	2.81	2.86
4-C. Communicating with families	2.66	2.53	2.71
4-D. Participating in the professional community	2.87	2.86	2.86
4-E. Growing and developing professionally	2.90	2.95	2.86
4-F. Showing professionalism	2.89	2.97	3.00

3. Satisfaction of Employers and Employment Milestones

State of Idaho Employment Contract Data: Academic Year 2018-2019	
Eligible Completers with a Professional Endorsement	130
Eligible Completers with Consecutive Teaching Contracts within the State of Idaho	98

4. Satisfaction of Completers

National Association of Colleges and Employers (NACE) - Outcomes Survey: Academic Year 2018-2019- Count of Completers Indicated for Experiential 55 "Overall, how helpful were your internships in preparing you for the workplace/your career?"					
	Advanced Programs		Initial Programs		
	Special Education	Educational Leadership	Elementary Education	Secondary Education	Career and Technical Education
Very helpful		2	10	19	
Helpful		5	1	10	
Neither helpful or unhelpful		3	1		
Unhelpful				1	
Very unhelpful					

National Association of Colleges and Employers (NACE) - Outcomes Survey: Academic Year 2018-2019- Count of Completers Indicated for Satisfaction 105 “How related is your primary post-graduation occupation to your program/area of study?”					
	Advanced Programs		Initial Programs		
	Special Education	Educational Leadership	Elementary Education	Secondary Education	Career and Technical Education
Very Related		9	7	23	
Somewhat Related		2	1	4	
Neither Related or Unrelated					
Somewhat Unrelated					
Very Unrelated			1	1	
Have Not Yet Formed Opinion					

National Association of Colleges and Employers (NACE) - Outcomes Survey: Academic Year 2018-2019- Count of Completers Indicated for Satisfaction 106 “How related is your primary post-graduation occupation to your career goals?”					
	Advanced Programs		Initial Programs		
	Special Education	Educational Leadership	Elementary Education	Secondary Education	Career and Technical Education
Very Related		6	7	21	
Somewhat Related		5	1	5	
Neither Related or Unrelated				1	
Somewhat Unrelated					
Very Unrelated			1	1	
Have Not Yet Formed Opinion					

National Association of Colleges and Employers (NACE) - Outcomes Survey: Academic Year 2018-2019- Count of Completers Indicated for Satisfaction 107 “How important to you is it that your primary post-graduation occupation or career is related to your program/area of study?”					
	Advanced Programs		Initial Programs		
	Special Education	Educational Leadership	Elementary Education	Secondary Education	Career and Technical Education
Very Important		9	9	20	
Important		1	2	10	
Neither Important or Unimportant		1		1	
Unimportant					
Very Unimportant					

University of Idaho End of Semester Survey (EOS-Survey): Academic Year 2018-2019
Advanced Level Programs
SP2019 EOS- Special Education: https://ql.tc/fBnW0f
SP2019 EOS- Education Leadership: https://ql.tc/dPLCu1
Initial Level Programs
SP2019 EOS- Elementary Education: https://ql.tc/YWkOpD
SP2019 EOS- Secondary Education: https://ql.tc/JgR5ki
SP2019 EOS- Career and Technical Education: https://ql.tc/WFMZmw

Outcome Measures

5. Graduation Rates

Percent of Program Level Degrees Awarded by Primary Licensure Area: Academic Year 2018-2019	
Advanced Level Programs	
Special Education	6.52%
Educational Leadership	93.48%
Initial Level Programs	
Elementary Education	24.82%
Secondary Education	69.34%
Career and Technical Education	5.84%

Percent of Degrees Awarded by IPEDS Race: Academic Year 2018-2019	
American Indian or Alaska Native	0.55%
Asian	0.00%
Black or African American	0.55%
Hispanic/Latino	2.73%
International	0.55%
Native Hawaiian or Other Pacific Islander	0.55%
Two or More Races	1.09%
Unknown	51.91%
White	42.08%

Percent of Degrees Awarded by Gender: Academic Year 2018-2019	
Male	32.24%
Female	67.76%

6. Ability of Completers to Meet Licensing and Any Additional State Requirements

Number of Recommendations for Certification by Primary Licensure Area and Program Level: Academic Year 2018-2019		
Advanced Level Programs		
Special Education	5	
Educational Leadership	32	
Initial Level Programs		
Elementary Education	24	
Secondary Education	48	
Out of State/Other	18	
	Total	127

Title II Reports: Academic Year 2018-2019	
Title II Traditional and Alternative Reports: https://www.uidaho.edu/ed/about/accreditation	

7. Ability of Completers to be Hired in Education Positions

Number of Consecutive Contracts within Idaho by Program Level: Academic Year 2018-2019	
Initial Level Programs	285
Advanced Level Programs (<i>Representative Sample</i>)	31

8. Student Loan Default Rates and Other Consumer Information

Initial and Advanced Level Consumer Information: Academic Year 2018-2019	
Student Loan Default Rates: Overall Institutional Average Debt	\$24,372
Student Loan Default Rates: College of Education Average Debt	\$25,938