



Education Preparation Program (EPP)

2019-20 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 Initial Level Completer Satisfaction Survey: University of Idaho Academic Year 2019-20 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	2.64
2- Use instructional strategies that promote active student learning	2.91
3- Use knowledge of learning, subject matter, curriculum, and student development to plan instruction	2.91
4- Use a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records) to determine student strengths, needs and programs	2.64
5- Choose teaching strategies for different instructional purposes and to meet different student needs	2.64
6- Evaluate the effects of my actions and modify plans accordingly	2.73
7- Encourage students to see, question, and interpret ideas from diverse perspectives	2.55
8- Teach in ways that support new English language learners	2.00
9- Help students learn how to assess their own learning	2.55
10- Teach students with a wide variety of exceptional needs	2.55
11- Honor diverse cultures and incorporate culturally responsive curriculum	2.73
12- Have a positive effect on student achievement according to state assessments	2.73
13- Use technology to enhance learning and learning environments	2.82
14- Understand value of working with colleagues, families, community agencies in meeting student needs	2.82
15- Use self-reflection as a means of improving instruction	2.73
16- Maintain accurate records	2.55

Impact on P-12 Learning and Development: Academic Year 2019-20 Professional Endorsement Data Pull <i>(Limitation: Only tracks completers who seek jobs within the state of Idaho)</i>					
Percentage of Eligible 2016-17 Completers with a Professional Endorsement Awarded <i>(3 Years of Employment to be Eligible)</i>	Advanced Programs		Initial Programs		
	Special Education	Educational Leadership	Elementary Education	Secondary Education	Career and Technical Education
Summer 2016 Completers	100%	100%	100%	100%	100%
Fall 2016 Completers		100%	60%		100%
Spring 2017 Completers	83.33%	100%	61.54%	62.50%	100%
AY 2016-17 Total	85.71%	100%	63.15%	72.72%	100%

2. Indicators of Teaching Effectiveness

ICEP Initial Level Completer - Employer Satisfaction Survey: University of Idaho Academic Year 2019-20 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.	3.19
2- The teacher/employee uses instructional strategies that promote active learning.	3.19
3- The teacher/employee uses knowledge of learning, subject matter, curriculum, and learner development to plan instruction.	3.15
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.	3.04
5- The teacher/employee chooses teaching strategies for different instructional purposes and to meet different learner needs.	3.12
6- The teacher/employee evaluates the effects of his/her actions and modifies plans accordingly.	3.00
7- The teacher/employee can encourage learners to see, question, and interpret ideas from diverse perspectives.	3.08
8- The teacher/employee uses strategies that support new English language learners.	3.06
9- The teacher/employee helps learners assess their own learning.	2.96
10- The teacher/employee uses strategies that support learners with a wide variety of exceptionalities.	3.04
11- The teacher/employee honors diverse cultures and incorporates culturally responsive curriculum, programs, and resources.	3.12
12- The teacher/employee has a positive effect on student achievement according to state assessments.	3.05
13- The teacher/employee uses technology to enhance learning and learning environments.	3.12
14- The teacher/employee understands the value of working with colleagues, families, and community agencies to meet learner needs.	3.12
15- The teacher/employee uses self-reflection as a means of improving performance.	3.23
16- The teacher/employee maintains accurate records.	3.19

Indicator of Teaching Effectiveness: Academic Year 2019-20 Professional Endorsement Data Pull <i>(Limitation: Only tracks completers who seek jobs within the state of Idaho)</i>					
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3. Satisfaction of Employers and Employment Milestones

ICEP Initial Level Completer - Employer Satisfaction Survey: University of Idaho Academic Year 2019-20 Feedback Reported for the following Survey Questions “What do you consider to be the major strengths of this University of Idaho Completer and their teacher preparation program?”
Completer came to us extremely well prepared and exceeds expectations.
Completer had a general understanding of teaching principles and a great attitude to get in and try things out.
Completer had a good understanding of the different curriculums taught in the elementary classroom.
Completer is dedicated to their students and puts a lot of thought into their lesson plans.
Completer is strong in classroom management and instruction. Their Special Education skills are very strong, and they work well with Early Childhood Special Education students.
Completer has a variety of approaches; their demeanor is well-suited for high school students.
Completer came in very well prepared. They were non-traditional in that they had a prior career in the U.S. Navy. As a credit to their teacher prep, they came in with a strong understanding of many current best practices. They are strongly collaborative.
Completer is well prepared to teach in their content area. They know how to plan and prepare for their lessons.
Completer has arrived ready to teach in the classroom. They do a great job with instruction, does a great job with challenging student behaviors, and is a team player.
Completer is one of, if not the best teacher I have ever worked with. They are a risk taker and a leader. It is amazing for them to have these characteristics in only their 2nd year of teaching.
Completer is very hard worker, on time, and is personable.
Completer has started their career with a good foundation of knowledge and awareness. They have been able to successfully jump into their career with little to no issues.
Completer dives into their curriculum so they know how to teach the content they are teaching. They make good connections with scholars.
Completer is a very reflective teacher and is making strong connections with their students.
I'm not familiar enough with this program to know its strengths.
Completer connects with students. They are a team player as well.
Completer is eager to learn and implement new instructional techniques with their students. They also do an excellent job when it comes to working with students with challenging behaviors.
I don't know about their preparation program; however, I know the Completer is a very qualified Pre-K teacher.
Completer is an outstanding first year teacher!
Completer has content knowledge and a variety of instructional methods.
Completer knows how to build an effective lesson plan.
I wish I could clone this Completer her and hire another one just like them!

State of Idaho Employment Milestones: Academic Year 2019-20 Professional Endorsement Data Pull <i>(Limitation: Only tracks completers who seek jobs within the state of Idaho)</i>					
Percentage of Eligible 2016-17 Completers with a Professional Endorsement Awarded <i>(3 Years of Employment to be Eligible)</i>	Advanced Programs		Initial Programs		
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4. Satisfaction of Completers

National Association of Colleges and Employers (NACE) - Outcomes Survey: Academic Year 2019-20 - Percentage of Completers Indicated for Experiential 55 “Overall, how helpful were your internships in preparing you for the workplace/your career?”		
	Undergraduate Responses	Masters/Doctoral/Professional Responses
Very Helpful	68.20%	51.60%
Helpful	25.00%	37.10%
Neither Helpful or Unhelpful	4.50%	9.70%
Unhelpful	2.30%	1.60%
Very unhelpful	0.00%	0.00%

National Association of Colleges and Employers (NACE) - Outcomes Survey: Academic Year 2019-20 - Percentage of Completers Indicated for Satisfaction 105 “How related is your primary post-graduation occupation to your program/area of study?”		
	Undergraduate Responses	Masters/Doctoral/Professional Responses
Very Related	77.50%	83.00%
Somewhat Related	9.90%	14.30%
Neither Related or Unrelated	2.80%	0.55%
Somewhat Unrelated	2.80%	1.06%
Very Unrelated	5.60%	1.04%
Have Not Yet Formed Opinion	1.40%	0.55%

National Association of Colleges and Employers (NACE) - Outcomes Survey: Academic Year 2019-20 - Percentage of Completers Indicated for Satisfaction 106 “How related is your primary post-graduation occupation to your career goals?”		
	Undergraduate Responses	Masters/Doctoral/Professional Responses
Very Related	66.30%	71.85%
Somewhat Related	16.90%	21.30%
Neither Related or Unrelated	4.20%	3.70%
Somewhat Unrelated	4.20%	3.70%
Very Unrelated	7.00%	0.55%
Have Not Yet Formed Opinion	1.40%	1.10%

National Association of Colleges and Employers (NACE) - Outcomes Survey: Academic Year 2019-20 - Percentage 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?”		
	Undergraduate Responses	Masters/Doctoral/Professional Responses
Very Important	67.00%	80.05%
Important	24.20%	16.55%
Neither Important or Unimportant	5.50%	2.90%
Unimportant	1.10%	0.50%
Very Unimportant	1.10%	0.00%
Have Not Yet Formed Opinion	1.10%	0.50%

University of Idaho End of Semester Survey (EOS-Survey): Academic Year 2019-2020 <i>Reach out to the University of Idaho, College of Education, Health, and Human Sciences, Office of Assessment and Accreditation to access these password protected links.</i>	
Advanced Level Programs	
SP2020 EOS- Special Education:	https://ql.tc/yFY1MM
SP2020 EOS- Education Leadership:	https://ql.tc/iQOMGS
Initial Level Programs	
SP2020 EOS- Elementary Education:	https://ql.tc/AfAB35
SP2020 EOS- Secondary Education:	https://ql.tc/N3jjAJ
SP2020 EOS- Career and Technical Education:	https://ql.tc/1FUgBO

Outcome Measures

5. Graduation Rates

Overall Program Percent of Program Level Degrees Awarded by Primary Licensure Area: Academic Year 2019-20		
Advanced Level Programs		
Special Education	2.65%	
Educational Leadership	10.62%	
Initial Level Programs		
Elementary Education	47.79%	
Secondary Education	37.17%	
Career and Technical Education	1.77%	
	Total	100%

Overall Percent of Degrees Awarded by IPEDS Race: Academic Year 2019-20		
American Indian or Alaska Native	0.88%	
Asian	0.00%	
Black or African American	0.00%	
Hispanic/Latino	4.42%	
International	0.88%	
Native Hawaiian or Other Pacific Islander	0.00%	
Two or More Races	1.77%	
Unknown	0.88%	
White	91.15%	
	Total	100%

Overall Percent of Degrees Awarded by Gender: Academic Year 2019-20		
Male	25.66%	
Female	74.34%	
	Total	100%

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

Overall Percent of Recommendations for Certification by Primary Licensure Area and Program Level: Academic Year 2019-20		
Advanced Level Programs		
Special Education	4.11%	
Educational Leadership	28.77%	
Initial Level Programs		
Elementary Education	28.77%	
Secondary Education	30.14%	
Out of State/Other	8.22%	
	Total	100%

2020 Title II Reports Available in 2021
Title II Traditional Reports for 2018-19: https://www.uidaho.edu/-/media/UIIdaho-Responsive/Files/coe/General-College/assessment-and-accreditation/title-ii-report-traditional-2020.pdf
Title II Alternative Reports 2018-19: https://www.uidaho.edu/-/media/UIIdaho-Responsive/Files/coe/General-College/assessment-and-accreditation/title-ii-report-alternative-2020.pdf

7. Ability of Completers to be Hired in Education Positions

Percentage of Academic Year 2019-20 completers with Employment Contracts within Idaho by Program Level (Limitation: Only tracks completers who seek jobs within the state of Idaho)	
Advanced Level Programs	
Special Education	100%
Educational Leadership	98%
Initial Level Programs	
Elementary Education	87%
Secondary Education	67%
Career and Technical Education	50%

8. Student Loan Default Rates and Other Consumer Information

University of Idaho Initial and Advanced Level Consumer Information: Academic Year 2019-20			
	Undergraduate	Graduate	Overall
University of Idaho: Average Debt	\$23,291	\$38,664	\$32,129
College of Education, Health and Human Sciences: Average Debt	\$25,423	\$44,771	\$36,745
University of Idaho: Annual Cost to Attend the University of Idaho as a Resident	\$18,514	\$21,170	
University of Idaho - Student Loan Default Amounts: Cost to Attend the University of Idaho as a Non-Resident	\$37,750	\$41,088	
Idaho Licensing Fees for Completers in Idaho	\$75 every 5 years		
Starting Salaries for Completers in Idaho	\$40,000		