CAEP Annual Reporting Measures 2022
University of Toledo

JUDITH HERB
COLLEGE OF EDUCATION
utoledo.edu/education

FUELING **TOMORROWS**

Included data collected/reported from Academic Year 2020 - 2021 (September 1, 2020- August 31, 2021)

Information regarding data available for the 2019-2020 and 2020-2021 school years:

Due to Ohio's ordered school-building closure and subsequent emergency legislation addressing the coronavirus pandemic-related issues (House Bills 197 and 404), OTES/OPES and Value-Added data will be limited or not available. Additionally, during this challenging time, the distribution of some surveys were delayed, contributing to lower response rates.

1. IMPACT MEASURE: Impact on P-12 Learning and Development (Component 4.1)

Value-added Data – Ohio Department of Education: Value-added data comes from K-12 students taught by Ohio teachers who were prepared by Ohio Educator Preparation Providers. The value-added system provides information on student academic gains. Value-added data is based on Elementary and Middle School tests (Grades 4-8) and end-of-course tests for high school credit.

Ohio Department of Education Summary Value-Added Data

Year	Most Effective	Above Average	Average	Approaching Average	Least Effective	N	% high/med. High poverty	% high/med. High minority
2020-2021 UT	14%	49%	21%	9%	7%	76	61%	72%
2020-2021 State	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2018-19 UT	18%	9%	34%	16%	22%	87	54%	63%
2018-19 State	18%	9%	30%	15%	29%	3,480	49%	55%
2017-18 UT	19%	8%	35%	14%	24%	108	48%	59%
2017-18 State	18%	10%	31%	16%	26%	3,807	51%	54%

*2019-2020 did not have any reported Value-Added data.
*2020-2021 had limited reported data.

The data for the University of Toledo has been fairly consistent for the previous three cycles and UToledo alumni have been rated similarly to teachers statewide, when data is available.

In the data available for 2020-2021, more UToledo students were scored as Most Effective and Above Average (combined 53%) than in past years, with a total of 74% of reported students scoring at Average or above. Moving forward, it will be important to watch for trends around the gaps from the missing data during 2019-2020 and 2020-2021.

Program	Most Effective	Above Average	Average	Approaching Average	Least Effective
Early Childhood	9%	64%	27%	0%	0%
Middle Childhood	13%	43%	22%	13%	9%
Adolescent to Young Adult	19%	41%	25%	6%	9%
Intervention Specialist	10%	70%	0%	0%	0%

2. IMPACT MEASURE: Indicators of teaching effectiveness (Component 4.2)

The Ohio Teacher Evaluation System

OTES Data- Ohio Department of Education: The Ohio Teacher Evaluation System (OTES) is a performance assessment for Ohio teachers (alumni of UToledo) that contains three measures: teacher performance rating, student growth rating and final summative rating. The assessment is based on school leader observations and student growth measures which may include value-added score and/or student learning objectives (SLOs). The rating scale for the assessment is ineffective, developing, skilled, accomplished. **Data below do not include ineffective as ODHE did not report this data, due a low N in that category.**

Ohio Department of Higher Education Summary OTES Data: UT and State

Academic Year	% Developing	% Skilled	% Accomplished
2020-2021 UT	N<10	71.2%	N<10
2020-2021 State	58.8%	37.2%	N<10
2019-20 UT	*N<10*	*N<10*	*N<10*
2019-20 State	*9%*	*60.78%*	*29.31%*
2018-19 UT	10.49%	47.51%	41.98%
2018-19 State	11.21%	52.30%	36.47%
2017-18 UT	9.66%	49.57%	40.75%
2017-18 State	10.57%	50.94%	38.47%

*2019-2020 had limited reported data.

OTES data indicate University of Toledo graduates are scoring higher on the OTES evaluation compared to state averages in 2020-2021, 2018-2019 and 2017-2018. UToledo graduates' percentages in the Skilled category are higher than the state average by 34% during 2020-2021. During the previous cycles of available data, UToledo graduates' percentages in the Accomplished category were 2-5% higher than the state average. The percentage of UToledo graduates scoring developing is consistently lower than the state average.

Candidate Preservice Assessment of Student Teaching

The Candidate Preservice Assessment of Student Teaching (CPAST) is a summative assessment during the student teaching practicum.

3= exceeds expectations; 2= meets expectations; 1= emerging

	UT SP 19	State SP 19	UT SP 20	State SP 20	Nation SP 20	UT SP 21	State SP 21	Nation SP 21
Final mean pedagogy	2.41	2.51	2.17	2.43	2.44	2.48	2.55	2.52
Final mean disposition	2.39	2.66	2.41	2.65	2.65	2.55	2.69	2.68
A. Standards and objectives	2.37	2.57	2.24	2.5	2.51	2.68	2.62	2.62
B. Materials and resources	2.59	2.67	2.32	2.63	2.63	2.67	2.72	2.69
C. Assessment of learning	2.49	2.44	2.18	2.33	2.35	2.48	2.44	2.41
D. Differentiated methods	2.41	2.45	2.13	2.37	2.37	2.33	2.47	2.45
E. Learning target and directions	2.49	2.58	2.28	2.5	2.53	2.55	2.64	2.63
F. Critical thinking	2.42	2.44	2.09	2.33	2.35	2.37	2.45	2.41
G. Checking for understanding and adjusting instruction through formative assessment	2.37	2.55	2.27	2.43	2.45	2.48	2.59	2.57
H. Digital tools and resources	2.45	2.61	2.29	2.63	2.61	2.72	2.74	2.71
I. Safe and respectful learning environment	2.58	2.67	2.4	2.62	2.61	2.61	2.73	2.73
J. Data-guided instruction	2.34	2.33	1.89	2.24	2.28	2.26	2.34	2.32
K. Feedback to learners	2.33	2.55	2.15	2.47	2.47	2.51	2.61	2.56
L. Assessment techniques	2.28	2.42	2.06	2.3	2.33	2.37	2.43	2.39
M. Connections to research and theory	2.27	2.28	1.86	2.19	2.22	2.22	2.31	2.25
N. Participates in professional development	2.25	2.62	2.26	2.6	2.62	2.28	2.56	2.56
O. Demonstrates effective communication with parents or legal guardians	2.24	2.36	2.13	2.35	2.43	2.24	2.33	2.36
P. Demonstrates punctuality	2.34	2.81	2.54	2.8	2.77	2.71	2.86	2.83
Q. Meets deadlines and obligations	2.45	2.75	2.45	2.73	2.69	2.66	2.79	2.75
R. Preparation	2.5	2.74	2.53	2.74	2.71	2.71	2.81	2.78

S. Collaboration	2.47	2.77	2.45	2.73	2.73	2.61	2.8	2.78
T. Advocacy to meet the needs of learners or for the teaching profession	2.4	2.48	2.34	2.44	2.48	2.42	2.52	2.53
U. Responds positively to feedback and constructive criticism	2.45	2.79	2.59	2.78	2.76	2.75	2.85	2.83

3. IMPACT MEASURE: Satisfaction of employers and employment milestones (Component 4.3)

Employer Survey Results

Using a shortened version of an Employer Satisfaction Survey designed by the Ohio Department of Higher Education, the EPP completed a cycle of data collection in the Summer of 2021. The questions on these surveys are aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. The employer satisfaction survey was administered to employers of graduates that completed their licensure program between Fall 2019 and Spring 2020. Survey responses were requested for 78 graduates. The response rate for the survey was 25.6%

Satisfaction with Teacher Preparation- All Programs

4= Strongly Agree; 3= Agree; 2= Disagree; 1= Strongly Disagree

Please indicate your level of agreement with the following statements as they pertain to the skills and abilities of the UToledo graduate.	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean (SD)
1. Understand student learning and development.	5.00%	10.00%	45.00%	40.00%	3.2 0.81
2. Know and understand the content area for which they have instructional responsibility.	5.00%	0.00%	50.00%	45.00%	3.35 0.73
3. Understand and use varied assessments to inform instruction, evaluate and ensure student learning.	10.00%	0.00%	55.00%	35.00%	3.15 0.85
4. Plan and deliver effective instruction that advances the learning of each individual student.	5.00%	5.00%	60.00%	30.00%	3.15 0.73
5. Create learning environments that promote high levels of learning and achievement for all students.	5.00%	10.00%	35.00%	50.00%	3.3 0.84
6. Collaborate and communicate with students, parents, other educators,	5.00%	0.00%	55.00%	40.00%	3.3 0.71

administrators and the community to support student learning.				
7. Assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.	5.00%	5.00%	30.00%	60.00%	3.45 0.8

Resident Educator Persistence Data

The Ohio Resident Educator program is a four-year teacher development program which includes a summative performance assessment in year three. The following data shows the persistence of teachers in the Resident Educator Program. Corrections to prior year reporting may be captured in current year's reporting. The chart below shows UToledo completers compared to the state and is a measure of persistence in the field and employment milestones.

Initial Licensure Effective Year	Residency Year 1	Persisting	Residency Year 2	Persisting	Residency Year 3	Persisting	Residency Year 4	Persisting
2017 UT	4	133.3%	3	100%	11	122.2%	41	97.6%
2017 State	91	102.2%	220	100%	720	100.8%	1793	99.2%
2018 UT	7	100%	23	100%	47	100%	N/A	N/A
2018 State	192	106%	751	100.1%	1776	99.2%	N/A	N/A
2019 UT	13	100%	54	100%	N/A	N/A	N/A	N/A
2019 State	686	101%	2041	99.1%	1	100%	N/A	N/A
2020 UT	70	98.6%	N/A	N/A	N/A	N/A	N/A	N/A
2020 State	1984	98.9%	N/A	N/A	N/A	N/A	N/A	N/A

Overall, there is a high percentage of UToledo graduates who are persisting through the four-year Resident Educator program. After completing the program, teachers are eligible for their five-year professional teaching license.

Advanced Program- Administrative Principal

ODHE distributes surveys to mentors of principal candidates in our program. While this survey does not measure employer satisfaction once hired, it provides data regarding administrator satisfaction with our candidates at the end of their final internship. Most of our candidates complete their internship in the district they are currently working.

The University of Toledo's response rate was 0% for 2020-2021. A total of 100 respondents completed the survey statewide for a response rate of 8.8 percent.

Due to the low number of completers from the EPP's principal licensure program, three previous years of available data were combined for comparison to state averages. See table below:

Mentor Survey- Principal

The principal preparation program prepared the school leader candidate to understand…	UT 17 - 19	State Average 17-19	UT 19-20	State Average 19-20	State Average 20-21
1)…leading and facilitating continuous improvement efforts within a school building setting.	3	3.42	N/A	3.36	3.39
2)…leading the process of setting, monitoring, and achieving specific and challenging goals for all students and staff.	3	3.41	N/A	3.3	3.35
3)…anticipating, monitoring, and responding to educational developments affecting the school and its environment.	2.66	3.4	N/A	3.34	3.36
4)…ensuring the instructional content being taught is aligned with the academic standards (i.e., national, Common Core, state) and curriculum priorities of the school district.	3.25	3.45	N/A	3.4	3.34
5)…ensuring effective instructional practices that meet the needs of all students at high levels of learning.	3.25	3.45	N/A	3.4	3.34
6)…advocating for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.	2.75	3.45	N/A	3.54	3.38
7)…encouraging and facilitating effective use of data by self and staff.	3	3.49	N/A	3.41	3.38
8)…encouraging and facilitating effective use of research by self and staff.	3	3.4	N/A	3.36	3.36
9)…supporting staff in planning and implementing research-based professional development.	2.75	3.44	N/A	3.38	3.41
10)…establishing and maintaining procedures and practices supporting staff and students with a safe environment conducive to learning.	3	3.49	N/A	3.47	3.45
11)…establishing and maintaining a nurturing school environment addressing the physical and mental health needs of all.	3	3.47	N/A	3.37	3.44
12)…allocating resources, including technology, to support student and staff learning.	3	3.43	N/A	3.23	3.37
13)…upholding and modeling professional ethics; local, state, and national policies; and, legal codes of conduct.	3.33	3.53	N/A	3.46	3.49
14)…connecting the school with the community through print and electronic media.	3	3.38	N/A	3.25	3.31
15)…involving parents and communities in improving student learning.	2.66	3.36	N/A	3.29	3.34
16)…using community resources to improve student learning.	2.75	3.34	N/A	3.25	3.27
17)…establishing expectations for using culturally responsive practices that acknowledge and value diversity.	3	3.38	N/A	3.26	3.36

18) The school leader candidate's preparation program provided me with training on how to mentor the school leader candidate.	3	2.73	N/A	2.67	2.67
19) I participated in and/or accessed the provided mentor training and/or materials.	2.5	2.91	N/A	2.96	2.9
20) The training by the school leader's preparation program adequately prepared me to mentor the school leader candidate	N/A	2.18	N/A	2.09	2.21

Advanced Program- School Psychology

Mentor Evaluation

Data regarding employer evaluation is collected during the internship experience, when the UToledo candidates are working in local schools under temporary licensure. The Internship is the final experience within the School Psychology program. Third year School Psychology students (interns) are supervised by licensed school psychologists currently employed by the district or educational service center. Interns are granted a temporary licensure during internship and are paid by the district. The internship is a comprehensive experience as demonstrated through the Internship Competency Evaluation, which requires the intern supervisor to assess the intern's knowledge and skills across all elements of Standards II-VIII. The supervising school psychologist completes the evaluation four times during the experience.

Results are reported for three cohorts. The UToledo students of cohort 1 were on internship during AY18- 19 and graduated in 2019. The students in cohort 2 were on internship during AY19-20 and graduated in 2020. The students in cohort 3 were on internship during AY20-21 and graduated in 2021. The supervisor rates the student on a scale of 1 to 7, with a value of 4 indicating the intern is ready for professional practice. All of our students across both cohorts (100%) met end of year expectations for all elements of all Standards. This is demonstrated by a summative rating of 4 or more on a 7-point scale. When aggregating all items that assess a given element or Standard, across both cohorts, the average rating exceeded 5 indicating our students demonstrate skills with independent functioning and very limited dependence on supervisor. The students are ready for professional practice with mentoring and ongoing professional development.

4. IMPACT MEASURE: Satisfaction of completers (Component 4.4)

Alumni (Initial License) Survey Results

Using an Alumni Satisfaction Survey designed by the Ohio Department of Higher Education, the EPP completed a cycle of data collection in the summer of 2020. The questions on these surveys are aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. The alumni satisfaction survey was administered to 138 alumni who completed their licensure program between Fall 2019 and Spring 2020. The response rate for the survey was 19.6%.

Satisfaction with Teacher Preparation- All Programs

Please indicate your level of agreement with the following statements as they pertain to your skills and abilities as a UToledo graduate.	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean (SD)
1. Understand student learning and development.	0.00%	0.00%	50.00%	50.00%	3.5 (.5)
2. Respect the diversity of the students they teach.	0.00%	0.00%	16.67%	83.33%	3.83 (.37)
3. Know and understand the content area for which they have instructional responsibility.	0.00%	0.00%	50.00%	50.00%	3.5 (.5)
4. Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	0.00%	0.00%	66.67%	33.33%	3.33 (.47)
5. Knowledgeable about assessment types, their purposes, and the data they generate.	0.00%	16.67%	50.00%	33.33%	3.17 (.69)
6. Analyze data to monitor student progress and learning.	0.00%	16.67%	50.00%	33.33%	3.17 (.69)
7. Use data to plan, differentiate, and modify instruction	0.00%	0.00%	83.33%	16.67%	3.17 (.37)
8. Align their instructional goals and activities with school and district priorities	0.00%	16.67%	33.33%	50.00%	3.33 (.75)
9. Differentiate instruction to support the learning needs of all students	0.00%	0.00%	66.67%	33.33%	3.33 (.47)
10. Treat students fairly and establish an environment that is respectful, supportive, and caring.	0.00%	0.00%	16.67%	83.33%	3.83 (.37)
11. Maintain an environment that is conducive to learning for all students.	0.00%	0.00%	33.33%	66.67%	3.67 (.47)
12. Communicate clearly and effectively.	0.00%	0.00%	50.00%	50.00%	3.5 (.5)
13. Collaborate effectively with other teachers, administrators, and district staff	0.00%	33.33%	0.00%	66.67%	3.33 (.94)
14. Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	0.00%	0.00%	33.33%	66.67%	3.67 (.47)
15. Assume responsibility for professional growth.	0.00%	0.00%	50.00%	50.00%	3.5 (.5)

Would you recommend the University of Toledo to future candidates/students who want to earn a teaching license, endorsement, or other credential?	
Answer	%
Yes, I would recommend.	83.33%
No, I would not recommend.	16.67%
Total	100%

Advanced Programs- Principal Licensure

Due to the COVID-19 pandemic-related issues, including school closures and staff transitions in Ohio during the 2019-2020 school year, the distributions of surveys were delayed, contributing to lower response rates. To gather information on the quality of preparation provided by their educator preparation providers, the Ohio Department of Higher Education distributes a survey to Ohio principal interns. Questions on the survey are aligned with the Ohio Standards for Principals, Ohio licensure requirements, and elements of national accreditation. Statewide, total of 292 respondents completed the survey in 2020- 2021 for a response rate of 20.9 percent. The University of Toledo's response rate was 0% for 2020-2021.

Due to the low number of completers from the EPP's principal licensure program, three previous years of available data were combined for comparison to state averages. See table below:

Survey Question - My program prepared me…	UT 2017-2019	State 2017-2019	UT 2019-2020	State 2019-2020	UT 2020-2021	State 2020-2021
1)…to lead and facilitate continuous improvement efforts within a school building setting.	3.375	3.53	N/A	3.6	N/A	3.64
2)…to lead the processes of setting, monitoring, and achieving specific and challenging goals for all students and staff.	3.625	3.53	N/A	3.56	N/A	3.62
3)…to anticipate, monitor, and respond to educational developments affecting the school and its environment.	3.5	3.53	N/A	3.6	N/A	3.62
4)…to lead instruction.	3.625	3.5	N/A	3.6	N/A	3.54
5)…to ensure the instructional content being taught is aligned with the academic standards (e.g. national, Common Core, state) and curriculum priorities of the school district.	3.375	3.54	N/A	3.61	N/A	3.57
6)…to ensure effective instructional practices meet the needs of all students at high levels of learning.	3.5	3.54	N/A	3.63	N/A	3.62

|					
7)…to encourage and facilitate effective use of data by self and staff.	3.625	3.54	N/A	3.62	N/A	3.69
8)…to advocate for high levels of learning for all students, including students identified as gifted, students with disabilities, and at-risk students.	3.5	3.56	N/A	3.66	N/A	3.67
9)…to encourage and facilitate effective use of research by self and staff.	3.5	3.51	N/A	3.6	N/A	3.66
10)…to support staff in planning and implementing research-based professional development and instructional practices.	3.25	3.56	N/A	3.61	N/A	3.65
11)…to establish and maintain procedures and practices supporting staff and students with a safe environment conducive to learning.	3.625	3.61	N/A	3.73	N/A	3.7
12)…to establish and maintain a nurturing school environment addressing the physical and mental health needs of all.	3.75	3.56	N/A	3.71	N/A	3.64
13)…to allocate resources, including technology, to support student and staff learning.	3.625	3.48	N/A	3.58	N/A	3.55
14)…to uphold and model professional ethics; local, state, and national polices; and legal codes to conduct.	3.75	3.65	N/A	3.74	N/A	3.74
15)…to share leadership with staff, students, parents, and community members.	3.75	3.66	N/A	3.73	N/A	3.75
16)…to establish effective working teams and developing structures for collaboration between teachers and educational support personnel.	3.5	3.64	N/A	3.71	N/A	3.7
17)…to foster positive professional relationships among staff.	3.625	3.66	N/A	3.73	N/A	3.74
18)…to support and advance the leadership capacity of educators.	3.625	3.63	N/A	3.68	N/A	3.7
19)…to utilize good communication skills, both verbal and written, with all stakeholder audiences.	3.75	3.66	N/A	3.72	N/A	3.7
20)…to connect the school with the community through print and electronic media.	3.375	3.44	N/A	3.58	N/A	3.54
21)…to involve parents and communities in improving student learning.	3.375	3.5	N/A	3.67	N/A	3.63
22)…to use community resources to improve student learning.	3.375	3.46	N/A	3.58	N/A	3.56

23)…to establish expectations for using culturally responsive practices that acknowledge and value diversity.	3.625	3.51	N/A	3.65	N/A	3.65

The state of Ohio currently does not provide any completer satisfaction data for School Psychologists. During 2019-20 academic year, program faculty developed a survey and deployed it in 2020-21. Within the results of that survey, 80% of the alumni indicated that is was somewhat easy (20%) or very easy (60%) to find employment upon graduation. 70% of graduates were offered employment before they graduated.

5. OUTCOME MEASURE: Graduation Rates Initial licensure candidate graduation rates.

The data for initial licensure and administrative principal are taken from the Ohio Metrics Performance report.
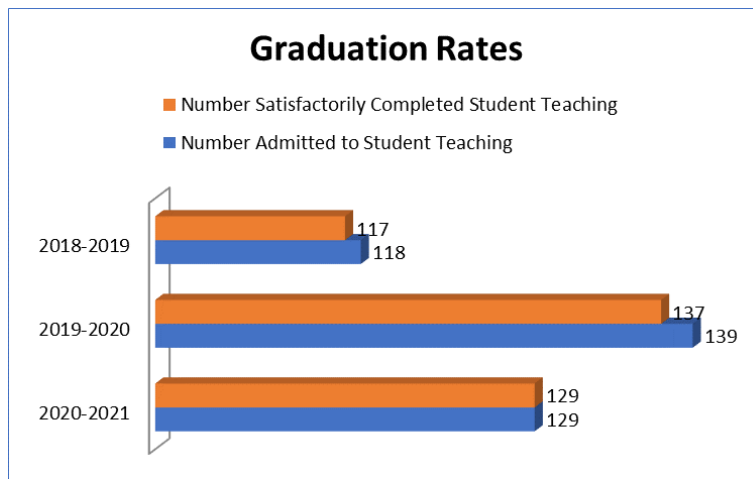
Advanced Programs- Principal Licensure

Principal Program Completion of Internship			
Year	Started	Completed	Rate
2018-2019	3	3	100%
2019-2020	4	4	100%
2020-2021	3	3	100%

Advanced Programs- School Psychology

The school psychology program had a 100% graduation rate for the 2020-2021 academic year.

6. OUTCOME MEASURE: Ability of completers to meet licensing (certification) and any additional state requirements; Title II

OAE Exam: The Ohio Assessment for Educators (OAE) are the licensure exams required for teacher licensure in the state of Ohio.

Ohio Assessment for Educators (OAE) Overall Pass Rates for Teacher Licensure

Completed Year	Completers Tested	Pass Rate	Statewide
2020-21	120	95%	90%
2019-20	125	96%	95%
2018-19	115	99%	96%

The data from the chart above was taken from Title II reports. UToledo also monitors its graduates OAE pass rates and publishes results on the EPP's Educator Quality Dashboard (https://www.utoledo.edu/education/caep/licensure-exam.html) each year, disaggregated by licensure exam. Title II reports only analyze data from graduates during a specific window of time, whereas, the EPP can provide the most accurate and recent pass rates. Overall, we find UToledo pass rates on individual licensure tests are higher than the state averages.

Links to Title II reports can be found at the bottom of this webpage: https://www.utoledo.edu/education/caep/caep-accreditation.html

Advanced Program - Administrative Principal

Ohio Assessment for Educators (OAE) Overall Pass Rates for Principal Licensure

Due to low enrollment, cohorts of 3-year cycles have been created for reporting.

Completed Year	Tested	Pass Rate	Statewide
13-16	49	87.8%	75.8%
16-19	25	84%	84.5%
19-YTD	9	100%	87.8%

We also report pass rates for individual licensure exams on our website. Both initial and advanced program (Principal) pass rates can be found here: https://www.utoledo.edu/education/caep/licensureexam.html

Advanced Program - School Psychology

The Praxis II school psychology licensure exam is required for all students and taken during the last year of the program and students must obtain a passing score (147 or greater) in order to be recommended

for state licensure in Ohio and for national certification (NCSP). Data from the past three years show 100% of the EPP's students passed at the state licensure level and NCSP/national level.

7. OUTCOME MEASURE: Ability of completers to be hired in education positions for which they have been prepared

Initial Teacher Licensure Rate Data

UToledo tracks the number and percentage of completers who applied and were awarded licensure post-graduation.

Program	2018-2019		2019-2020		2020-2021	
	Total	% Licensed	Total	% Licensed	Total	% Licensed
AYA English Langue Arts	5	100%	17	82%	11	82%
AYA Mathematics	5	100%	10	100%	5	80%
AYA Science	6	100%	8	75%	10	100%
AYA Social Studies	12	100%	9	100%	10	100%
Middle Childhood Education	11	91%	14	100%	19	100%
Early Childhood Education	42	100%	45	100%	50	90%
Intervention Specialist / Special Ed	29	93%	21	90%	17	100%
Multi-age: Art	5	100%	6	50%	Low N	100%
Multi-age: Music	Low N	66%	Low N	50%	Low N	100%
Multi-age: Foreign Language	Low N	0%	Low N	100%	Low N	100%
Ed Administration: Principal	Low N	66%	Low N	66%	Low N	N/A
UToledo Overall	122	95%	139	94%	123	95%

Employment Rates for Initial Teacher Preparation Programs

The EPP tracks its graduates' employment on a yearly basis to keep records accurate and up to date.

	# of Completers	% of Completers tracked	Employed in education	Graduate Schools	Career other than PreK-12 teaching	Unemployed
2020-2021	130	51%	91%	6%	0%	2%
2019-2020	138	85%	91.5%	1.7%	3.4%	3.4%
2018-2019	118	88%	90.40%	5.80%	1.90%	1.90%

Employment data show that 90.9% of completers tracked, on average, in the past three years have found employment in education and 3.1%, on average, are continuing their education in graduate school.

<p align="center">**Advanced Program- Principal Licensure**</p>

The EPP has had low enrollment in this program over the last three years. When looking at data from 2018-2021 together, 100% of graduates are employed in schools and 33% are employed in an administrative position.

<p align="center">**Advanced Program- School Psychology**</p>

Graduates from the school psychology program in 2020-2021 have a 100% employment rate as school psychologists.

8. OUTCOME MEASURE: Student loan default rates and other consumer information

The Department of Education publishes federal Cohort Default Rates for every institution once per year. The fiscal year (FY) 2018 Official Cohort Default Rates were published on September 27, 2021. The FY 2018 national cohort default rate is 7.3% and The University of Toledo's FY 201 official cohort default rate is 7%. (https://www.utoledo.edu/financialaid/types-ofaid.html)

Included below is The University of Toledo's cohort default rate information.

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FEDERAL STUDENT AID

School Default Rates
FY 2018, 2017, and 2016

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OPE ID	School	Type	Control	PRGMS		FY2018	FY2017	FY2016
003131	UNIVERSITY OF TOLEDO 2801 WEST BANCROFT STREET TOLEDO OH 43606-3390	Master's Degree or Doctor's Degree	Public	Both (FFEL/FDL)	Default Rate	7	8.6	8.3
					No. in Default	311	405	418
					No. in Repay	4402	4700	5020
					Enrollment figures	23248	23132	23343
					Percentage Calculation	18.9	20.3	21.5

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2018 CDR Year will use 2016-2017 enrollment).

Current Date : 04/22/2022

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