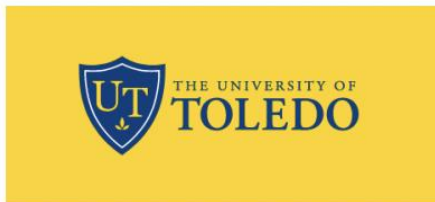


CAEP Annual Reporting Measures 2023
University of Toledo



**JUDITH HERB
COLLEGE OF EDUCATION**
utoledo.edu/education

FUELING TOMORROWS

Included data collected/reported from Academic Year 2021 - 2022 (September 1, 2021- August 31, 2022)

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)

Ohio's value-added data system provides information on student academic gains. As a vital component of Ohio's accountability system, districts and educators have access to an extensive array of diagnostic data through the [Education Value-Added Assessment System \(EVAAS\)](#). Schools can demonstrate through value-added data that many of their students are achieving significant progress. Student growth measures also provide students and parents with evidence of the impact of their efforts. Educators and schools further use value-added data to inform instructional practices. EVAAS: <https://evaasresources.sas.com/oh-evaas/full-view.html>

Limitations of the Value-Added Data:

1. The information in the report is for those individuals receiving their licenses with effective years of 2018, 2019, 2020 and 2021.
2. The value-added data in this report are those reported by Ohio's Education Value-Added Assessment System (EVAAS) based on Elementary and Middle School Tests (Grades 4-8) and End-of-Course Tests for high school credit.
3. For Educator Preparation Providers with fewer than 10 linked teachers or principals with value-added data, only the number (N) is reported.

Ohio Department of Education Summary Value-Added Data

	Initial Licensure Effective Years 2018, 2019, 2020, 2021		Associated Value-Added Classifications		
	Employed as Teachers	Teachers with Value-Added Data	Yellow	Green	Light Blue
UToledo	216	69	N=24 (35%)	N=39(57%)	N=6 (9%)
State	8861	2824	N=632 (22%)	N=1834 (65%)	N=358 (13%)

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. For the 21-22 cycle, the rating scale for Value-Added Data changed from Most Effective to Least Effective to a color scale. The Value-Added Classifications moving forward are defined as:

- Yellow - Significant evidence that the school's students made less growth than expected.
- Green - Evidence that the school's students made growth as expected.
- Light Blue - Significant evidence that the school's students made more growth than expected.

With the rating scale change that is effective as of the 2021-2022 data cycle, it is difficult to compare to previous years. Overall, the majority of UToledo graduates had evidence that the school’s student made growth as or more than expected. However, the percentages were a bit behind the state averages. This will be important to watch for trends moving forward as the EPPs and the state get more information with the new rating scale.

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

The Ohio Teacher Evaluation System

Ohio's system for evaluating teachers (Ohio's Teacher Evaluation System) provides educators with a detailed view of their performance, with a focus on specific strengths and opportunities for improvement. The system is research-based and designed to be transparent, fair, and adaptable to the specific contexts of Ohio's school districts. Furthermore, it builds on what educators know about the importance of ongoing assessment and feedback as a powerful vehicle to support improved practice. Teacher performance and student academic growth are the two key components of Ohio's evaluation system.

An apparent dip in evaluations for the most recent "Initial License Effective Year" cohort comes from the perception that any given year's evaluation results are actually a chronological view of evaluations. Rather, it's a view of the evaluations from that school year, showing four different cohorts of licensed educators. The most recently licensed cohort will eventually have more evaluation results in its second year as more educators find employment as teachers or principals.

Limitations of the Ohio Teacher Evaluation System (OTES) Data:

1. The information in the report is for those individuals receiving their licenses with effective years of 2018, 2019, 2020 and 2021.
2. The teacher evaluation data in this report are provided by the Ohio Department of Education.

3. Due to ORC 3333.041(B), annual results must be masked for institutions with fewer than 10 completers with OTES data.

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
2021-2022 UT	N<10	48%	N<10
2021-2022 State	N<10	92%	7%
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. In 2021-2022, the data is hard to interpret due to low N's in that the small amount of UToledo graduates included impacts the percentages substantially. However, the majority of UToledo graduates' are at the Skilled or higher rankings.

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 20	State SP 20	Natio n SP 20	UT SP 21	State SP 21	Natio n SP 21	UT SP 22	State SP 22	Natio n SP 22
Final mean pedagogy	2.17	2.43	2.44	2.48	2.55	2.52	2.43	2.50	2.51
Final mean disposition	2.41	2.65	2.65	2.55	2.69	2.68	2.59	2.67	2.68
A. Standards and objectives	2.24	2.5	2.51	2.68	2.62	2.62	2.56	2.59	2.61
B. Materials and resources	2.32	2.63	2.63	2.67	2.72	2.69	2.58	2.67	2.67
C. Assessment of learning	2.18	2.33	2.35	2.48	2.44	2.41	2.36	2.41	2.42
D. Differentiated methods	2.13	2.37	2.37	2.33	2.47	2.45	2.24	2.43	2.46
E. Learning target and directions	2.28	2.5	2.53	2.55	2.64	2.63	2.64	2.60	2.62
F. Critical thinking	2.09	2.33	2.35	2.37	2.45	2.41	2.25	2.39	2.41

G. Checking for understanding and adjusting instruction through formative assessment	2.27	2.43	2.45	2.48	2.59	2.57	2.45	2.57	2.55
H. Digital tools and resources	2.29	2.63	2.61	2.72	2.74	2.71	2.61	2.64	2.63
I. Safe and respectful learning environment	2.4	2.62	2.61	2.61	2.73	2.73	2.55	2.68	2.69
J. Data-guided instruction	1.89	2.24	2.28	2.26	2.34	2.32	2.19	2.32	2.34
K. Feedback to learners	2.15	2.47	2.47	2.51	2.61	2.56	2.60	2.56	2.55
L. Assessment techniques	2.06	2.3	2.33	2.37	2.43	2.39	2.35	2.40	2.40
M. Connections to research and theory	1.86	2.19	2.22	2.22	2.31	2.25	2.15	2.26	2.25
N. Participates in professional development	2.26	2.6	2.62	2.28	2.56	2.56	2.41	2.59	2.61
O. Demonstrates effective communication with parents or legal guardians	2.13	2.35	2.43	2.24	2.33	2.36	2.36	2.35	2.39
P. Demonstrates punctuality	2.54	2.8	2.77	2.71	2.86	2.83	2.71	2.84	2.83
Q. Meets deadlines and obligations	2.45	2.73	2.69	2.66	2.79	2.75	2.68	2.75	2.74
R. Preparation	2.53	2.74	2.71	2.71	2.81	2.78	2.75	2.76	2.76
S. Collaboration	2.45	2.73	2.73	2.61	2.8	2.78	2.65	2.76	2.78
T. Advocacy to meet the needs of learners or for the teaching profession	2.34	2.44	2.48	2.42	2.52	2.53	2.44	2.49	2.53
U. Responds positively to feedback and constructive criticism	2.59	2.78	2.76	2.75	2.85	2.83	2.75	2.82	2.82

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

Employer Survey Results

The Employer Satisfaction Survey designed by the Ohio Department of Higher Education, uses questions 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 2020 and Spring 2021. Survey responses were requested for 68 graduates. The response rate for the survey was 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.	0.00%	0.00%	75.00%	25.00%	3.25 0.50
2. Respect the diversity of the students they teach.	0.00%	0.00%	75.00%	25.00%	3.25 0.50
3. Know and understand the content area for which they have instructional responsibility.	0.00%	0.00%	75.00%	25.00%	3.25 0.50
4. Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	0.00%	0.00%	75.00%	25.00%	3.25 0.50
5. Knowledgeable about assessment types, their purposes, and the data they generate.	0.00%	0.00%	75.00%	25.00%	3.25 0.50
6. Analyze data to monitor student progress and learning.	0.00%	0.00%	75.00%	25.00%	3.25 0.50
7. Use data to plan, differentiate, and modify instruction.	0.00%	0.00%	100.00%	0.00%	3.00 0.00
8. Align their instructional goals and activities with school and district priorities.	0.00%	0.00%	75.00%	25.00%	3.25 0.50
9. Differentiate instruction to support the learning needs of all students.	0.00%	0.00%	75.00%	25.00%	3.25 0.50
10. Treat students fairly and establish an environment that is respectful, supportive, and caring.	0.00%	0.00%	50.00%	50.00%	3.50 0.58
11. Maintain an environment that is conducive to learning for all students.	0.00%	0.00%	50.00%	50.00%	3.50 0.58
12. Communicate clearly and effectively.	0.00%	0.00%	50.00%	50.00%	3.50 0.58
13. Collaborate effectively with other teachers, administrators, and district staff.	0.00%	0.00%	50.00%	50.00%	3.50 0.58
	0.00%	0.00%	50.00%	50.00%	3.50

14. Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.					0.58
15. Assume responsibility for professional growth.	0.00%	0.00%	75.00%	25.00%	3.25 0.5

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		Residency Year 2		Residency Year 3		Residency Year 4	
	Persisting		Persisting		Persisting		Persisting	
2018 UT	2	100%	6	85.7%	22	91.7%	45	100%
2018 State	116	97.5%	209	97.7%	719	98.9%	1670	99.1%
2019 UT	12	92.3%	12	100%	49	98%	N/A	N/A
2019 State	352	100.6%	670	99.7%	1890	98.6%	1	100%
2020 UT	29	103.6%	58	100%	N/A	N/A	N/A	N/A
2020 State	1052	98.2%	1734	98.1%	N/A	N/A	N/A	N/A
2021 UT	34	97.1%	N/A	N/A	N/A	N/A	N/A	N/A
2021 State	1940	98%	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. Starting in the 2019 Initial Licensure Year, UToledo students are more on track with the state completion rates. 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

	UT 17 - 19	State Average 17-19	UT 19- 20	State Average 19-20	State Average 20-21
The principal preparation program prepared the school leader candidate to understand...					
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

To gather information on alumni satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education administers a survey aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. All Ohio Resident Educators who completed their preparation in Ohio receive an invitation to complete the survey in the fall semester as they enter Year 2 of the Resident Educator program. A total of 456 respondents completed the survey statewide for a response rate of 12.5 percent.

Satisfaction with Teacher Preparation- All Programs

My teacher licensure program prepared me...	UToledo Mean	State Mean
1. ...with knowledge of research on how students learn.	3.29	3.37
2. ...to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction.	3.00	3.10
3. ...with high levels of knowledge and the academic content I plan to teach.	3.00	3.21
4. ...to identify instructional strategies appropriate to my content area.	3.14	3.31
5. ...to understand the importance of linking interdisciplinary experiences.	2.64	3.26
6. ...to align instructional goals and activities with Ohio's Learning Standards.	3.21	3.51
7. ...to use assessment data to inform instruction.	3.00	3.33
8. ...to clearly communicate learning goals to students.	3.00	3.36
9. ...to apply knowledge of how students learn, to inform instruction	3.14	3.36
10. ...to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.	3.29	3.20
11. ...to identify strategies to increase student motivation and interest in topics of study	3.00	3.15
12. ...to create learning situations in which students work independently, collaboratively, and/or in a whole class.	3.29	3.29
13. ...to use strategies for effective classroom management.	2.86	2.93
14. ...to communicate clearly and effectively.	3.36	3.34
15. ...to understand the importance of communication with families and caregivers.	3.00	3.32
16. ...to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	2.93	3.51

17. ...to use a variety of diagnostic, formative, and summative assessments.	3.00	3.40
18. ... prepared me to understand students' diverse cultures, language skills, and experiences.	3.00	3.21
19. prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.36	3.53
20. ...prepared me to use technology to enhance teaching and student learning.	3.07	3.31
21. ...prepared me to collaborate with colleagues and members of the community when and where appropriate.	2.71	3.33
22. ...collected evidence of my performance on multiple measures to monitor my progress.	2.93	3.28
23. ... the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	2.57	3.02
24. ... the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards	2.64	2.98
25. ... the requirements for the Ohio Resident Educator Program.	2.64	2.98
26. ...the Ohio Standards for the Teaching Profession.	2.93	3.21
27. ...the Ohio Standards for Professional Development.	2.29	2.99
28. ... Ohio's Learning Standards.	3.43	3.44
29. ...the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.36	2.68
30. ...field experiences that supported my development as an effective educator focused on student learning.	3.21	3.49
31. ... field experiences in a variety of settings (urban, suburban, and rural).	3.07	3.23
32. ...student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.21	3.44
33. ...cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.07	3.47
34. ...university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.14	3.43
35. ...work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.07	3.21
36. ...understand students' diverse cultures, languages, and experiences.	3.29	3.23
37. ...work with diverse teachers.	3.00	3.04
38. ...interact with diverse faculty	3.07	3.07
39. ...work and study with diverse peers.	3.21	3.14
40. ...demonstrated in-depth knowledge of their field.	3.29	3.47
41. ...used effective teaching methods that helped promote learning.	2.71	3.35

42. ...modeled respect for diverse populations	3.36	3.43
43. ...integrated diversity-related subject matter within coursework.	3.00	3.31
44. ...used technology to facilitate teaching and learning.	3.00	3.42
45. ...conducted themselves in a professional manner.	3.29	3.50
46. ...clearly articulated policies published to facilitate progression to program completion.	3.14	3.32
47. ...opportunities to voice concerns about the program.	2.86	3.06
48. ...advising to facilitate progression to program completion.	3.14	3.32
49...with the knowledge and skills necessary to enter the classroom as a Resident Educator	3.21	3.21

Overall, UToledo follows similar trends in data as the state means as far as the difficulty of the alumni to endorse certain items, such as item 29 being difficult at the state and institution level. However, there are several items that should be utilized for future improvements, such as 5, 7, 8, 16, 17, 21-27, 33, and 41.

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

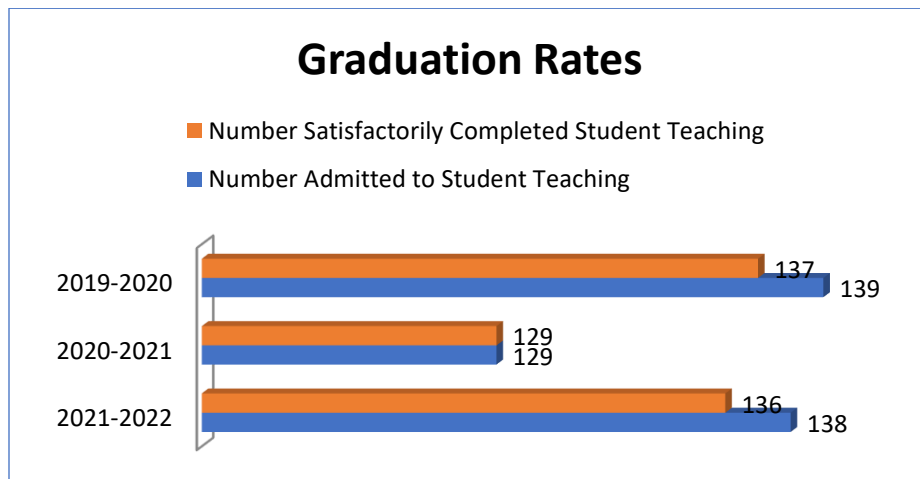
20)...to connect the school with the community through print and electronic media.	3.375	3.44	N/A	3.58	N/A	3.54
21)...to involve parents and communities in improving student learning.	3.375	3.5	N/A	3.67	N/A	3.63
22)...to use community resources to improve student learning.	3.375	3.46	N/A	3.58	N/A	3.56
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

Advanced Program- School Psychology

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%	91%
2019-20	125	96%	95%
2018-19	115	99%	96%

Ohio educator licensure requirements include passage of all requisite licensure examinations at the state determined cut score. The reported results reflect Title II data, and therefore represent pass rate data solely for initial licenses. Further, because the data are gathered from the Title II reports, there is a one-year lag in accessing the data. Teacher licensure pass rate data are the only reported metric for which the data do not reflect the reporting year 2020-2021.

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	2019-2020		2020-2021		2021-2022	
	Total	% Licensed	Total	% Licensed	Total	% Licensed
AYA English Language Arts	17	82%	11	82%	17	76%
AYA Mathematics	10	100%	5	80%	N<5	100%
AYA Science	8	75%	10	100%	N<5	50%
AYA Social Studies	9	100%	10	100%	8	100%
Middle Childhood Education	14	100%	19	100%	9	78%
Early Childhood Education	45	100%	50	90%	51	75%
Intervention Specialist / Special Ed	21	90%	17	100%	14	79%
Multi-age: Art	6	50%	N<5	100%	N<5	33%
Multi-age: Music	N<5	50%	N<5	100%	5	60%
Multi-age: Foreign Language	N<5	100%	N<5	100%	N<5	100%
Ed Administration: Principal	N<5	100%	N<5	50%	N<5	N/A
UToledo Overall	139	94%	123	95%	114	75%

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	75%	93.8%	3%	2%	1.2%
2019-2020	138	85%	91.5%	1.7%	3.4%	3.4%
2018-2019	118	88%	90.4%	5.8%	1.9%	1.9%

Employment data show that 90% or more of completers tracked, on average, in the past three years have found employment in education and between approximately 2-6% of students are continuing their education in graduate school.

Advanced Program- Principal Licensure

The EPP has had low enrollment in this program over the last three years. When looking at data from 2017-2021 together (N=13), 85% of graduates are employed in schools and 38% are employed in an administrative position.

Advanced Program- School Psychology

Graduates from the school psychology program in 2021-2022 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 30, 2022. The University of Toledo's FY 2022 official cohort default rate is 2.9%.

<https://www.utoledo.edu/financialaid/types-ofaid.html>

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

School 3-Year Default Rate FY 2019, 2018, and 2017

OPEID: 003131 **Type:** Master's Degree Or Doctor's Degree

Name: University of Toledo **Control:** Public

Address: 2801 WEST BANCROFT STREET
TOLEDO, OH 436063390 **Program:** NONE

Cohort Fiscal Year	Official Default Rate	Number of Borrowers in Default	Number of Borrowers in Repayment	Enrollment Figures	Percentage Calculation
2019	2.9	131	4478	22,439	19.96%
2018	7	311	4402	22,945	19.19%
2017	8.6	405	4700	23,248	20.22%

ENROLLMENT NOTE: To provide context for the Cohort Default Rate (CDR) data, we include Enrollment Figures (students enrolled at any time during the year) and the corresponding Percentage Calculation (borrowers entering repayment divided by that enrollment figure). There is no direct relationship between the timing of when a borrower entered repayment and any particular enrollment year; we have chosen to use the academic year ending on the 30th of June before the beginning of the cohort year.

Cohort Default Rate (CDR) data is not displayed when Number of Borrowers in Repayment (number of borrowers entering repayment in cohort) includes 10 or few borrowers.

Current Date Mar 21, 2023