



2021 CAEP ANNUAL REPORTING MEASURES (ADVANCED LEVEL PROGRAMS)

Annual Report included data collected/reported from Academic Year 2019-2020 (September 1, 2019- August 31, 2020)

Contents

MEASURE 3	SATISFACTION OF EMPLOYERS AND EMPLOYMENT MILESTONES	2
MEASURE 4	SATISFACTION OF COMPLETERS	5
MEASURE 5	GRADUATION RATES	13
MEASURE 6	ABILITY OF COMPLETERS TO MEET LICENSING (CERTIFICATION) AND ANY ADDITIONAL STATE REQUIREMENTS	16
MEASURE 7	ABILITY OF COMPLETERS TO BE HIRED IN EDUCATION POSITIONS FOR WHICH THEY HAVE BEEN PREPARED	19
MEASURE 8	STUDENT LOAN DEFAULT RATES AND OTHER CONSUMER INFORMATION.....	22

3. SATISFACTION OF EMPLOYERS AND EMPLOYMENT MILESTONES A.4.1

Measure 3 – Advanced Level Employment Satisfaction – Promotion and Retention

The data that is used to explore this is from graduate self-reported data that is tracked within the department. The data is explored by program level, cohorts across three years, gender, and ethnicity.

Data Tables

The following tables provide information on the ability of advanced level licensure program completers (MED & EDD) to be promoted and/or retained within positions of school leadership (assistant principal, principal). The data tables show the completers that have been hired into a position of school/district leadership; have been promoted from assistant principal to principal; and are currently employed in a position of school leadership.

Discussion

In the MED program, 51% of completers/graduates are hired into positions of school leadership. Of those hired, 27% have been promoted from assistant principal to principals within 3 or less years. 100% of those hired remain in leadership positions.

In the EDD program, there is a range of 57 – 100 % of graduates hired into school leadership positions. Of those initial placements, 0% have been promoted to principal. Interesting to note is that within gender, 100% of males have been hired, while only 64% of females. Another discrepancy is within ethnicity, 79% of non-ethnic minorities compared to 50% of ethnic minorities. 100% of those hired remain in leadership positions.

When this data is shared with faculty, the larger question becomes the lack of overall ethnic diversity with the programs. Although this is a topic under frequent discussion, the review of the data for Measure 3 has raised heightened concern within our department. We are currently in the process of developing a strategic plan to increase our enrollment of students of color. In addition, faculty members are currently reviewing options for a survey instrument of employer satisfaction and we hope to include this data in future reports (2022 – 2023).

While data is shared with faculty, this will be the first time posted to EPP's website.

Employment Satisfaction – Promotion and Retention in School Leadership

The following tables provide information on the ability of advanced level licensure program completers (MED) to be retained and/or promoted within positions of school leadership (assistant principal, principal). The data tables show the completers that have been hired into a position of school/district leadership; have been promoted from assistant principal to principal; and are currently employed in a position of school leadership.

Advanced Level Program - by cohort (across 3 years) - MED

Cohort1 Years	Completers	Hired in a position of school leadership		Promotion from assistant principal to principal		Currently employed in a position of school leadership	
	Count	Count	%	Count	%	Count	%
2018 - 2020	14	4	29%	1	25%	4	100%
2017 - 2019	13	8	62%	2	25%	8	100%
2016 - 2018	16	10	63%	3	30%	10	100%
Combined 2016 - 2020	43	22	51%	6	27%	22	100%

Advanced Level Program - (2016-2020) - MED

	Completers	Hired in a position of school leadership		Promotion from assistant principal to principal		Currently employed in a position of school leadership	
	Count	Count	%	Count	%	Count	%
Male	8	4	50%	1	25%	4	100%
Female	35	18	51%	5	28%	18	100%
Not Provided							

Advanced Level Program - (2016-2020) - MED

	Completers	Hired in a position of school leadership		Promotion from assistant principal to principal		Currently employed in a position of school leadership	
	Count	Count	%	Count	%	Count	%
Ethnic non-minority	38	19	50%	1	.05%	19	100%
Ethnic minority	5	3	60%	0	0%	51	00%
Not Specified or Blank							

Employment Satisfaction – Promotion and Retention in School Leadership

The following tables provide information on the ability of advanced level licensure program completers (EDD) to be retained and/or promoted within positions of school leadership (assistant principal, principal). The data tables show the completers that have been hired into a position of school/district leadership; have been promoted from assistant principal to principal; and are currently employed in a position of school leadership.

Advanced Level Program by cohort across 3 years - EDD

Program Cohort Years	Completers	Hired in a position of school leadership		Promotion from assistant principal to principal		Currently employed in a position of school leadership	
	Count	Count	%	Count	%	Count	%
2017 - 2020	6	5	83%	0	0	5	100% ¹
2016 - 2019	3	3	100%	0	0	3	100%
2015 - 2018	7	4	57%	0	0	4	100%
Combined 2016 - 2020	16	12	75%	0	0	12	100%

Advanced Level Program (2015-2020) - EDD

	Completers	Hired in a position of school leadership		Promotion from assistant principal to principal		Currently employed in a position of school leadership	
	Count	Count	%	Count	%	Count	%
Male	5	5	100%	0	0	5	100% ¹
Female	11	7	64%	0	0	7	100%
Not Provided							

Advanced Level Licensure (2015-2020) - EDD

	Completers	Hired in a position of school leadership		Promotion from assistant principal to principal		Currently employed in a position of school leadership	
	Count	Count	%	Count	%	Count	%
Ethnic non-minority	14	11	79%	0	0	11	100%
minority	2	1	50%	0	0	1	100%
Ethnic minority Not Specified or Blank							

4. SATISFACTION OF COMPLETERS A.4.2

Measure 4 – Advanced Level Satisfaction of Completers

Graduates of the MED and EDD program have optional participation in the INSPIRE graduate survey. Graduates are sent an email and encouraged to participate in the survey by program faculty. Participation varies by year and by program. The data for the 2019 – 2020 academic year is a combined average of completers in the MED **and** EDD program. Starting in 2022, data will be disaggregated by program with a scheduled window for participation.

Survey Data

The data is from the **INSPIRE Graduate Survey** and focuses on areas of program quality that include the following categories: rigor and relevance, faculty quality, peer relationship, program accessibility, curriculum, candidate assessment, and internship quality. All of the responses to these questions are 5 point Likert scales.

DISCUSSION

The following charts/graphs provide information on satisfaction of completers (2019 – 2020) on program quality. The data for the 2019 – 2020 academic year is a combined average of completers in the MED **and** EDD program. There were 12 respondents in total.

The areas that have remained consistent as satisfactory on an annual basis include: rigor and relevance, faculty quality, and internship. Overall, the survey of graduates suggests that they are generally pleased with their leadership preparation.

Areas discussed for improvement include the use of technology within curriculum, and midterm candidate assessment. An area that ranks consistently low is in program accessibility under program costs, and online supports. The faculty is re-examining online supports for students and an increased use of online access and courses.

Survey shared with faculty, and is the first time data shared to EPP's website.

Satisfaction of Completers for Advanced Level Licensure

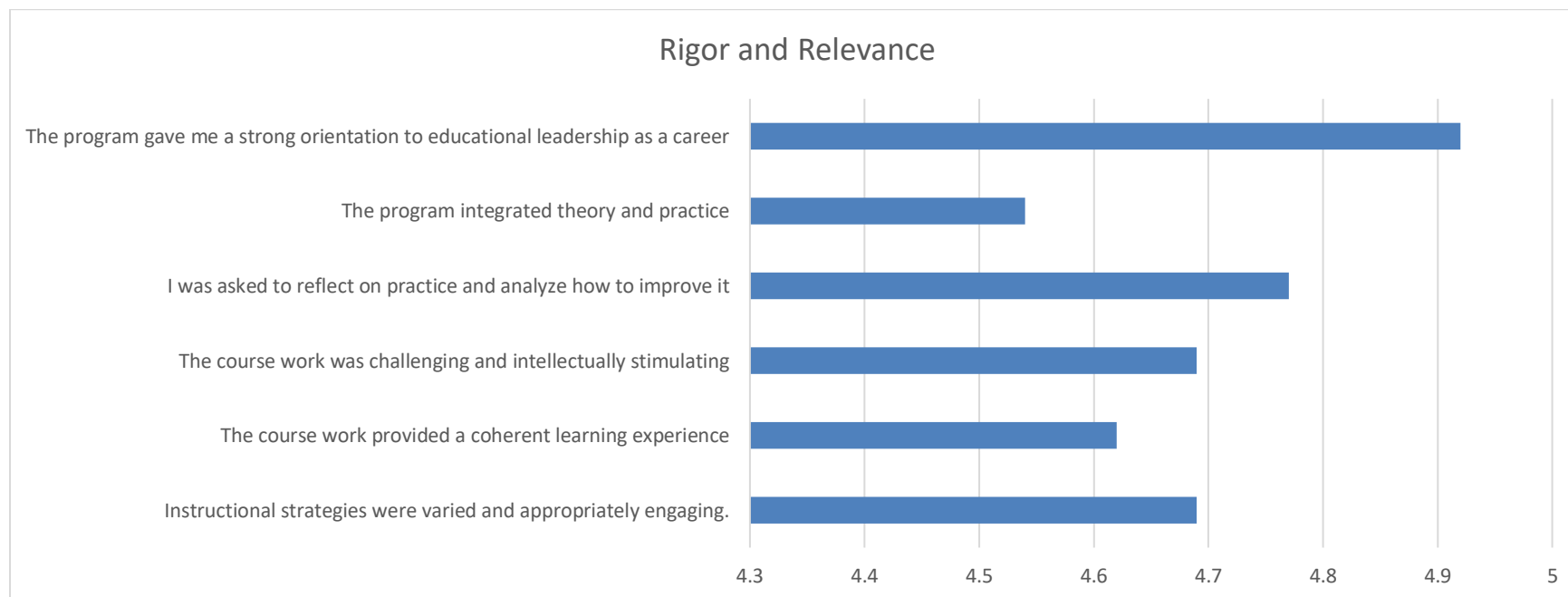
Program – MED and EDD

The following charts/graphs provide information on satisfaction of completers (2019 – 2020) on program quality. The data for the 2019 – 2020 academic year is a combined average of completers in the MED *and* EDD program. There were 12 respondents in total. The data is from the INSPIRE Graduate Survey and focuses on areas of program quality that include the following categories: rigor and relevance, faculty quality, peer relationship, program accessibility, curriculum, candidate assessment, and internship quality. All of the responses to these questions are 5 point Likert scales.

Program Rigor and Relevance

Completers were asked the following:

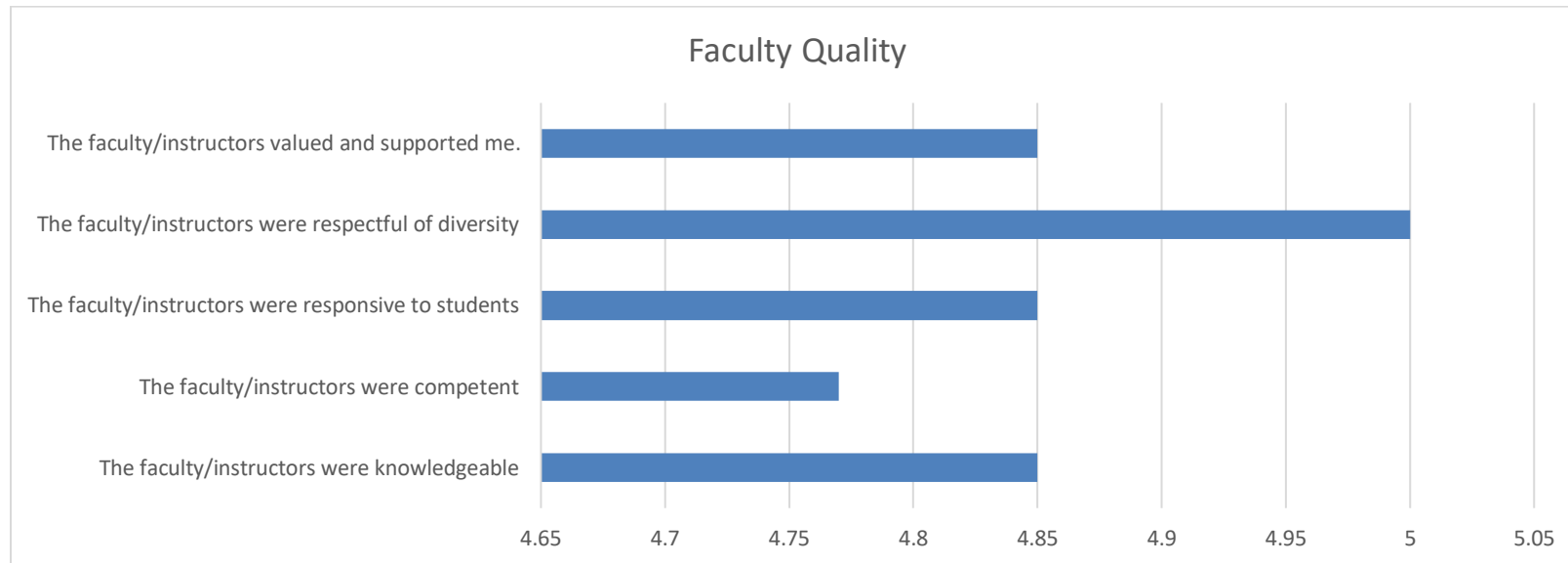
To what extent do you agree or disagree with the following statements about your educational leadership preparation program?



Faculty Quality

Completers were asked the following:

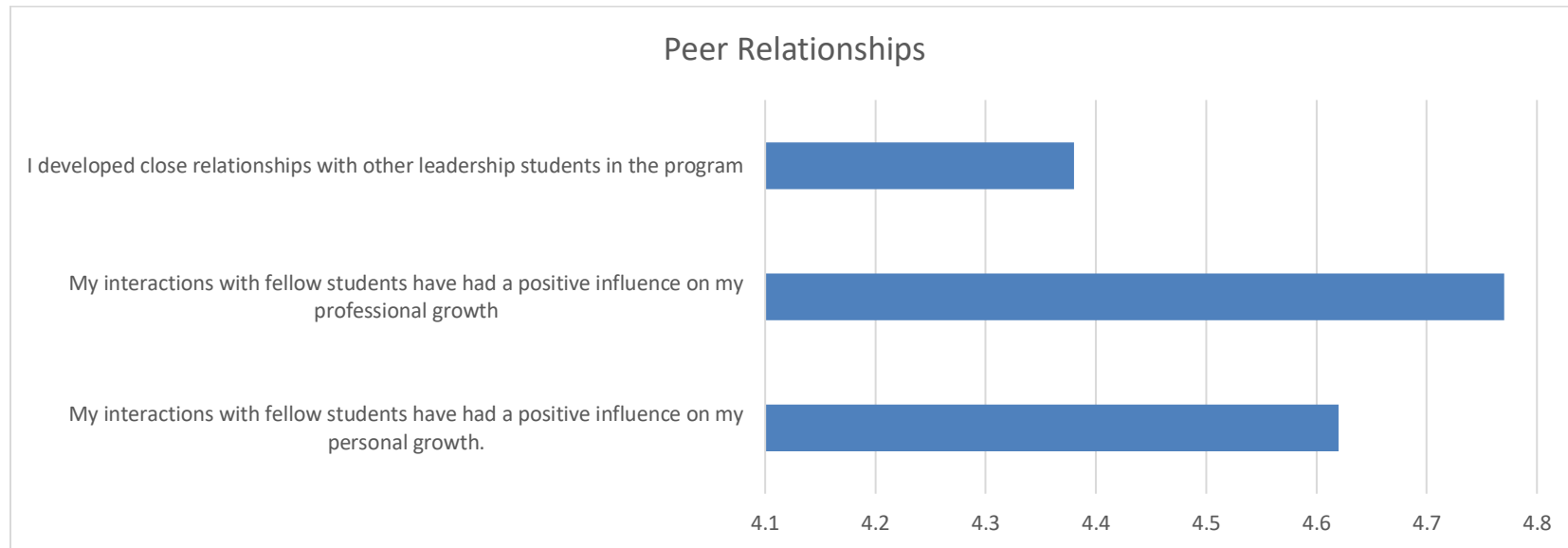
To what extent do you agree or disagree with the following statements about your educational leadership preparation program?



Peer Relationships

Completers were asked the following:

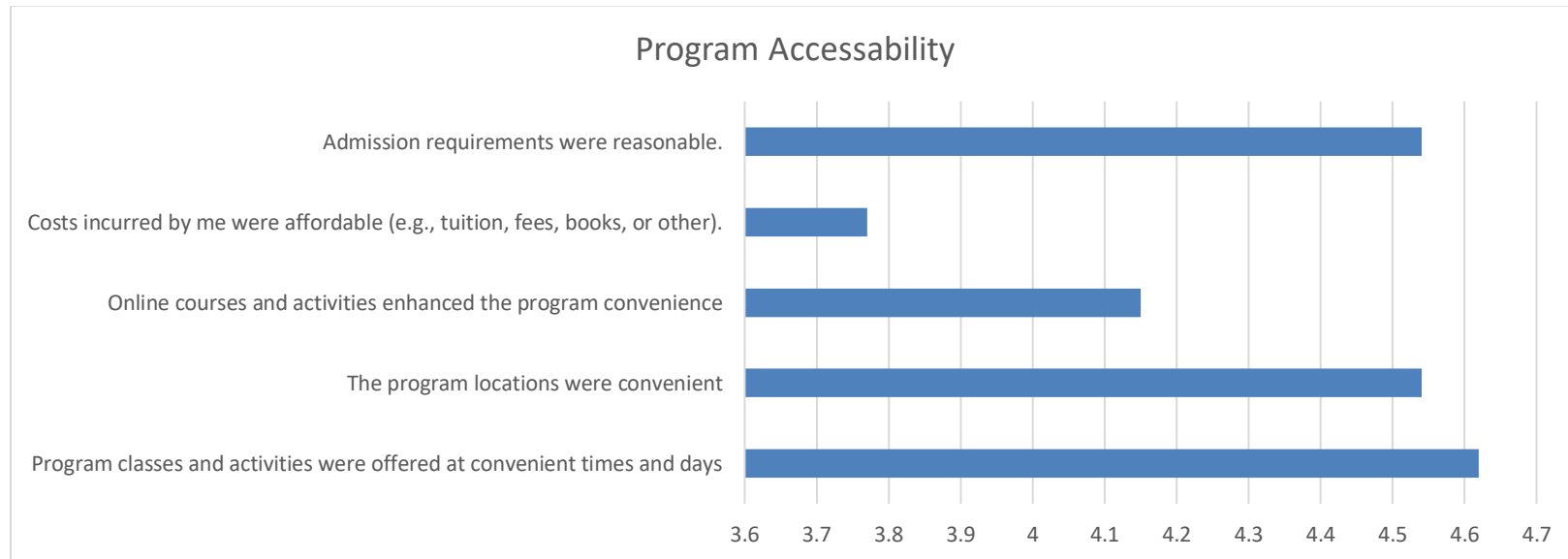
To what extent do you agree or disagree with the following statements about your educational leadership preparation program?



Program Accessibility

Completers were asked the following:

To what extent do you agree or disagree with the following statements about your educational leadership preparation program?

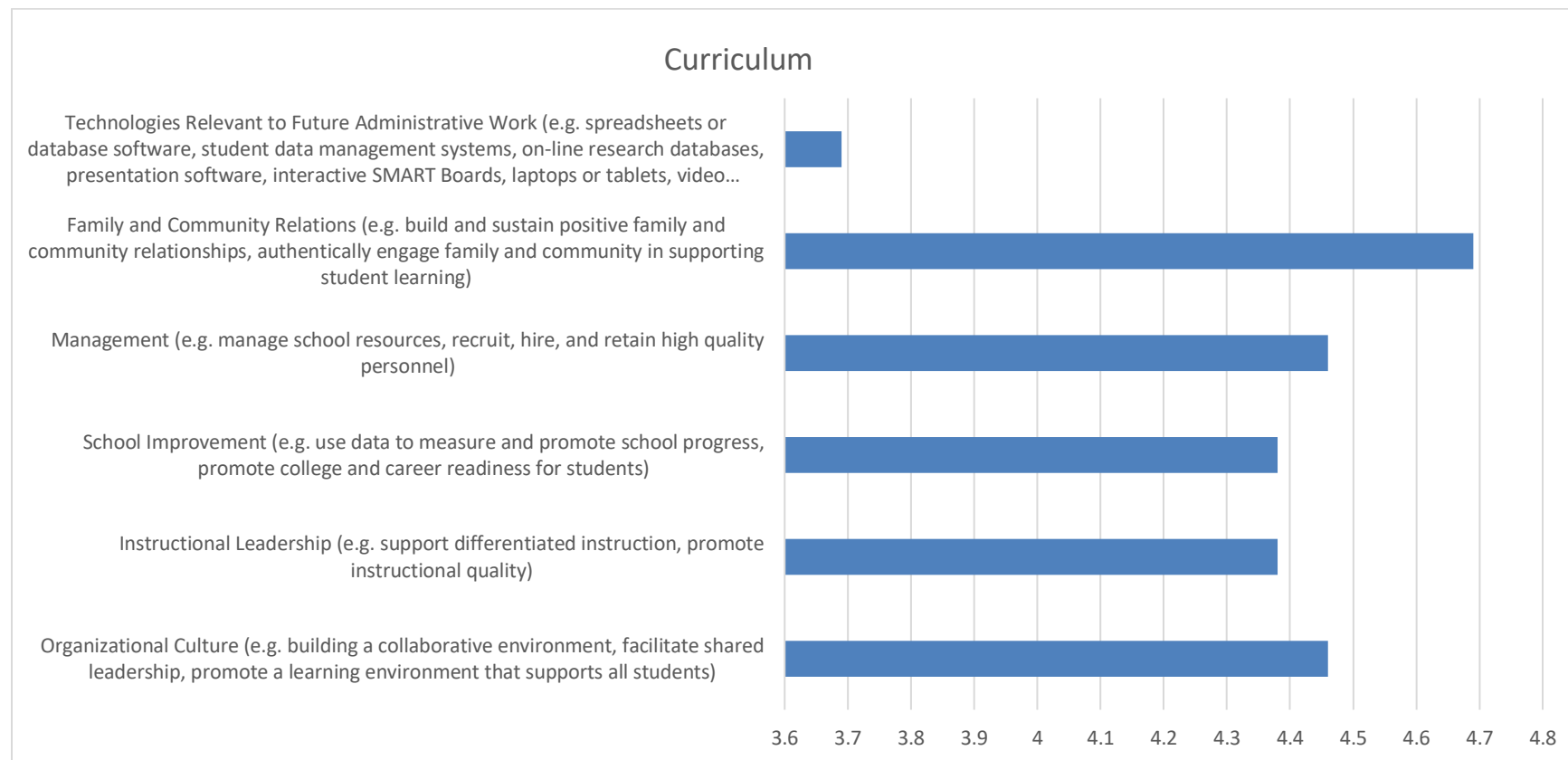


Curriculum

Completers were asked the following:

To what extent do you agree or disagree with the following statements about your educational leadership preparation program?

"The program prepared me well in the following areas..."

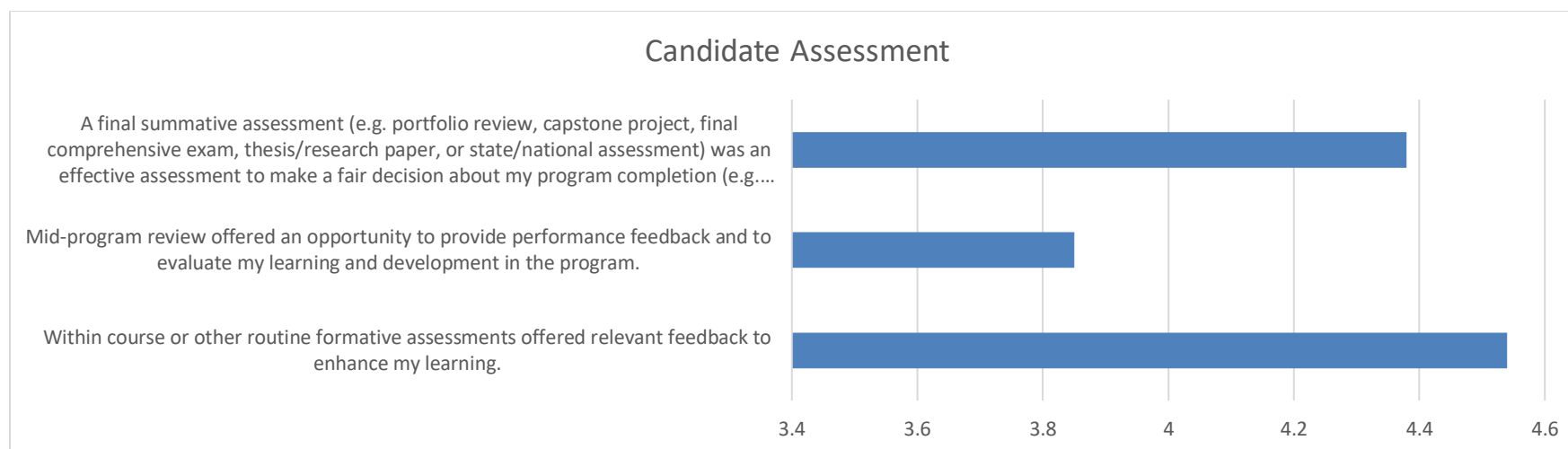


Candidate Assessment

Completers were asked the following:

To what extent do you agree or disagree with the following statements about your educational leadership preparation program?

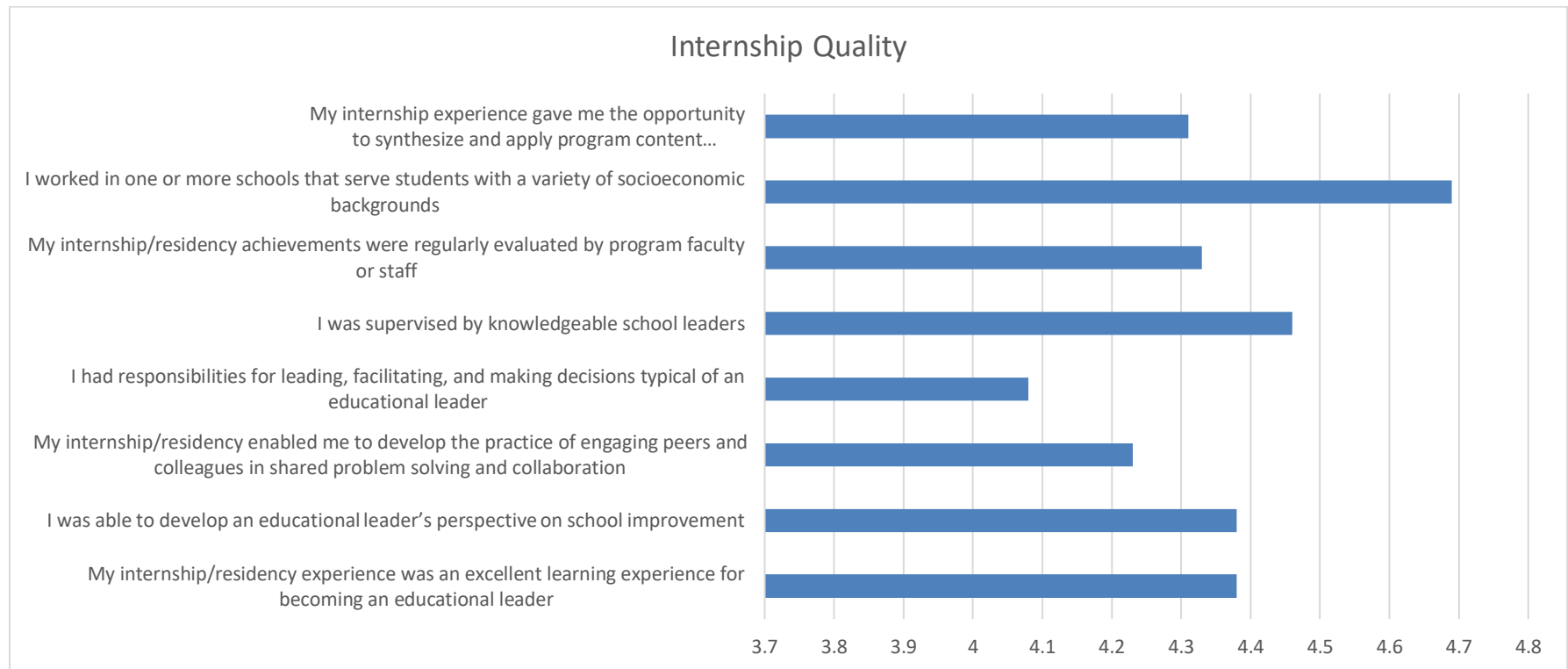
"The following strategies were effective for reviewing and making decisions about my knowledge and/or skill development throughout the program..."



Internship Quality

Completers were asked the following:

To what extent do you agree or disagree with the following statements about your internship experience?



5. GRADUATION RATES

Measure 5 – Advanced Level Graduation/Completion Rates

When reviewing the data for this measure, the advanced level program looked at graduation rates across enrollment years (cohorts, gender, and ethnicity).

Data Tables

This data tables show the set of data for each program (MED and EDD) separately as each program has different time frames and credit hours for completion.

Discussion

The MED program had almost 100% graduation/completion rates, with the exception of one student who chose to discontinue after one year. The program's coursework and internship experiences are formatted and sequenced to provide students with a structured approach for program completion.

In reviewing the data for the EDD program, the data suggests a different outcome. When considering all categories, the data across three cohort ranges from 0% on time to 75% on time. One of the factors discussed by faculty for the length of completion time is the final three-semester capstone research year. Variances in completion of the capstone affects program completion for all students. Although the number of students that fail to graduate is very low (.05%), the extended time to complete is a concern.

Currently under discussion with faculty is a need to restructure the capstone cycle. Changes already made as of summer 2020 to the EDD program include a revamping of coursework and course sequence for licensure courses and practicum.

This information is shared with K12 faculty in the department on an annual basis. This is the first year that graduation rates and data will be posted to the EPP's website

Graduation Rate for Advanced Level Licensure Program - MED

The following tables provide graduation rates of students who enrolled in and completed an advanced level licensure program at the master's level. Advanced Licensure MED programs (for candidates admitted through fall 2019) were scheduled to complete in 2 years (6 semesters, 42 credit hours).

Advanced Level Program - Licensure Enrollment across 3 years - MED

<i>Program Admit Year</i>	Enrollment	Graduated/Completed an Advanced licensure program within 6 semesters		Overall Graduated/Completed		Did not Graduate from an Advanced licensure program as of Summer 2020	
	Count	Count	%	Count	%	Count	%
2018 - 2019	14	14	100%	14	100%	0	0
2017 - 2018	13	13	100%	13	100%	0	0
2016 - 2017	17	16	94%	16	94%	1	6%
Combined 2016 - 2020	44	43	98%	43	98%	1	2%

Advanced Level Program - Licensure Enrollment (2016-2020) - MED

	Enrollment	Graduated/Completed an Advanced licensure program within 6 semesters		Overall Graduated/Completed		Did not Graduate from an Advanced licensure program as of Summer 2020	
	Count	Count	%	Count	%	Count	%
Male	9	9	100%	9	100%	0	0
Female	35	34	97%	34	97%	1	3%
Not Provided							

Advanced Level Program - Licensure Enrollment (2016-2020) - MED

	Enrollment	Graduated/Completed an Advanced licensure program within 6 semesters		Overall Graduated/Completed		Did not Graduate from an Advanced licensure program as of Summer 2020	
	Count	Count	%	Count	%	Count	%
Ethnic non-minority	39	38	97%	38	97%	1	3%
Ethnic minority	5	5	100%	5	100%	0	0
Not Specified or Blank							

Graduation Rate for Advanced Level Licensure Program - EDD

The following tables provide graduation rates of students who enrolled in and completed an advanced level licensure program at the doctoral level. Advanced Licensure EDD programs (for candidates admitted through fall 2019) were scheduled to complete in 3 years (nine semesters, 60 credit hours).

Advanced Level Program - Licensure Enrollment across 3 years - EDD

<i>Program Admit Year</i>	Enrollment	Graduated/Completed an Advanced licensure program within 9 semesters		Overall Graduated/Completed		Did not Graduate from an Advanced licensure program as of Summer 2020	
	Count	Count	%	Count	%	Count	%
<i>2017 - 2018</i>	8	6	75%	6	75%	2	25%
<i>2016 - 2017</i>	5	1	0%	3	60%	2	40%
<i>2015 - 2016</i>	8	2	25%	7	88%	1	13%
<i>Combined 2015 - 2020</i>	21	9	43%	16	76%	5	24%

Advanced Level Program – Licensure Enrollment (2015-2020) - EDD

	Enrollment	Graduated/Completed an Advanced licensure program within 9 semesters		Overall Graduated/Completed		Did not Graduate from an Advanced licensure program as of Summer 2020	
	Count	Count	%	Count	%	Count	%
<i>Male</i>	6	3	50%	5	83%	1	17%
<i>Female</i>	15	7	47%	12	80%	3	20%
<i>Not Provided</i>							

Advanced Level Program – Licensure Enrollment (2015-2020)

	Enrollment	Graduated/Completed an Advanced licensure program within 9 semesters		Overall Graduated/Completed		Did not Graduate from an Advanced licensure program as of Summer 2020	
	Count	Count	%	Count	%	Count	%
<i>Ethnic non-minority</i>	18	9	50%	14	78%	4	22%
<i>Ethnic minority</i>	3	1	33%	2	67%	1	33%
<i>Not Specified or Blank</i>							

6. ABILITY OF COMPLETERS TO MEET LICENSING (CERTIFICATION) AND ANY ADDITIONAL STATE REQUIREMENTS; TITLE II

Measure 6 – Advanced Level Licensing and State Requirements

For this measure, the advanced level program used Praxis 5412 test score (Utah requires a minimum pass score of 146) and obtainment of Utah State School Leadership license for all program completers. Data was reviewed by cohort, gender, and ethnicity by program level.

Data Tables

The following tables provide information on the ability of advanced level licensure (MED & EDD) completers to pass a state required Praxis 5412 exam and obtain school leadership licensure through the Utah State Board of Education. The table also includes an average overall Praxis 5412 score.

Discussion

In the MED program 42/43 students reported an average test score of 170 across cohorts. There is a small difference in Praxis scores between male and female completers (168 and 170) and slightly larger differences by racial/ethnic minority status (171 for non-minority completers and 161 for minority completers).

Similar results were also noted in the EDD program with an average score across all categories of 176. All students that have completed the program have also taken and passed the Praxis 5412. In addition, all students that have reported a passing praxis test score were recommended to the Utah State Board of Education for school leadership licensure upon completion/graduation.

Students self report the test scores and provide the department with a copy of the ETS document. It is unknown if students take the test more than once to receive a passing score. Although this data chart only shows overall test averages, the faculty is considering reviewing the sub scores of the praxis test to note any trends in specific areas that might need to be looked at for program improvement.

While data has been shared with faculty annually, this will be the first year data will be posted to the EPP's website for public review.

Ability of Completers to meet Licensing and State Requirements - MED

The following tables provide information on the ability of advanced level licensure (MED) completers to pass a state required Praxis 5412 exam and obtain school leadership licensure through the Utah State Board of Education. The table also includes an average overall Praxis 5412 score.

Advanced Level Program - by cohort (across 3 years) - MED

<i>Program Cohort Years</i>	Completers	Passed Praxis 5412		Average Score of Praxis by Cohort		Obtained Utah (USBE) School Leadership Licensure	
		Count	Count	%	# of tests taken	Avg Score	Count
<i>2018 - 2020</i>	14	13	93%	13	167	13	93%
<i>2017 - 2019</i>	13	13	100%	13	170	13	100%
<i>2016 - 2018</i>	16	16	100%	16	172	16	100%
<i>Combined 2016 - 2020</i>	43	42	98%	42	170	42	98%

Advanced Level Program (2016-2020) - MED

	Completers	Passed Praxis 5412		Average Score of Praxis 5412		Obtained Utah (USBE) School Leadership Licensure	
		Count	Count	%	# of tests taken	Avg Score	Count
<i>Male</i>	9	8	89%	8	168	8	89%
<i>Female</i>	34	34	100%	34	170	34	100%
<i>Not Provided</i>							

Advanced Level Program (2016-2020) - MED

	Completers	Passed Praxis 5412		Average Score of Praxis 5412		Obtained Utah (USBE) School Leadership Licensure	
		Count	Count	%	# of tests taken	Avg Score	Count
<i>Ethnic non-minority</i>	38	37	97%	37	171	38	97%
<i>Ethnic minority</i>	5	5	100%	5	161	5	100%
<i>Not Specified or Blank</i>							

Ability of Completers to meet Licensing and State Requirements - EDD

The following tables provide information on the ability of advanced level licensure (EDD) completers to pass a state required Praxis 5412 exam and obtain school leadership licensure through the Utah State Board of Education. The table also includes an average overall Praxis 5412 score.

Advanced Level Program by cohort (across 3 years) - EDD

<i>Program Cohort Years</i>	Completers	Passed Praxis 5412		Average Score of Praxis 5412 by Cohort		Obtained Utah (USBE) School Leadership Licensure	
		Count	Count	%	# of tests taken	Avg Score	Count
<i>2017 - 2020</i>	6	6	100%	6	176	6	100%
<i>2016 - 2019</i>	3	3	100%	3	163	3	100%
<i>2015 - 2018</i>	7	7	100%	7	176	7	100%
<i>Combined 2015 - 2020</i>	16	16	100%	16	172	16	100%

Advanced Level Program (2015-2020) - EDD

	Completers	Passed Praxis 5412		Average Score of Praxis 5412		Obtained Utah (USBE) School Leadership Licensure	
		Count	Count	%	# of tests taken	%	Count
<i>Male</i>	5	5	100%	5	174	5	100%
<i>Female</i>	11	11	100%	11	173	11	100%
<i>Not Provided</i>							

Advanced Level Program (2015-2020) - EDD

	Completers	Passed Praxis 5412		Average Score of Praxis 5412		Obtained Utah (USBE) School Leadership Licensure	
		Count	Count	%	# of tests taken	Avg Score	Count
<i>Ethnic non-minority</i>	14	14	100%	14	176	14	100%
<i>Ethnic minority</i>	2	2	100%	2	158	2	100%
<i>Not Specified or Blank</i>							

7. ABILITY OF COMPLETERS TO BE HIRED IN EDUCATION POSITIONS FOR WHICH THEY HAVE BEEN PREPARED

Measure 7 - Advanced Level Ability to be hired into positions for which they have been prepared.

The data used for this measure is generated by the EPP. Students will self report changes to employment, or any notification on school board reports of graduates receiving a position in school leadership are tracked. The department maintains a spreadsheet on placement data for all completers and graduates of the MED and EDD program. The data is reviewed by program level, cohort, gender, and ethnicity.

Data Tables

The following tables provide information on the ability of advanced level licensure program completers (MED) to be hired into education positions for which they have been prepared. The data charts demonstrate the length of time in which completers have initially obtained a position in school leadership (assistant principal, principal, district level coordinator) after graduation/completion.

Discussion

In the MED program, the ranges in hiring over a three year time span are fairly similar by gender and ethnicity, but vary by cohort with a range of 29% – 62%. This is at least partially a reflection of longer lag times for advanced level completers to be hired into school leadership. The department plans to continue monitoring these numbers to determine if there are meaningful differences between cohorts and their hiring into school leadership roles.

In the EDD program, those that have completed the program have higher rate of hire (57% - 100%) across three cohorts. While hire rates are the same for ethnicity, the rate of hire for gender is markedly different, although this could be due to the overall low numbers of completers. Females are hired at 67% while 100% of male completers have been hired into positions of school leadership.

It is interesting to note that while the MED program has a higher on time completion rate with almost 100% of students completing on time as compared to the 43% on time completion of EDD students – the hire rates are significantly higher for EDD program graduates. The faculty discussion on this topic considered that this might be due to the years in education, position experiences, and personal motivation of the MED vs EDD students. Although no data on this has been examined, it is a consideration for the next 1 - 3 years.

This data is shared regularly with faculty, and this will be the first time this data is posted to the EPP's website.

Ability of Completers to be hired in positions for which they have been prepared

The following tables provide information on the ability of advanced level licensure program completers (MED) to be hired into education positions for which they have been prepared. The data charts demonstrate the length of time in which completers have initially obtained a position in school leadership (assistant principal, principal, district level coordinator) after graduation/completion.

Advanced Level Program - by cohort (across 3 years) - MED

<i>Cohort Years</i>	Completers	Hired in a position of school leadership within 0 - 12 months after graduation/completion		Hired in a position of school leadership within 12 – 24 months after graduation/completion		Hired in a position of school leadership within 24 - 36 months after graduation/completion	
		Count	Count	%	Count	%	Count
<i>2018 - 2020</i>	14	3	21%	1	7%	0	0%
<i>2017 - 2019</i>	13	7	54%	1	8%	0	0%
<i>2016 - 2018</i>	16	4	25%	5	31%	1	6%
<i>Combined 2016 - 2020</i>	43	14	33%	7	16%	1	2%

Advanced Level Program - (2016-2020) - MED

	Completers	Hired in a position of school leadership within 0 - 12 months or less after graduation/completion		Hired in a position of school leadership within 12 – 24 months after graduation/completion		Hired in a position of school leadership within 24 – 36 months after graduation/completion	
		Count	Count	%	Count	%	Count
<i>Male</i>	9	2	22%	2	22%	0	0%
<i>Female</i>	35	12	34%	5	14%	1	2%
<i>Not Provided</i>							

Advanced Level Program - (2016-2020) - MED

	Completers	Hired in a position of school leadership within 0 - 12 months after graduation/completion		Hired in a position of school leadership within 12 – 24 months after graduation/completion		Hired in a position of school leadership within 24 - 36 months after graduation/completion	
		Count	Count	%	Count	%	Count
<i>Ethnic non-minority</i>	39	12	31%	6	15%	1	2%
<i>Ethnic minority</i>	5	2	22%	1	8%	0	0%
<i>Not Specified or Blank</i>							

Ability of Completers to be hired in positions for which they have been prepared

The following tables provide information on the ability of advanced level licensure program completers (EDD) to be hired into education positions for which they have been prepared. The data charts demonstrate the length of time in which completers have initially obtained a position in school leadership (assistant principal, principal, district level coordinator) after graduation/completion.

Advanced Level Program by cohort across 3 years - EDD

<i>Program Cohort Years</i>	Completers	Hired in a position of school leadership within 0 - 12 months after graduation/completion		Hired in a position of school leadership within 12 – 24 months after graduation/completion		Hired in a position of school leadership within 24 - 36 months after graduation/completion	
		Count	Count	%	Count	%	Count
<i>2017 - 2020</i>	6	4	67%	1	17%	0	0%
<i>2016 - 2019</i>	3	2	67%	1	33%	0	0%
<i>2015 - 2018</i>	7	1	14%	2	29%	1	14%
<i>Combined 2016 - 2020</i>	16	7	44%	3	19%	1	6%

Advanced Level Program (2015-2020) - EDD

	Completers	Hired in a position of school leadership within 0 - 12 months after graduation/completion		Hired in a position of school leadership within 12 – 24 months after graduation/completion		Hired in a position of school leadership within 24 - 36 months after graduation/completion	
		Count	Count	%	Count	%	Count
<i>Male</i>	5	4	80%	0	0%	1	20%
<i>Female</i>	11	3	27%	4	36%	0	0%
<i>Not Provided</i>							

Advanced Level Licensure (2015-2020) - EDD

	Completers	Hired in a position of school leadership within 0 - 12 months after graduation/completion		Hired in a position of school leadership within 12 – 24 months after graduation/completion		Hired in a position of school leadership within 24 - 36 months after graduation/completion	
		Count	Count	%	Count	%	Count
<i>Ethnic non-minority</i>	14	7	50%	3	21%	1	7%
<i>Ethnic minority</i>	2	0	0%	1	50%	0	0%
<i>Not Specified or Blank</i>							

8. STUDENT LOAN DEFAULT RATES AND OTHER CONSUMER INFORMATION

Student Loan Default Rates (and other consumer information) for Advanced Level Licensure Program –

MED and EDD

The information in the charts below provide the student loan default rate in four different areas (national, national public 4-year, Utah, and University of Utah) and can be accessed at this link - <https://financialaid.utah.edu/right-to-know/consumer-information/cohort-default-rate.php> . Also included is the average annual tuition cost per program by degree.

Years Available	2017	2016	2015	2014
National	9.7%	10.1%	10.8%	11.5%
National 4 year public	7.1%	6.8%	7.1%	7.5%
Utah	8.86%	7.5%	7.7%	9.2%
University of Utah	2.6%	2.7%	3.1%	3.2%

Link to other sources: current tuition rates, financial aid, and consumer information for the University of Utah

Current Tuition Rates (Calculator) <https://student.apps.utah.edu/uofu/stu/tuition-estimator/estimate/1214>

Financial Aid Information <https://financialaid.utah.edu/>

Consumer information on Financial Aid and Other <https://financialaid.utah.edu/right-to-know/consumer-information/index.php>