



2022 CAEP ANNUAL REPORTING MEASURES (ADVANCED LEVEL PROGRAMS)

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

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Measure 2. Satisfaction of Employers and Stakeholder Involvement

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The following tables provide information on the ability of advanced level licensure program completers (MED) to be hired and retained within positions of school leadership (assistant principal, principal, district over time). This data is used to represent the satisfaction of employers. The data that is used to explore this is from graduate self-reported data (thru the 2020 – 2021 academic year) that is tracked within the department. The data is explored by most recent academic year (highlighted in green, graduate program level, cohorts across five years (MED,) and four years (EDD), gender, and ethnicity.

Data Tables

The following tables provide information on the ability of advanced level licensure program completers (MED & EDD) to be hired and 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; and are currently employed in a position of school leadership. These data charts are used to demonstrate employer satisfaction.

Discussion

In the MED program, for the academic year of completion of 2020 – 2021, 9 of the 23 (39%) total completers were hired into positions of school leadership. Currently all 9 are still retained in those positions. Of the last five years of cohort completers, 53 of 88 (60%) have been hired into positions of school leadership. Of the 53 total completers hired, 51 (96%) remain in positions of school leadership. The hiring of male completers into positions of school leadership are markedly higher than females (74% vs 55%), which is interesting given that male completers represent only 26% of total program completers. 62% of white completers are initially hired into positions of school leadership vs. 50% of ethnic minorities. Overall, ethnic minorities count for only 11% of total completers across five years.

In the EDD program, 2 of 8 (25%) completers for the 2020 – 2021 academic year were hired into position of school leadership and are currently retained. In the last four cohort years of completers, 10 of 26 (38%) have been hired into positions of school leadership. Of those total placements, 16 of 17 (94%) are still retained. 100% (5 of 5) of male completers were initially hired into positions of school leadership and 4 of those 5 are currently retained. 57% (12 of 21) female completers were hired into positions of school leadership and currently 100% retained. Of the ethnic minority students, which account for 12% of total completers, 100% have been hired and are currently retained.

When this data is shared with faculty, the larger question becomes the lack of overall ethnic diversity with the programs. While the data demonstrates an excellent hire and retention rate for our ethnic minority completers, the review of the data for Measure 2 has raised heightened concern for recruitment of students within our department. While some changes have been implemented in the last year for targeted recruitment, we are still in the process of developing a strategic plan to increase our enrollment of students of color.

ALL data is shared with faculty, this will be the second year that data is posted to EPP's website.

Measure 2. Satisfaction of Employers and Stakeholder Involvement

The following tables provide information on the ability of advanced level licensure program completers (MED) to be hired and retained (satisfaction of employers) within positions of school leadership (assistant principal, principal, district, over time).

Advanced Level Program - by completion years (across 5 years) - MED

Completion Years	Completers	Hired in a position of school leadership upon program completion		Hired in a position of school leadership within 1 – 5 years of program completion		Of those hired, currently retained in a position of school leadership	
		Count	%	Count	%	Count	%
2021	23	9	39%	0	4%	9	100%
2020	14	2	14%	4	29%	5	83%
2019	13	5	38%	4	31%	9	100%
2018	16	4	25%	7	44%	11	100%
2017	22	9	41%	9	41%	17	94%
Combined 2017 - 2021	88	29		24		51	96%

Advanced Level Program - (2017-2021) - MED

	Completers	Hired in a position of school leadership upon program completion		Hired in a position of school leadership within 1 – 3 years of program completion		Of those hired, currently retained in a position of school leadership	
		Count	%	Count	%	Count	%
Male	23	12	52%	5	22%	16	94%
Female	65	15	23%	21	32%	35	97%
Totals	88	27		26		51	96%

Advanced Level Program - (2017-2021) - MED

	Completers	Hired in a position of school leadership upon program completion		Hired in a position of school leadership within 1 – 3 years of program completion		Of those hired, currently retained in a position of school leadership	
		Count	%	Count	%	Count	%
Ethnic non-minority	78	23	29%	25	32%	46	96%
Ethnic minority	10	4	40%	1	10%	5	100%
Totals	88	25		26		49	96%

Advanced Level Program by cohort across 4 years - EDD

<i>Program Cohort Years</i>	Completers		Hired in a position of school leadership upon program completion		Hired in a position of school leadership within 1 – 5 years of program completion		Of those hired, currently retained in a position of school leadership	
	Count	Count	%	Count	%	Count	%	
<i>2018 - 2021</i>	8	2	25%	0	0%	2	100%	
<i>2017 - 2020</i>	7	4	57%	1	14%	5	100%	
<i>2016 - 2019</i>	4	3	75%	1	25%	3	75%	
<i>2015 - 2018</i>	7	1	14%	5	71%	6	100%	
<i>Totals</i>	26	10		7		16	94%	

Advanced Level Program (2018 - 2021) - EDD

	Completers		Hired in a position of school leadership upon program completion		Hired in a position of school leadership within 1 – 5 years of program completion		Of those hired, currently retained in a position of school leadership	
	Count	Count	%	Count	%	Count	%	
<i>Male</i>	5	4	80%	1	20%	4	80%	
<i>Female</i>	21	6	29%	6	29%	12	100%	
<i>Totals</i>	26	10		7		16	94%	

Advanced Level Licensure (2018 - 2021) - EDD

	Completers		Hired in a position of school leadership		Hired in a position of school leadership within 1 – 3 years of program completion		Of those hired, currently retained in a position of school leadership	
	Count	Count	%	Count	%	Count	%	
<i>Ethnic non-minority</i>	23	9	39%	5	22%	13	93%	
<i>Ethnic minority</i>	3	1	33%	2	67%	3	100%	
<i>Totals</i>	26	10		7		16	94%	

Measure 3. Candidate Competency at Completion

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The following tables provide information on the ability of advanced level licensure (MED and EDD) candidates to pass a state required Praxis 5412 exam and obtain school leadership licensure through the Utah State Board of Education. This data is shared across five years for MED cohorts and four years for EDD cohorts. The table also includes an average Praxis 5412 score by completer year.

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. In addition to meeting the minimum passing score for Praxis 5412, all candidates must complete all program requirements.

Discussion

In the MED program 86/88 students reported an average range of test scores by cohorts of 167 – 172. There is a difference in Praxis scores between male and female completers (175 vs. 168) and slightly larger differences by racial/ethnic minority status (172 for non-minority completers and 167 for minority completers). Of the total 88 completers over five years, 86 or 98% of students took and passed the Praxis and were referred for licensure.

Slightly higher results were noted in the EDD program with an average range of test scores by completer year of 173 – 179. The average test score by gender was the same at 174. When reviewing the test score data by racial/ethnic minority status the average test score showed a marked difference of 156 for student of color vs. an average score of 176 for white students. at range was year across all categories of 176. All students 26/26 (100%) that have completed the program have also taken and passed the Praxis 5412.

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 moving toward 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.

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

Measure 3. Candidate Competency at Completion

The following tables provide information on the ability of advanced level licensure (MED) candidates to pass a state required Praxis 5412 exam and obtain school leadership licensure through the Utah State Board of Education across five years. The table includes an average Praxis 5412 score by completer year.

Advanced Level Program - by cohort/year (across 5 years) - MED

<i>Program Cohort Years</i>	Passed Praxis 5412			Average Score of Praxis by Year		Obtained Utah (USBE) School Leadership Licensure	
	Completers						
	Count	Count	%	# of tests taken	Avg Score	Count	%
<i>*2020 - 2021</i>	23	22	96%	22	172	22	96%
<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>2015 - 2017</i>	22	22	100%	22	168	22	100%
<i>Combined 2017 - 2021</i>	88	86		86		86	

Advanced Level Program (2017-2021) - MED

	Passed Praxis 5412			Average Score of Praxis 5412		Obtained Utah (USBE) School Leadership Licensure	
	Completers						
	Count	Count	%	#of tests passed	Avg Score	Count	%
<i>Male</i>	23	22	96%	22	175	22	96%
<i>Female</i>	65	64	98%	64	168	64	98%
<i>Totals</i>	88	86		86		86	

Advanced Level Program (2017-2021) - MED

	Passed Praxis 5412			Average Score of Praxis 5412		Obtained Utah (USBE) School Leadership Licensure	
	Completers						
	Count	Count	%	# of tests passed	Avg Score	Count	%
<i>Ethnic non-minority</i>	78	76	97%	76	172	76	97%
<i>Ethnic minority</i>	10	10	100%	10	167	10	100%
<i>Totals</i>	88	86		86		86	

Measure 3. Candidate Competency at Completion

The following tables provide information on the ability of advanced level licensure (EDD) candidates to pass a state required Praxis 5412 exam and obtain school leadership licensure through the Utah State Board of Education – across four years. The table also includes an average Praxis 5412 score by completer year

Advanced Level Program by cohort year (across 4 cohorts) - EDD

<i>Program Cohort Years</i>	Passed Praxis 5412			Average Score of Praxis 5412 by Cohort		Obtained Utah (USBE) School Leadership Licensure	
	Completers						
	Count	Count	%	# of tests taken	Avg Score	Count	%
<i>2018 - 2021</i>	8	8	100%	8	174	7	88%
<i>2017 - 2020</i>	7	7	100%	7	179	7	100%
<i>2016 - 2019</i>	4	4	100%	4	173	4	100%
<i>2015 - 2018</i>	7	7	100%	7	176	7	100%
<i>Combined 2018 - 2021</i>	26	26		26		25	

Advanced Level Program (2018-2021) - EDD

	Passed Praxis 5412			Average Score of Praxis 5412		Obtained Utah (USBE) School Leadership Licensure	
	Completers						
	Count	Count	%	# of tests taken	%	Count	%
<i>Male</i>	5	5	100%	5	174	5	100%
<i>Female</i>	21	21	100%	21	174	20	95%
<i>Totals</i>	26	26		26		25	

Advanced Level Program (2018-2021) - EDD

	Passed Praxis 5412			Average Score of Praxis 5412		Obtained Utah (USBE) School Leadership Licensure	
	Completers						
	Count	Count	%	# of tests taken	Avg Score	Count	%
<i>Ethnic non-minority</i>	22	22	100%	22	176	21	95%
<i>Ethnic minority</i>	4	4	100%	4	158	4	100%
<i>Totals</i>	26	26		26		25	

Measure 4. Ability of Completers to be Hired in Positions for which they have been Prepared

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The following tables provide information on the ability of advanced level licensure program completers (MED and EDD) to be hired into education positions for which they have been prepared. The data charts demonstrate the positions that completers were hired into a school leadership position: internship upon completion, assistant principal or principal upon completion, and total (internship, assistant principal, principal) upon program completion. This data is specific to current completer year (2020-2021) for CAEP Annual report.

Data Tables

The following tables provide information on the ability of advanced level licensure program completers (MED and EDD) to be hired into school leadership positions for which they have been prepared. The data charts represent program completers (MED and EDD) from the academic year 2020—2021 that have obtained a position in school leadership (internship; assistant principal or principal; and total number) upon graduation/completion. The data represented in these charts is specific to completer number counts and is not disaggregated by gender or ethnicity due to the >10.

Discussion

In the MED program, from the total number of 23 completers, 2 (9%) were hired directly into a school leadership internship positions and 7 (33%) were hired directly into a position of assistant principal or principal. The total number of school leadership positions that completers were hired into upon program graduation/completion is 9 (39%).

In the EDD program, there were a total of ten completers from three different cohort years. Of those ten completers, a total of 3 (30%) were hired directly into a position of assistant principal or principal upon graduation/program completion.

The percentage of those hired into school leadership positions upon program completion might support the overall number of positions that may be available annually in local area school districts. Currently, the state of Utah has more applicants for school leadership positions than positions that are available. Data is also tracked by the EPP that supports an increasing number of completers hired over four – five years.

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

Measure 4. 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 and EDD) to be hired into education positions for which they have been prepared. The data charts demonstrate the positions that completers were hired into a school leadership position: internship upon completion, assistant principal or principal upon completion, and total (internship, assistant principal, principal) upon program completion. This data is specific to current completer year (2020-2021) for CAEP Annual report.

Advanced Level Program - by completion year - **MED**

Cohort Years	Completers	Hired in a position of school leadership (internship position) upon graduation/completion		Hired in a position of school leadership (assistant principal or principal) upon graduation/completion		Total number of program completers hired into a position of school leadership (internship, assistant principal, principal) upon graduation/completion of program		
		Count	%	Count	%	Count	I	%
	*2020 - 2021	23	2	9%	7	33%	9	1

Advanced Level Program by completion year - **EDD**

Cohort Years	Completers	Hired in a position of school leadership (internship position) upon graduation/completion		Hired in a position of school leadership (assistant principal or principal) upon graduation/completion		Total number of program completers hired into a position of school leadership (internship, assistant principal, principal) upon graduation/completion of program	
		Count	%	Count	%	Count	%
	2016, 2017, 2018	10	0	0%	3	30%	3

*total # of completers for 2020-2021 is 10, which counts 8 from cohort year 2018, 1 from cohort year 2017, and 1 from cohort year 2016.