CAEP Accountability Measures
(2022-2023 academic year)

CAEP (Council for the Accreditation of Educator Preparation) has four annual reporting measures, which are used to provide information to the public on program impact and program outcomes. The CAEP measures are as follows:

Measure 1: Completer Effectiveness and Impact on Student Learning (CAEP Component R4.1)

Ohio's Education Value-Added Assessment System (EVAAS) uses scores from standardized achievement tests to determine student academic growth and completer effectiveness. The information from the value-added data assists teachers linked to the students to better understand the impact of their instructional practices. The Ohio Department of Higher Education (ODHE) annually reports the value-added data of Ohio teachers to the institution which prepared them on the Metrics Reporting System. The table is split to reflect a new measurement scale that the Ohio Department of Education is using to indicate student growth.

Value-Added Assessment System Data

Initial Lic. Effect. Years	# Tchrs Empl.	# Tchrs w/ VA data	Associated Value-Added Classifications									
			Most Effective		Above Average		Average		Approaching Average		Least Effective	
2020-2021	52	21	N=8	38%	N=10	48%	N=2	9%	N=1	4%	N=0	0%

			Light Blue – Above Average Growth		Green – Average Growth		Yellow – Below Average Growth	
2021-2022	62	16	N=4	25%	N=10	63%	N=2	12%
2022-2023	53	12	N=4	33%	N=6	50%	N=5	42%

This data comes from the Ohio Teacher Evaluation System (OTES) which includes teacher effectiveness ratings as determined by their administrators after conducting observations of the teachers. It is a measure of teaching effectiveness. The Ohio Department of Higher Education (ODHE) annually reports the OTES data of Ohio teachers to the institution which prepared them on the Metrics Reporting System.

OTES Classification Data

Associated Teacher Evaluation Classifications				
Initial Licensure Effective Year	# Accomplished	# Proficient	# Developing	# Ineffective
2020	4	9	<3	<3
2021	<3	11	<3	<3
2022	<3	5	4	<3

Measure 2: Employer Satisfaction and Stakeholder Involvement (CAEP Components R4.2, R5.3)

We have no data available for this measure at this time. The state has stopped sending out the employer survey due to lack of response. A consortium of Ohio institutions now administer the survey annually and collect data for the year so that there is benchmark data for each institution. The survey closes on June 1st each year. We have sent the other institution our information and our data for the year were to be sent to us in June 2023. Unfortunately we had 0 responses to the survey even with reminders being sent out.

We have been unable to host a stakeholder meeting. We are currently severely understaffed with only three full time faculty and we are all teaching overloaded schedules (16-20+ hours) each semester. There has not been time to plan a meeting or host one. We are searching for two additional full-time tenure-track faculty to take on some of the teaching duties and we are petitioning for a full time clinical faculty member to take on field director and accreditation director duties, including the hosting of stakeholder meeting each year.

Our revised plan is to host a stakeholder meeting in Fall 2024 and conduct focus group interviews with employers of our graduates as part of that meeting. The interviews will then be analyzed for themes identifying commonalities, strengths, challenges, etc. We have been able to hire the additional faculty and the accreditation/field coordinator that we so desperately needed.

Measure 3: Measures used to determine candidate competency (CAEP Components R3.3)

Graduation Rate from Preparation Program – Completion of Student Teaching

	Number Admitted to Student Teaching	Number Successfully Completing Student Teaching
2020-2021	22	22
2021-2022	20	20
2022-2023	20	20

EdTPA Performance

The edTPA is a nationally scored performance assessment of student teaching. The scores can be disaggregated to examine performance across 15 different rubrics that represent best practices that the department can use to determine needed changes in our curriculum. The data can be viewed across programs

as noted below; or further disaggregated to individual degree programs. Scores are aggregated over 3 years due to our small size.

Test Name	N	Avg Score EPP	Avg Score OH	Avg Score Nat'l	Task 1 Avg - EPP	Task 1 Avg - OH	Task 1 Avg – Nat'l	Task 2 Avg - EPP	Task 2 Avg - OH	Task 2 Avg – Nat'l	Task 3 Avg - EPP	Task 3 Avg - OH	Task 3 Avg - Nat'l
AgEd	16	46.6	45.9	45.3	16.5	16.1	15.3	15.5	15.4	15.2	14.6	14.3	14.7
Early Child	17	40.2	41.7	41.8	13.6	14.3	14.4	13.1	13.8	13.8	12.5	13.5	13.5
Elem Lit	4	--	41.7	43.2	--	13.6	14.3	--	13.9	14.3	--	14.0	14.6
Elem Math	3	--	40.7	43.1	--	13.3	14.2	--	13.9	14.4	--	13.5	14.6
MC ELA	1	--	45.4	45.7	--	15.9	15.9	--	14.7	14.8	--	14.7	15.0
MC Math	2	--	43.6	44.2	--	14.4	14.7	--	14.3	14.3	--	14.8	15.2
MC Sci	2	--	44.4	44.0	--	15.0	15.0	--	14.4	14.3	--	14.9	14.7
AYA ELA	2	--	44.2	46.1	--	15.0	15.6	--	14.4	14.80	--	14.6	15.7
AYA SS	8	--	43.3	44.8	--	14.4	14.9	--	14.3	14.7	--	14.3	15.1
AYA Math	4	--	38.3	40.2	--	12.1	13.2	--	13.0	13.3	--	13.0	13.8
Spec Ed	4	--	43.1	43.4	--	14.6	14.8	--	14.5	14.6	--	13.8	14.0

EdTPA Performance Data 2020-2023 by Rubric

Rubric Title	N=7 Fall 2020	N=13 Spring 2021	N=6 Fall 2021	N=13 Spring 2022	N=10 Fall 2022	N=10 Spring 2023	WC Avg by Rubric	OH Avg by Rubric (2023)
1. Planning for Content Understanding	2.6	3.2	3.0	3.1	2.4	3.0	2.88	2.9
2. Planning to Support Varied Student Needs	2.3	2.8	2.8	2.8	2.4	2.8	2.65	2.8
3. Using Knowledge of Students to Inform Teaching and Learning	2.6	3.0	3.2	2.8	2.9	3.0	2.92	2.9
4. Identifying and Supporting Language Demands	3.0	3.1	2.9	2.8	2.4	3.0	2.87	2.9

5. Planning Assessments to Monitor and Support Student Learning	2.9	3.0	3.3	2.8	2.3	2.9	2.87	2.8
6. Learning Environment	3.0	3.1	3.2	2.6	2.9	2.9	2.95	3.0
7. Engaging Students in Learning	3.0	2.8	3.0	3.0	2.6	2.6	2.83	2.9
8. Deepening Student Learning	2.6	2.7	2.3	2.8	2.5	2.5	2.57	2.8
9. Subject Specific Pedagogy	2.4	2.6	3.0	2.7	2.6	2.7	2.67	2.7
10. Analyzing Teaching Effectiveness	2.9	2.5	2.5	2.9	2.4	2.5	2.62	2.6
11. Analysis of Student Learning	2.3	2.7	2.8	2.7	2.5	2.7	2.62	2.8
12. Providing Feedback to Guide Learning	2.7	2.5	3.2	2.9	3.0	3.1	2.90	2.9
13. Student use of Feedback	2.1	2.0	2.8	2.4	2.7	2.5	2.42	2.5
14. Analyzing Students' Language Use and Content Learning	2.4	2.8	2.3	2.8	2.6	2.7	2.60	2.8
15. Using Assessment to Inform Instruction	2.6	2.5	2.7	2.9	2.8	2.5	2.67	2.8
Avg Rubric Score	2.62	2.75	2.86	2.80	2.60	2.76	--	--
Mean Composite Score	39.3	41.2	43.2	41.5	39.0	41.4	40.9	42.1
Range Composite Scores	30-43	34-50	34-56	32-51	30-58	29-52	--	--

<div align="center">**Teacher Licensure Test Pass Rates 2022-2023**</div>

This data is comprised of how many of our program completers took and passed the Ohio Assessment for Educators (OAE) content and professional knowledge licensure tests for their programs. The data is taken from the OAE scores reported to Wilmington College by Pearson.

OAE Professional Knowledge Exams – Data for 2022-2023

Licensure Grade Band	N (Total # of candidates)	N (# of retakes)	Wilmington Mean Pass Rate	State Mean Pass Rate
APK (PK-3)	2	0	100%	86%
APK (4-9)	0	0	100%	84%
APK (7-12)	2	1	50%	94%
APK (Multi-Age)	1	0	100%	91%

OAE Content Knowledge Exams – Data for 2022-2023

Licensure Program	N (Total # of candidates)	N (# of candidates retaking exam 1+ times)	Wilmington Mean Pass Rate	State Mean Pass Rate
Agriscience	2	0	100%	100%
Early Childhood (P-3)	1	1	0%	82%
Elementary Subtest I	7	5	29%	68%
Elementary Subtest II	7	5	29%	56%
AYA English	1	0	100%	76%
Integ. Soc. Studies	1	0	100%	69%
MC Math	1	1	0%	72%
MC Science	1	0	100%	82%
MC Social Studies	4	1	75%	70%
Early Intervention (P-3)	1	1	0%	76%
Primary Education (P-5)	5	4	20%	86%
Primary Intervention (P-5)3	3	1	67%	92%
K-12 Intervention	6	2	67%	76%

OAE Foundations of Reading Exam – Data for 2022-2023

	N (Total # of candidates)	N (# of candidates retaking exam 1+ times)	Wilmington Mean Pass Rate	State Mean Pass Rate
Foundations of Reading	15	5	67%	67%

Measure 4: Ability of completers to be hired

This data indicates the licensure and employment rates for program completers. It comes from the Ohio Department of Education data. The licensing rate was calculated as the percentage of completers who earned a teaching license for the state of Ohio. The employment rate was calculated as the percentage of licensed completers who were employed as public school teachers in the state of Ohio.

Licensing and Employment Rates for Program Completers

Academic Year	Completers	Licensing Rate		Employment Rate	
		N	%	N	%
2020-2021	22	17	77%	10	59%
2021-2022	21	15	71%	12	80%
2022-2023	20	15	75%	11	73%