



EDUCATION DEPARTMENT

*2019 ANNUAL REPORTING MEASURES FOR INITIAL LICENSURE PROGRAMS
(IMPACT AND OUTCOME MEASURES)*

1. Impact on P-12 learning and development (Benchmarked to All New Teachers in Louisiana)

- See the 2018 Louisiana Teacher Preparation Program Fact Book prepared by Louisiana Board of Regents for Compass Student Growth Scores for all teachers, new teachers, and UHC program completers.
 - Summary of Data - UHC First and Second Year Public School Teachers (2014-2017): N = 47, mean = 3.0; Benchmark: All new teachers in LA, N = 2, 506, mean = 3.2
 - UHC completers scored slightly lower than all new teachers in LA.
 - 43% of UHC completers scored Effective Proficient; 36% of UHC completers scored Highly Effective

2. Indicators of teaching effectiveness (Benchmarked to All New Teachers in Louisiana)

- See the 2018 Louisiana Teacher Preparation Program Fact Book prepared by Louisiana Board of Regents for Compass Professional Practice Scores for all teachers, new teachers, and UHC program completers.
 - Summary of Data - UHC First and Second Year Public School Teachers (2014-2017): N = 47, mean = 3.1; Benchmark: All new teachers in LA, N = 2, 506, mean = 3.2
 - UHC completers scored slightly lower than all new teachers in LA.
 - 62% of UHC completers scored Effective Proficient; 28% of UHC completers scored Highly Effective.

3. Satisfaction of employers and employment milestones

- Qualtrics Survey with 13 Questions Rated “E” (Employee Exceeds Expectations), “P” (Employee meets expectations), “N” (Employee does not meet expectations)
 - Survey sent Summer 2018 to 20 Employers of Program Completers from 2017 (some employers have more than one completer – only one survey per employer)
 - 4/20 (20%) responded to the survey (significantly lower participation than last year)
 - Summary of Data - Positive results
 - No questions rated “N” by any employer.
 - Five questions rated “E” by 75% of the employers.
 - Positively impacts student learning, learning activities adapted for students with diverse cultural backgrounds and exceptionalities, employs effective classroom management techniques, uses technology to facilitate instruction, and follows school and division-level policies,

rules, and regulations were all evaluated as “E” Employee Exceeds Expectations.

4. Satisfaction of completers (2017 Completers – Survey Sent Summer 2018)

- Qualtrics Survey of 13 Questions Rated “E” (Program Exceeds Expectations), “P” (Program meets expectations), “NI” (Needs Improvement, Program does not meet expectations) sent to 22 undergraduate and certification-only completers in June 2018
 - 11/22 responded to the survey = 50%
 - Summary of Data – Positive results
 - Overall, completers showed high levels of satisfaction with their teacher preparation program.
 - Open-ended responses included suggestions for in-person classes for ESL certification (our classes are online) and for starting classes at 5:00 p.m. instead of 4:30.
 - Twelve of 13 items were scored “E” or “P” by all of the respondents.
 - One hundred percent of completers rated UHC’s program “E” for preparing them to write clear, specific learning objectives aligned with established state and national academic and career standards, to establish classroom routines, and to continually reflect upon beliefs and performance and engage in critical self-assessment.
 - One item, *Designing and using a variety of instructional strategies that meet the needs of diverse groups of students*, was scored “NI” by one completer.

5. Graduation Rates (initial and advanced levels)

Dr. Susannah Craig, the Associate Commissioner for Teacher and Leadership Initiatives at the Louisiana Board of Regents, has informed all EPPS that at the present time, a process does not exist to calculate Graduation Rates of candidates in graduate programs or candidates in non-degree advanced programs that result in licensure. Therefore, data are not available at the present time. By August of 2019, the Board of Regents will work with EPPs to identify a set of consistent procedures for EPPs across the state to use to calculate graduation rates for advanced programs. During 2019-2020, EPPs will use the new procedures to calculate Graduation Rates for candidates in advanced programs and report these data in the April 2020 CAEP Annual Report.

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

Program completion requirements include all licensing requirements for certification in the state of Louisiana; therefore, 100% of program completers meet licensing requirements.

7. Ability of completers to be hired in education positions for which they have prepared and persistence in the profession over three years

Undergraduate B. S. Elementary Education Hired and Persistence in Teaching

Completer Cohort Year	Number of Completers	Percentage * (Number) Teaching Year 1	Percentage * (Number) Teaching Year 2	Percentage * (Number) Teaching Year 3
2016	9	100% (9)	100% (9)	78% (7)
2017	6	100% (6)	100% (6)	NA
2018	2	100% (2)	NA	NA

**Percentages represent completers who are in contact with us about where they are teaching. Those who are not identified as teaching are either not teaching or out of contact with us.*

Certification-Only Hired and Persistence in Teaching

Completer Cohort Year	Number of Completers	Percentage * (Number) Teaching Year 1	Percentage * (Number) Teaching Year 2	Percentage * (Number) Teaching Year 3
2016	23	100% (23)	87% (20)	87% (20)
2017	19	100% (19)	100% (19)	NA
2018	28	100% (28)	NA	NA

**Percentages represent completers who are in contact with us about where they are teaching. Those who are not identified as teaching are either not teaching or out of contact with us.*

8. Student loan default rates and other consumer information (initial and advanced levels)

University of Holy Cross Academic Year Cohort	Three-Year Student Loan Default Rate
2014	6.8%
2015	7.6%
2016	9.2% (Draft until September 2019)