Concordia University, Nebraska

Educator Preparation Program (EPP)

Display of Annual Reporting Measures

In compliance with
CAEP Annual Report
and Title II Annual Report

2020-2021 Academic Year Reported

April 2022

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Part 1
Education Program Completers 2019-2020
(Title II & CAEP)
and
Graduation Rates 2019-2020
(CAEP)

Education Program Completers 2020-21 (Title II & CAEP)

Graduation Rates 2020-21 (CAEP)

Number of completers for programs leading to initial teacher certification or licensure: 72

Initial Program Graduation Rate: 72/79 91%

(7 admitted candidates did not complete)

Number of completers for Advanced programs: 82

Due to CAEP Advanced Interim visit in 2022, Advanced program data will be available in 2023.

Part 2
Program Completers'
Impact on P-12 Learning and Development (CAEP R4.1)

Impact on P-12 Learning and Development (CAEP R4.1)

- In Spring 2020, the EPP planned to collect Fall and Spring MAP (NWEA) assessment data from the students of second year teachers who were teaching in Nebraska Lutheran schools in Spring 2020. Due to the effects of COVID19, these data were not available.

- In Spring 2021, the EPP collected MAP assessment data from the students of four (4) second year teachers who were teaching in Nebraska Lutheran Schools in Spring 2021. The data that the EPP collected and provides here is based on a sample population and serves as a pilot for future data collection of MAP scores from second year teachers who graduated from the EPP.

MAP Assessment Data Pilot: Elementary

CUNE Graduates Classroom MAP Scores (2020-2021)

Teacher	Grade Level Taught	Math		Science		Reading		Language Use	
		Fall 2020	Spring 2021	Fall 2020	Spring 2021	Fall 2020	Spring 2021	Fall 2020	Spring 2021
Teacher 1	3rd Grade	192.8	203.3	201.2	205.8	196.6	207.1	199.4	205.00
Teacher 2	2nd Grade	181.1	192.3			179.8	189.3	182.5	190.00
Teacher 2	3rd Grade	191.9	200.10	196.2	200.4	193.2	197.7	194.1	203.6
Teacher 2	4th Grade	204.2	211	203.6	202.5	204.6	210.5	204.9	216.8

*Teacher 2 leads instruction in 2nd, 3rd, and 4th Grades

Scores represent the Mean RIT from the MAP

MAP Assessment Data Pilot: Secondary

CUNE Graduates Classroom MAP Scores (2020-2021) –Secondary Mathematics

Teacher	Grade Level Taught	Algebra 1		Geometry		Algebra 2		Integrated Math 3	
		Fall 2020	Spring 2021	Fall 2020	Spring 2021	Fall 2020	Spring 2021	Fall 2020	Spring 2021
Teacher 3	9th Grade	236.1	239.3	251.6	259				
Teacher 3	10th Grade	238.8	241.1	253.6	258.9	261.9	268		
Teacher 3	11th Grade			242	252.8	247.8	252.7	257.9	264.5
Teacher 3	12th Grade					241.3	244.8	262.2	257.3

Scores represent the Mean RIT from the MAP

MAP Assessment Data Pilot: Middle Level

CUNE Graduates Classroom MAP Scores (2020-2021) –Middle Level Mathematics

Teacher	Grade Level Taught	Mathematics	
		Fall 2020	Spring 2021
Teacher 4	6th Grade	223.7	NA
Teacher 4	7th Grade	227.2	NA
Teacher 4	8th Grade	234	NA

Scores represent the Mean RIT from the MAP

NA = not available

Learning from MAP Assessment Data Pilot

- The EPP members will need professional development regarding MAP scores to effectively analyze and interpret MAP assessment data.
- Comparing Fall and Spring scores can demonstrate a measure of student academic growth. All scores for Spring were higher than Fall scores.
- When fall scores are available to the EPP, Spring scores may not be. We may have gaps in data.
- The project will continue in Spring 2022 for further EPP growth and learning.

Part 3
Completer Effectiveness in Applying Professional Knowledge, Skills, and Dispositions (CAEP R4.1)

Completer Effectiveness (Initial) (CAEP R4.1)

Data collection for Indicators of Effectiveness was collected in Spring 2021 from program completers in their second year of teaching and their principals.

Three points of data were collected:

1. Principals **evaluated program completers' teaching performance in their second year** using the *Nebraska Department of Education Clinical Practice Evaluation* (2017).

   4 = Advanced; 3 = Proficient; 2 = Developing; 1 = Below Standard.

Benchmark scores on the evaluations, set by the EPP: Scores of 3 = Proficient.

2. Program completers in their second year of teaching **self-evaluated their teaching performance** using the *Nebraska Department of Education Clinical Practice Evaluation* (2017).

   4 = Advanced; 3 = Proficient; 2 = Developing; 1 = Below Standard.

Benchmark scores on the evaluations, set by the EPP: Scores of 3 = Proficient.

3. P-12 students of program completers in their second year of teaching **evaluated teaching performance** of their teacher (program completer) using the *Panorama Student Survey, validity report at* https://go.panoramaed.com/hubfs/Panorama_January2019%20/Docs/validity-brief.pdf

Data: Indicators of Completer Effectiveness (CAEP 4.2)

2.79 Teacher and Principal Means for NE Clinical Practice Evaluation (CPE) Items									
		2018-2019 Samples		2019-2020 (2017-2018 completers)		**2020-2021 (2018-2029 completers)**			
InTASC Standard	NE CPE Item	Tchr Data n=21	Prncpl Data n=24	Tchr Data n=14	Prncpl Data n=30	Tchr Data n=24	Prncpl Data n=34		
1	Used data about students and their development to adjust teaching and build on student strengths resulting in student learning.	3.143	3.042	3.14	3.23	3.21	3.03		
2	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences to include bringing multiple perspectives and cultural resources to the discussion of content.	3.095	3.000	2.93	2.93	2.79	2.94		
3	Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and minimizes the loss of instructional time.	3.238	3.250	3.29	3.13	3.33	3.00		

Data: Indicators of Teaching Effectiveness (CAEP 4.2)

		2018-2019 Samples		2019-2020 (2017-2018 completers)		2020-2021 (2018-2029 completers)			
InTASC Standard	NE CPE Item	Tchr Data n=21	Prncpl Data n=24	Tchr Data n=14	Prncpl Data n=30	Tchr Data n=24	Prncpl Data n=34		
4	Communicates accurate content, uses academic vocabulary correctly, provides relevant opportunities for students to demonstrate understanding and uses knowledge of common misconceptions to create accurate understanding in the content area.	3.333	3.417	3.71	3.40	3.38	3.18		
5_1	Links concepts to help students make connections and engages students in applying methods of inquiry in the disciple to engage learners in critical thinking.	3.143	3.125	3.50	3.17	3.13	3.03		
5_2	Engages students to utilize literacy and communication skills from a variety of resources and perspectives to address targeted purposes and audiences.	3.250	3.000	3.00	3.07	2.88	2,96		

Data: Indicators of Teaching Effectiveness (CAEP 4.2)

		2018-2019 Samples		2019-2020 (2017-2018 completers)		2020-2021 (2018-2029 completers)			
InTASC Standard	NE CPE Item	Tchr Data n=21	Prncpl Data n=24	Tchr Data n=14	Prncpl Data n=30	Tchr Data n=24	Prncpl Data n=34		
6_1	Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies to include designing and/or adapting interventions as a result.	3.048	3.083	2.86	2.83	2.96	2.82		
6_2	Uses student performance data and knowledge of students to identify interventions that support and/or advance learning through a series of differentiated assessment practices that positively impact learning.	2.857	2.833	2.86	2.80	3.08	2.82		
7	Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for student to demonstrate knowledge and skills to include using data to adjust for recurring learning needs throughout planning.	2.952	3.167	2.92	3.07	3.04	2.88		

Data: Indicators of Teaching Effectiveness (CAEP 4.2)

		2018-2019 Samples		2019-2020 (2017-2018 completers)		2020-2021 (2018-2029 completers)			
InTASC Standard	NE CPE Item	Tchr Data n=21	Prncpl Data n=24	Tchr Data n=14	Prncpl Data n=30	Tchr Data n=24	Prncpl Data n=34		
8_1	Designs or adapts relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.	3.095	3.208	2.86	3.03	2.92	2.97		
8_2	Uses a broad range of evidence-based strategies to support learning in the content area, poses questions that elicit student thinking about information concepts to build critical thinking skills.	3.286	3.000	3.00	2.97	2.89	2.68		
8_3	Organizes and manages the learning environment for student engagement and personal accountability using strategies that provide opportunities for students to process and articulate new knowledge.	3.429	3.292	3.29	2.97	3.33	2.94		

Data: Indicators of Teaching Effectiveness (CAEP 4.2)

		2018-2019 Samples		2019-2020 (2017-2018 completers)		2020-2021 (2018-2029 completers)			
InTASC Standard	NE CPE Item	Tchr Data n=21	Prncpl Data n=24	Tchr Data n=14	Prncpl Data n=30	Tchr Data n=24	Prncpl Data n=34		
9	Invites constructive feedback, responds positively, independently sets and implements goals to improve practice.	3.619	3.167	3.86	3.33	3.29	3.18		
10_1	Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations to include seeking our leadership opportunities in the school and/or community.	3.476	3.208	3.50	3.00	3.38	3.06		
10_2	Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively and communicated with families through a variety of means (i.e. notes home, e-mails or websites, phone calls, conferences, meetings, etc.)	3.238	3.000	3.29	3.10	3.38	2.88		

Completer Effectiveness Benchmarks

- Benchmarks for the Nebraska Department of Education Clinical Practice Evaluation from Principals and Teachers as set by the EPP = Scores of 3.0 Proficient.

Completer Effectiveness Trends in Data

- Data show that 14 of the 15 survey items for *Nebraska Department of Education Clinical Practice Evaluation* are at or above benchmark from both Principals and Teachers.
  - 2020-2021 Items 2 and 8.2 are below the benchmark score of 3.0 from both Principals and Teachers.
  - 2020-2021 Item 5.2 is below benchmark from Teachers only.
  - 2020-2021 Item 6.1, 6.2, 7, and 10.2 are below the benchmark from Principals only.

Part 4
Satisfaction of Employers, Employment Milestones (CAEP 4.3) and Satisfaction of Completers (CAEP 4.4)

Satisfaction of Employers, Employment Milestones and Satisfaction of Completers (CAEP R4.2, R5.3)

2021 Nebraska First Year Teacher Survey

Introduction

The Nebraska Department of Education (NDE) administered the Nebraska First Year Teacher Survey from mid-March to late April 2021. Surveys were distributed to the principals of first year teachers, and to the first year teachers themselves, who completed their preparation programs all EPPs in the state. Concordia University was a participating preparation institution. Evaluation indicators are based on the InTASC Model Core Teaching Standards,

Results

The results of the questions concerning the impact on student learning (by principals and teachers), continued employment (by principals), and preparedness (by teachers) are displayed below. Also displayed below are the survey indicators, frequency of responses and means per indicator, for both principals and teachers.

2021 Nebraska First Year Teacher Survey (CAEP R4.2, R5.3)

Impact on Student Learning Reported by Principals of 2019-2020 Program Completers

	Highly Effective 4	Moderately Effective 3	Somewhat Effective 2	Ineffective 1	Total Responses with Mean
Based upon the performance of this first year teacher, how would you rate his/her impact on student learning?	7 41.1%	8 47.1%	2 18.2%	0 0%	17 3.29

Benchmark set by EPP: 85% of principals report first year teachers to have highly effective or moderately effective impact on student learning.

Data findings: 88.0% of principals report that first year teachers have a highly effective or moderately effective impact on student learning.

2021 Nebraska First Year Teacher Survey (CAEP R4.2, R5.3)

Impact on Student Learning Reported by First Year Teachers/2019-20 Program Completers

	Highly Effective 4	Moderately Effective 3	Somewhat Effective 2	Ineffective 1	Total Responses With Mean
Based upon your performance as a first year teacher, how would you rate your impact on student learning?	1 9.1%	8 72.7%	2 18.2%	0 0%	11 2.91

Benchmark set by EPP: 85% of first year teachers report highly effective or moderately effective impact on student learning.

Data findings: 81.8% of first year teachers report that they have a highly effective or moderately effective impact on student learning.

2021 Nebraska First Year Teacher Survey (CAEP R4.2, R5.3)

Continuing Employment Responses by Principals of 2019-20 Program Completers

	Yes	No	Total Responses
Would you consider this teacher effectively prepared for continuing employment in your district?	17 100.0%	0 0%	17

Benchmark set by EPP: 85% of principals report that they consider the first year teacher effectively prepared for continuing employment in the district.

Data findings: 100% of principals report that they consider the first year teacher effectively prepared for continuing employment in the district.

2021 Nebraska First Year Teacher Survey (CAEP R4.2, R5.3)

Preparedness Responses by First Year Teachers/2019-20 Program Completers

	Yes	No	Total Responses
Do you believe you were prepared to be an effective first year teacher?	9 81.8%	2 18.2%	11

Benchmark set by EPP: 85% of first year teachers report that they believe they were prepared to be an effective first year teacher.

Data findings: 81.8% of first year teachers report that they believe they were prepared to be an effective first year teacher.

CAEP R4.2, R5.3

Benchmarks and Trends from 2019-2020 Completers

Benchmarks

EPP benchmark for each indicator: Mean score for all completers from Nebraska EPPs. (see tables)

Trends

The data show that principals of Concordia first year teachers report the teacher's preparation:

-At or above the benchmark of Nebraska means for all indicators

Self-reported scores from teachers were generally higher than scores from principals.

2021 Nebraska Principal of First Year Teacher Survey

Survey of Principals of 2019-20 Program Completers in their first year of teaching

Principals of first year teachers were asked to rate the extent to which these first year teachers were effectively prepared for their school assignment, using the following rating scale:

Advanced 4 Proficient 3 Developing 2 Below Standard 1

Benchmark

EPP benchmark for each indicator: Mean score for all completers from Nebraska EPPs. (see tables)

2021 Nebraska First Year Teacher Survey (CAEP R4.2, R5.3)

Survey Responses by Principals of 2019-20 Program Completers in their first year of teaching

	Advanced 4		Proficient 3		Developing 2		Below Standard 1		Mean (NE Mean)
	N	%	N	%	N	%	N	%	
Standard 1.1 Use knowledge of students to meet needs.	1	5.88%	12	70.59%	4	23.53%	0	%	2.82 (2.04)
Standard 2.1 Differentiate instruction to meet student needs.	1	5.88%	11	64.71%	5	29.41%	0	%	2.76 (1.99)
Standard 3.1 Promote a positive classroom environment through clear expectations.	8	47.06%	6	35.29%	3	17.65%	0	%	3.29 (2.33)
Standard 4.1 Use accurate content and academic vocabulary.	2	11.76%	11	64.71%	4	23.53%	0	%	2.88 (2.13)
Standard 5.1 Engages students in critical thinking and collaborative problem solving.	1	5.88%	11	64.71%	5	29.41%	0	%	2.76 (1.86)

2021 Nebraska First Year Teacher Survey (CAEP R4.2, R5.3)

Survey Responses by Principals of 2019-2020 Program Completers in their first year of teaching (cont.)

	Advanced 4		Proficient 3		Developing 2		Below Standard 1		Mean (NE Mean)
	N	%	N	%	N	%	N	%	
Standard 5.2 Develop literacy and communication skills through content.	1	5.88%	9	52.94%	7	41.18%	0	%	2.64 (1.98)
Standard 6.1 Use classroom assessment.	1	5.88%	11	64.71%	5	29.41%	0	%	2.76 (2.02)
Standard 6.2 Assess for learning.	1	5.88%	12	70.59%	4	23.53%	0	%	2.82 (1.98)
Standard 7.1 Plan for instruction.	2	11.76%	12	70.59%	3	17.65%	0	%	2.94 (2.06)
Standard 8.1 Incorporate digital tools into instruction.	5	29.41%	9	52.94%	3	17.65%	0	%	3.12 (2.15)

2021 Nebraska First Year Teacher Survey (CAEP R4.2, R5.3)

Survey Responses by Principals of 2019-2020 Program Completers in their first year of teaching (cont.)

	Advanced 4		Proficient 3		Developing 2		Below Standard 1		Mean (NE Mean)
	N	%	N	%	N	%	N	%	
Standard 8.2 Use research-based instructional strategies.	2	11.76%	10	58.82%	5	29.41%	0	%	2.82 (1.92)
Standard 8.3 Use engagement to enhance learning.	2	11.76%	10	58.82%	5	29.41%	0	%	2.82 (2.03)
Standard 9.1 Accept critique and input regarding performance.	4	23.53%	10	58.82%	3	17.65%	0	%	3.06 (2.09)
Standard 10.1 Convey professional demeanor.	5	29.41%	8	47.06%	4	23.53%	0	%	3.06 (2.26)
Standard 10.2 Use professional communication.	3	17.65%	12	70.59%	2	11.76%	0	%	3.06 (2.16)

CAEP R4.2, R5.3

Benchmarks and Trends from Principals of First Year Teachers

Benchmarks

EPP identified benchmark for each indicator: Mean score for all principals of first year teachers from Nebraska EPPs. (see tables)

Trends

The 2021 data show that Concordia principals report first year teacher preparation:

At or above the benchmark, Nebraska mean score, for each of the 15 indicators.

2021 Nebraska First Year Teacher Survey (CAEP R4.2, R5.3)

Survey of 2019-20 Program Completers

2019-2020 completers were asked to rate the extent to which they were effectively prepared for their school assignment, using the following rating scale:

Advanced 4 *Proficient 3* *Developing 2* *Below Standard 1*

Benchmark

EPP benchmark for each indicator: Mean score for all completers from Nebraska EPPs. (see tables)

2021 Nebraska First Year Teacher Survey (CAEP R4.2, R5.3)

Survey Responses by 2019-20 Program Completers

	Advanced 4		Proficient 3		Developing 2		Below Standard 1		Mean (NE Mean)
	N	%	N	%	N	%	N	%	
Standard 1.1 Use knowledge of students to meet needs.	2	18.18%	5	45.45%	4	36.36%	0	%	2.82 (2.04)
Standard 2.1 Differentiate instruction to meet student needs.	3	27.27%	3	27.27%	5	45.45%	0	%	2.82 (2.02)
Standard 3.1 Promote a positive classroom environment through clear expectations.	4	36.36%	6	54.55%	1	9.09%	0	%	3.27 (2.45)
Standard 4.1 Use accurate content and academic vocabulary.	3	27.27%	8	72.73%	0	%	0	%	3.27 (2.13)
Standard 5.1 Engages students in critical thinking and collaborative problem solving.	2	18.18%	8	72.73%	1	9.09%	0	%	3.09 (1.90)

2021 Nebraska First Year Teacher Survey (CAEP R4.2, R5.3)

Survey Responses by 2019-20 Program Completers (continued)

	Advanced 4		Proficient 3		Developing 2		Below Standard 1		Mean
	N	%	N	%	N	%	N	%	
Standard 5.2 Develop literacy and communication skills through content.	1	9.09%	7	63.64%	3	27.27%	0	%	2.82 (1.98)
Standard 6.1 Use classroom assessment.	1	9.09%	7	63.64%	3	27.27%	0	%	2.82 (2.06)
Standard 6.2 Assess for learning.	1	9.09%	6	54.55%	4	36.36%	0	%	2.72 (2.07)
Standard 7.1 Plan for instruction.	3	27.27%	4	36.36%	4	36.36%	0	%	2.91 (2.02)
Standard 8.1 Incorporate digital tools into instruction.	2	18.18%	6	54.55%	3	27.27%	0	%	2.91 (2.06)

2021 Nebraska First Year Teacher Survey (CAEP R4.2, R5.3)

Survey Responses by 2019-20 Program Completers (continued)

	Advanced 4		Proficient 3		Developing 2		Below Standard 1		Mean (NE Mean)
	N	%	N	%	N	%	N	%	
Standard 8.2 Use research-based instructional strategies.	3	27.26%	4	36.36%	4	36.36%	0	%	2.91 (1.97)
Standard 8.3 Use engagement to enhance learning.	1	9.09%	6	54.55%	4	36.36%	0	%	2.73 (2.02)
Standard 9.1 Accept critique and input regarding performance.	3	27.27%	8	72.73%	0	%	0	%	3.27 (2.27)
Standard 10.1 Convey professional demeanor.	3	27.27%	6	54.55%	2	18.18%	0	%	3.09 (2.34)
Standard 10.2 Use professional communication.	2	18.18%	7	63.64%	2	18.18%	0	%	3.00 (2.20)

CAEP R4.2, R5.3

Benchmarks and Trends from First Year Teachers

Benchmarks

EPP identified benchmark for each indicator: Mean score for all first year teachers from Nebraska EPPs. (see tables)

Trends

The 2021 data show that Concordia principals report first year teacher preparation:

At or above the benchmark, Nebraska mean score, for each of the 15 indicators.

Self-reported scores from teachers were generally higher than scores from principals.

Part 5
Candidate Competency at Completion:

Praxis Content Test Pass Rates (Title II) and Ability of Completers to Meet Certification Requirements (CAEP)

Nebraska Clinical Practice Evaluation Scores and edTPA Scores

Praxis Content Test Pass Rates (Title II)

Ability of Completers to Meet Certification Requirements (CAEP)

Praxis Content Test is required for the Teaching Certificate in Nebraska.

2020-2021 Initial Program Completers Praxis Content Test Pass Rate

Number Taking Tests	Number Passing Tests on First Attempt	Pass Rate
71	69	97%

Due to CAEP Advanced Interim visit in 2022, Advanced program data will be available in 2023.

Nebraska Clinical Practice Evaluation Scores for 2020-21 Initial Completers

- As a summative evaluation, student teachers are assessed by university supervisors with the Nebraska Clinical Practice Evaluation (NCPE) https://www.education.ne.gov/wp-content/uploads/2018/04/TPPA-CPE-SummativeRubric-HorizontalForm.pdf

- The target score for all candidates is *3 Proficient* for each standard.

- Each Initial Program's mean score for 2020-21 program completers is *3 Proficient* or above on each standard.

edTPA Scores for 2020-21 Initial Completers

- The EPP has chosen to use edTPA as a performance assessment for each candidate during student teaching.

- The means for each Initial Program's total scores for 2020-21 program completers range from 28 to 56 (15 point rubric).

Means (15 point rubric)

- Early Childhood Inclusive 38
- Elementary 43.4
- Middle Level 40.1
- Secondary & PK-12 39.4
- Special Education K-12 36.2

Part 6
Data-Informed Decision-Making for Program Improvement

Data-informed Program Improvement Process

- On March 17, 2021, the Education Advisory Committee met for the purpose of making recommendations for program improvement, review the Technology Plan, and review the NDE Rule 20 revision progress.
- On May 10, 2021, the EPP Initial Programs met to:
  - Review data from the Title 2 report, CAEP annual report, NDE annual Rule 20 report, 2019-20 completer edTPA and Praxis content test data, graduate follow-up data and data for current candidates.
  - Identify trends in data that may lead to program improvement.
  - Make decisions for program improvements in 2021-2022.

Data-informed Program Improvement Process (cont.)

- The EPP Initial programs made the decision to continue work on the previous year's program improvements:
  - 1. Align Student Teaching Formative Assessment with coursework. Modify courses as needed.
  - 2. Identify curriculum areas where edTPA-driven modifications are advisable.
  - 3. Technology Plan further development by Technology Team.
  - 4. Recruitment Plan further development by Recruitment Team. See EPP Initial MINUTES 5.10.2021, attached.

Due to CAEP Advanced Interim visit in 2022, Advanced program data will be available in 2023.

Part 7
Initial Program Completer Employment Status (Title II)
and
2019-20 Graduates Hired in Education Positions Aligned with Their Preparation (CAEP)

Initial Program Completer Employment Status (Title II)

2019-20 Graduates Hired in Education Positions Aligned With Their Preparation (CAEP)

Number of completers:	72	
Number whose status 6 months after graduation is known:	71	
Knowledge rate:		98.6%
Employed full time (aligned with preparation):	64	90.1%
Employed part time:		
Participating in a volunteer or service program:		
Enrolled in continuing education:	7	9.9%
Seeking employment:		
Not seeking employment or continuing education at this time:		

Trend: 2020-2021 Initial Completer full time or part time employment status is 100% employment in Education positions aligned with their preparation or Continuing Education. This continues the trend for high employment status for Initial Completers:

2019-2020 = 96.8%: 2018-2019 = 97.6%; 2017-2018 = 97.4%; 2016-2017 = 96.3%; 2015-2016 = 96.4%

Due to CAEP Advanced Interim visit in 2022, Advanced program data will be available in 2023.