Annual Program Reports for the Council for the Accreditation of Educator Preparation

2021 Report and Eight Reporting Measures

**Four Impact Measures**

1. *Impact on P-12 learning and development (Component 4.1)*

The Value Added Model (VAM) is used in the State of Florida to measure student learning growth for each individual teacher. The following table is the VAM score for each of our programs in from 2015-2016 to 2018-2019. The State uses scores from completers in their first, second, or third year teaching. So each score represents 3 years of completers, for their value-added to student learning. For example, the 2017-2018 score is a composite of students graduating in 2014-15, 2015-16, and 2016-17.

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| FGCU and State VAM Scores**Please notice explanations at the bottom** |
| Program |   | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|   | Type | FGCU VAM | SE | STATE VAM | STATE SE | FGCU VAM | SE | STATE VAM | STATE SE | FGCU VAM | SE | STATE VAM | STATE SE | FGCU VAM | SE | STATE VAM | STATE SE |
| Educational Leadership   | Combined | -0.019 | 0.129 | 0.027 | 0.024 | 0.294 | 0.219 | 0.06 | 0.025 | 0.24491 | 0.13542 | 0.03167 | 0.02351 | N/A | N/A | N/A | N/A |
| Math | -0.021 | 0.122 | 0.016 | 0.019 | 0.018 | 0.112 | 0.015 | 0.016 | 0.21613 | 0.1378 | 0.02531 | 0.01925 | N/A | N/A | N/A | N/A |
| Reading | 0.427 | 0.389 | 0.056 | 0.044 | 0.92 | 0.375 | 0.106 | 0.048 | 0.301 | 0.22335 | 0.0644 | 0.04227 | N/A | N/A | N/A | N/A |
| Secondary Math Education   | Combined | -0.018 | 0.204 | 0.062 | 0.078 | -0.346 | 0.304 | -0.131 | 0.088 | -0.1114 | 0.18347 | -0.1865 | 0.09915 | 0.5673 | 0.4735 | N/A | N/A |
| Math | N/A | N/A | -0.156 | 0.192 | N/A | N/A | -0.107 | 0.182 | N/A | N/A | -0.249 | 0.225 | 0.5673 | 0.3684 | N/A | N/A |
| Reading | -0.018 | 0.204 | 0.065 | 0.079 | -0.346 | 0.304 | -0.133 | 0.088 | -0.1114 | 0.18347 | -0.1767 | 0.10058 | N/A | N/A | N/A | N/A |
| Secondary Biology Education   | Combined | 0.352 | 0.466 | 0.04 | 0.138 | N/A | N/A | 0.833 | 0.167 | N/A | N/A | -0.2554 | 0.20824 | N/A | N/A | N/A | N/A |
| Math | N/A | N/A | -0.265 | 0.188 | N/A | N/A | 1 | 0 | N/A | N/A | -0.136 | 0.198 | N/A | N/A | N/A | N/A |
| Reading | 0.352 | 0.466 | 0.116 | 0.148 | N/A | N/A | 0.8 | 0.2 | N/A | N/A | -0.2146 | 0.22568 | N/A | N/A | N/A | N/A |
| Secondary Social Science Education   | Combined | -0.146 | 0.171 | -0.104 | 0.113 | -0.08 | 0.057 | -0.166 | 0.065 | 0.1626 | 0.24347 | -0.0632 | 0.11007 | 0.0023 | N/A | N/A | N/A |
| Math | -0.146 | 0.171 | -0.054 | 0.11 | -0.062 | 0.063 | -0.118 | 0.041 | 0.1626 | 0.24347 | 0.02182 | 0.08851 | 0.2145 | 0.4925 | N/A | N/A |
| Reading | N/A | N/A | -0.241 | 0.302 | -0.19 | 0.446 | -0.294 | 0.275 | N/A | N/A | -0.3266 | 0.35382 | 0.0088 | 0.0802 | N/A | N/A |

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| Program |   | 2015-2016 | 2016-2017 | 2017-2018 |  |  |  |  |
| Pre-K/Primary Ed./ESOL/Reading/PreK Disabilities | Combined | N/A | N/A | N/A | N/A | -0.48 | 0.138 | -0.071 | 0.056 | -0.226 | 0.152 | -0.0693 | 0.07451 | 0.3080 | N/A | N/A | N/A |
| Math | N/A | N/A | N/A | N/A | -0.072 | 0.142 | -0.074 | 0.048 | -0.409 | 0.158 | -0.063 | 0.06186 | 0.4840 | 0.2010 | N/A | N/A |
| Reading | N/A | N/A | N/A | N/A | -0.868 | 0.182 | -0.08 | 0.1 | -0.042 | 0.201 | -0.1272 | 0.10941 | 0.1310 | 0.1440 | N/A | N/A |
| Exceptional Student Education   | Combined | 0.064 | 0.063 | -0.066 | 0.021 | -0.048 | 0.085 | -0.066 | 0.029 | -0.1007 | 0.12633 | -0.0499 | 0.03042 | -0.0434 | N/A | N/A | N/A |
| Math | -0.013 | 0.062 | -0.017 | 0.017 | -0.078 | 0.051 | -0.05 | 0.017 | -0.0942 | 0.06066 | -0.0533 | 0.01878 | -0.0857 | 0.2395 | N/A | N/A |
| Reading | 0.186 | 0.123 | -0.151 | 0.042 | 0.006 | 0.212 | -0.093 | 0.065 | -0.2488 | 0.25679 | -0.1027 | 0.06769 | -0.0966 | 0.0624 | N/A | N/A |
| Elementary Education   | Combined | 0.023 | 0.047 | -0.032 | 0.01 | -0.02 | 0.037 | -0.046 | 0.011 | -0.0122 | 0.04169 | -0.0406 | 0.01146 | -0.0651 | 0.0362 | N/A | N/A |
| Math | 0.007 | 0.033 | -0.038 | 0.007 | 0.005 | 0.03 | -0.045 | 0.007 | 0.02401 | 0.03676 | -0.0463 | 0.00975 | -0.1091 | 0.0576 | N/A | N/A |
| Reading | -0.002 | 0.08 | -0.035 | 0.017 | -0.013 | 0.068 | -0.044 | 0.02 | -0.1009 | 0.07432 | -0.0584 | 0.0185 | -0.0270 | 0.0321 | N/A | N/A |
| Educational Preparation Institute - TIP   | Combined | 0.142 | 0.103 | -0.072 | 0.022 | 0.032 | 0.176 | -0.012 | 0.026 | -0.0254 | 0.10653 | -0.0154 | 0.02283 | -0.2190 | 0.250 | N/A | N/A |
| Math | 0.178 | 0.156 | -0.047 | 0.019 | 0.054 | 0.141 | -0.012 | 0.016 | -0.0762 | 0.11083 | -0.0474 | 0.01742 | -0.6396 | 0.5099 | N/A | N/A |
| Reading | 0.109 | 0.053 | -0.109 | 0.037 | -0.207 | 0.449 | -0.003 | 0.051 | 0.279 | 0.141 | 0.00667 | 0.04451 | 0.0334 | 0.0674 | N/A | N/A |
| Out of field teaching assignment for your completers. |
| FGCU completers' VAM scores were higher than that of the State average (including Standard Error). |
| FGCU completers' VAM scores were lower than that of the State average (including Standard Error). |
| SE= Standard Errors |

1. *Indicator of teaching effectiveness (Component 4.2)*

Florida Department of Education publishes teacher evaluation results by school districts. The following table is the aggregate evaluation score for each of our programs in 2018-2019. The State uses scores from completers in their first, second, or third year teaching. So each score represents 3 years of completers, for their value-added to student learning. For example, the 2018-2019 score is a composite of students graduating in 2015-16, 2016-17, and 2017-18.

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| **Program Code** | **Program****Name** | **Total Number of Completers Evaluated** | **Highly Effective** | **% of****Highly****Effective** | **Effective** | **% of****Effective** | **Needs****Improvement** | **% of****Needs****Improvement** | **Developing** | **% of****Developing** | **Unsatisfactory** | **% Of****Unsatisfactory** |
| 287 | Mathematics | 12 | 9 | 75.00% | 3 | 25.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 288 | Biology | 4 | 1 | 25.00% | 3 | 75.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 293 | Social Science | 26 | 14 | 53.85% | 12 | 46.15% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 527 | Pre-K/Primary Ed./ESOL/Reading/PreK Disabilities | NA | NA | NA | NA | NA | NA | NA |  |  | NA | NA |
| 495 | Exceptional Student Education/ ESOL/ Reading | 44 | 22 | 50.00% | 21 | 47.73% | 0 | 0.00% | 0 | 0.00% | 1 | 2.27% |
| 494 | Elementary Education/ ESOL/ Reading | 172 | 78 | 45.35% | 92 | 53.49% | 0 | 0.00% | 2 | 1.16% | 0 | 0.00% |
| 600 | Educator Preparation Institute | 22 | 16 | 72.73% | 6 | 27.27% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 285 | Ed Leadership  | 20 | 12 | 60.00% | 8 | 40.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |

1. *Satisfaction of employers and employment milestones*

The College of Education has an annual program advisory board, as well as individual program advisory committees to seek input from the five local school districts and other stakeholders. Previous feedback from these groups include providing an earlier immersion experience with teaching, providing a diversity of teaching experiences, more experience with formative assessments, and other feedback. We are addressing this feedback by redesigning our Field Experience Module to enhance immersive experiences at the beginning stages of our programs, tracking the diversity in teaching experiences for students, and increasing student familiarity with formative assessments. In addition, satisfaction surveys are conducted with central office administrators who are knowledgeable about the FGCU programs, and the themes are always positive.

The employment milestones are reflected in Annual Program Performance Report (APPR) by the Florida Department of Education. The table below displays the retention rate of our completers by program in the academic years of 2016 to 2018 with a table of explanation following it.

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| FGCU Completer Retention Score and Explanation |
| **Program Code** | **Program Name** | **2017 Retention** | **2018 Retention** | **2019 Retention** | **2020 Retention** |
| 287 | Mathematics | n/a | n/a | 3 | n/a |
| 288 | Biology | 3 | 3 | 3 | 4 |
| 293 | Social Science | 4 | 4 | 4 | 4 |
| 527 | Pre-K/Primary Ed./ESOL/Reading/PreK Disabilities | 3 | 4 | 3 | 3 |
| 495 | Exceptional Student Education/ ESOL/ Reading | 4 | 4 | 3 | 4 |
| 494 | Elementary Education/ ESOL/ Reading | 4 | 3 | 3 | 4 |
| 600 | Educator Preparation Institute | 3 | 3 | 3 | 3 |
| 285 | Ed Leadership  |  (no data available) |

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| Explanation of Retention Rate |
| Performance Metric | Performance Target (4 points) | Performance Target (3 points) | Performance Target (2 points) | Performance Target (1 point) |
| Retention Rates are determined by the average number of years instructional personnel (who were initially employed in either of the 2 subsequent years following completion) remained employed in a five year follow-up period from initial employment. | The average number of years employed in the 5-year period following initial placement is 4.5 years or more. | The average number of years employed in the 5-year period following initial placement is 3 years to less than 4.5 years. | The average number of years employed in the 5-year period following initial placement is 2 years to less than 3 years. | The average number of years employed in the 5-yaer period following initial placement is less than 2 years. |

1. *Satisfaction of completers*

Each year we survey our students when they graduate and each of their first three years of teaching. For the 2017-2018 responses from graduates and alumni we collect data on their perceptions of our college, the effectiveness of our programs in preparing our students for teaching, and the relevance of what students in our programs learn in preparation for a career as an educator. Mean scores across our programs are provided on each survey item, and scores are on a one to 4 scale, with 4 being the highest score (highly satisfied, highly effective, or highly relevant).

Our programs are meeting expectations for our students, and we are doing particularly well on training on Ethics and Code of Conduct, and one area we could improve on is further strengthening the integration of technology into coursework.

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| **College Perception** | Average of all programs |
| Faculty were knowledgeable about what they taught and modeled best practices. | 3.43 |
| Faculty were concerned about my progress. | 3.39 |
| Faculty encouraged the development of critical thinking, problem solving, and reflection. | 3.53 |
| Technology was sufficiently integrated into coursework. | 3.45 |
| Diversity was sufficiently integrated into coursework. | 3.68 |
| I had opportunities to use research and evidence in my coursework. | 3.51 |
| I focused on the impact of my practice on K-11 learning in my coursework. | 3.63 |
| **Total Average** | 3.51 |

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| **Average of all responses for effectiveness of experiences** |  Average of our programs |
| Knowledge of instructional design and planning | 3.55 |
| Knowledge of appropriate student-centered learning environments | 3.71 |
| Knowledge of instructional delivery and facilitation through a comprehensive understanding of subject matter | 3.56 |
| Knowledge of various types of assessment strategies for determining impact on student learning | 3.55 |
| Knowledge of relevant continuous professional improvement | 3.58 |
| Knowledge of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida | 3.71 |
| Knowledge of research-based practices appropriate for teaching English Language Learners (ELLs) | 3.79 |
| Knowledge of effective literacy strategies that can be applied across the curriculum to impact student learning | 3.71 |
| **Total Average** | 3.65 |

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| **Average of all responses for relevance of experiences** | Average of our programs  |
| Knowledge of instructional design and planning | 3.62 |
| Knowledge of appropriate student-centered learning environments | 3.83 |
| Knowledge of instructional delivery and facilitation through a comprehensive understanding of subject matter | 3.79 |
| Knowledge of various types of assessment strategies for determining impact on student learning | 3.69 |
| Knowledge of relevant continuous professional improvement | 3.65 |
| Knowledge of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida | 3.82 |
| Knowledge of research-based practices appropriate for teaching English Language Learners (ELLs) | 3.78 |
| Knowledge of effective literacy strategies that can be applied across the curriculum to impact student learning | 3.76 |
| **Total Average** | 3.74 |

**Four Outcome Measures**

1. *Graduation Rates (Initial and Advanced)*

The following table displays the number of graduates in both initial programs and advanced programs for the 2019-2020 Academic Year.

COE Number of Graduates by Program

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| --- | --- | --- | --- | --- | --- |
| Program Name | Program Code | Level | Summer 2019 | Fall 2019 | Spring 2020 |
| 287 | Secondary Mathematics Ed | Initial | 2 | 0 | 4 |
| 288 | Secondary Biology Education | Initial | 0 | 0 | 0 |
| 293 | Secondary Social Science Ed | Initial | 0 | 5 | 8 |
| 494 | Elementary Education | Initial | 2 | 30 | 55 |
| 495 | Special Education | Initial | 1 | 4 | 12 |
| 527 | Early Childhood Education | Initial | 0 | 2 | 5 |
| 285 | Educational Leadership | Advanced | 6 | 3 | 4 |
| 600 | Educator Preparation Institute | Post-baccalaureate | 2 | 3 | 1 |
| TOTAL | 13 | 47 | 89 |

1. *Ability of completers to meet licensing (certificate) and any additional state requirements; Title II (Initial & Advanced levels)*

All of our students are required to meet the state license requirements before graduation. Therefore, 100% of our completers meet state license requirements. We monitor first-time pass rates for state exams and provide test prep opportunities for students who exhibit difficulty in passing the exams.

1. *Ability of completers to be hired in educational positions for which they are prepared (Initial and Advanced levels)*

The numbers provided below are scores from the Florida Department of Education on student placements for our students by program. Each program is scores from one to four, with four being the best score. The metrics for scoring are provided below this table.

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| FGCU Completer Placement Score and Explanation |
| **Program Code** | **Program Name** | **2017 Placement** | **2018 Placement** | **2019 Placement** |
| 287 | Mathematics | n/a | 3 | 4 |
| 288 | Biology | 3 | n/a | n/a |
| 293 | Social Science | 4 | 3 | 4 |
| 527 | Pre-K/Primary Ed./ESOL/Reading/PreK Disabilities | 4 | 3 | 4 |
| 495 | Exceptional Student Education/ ESOL/ Reading | 3 | 3 | 2 |
| 494 | Elementary Education/ ESOL/ Reading | 3 | 3 | 3 |
| 600 | Educator Preparation Institute | 3 | 3 | 4 |
| 285 | Educational Leadership  | (Data not available) |

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| Explanation of Placement Rate |
| Performance Metric | Performance Target (4 points) | Performance Target (3 points) | Performance Target (2 points) | Performance Target (1 point) |
| Placement Rates are determined by those completers who were employed by the state public schools in either of the 2 subsequent years following completion. | Place rate is at or above the 68th percentile of all equivalent programs across the state. | Placement rate is at or above the 34th percentile and below the 68th percentile of all equivalent programs across the state. | Placement rate is at or above the 5th percentile and below the 34th percentile of all equivalent programs across the state. | Placement rate is below the 5th percentile of all equivalent programs across the state. |

1. *Student loan default rates and other consumer information (Initial & Advanced levels)*

According to the [latest data](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&ope_id=032553) from the Federal Student Aid Office at the US Department of Education, the FGCU student loan default rate is 3.9% for the FY2016 cohort.