CAEP Standard 4.6 Ability of completers to meet licensing (certification) and state requirements

- State content test pass rates/disaggregated by traditional and alternative licensure program

<table>
<thead>
<tr>
<th>CONTENT TEST PASS RATES</th>
<th>TRADITIONAL PROGRAM CANDIDATES</th>
<th>ALTERNATIVE LICENSURE CANDIDATES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pass rate</td>
<td># test takers</td>
</tr>
<tr>
<td>2014-15 completers</td>
<td>97%</td>
<td>147</td>
</tr>
<tr>
<td>2015-16 completers</td>
<td>99%</td>
<td>104</td>
</tr>
<tr>
<td>2016-17 completers</td>
<td>96%</td>
<td>56</td>
</tr>
</tbody>
</table>

- edTPA pass rates disaggregated by program division and content area

<table>
<thead>
<tr>
<th>edTPA PASS RATES</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pass rate</td>
<td># test takers</td>
<td># pass</td>
</tr>
<tr>
<td>Traditional Program</td>
<td>100%</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>Alternative Licensure</td>
<td>98.9%</td>
<td>181</td>
<td>183</td>
</tr>
<tr>
<td>All Dominican programs</td>
<td>99.1%</td>
<td>220</td>
<td>222</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>100%</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>Elementary Literacy</td>
<td>100%</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Elementary Mathematics</td>
<td>100%</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Middle Childhood - English Language Arts</td>
<td>100%</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Middle Childhood - Science</td>
<td>NA</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Middle Childhood - History</td>
<td>NA</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Secondary English Language Arts</td>
<td>100%</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Secondary Math</td>
<td>100%</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Secondary Science</td>
<td>100%</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Secondary History</td>
<td>100%</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Special Education</td>
<td>98.3%</td>
<td>114</td>
<td>112</td>
</tr>
<tr>
<td>World Languages - Italian</td>
<td>100%</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>World Languages - Spanish</td>
<td>100%</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>World Languages - French</td>
<td>100%</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Library Media Specialist</td>
<td>100%</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>NA</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
CAEP Outcome Measure: ability of completers to be hired

Employment Status of Program Completers and Length of time to receive employment
Source: Dominican University Alumni Follow-Up Survey 2016 and 2017

* Includes alternative licensure candidates who were hired permanently by the schools where they completed their residency while in the program
Domain 1 Planning and Preparation 1a: To what extent does the resident teacher demonstrate knowledge of content and pedagogy?

- Distinguished: 23%
- Proficient: 65%
- Basic/Needs Improvement: 12%
- Unsatisfactory: 0%
- Unable to Judge: 0%

Domain 1 Planning and Preparation 1b: To what extent does the resident teacher demonstrate knowledge of his/her students?

- Distinguished: 31%
- Proficient: 55%
- Basic/Needs Improvement: 14%
- Unsatisfactory: 0%
- Unable to Judge: 0%

Domain 1 Planning and Preparation 1c: To what extent is the resident teacher proficient at setting instructional outcomes?

- Distinguished: 16%
- Proficient: 62%
- Basic/Needs Improvement: 20%
- Unsatisfactory: 1%
- Unable to Judge: 0%
Domain 1 Planning and Preparation 1d: To what extent does the resident teacher demonstrate knowledge of resources?

- Distinguished: 27%
- Proficient: 64%
- Basic/Needs Improvement: 7%
- Unsatisfactory: 0%
- Unable to Judge: 1%

Domain 1 Planning and Preparation 1e: To what extent does the resident teacher design coherent instruction?

- Distinguished: 23%
- Proficient: 62%
- Basic/Needs Improvement: 14%
- Unsatisfactory: 1%
- Unable to Judge: 0%

Domain 1 Planning and Preparation 1f: To what extent does the resident teacher design effective student assessments?

- Distinguished: 12%
- Proficient: 65%
- Basic/Needs Improvement: 20%
- Unsatisfactory: 1%
- Unable to Judge: 1%
Domain 2 Classroom Environment 2a: To what extent does the resident teacher create an environment of respect and rapport?

- Distinguished: 34%
- Proficient: 51%
- Basic/Needs Improvement: 12%
- Unsatisfactory: 3%

Domain 2 Classroom Environment 2b: To what extent does the resident teacher establish a culture for learning?

- Distinguished: 22%
- Proficient: 58%
- Basic/Needs Improvement: 20%
- Unsatisfactory: 0%

Domain 2 Classroom Environment 2c: To what extent does the resident teacher manage classroom procedures?

- Distinguished: 20%
- Proficient: 54%
- Basic/Needs Improvement: 23%
- Unsatisfactory: 3%
Domain 2 Classroom Environment 2d: To what extent does the resident teacher manage student behavior?

- **DISTINGUISHED:** 27%
- **PROFICIENT:** 49%
- **BASIC/ NEEDS IMPROVEMENT:** 23%
- **UNSATISFACTORY:** 1%

Domain 2 Classroom Environment 2e: To what extent does the resident teacher organize physical space?

- **DISTINGUISHED:** 22%
- **PROFICIENT:** 70%
- **BASIC/ NEEDS IMPROVEMENT:** 7%
- **UNSATISFACTORY:** 1%

Domain 3 Instruction 3a: To what extent does the resident teacher communicate with students?

- **DISTINGUISHED:** 27%
- **PROFICIENT:** 56%
- **BASIC/ NEEDS IMPROVEMENT:** 16%
- **UNSATISFACTORY:** 0%
Domain 3 Instruction 3b: To what extent does the resident teacher use questioning and discussion techniques?

- **DISTINGUISHED**: 23%
- **PROFICIENT**: 58%
- **BASIC/ NEEDS IMPROVEMENT**: 19%
- **UNSATISFACTORY**: 0%

Domain 3 Instruction 3c: To what extent does the resident teacher engage students in learning?

- **DISTINGUISHED**: 16%
- **PROFICIENT**: 62%
- **BASIC/ NEEDS IMPROVEMENT**: 22%
- **UNSATISFACTORY**: 0%

Domain 3 Instruction 3d: To what extent does the resident teacher use assessment in instruction?

- **DISTINGUISHED**: 15%
- **PROFICIENT**: 58%
- **BASIC/ NEEDS IMPROVEMENT**: 26%
- **UNSATISFACTORY**: 0%
Domain 4 Professional Responsibilities 4a: To what extent does the resident teacher reflect on teaching?

- **Distinguished**: 33%
- **Proficient**: 52%
- **Basic/ Needs Improvement**: 11%
- **Unsatisfactory**: 0%
- **Unable to Judge**: 4%

Domain 4 Professional Responsibilities 4b: To what extent does the resident teacher maintain accurate records?

- **Distinguished**: 26%
- **Proficient**: 58%
- **Basic/ Needs Improvement**: 11%
- **Unsatisfactory**: 3%
- **Unable to Judge**: 3%

Domain 4 Professional Responsibilities 4c: To what extent does the resident teacher communicate with families?

- **Distinguished**: 36%
- **Proficient**: 49%
- **Basic/ Needs Improvement**: 14%
- **Unsatisfactory**: 0%
- **Unable to Judge**: 1%
Domain 4 Professional Responsibilities 4d: To what extent does the resident teacher participate in the professional community?

- Distinguished: 26%
- Proficient: 65%
- Basic/Needs Improvement: 7%
- Unsatisfactory: 1%
- Unable to Judge: 0%

Domain 4 Professional Responsibilities 4e: To what extent does the resident teacher grow and develop professionally?

- Distinguished: 22%
- Proficient: 63%
- Basic/Needs Improvement: 11%
- Unsatisfactory: 0%
- Unable to Judge: 4%

Domain 4 Professional Responsibilities 4f: To what extent does the resident teacher show professionalism?

- Distinguished: 34%
- Proficient: 56%
- Basic/Needs Improvement: 7%
- Unsatisfactory: 3%
- Unable to Judge: 0%
## Dominican University Traditional Program Mentor Teacher Performance Evaluations of DU Candidates: 2016 - 2017

### Domain 1 Planning and Preparation 1a: To what extent does the student teacher demonstrate knowledge of content and pedagogy?

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguished</td>
<td>30%</td>
</tr>
<tr>
<td>Proficient</td>
<td>61%</td>
</tr>
<tr>
<td>Basic/Needs Improvement</td>
<td>9%</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>0%</td>
</tr>
<tr>
<td>Unable to Judge</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Domain 1 Planning and Preparation 1b: To what extent does the student teacher demonstrate knowledge of his/her students?

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguished</td>
<td>40%</td>
</tr>
<tr>
<td>Proficient</td>
<td>52%</td>
</tr>
<tr>
<td>Basic/Needs Improvement</td>
<td>7%</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>0%</td>
</tr>
<tr>
<td>Unable to Judge</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Domain 1 Planning and Preparation 1c: To what extent is the student teacher proficient at setting instructional outcomes?

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguished</td>
<td>24%</td>
</tr>
<tr>
<td>Proficient</td>
<td>63%</td>
</tr>
<tr>
<td>Basic/Needs Improvement</td>
<td>13%</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>0%</td>
</tr>
<tr>
<td>Unable to Judge</td>
<td>0%</td>
</tr>
</tbody>
</table>
Domain 1 Planning and Preparation 1d: To what extent does the student teacher demonstrate knowledge of resources?

- **Distinguished:** 41%
- **Proficient:** 50%
- **Basic/Needs Improvement:** 9%
- **Unsatisfactory:** 0%
- **Unable to Judge:** 0%

Domain 1 Planning and Preparation 1e: To what extent does the student teacher design coherent instruction?

- **Distinguished:** 36%
- **Proficient:** 56%
- **Basic/Needs Improvement:** 8%
- **Unsatisfactory:** 0%
- **Unable to Judge:** 0%

Domain 1 Planning and Preparation 1f: To what extent does the resident teacher design effective student assessments?

- **DISTINGUISHED:** 36%
- **PROFICIENT:** 56%
- **BASIC/NEEDS IMPROVEMENT:** 8%
- **UNSATISFACTORY:** 0%
- **UNABLE TO JUDGE:** 0%
Domain 2 Classroom Environment 2a: To what extent does the resident teacher create an environment of respect and rapport?

- Distinguished: 56%
- Proficient: 40%
- Basic/Needs Improvement: 4%
- Unsatisfactory: 0%

Domain 2 Classroom Environment 2b: To what extent does the resident teacher establish a culture for learning?

- DISTINGUISHED: 30%
- PROFICIENT: 60%
- BASIC/ NEEDS IMPROVEMENT: 10%
- UNSATISFACTORY: 0%

Domain 2 Classroom Environment 2c: To what extent does the resident teacher manage classroom procedures?

- DISTINGUISHED: 24%
- PROFICIENT: 57%
- BASIC/ NEEDS IMPROVEMENT: 19%
- UNSATISFACTORY: 0%
Domain 2 Classroom Environment 2d: To what extent does the resident teacher manage student behavior?

- Distinguished: 23%
- Proficient: 63%
- Basic/Needs Improvement: 14%
- Unsatisfactory: 0%

Domain 2 Classroom Environment 2e: To what extent does the resident teacher organize physical space?

- Distinguished: 42%
- Proficient: 53%
- Basic/Needs Improvement: 5%
- Unsatisfactory: 0%

Domain 3 Instruction 3a: To what extent does the resident teacher communicate with students?

- Distinguished: 28%
- Proficient: 68%
- Basic/Needs Improvement: 5%
- Unsatisfactory: 0%
Domain 3 Instruction 3b: To what extent does the resident teacher use questioning and discussion techniques?

- Distinguished: 26%
- Proficient: 60%
- Basic/Needs Improvement: 14%
- Unsatisfactory: 0%

Domain 3 Instruction 3c: To what extent does the resident teacher engage students in learning?

- Distinguished: 27%
- Proficient: 63%
- Basic/Needs Improvement: 10%
- Unsatisfactory: 0%

Domain 3 Instruction 3d: To what extent does the resident teacher use assessment in instruction?

- Distinguished: 21%
- Proficient: 65%
- Basic/Needs Improvement: 14%
- Unsatisfactory: 0%
Domain 4 Professional Responsibilities 4a: To what extent does the resident teacher reflect on teaching?

- Distinguished: 46%
- Proficient: 50%
- Basic/Needs Improvement: 5%
- Unsatisfactory: 0%
- Unable to Judge: 0%

Domain 4 Professional Responsibilities 4b: To what extent does the resident teacher maintain accurate records?

- Distinguished: 28%
- Proficient: 62%
- Basic/Needs Improvement: 6%
- Unsatisfactory: 0%
- Unable to Judge: 5%

Domain 4 Professional Responsibilities 4c: To what extent does the resident teacher communicate with families?

- Distinguished: 15%
- Proficient: 59%
- Basic/Needs Improvement: 8%
- Unsatisfactory: 0%
- Unable to Judge: 18%
Domain 4 Professional Responsibilities 4d: To what extent does the resident teacher participate in the professional community?

- **Distinguished**: 28%
- **Proficient**: 56%
- **Basic/Needs Improvement**: 12%
- **Unsatisfactory**: 0%
- **Unable to Judge**: 4%

Domain 4 Professional Responsibilities 4e: To what extent does the resident teacher grow and develop professionally?

- **Distinguished**: 28%
- **Proficient**: 60%
- **Basic/Needs Improvement**: 6%
- **Unsatisfactory**: 0%
- **Unable to Judge**: 7%

Domain 4 Professional Responsibilities 4f: To what extent does the resident teacher show professionalism?

- **Distinguished**: 48%
- **Proficient**: 50%
- **Basic/Needs Improvement**: 3%
- **Unsatisfactory**: 0%
- **Unable to Judge**: 0%
CAEP Standard 4.4 Satisfaction of completers

If I could start all over, I would choose Dominican University School of Education Program Again

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>50.9%</td>
</tr>
<tr>
<td>Somewhat Agree</td>
<td>30.6%</td>
</tr>
<tr>
<td>Somewhat Disagree</td>
<td>11.1%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>7.4%</td>
</tr>
</tbody>
</table>

I would recommend Dominican University School of Education Programs to Others

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>51.9%</td>
</tr>
<tr>
<td>Somewhat Agree</td>
<td>33.3%</td>
</tr>
<tr>
<td>Somewhat Disagree</td>
<td>9.3%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5.6%</td>
</tr>
</tbody>
</table>
School of Education Program Completer Sense of Preparation Received at Dominican University 2016 - 2017

Source: Alumni Follow-Up Survey 2016 - 2017

<table>
<thead>
<tr>
<th>Field</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of how to use technology in the classroom</td>
<td>3.73</td>
<td>0.99</td>
<td>90</td>
</tr>
<tr>
<td>Skills and disposition to deal with diverse learners</td>
<td>3.79</td>
<td>0.86</td>
<td>90</td>
</tr>
<tr>
<td>Ability to create a positive environment for learning</td>
<td>4.11</td>
<td>0.82</td>
<td>90</td>
</tr>
<tr>
<td>Knowledge of content</td>
<td>4.06</td>
<td>0.83</td>
<td>89</td>
</tr>
<tr>
<td>Ability to help all students learn</td>
<td>4.10</td>
<td>0.70</td>
<td>90</td>
</tr>
<tr>
<td>Possessing the requisite knowledge and skills to teach</td>
<td>4.01</td>
<td>0.75</td>
<td>90</td>
</tr>
<tr>
<td>Ability to collaborate with colleagues</td>
<td>4.09</td>
<td>0.93</td>
<td>90</td>
</tr>
<tr>
<td>Ability to assess student learning</td>
<td>4.01</td>
<td>0.75</td>
<td>90</td>
</tr>
<tr>
<td>Ability to collaborate with families</td>
<td>3.79</td>
<td>0.97</td>
<td>90</td>
</tr>
<tr>
<td>Knowledge of pedagogy (how to teach)</td>
<td>4.10</td>
<td>0.76</td>
<td>90</td>
</tr>
<tr>
<td>Knowledge of how to manage student behavior</td>
<td>3.50</td>
<td>1.02</td>
<td>90</td>
</tr>
<tr>
<td>Ability to make a positive impact on students' academic achievements</td>
<td>4.09</td>
<td>0.74</td>
<td>90</td>
</tr>
<tr>
<td>Ability to demonstrate a professional disposition</td>
<td>4.21</td>
<td>0.76</td>
<td>89</td>
</tr>
<tr>
<td>Reflecting on your teaching skills and style</td>
<td>4.16</td>
<td>0.70</td>
<td>90</td>
</tr>
</tbody>
</table>

Skills and disposition to deal with diverse learners

![Bar Chart](chart.png)

- Extremely Well Prepared: 31%
- Very Well Prepared: 23%
- Somewhat Prepared: 38%
- Slightly Prepared: 8%
- Not at all: 0%
Knowledge of content

- Extremely Well Prepared: 38%
- Very Well Prepared: 46%
- Somewhat Prepared: 0%
- Slightly Prepared: 0%
- Not at all: 15%

Knowledge of how to manage student behavior

- Extremely Well Prepared: 23%
- Very Well Prepared: 31%
- Somewhat Prepared: 38%
- Slightly Prepared: 0%
- Not at all: 8%

Ability to collaborate with colleagues

- Extremely Well Prepared: 62%
- Very Well Prepared: 23%
- Somewhat Prepared: 0%
- Slightly Prepared: 15%
- Not at all: 0%
Knowledge of how to use technology in the classroom

- Extremely Well Prepared: 46%
- Very Well Prepared: 54%
- Somewhat Prepared: 0%
- Slightly Prepared: 0%
- Not at all: 0%

Ability to create a positive environment for learning

- Extremely Well Prepared: 69%
- Very Well Prepared: 23%
- Somewhat Prepared: 8%
- Slightly Prepared: 0%
- Not at all: 0%

Knowledge of pedagogy (how we teach)

- Extremely Well Prepared: 46%
- Very Well Prepared: 31%
- Somewhat Prepared: 15%
- Slightly Prepared: 8%
- Not at all: 0%
Ability to demonstrate a professional disposition

- Extremely Well Prepared: 54%
- Very Well Prepared: 38%
- Somewhat Prepared: 0%
- Slightly Prepared: 8%
- Not at all: 0%

Ability to assess student learning

- Extremely Well Prepared: 38%
- Very Well Prepared: 46%
- Somewhat Prepared: 8%
- Slightly Prepared: 8%
- Not at all: 0%

Ability to make a positive impact on students' academic achievement.

- Extremely Well Prepared: 54%
- Very Well Prepared: 38%
- Somewhat Prepared: 0%
- Slightly Prepared: 0%
- Not at all: 8%
Ability to collaborate with families

- Extremely Well Prepared: 23%
- Very Well Prepared: 46%
- Somewhat Prepared: 23%
- Slightly Prepared: 0%
- Not at all: 8%

Ability to help all students learn

- Extremely Well Prepared: 38%
- Very Well Prepared: 38%
- Somewhat Prepared: 15%
- Slightly Prepared: 8%
- Not at all: 0%

Possessing the requisite knowledge and skills to teach

- Extremely Well Prepared: 31%
- Very Well Prepared: 46%
- Somewhat Prepared: 8%
- Slightly Prepared: 0%
- Not at all: 15%
CAEP Standard 4.8 Student loan default rates

Dominican University’s most current default rate is 4.5%.

Cohort Default Rates A cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year (FY), October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education releases official cohort default rates once per year. The FY 2014 official cohort default rates were delivered to both domestic and foreign schools on September 25, 2017.

Information about cohort default rates can be found here: https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html.