1. Enrollment

The 2013 enrollment in programs offered in the College of Education is 1,214 (2013, fall census). Enrollment in the College of Education includes undergraduate (28%), post-baccalaureate studies in Ontario (27%) and graduate/advanced studies (48%).

2. Program Demand

Supply and demand data continue to demonstrate a strong need for teachers in special education, math, science, and TESOL. These programs remain under enrolled; however, increases have been noted in TESOL and secondary special education.
3. Service Learning

<table>
<thead>
<tr>
<th>Program</th>
<th>N</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus-based teacher education candidates</td>
<td>369</td>
<td>9,470 hours</td>
</tr>
<tr>
<td>B.P.S. teacher education candidates (Ontario)</td>
<td>145</td>
<td>11,729 hours</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>514</td>
<td>21,199 hours</td>
</tr>
</tbody>
</table>

Education candidates contributed 21,199 hours of service learning in the community. Candidates rated their participation in a community-based program as part of their course and their contributions to the welfare of the community higher than the Carnegie and NSSE peers (NSSE, 2013).

4. Title II Reporting: Pass Rates on New York State Certification Examinations

### Institutional Pass rates: New York State Certification Examinations (2012-2013)

<table>
<thead>
<tr>
<th>Examinations</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pass Rate Niagara</td>
</tr>
<tr>
<td>Liberal Arts and Sciences Test (LAST)</td>
<td>99% (n=178)</td>
</tr>
<tr>
<td>Assessment of Teaching Skills – Written (ATS-W)</td>
<td>100% (n=113)</td>
</tr>
<tr>
<td></td>
<td>100% (n=59)</td>
</tr>
<tr>
<td>Multi-Subject</td>
<td>95% (n=102)</td>
</tr>
<tr>
<td>English</td>
<td>100% (n=19)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>100% (n=11)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>100% (n=29)</td>
</tr>
<tr>
<td>Students w/ Disabilities</td>
<td>100% (n=34)</td>
</tr>
<tr>
<td>Educational Leadership**</td>
<td>100% (n=12)</td>
</tr>
<tr>
<td>• School Building Leader</td>
<td>86% (n=14)</td>
</tr>
<tr>
<td>• School District Leader</td>
<td></td>
</tr>
</tbody>
</table>

Pass rates on the New York State certification examinations are 99% for the LAST, 100% for the Assessment of Teaching Skills for elementary and 100% for the Assessment of Teaching Skills for secondary education. *CST data are reported for those examinations in which 10 or more candidates were program completers during the reporting year.
5. Employment and Follow-up Surveys (Alumni and Employer)

### One year Follow-Up of Graduates: Employment and Education Survey (Class of 2012)

<table>
<thead>
<tr>
<th>Indicators</th>
<th>% of Respondents Class of 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed (Full/Part-time):</td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>87%</td>
</tr>
<tr>
<td>Graduate</td>
<td>96%</td>
</tr>
<tr>
<td>Employed in Area Related To Major:</td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>65%</td>
</tr>
<tr>
<td>Graduate</td>
<td>87%</td>
</tr>
<tr>
<td>Continuing Education:</td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>35% (enrolled)</td>
</tr>
<tr>
<td>Graduate</td>
<td>4% (enrolled)</td>
</tr>
</tbody>
</table>

*Response rates: undergraduate 48% (n=46); BPS 32% (n=59), & graduate 34% (n=91).

The success of candidates is noted in the employment of alumni (87% and 96% undergraduate and graduate, class of 2012). Undergraduate alumni continue their education with 65% reporting being enrolled in graduate programs.

### Follow – Up Assessments: Undergraduate Alumni & Graduate Alumni

<table>
<thead>
<tr>
<th>Question Topics</th>
<th>Class of 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undergrad N=41</td>
</tr>
<tr>
<td></td>
<td>Response Rate=38%</td>
</tr>
<tr>
<td>Knowledge of the subject matter</td>
<td>4.2</td>
</tr>
<tr>
<td>Working with diverse learners and communities</td>
<td>4.3</td>
</tr>
<tr>
<td>Using a variety of instructional (or administrative) strategies to enhance performance</td>
<td>4.3</td>
</tr>
<tr>
<td>Motivating and managing the learning environment (school leaders-building a vision)</td>
<td>4.0</td>
</tr>
<tr>
<td>Creating interactive learning (and/or organizational) environments, including the use of technology</td>
<td>3.8</td>
</tr>
<tr>
<td>Making an impact on student learning using formal and informal assessment strategies</td>
<td>4.1</td>
</tr>
<tr>
<td>Engaging in continuous professional growth and self-assessment (reflective practice)</td>
<td>4.4</td>
</tr>
<tr>
<td>Collaboration with colleagues, parents, community</td>
<td>4.1</td>
</tr>
</tbody>
</table>

In one-year follow-up studies, candidates rate their skills above 4 on all indicators (scale of 1-5, with 4 being knowledgeable); with the highest ratings on willingness to continue professional growth and self-assessment, collaboration, knowledge of subject matter, and using a variety of instructional strategies to enhance performance.
6. Graduate Qualifications: Entry into Program

Graduate Qualifications (GRE and GPA)

<table>
<thead>
<tr>
<th>Programs</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GRE</td>
</tr>
<tr>
<td>Early / Childhood</td>
<td>*</td>
</tr>
<tr>
<td>Middle / Adolescence</td>
<td>*</td>
</tr>
<tr>
<td>Literacy Instruction</td>
<td>*</td>
</tr>
<tr>
<td>ECSEM</td>
<td>*</td>
</tr>
<tr>
<td>Special Education</td>
<td>*</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>*</td>
</tr>
<tr>
<td>TESOL</td>
<td>*</td>
</tr>
<tr>
<td>School Counseling</td>
<td>*</td>
</tr>
<tr>
<td>Mental Health Counseling</td>
<td>151/147/4.5</td>
</tr>
<tr>
<td>School Psychology</td>
<td>189/203/4.3</td>
</tr>
</tbody>
</table>

*Revised intake assessment policy

Graduate Qualifications (Dispositions)

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Exceptional</th>
<th>Outstanding</th>
<th>Good</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Commitment</td>
<td>73%</td>
<td>20%</td>
<td>7%</td>
<td>0%</td>
</tr>
<tr>
<td>Professional Relationships</td>
<td>69%</td>
<td>26%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Critical Thinking &amp; Reflective Practice</td>
<td>63%</td>
<td>28%</td>
<td>9%</td>
<td>0%</td>
</tr>
<tr>
<td>Leadership</td>
<td>59%</td>
<td>27%</td>
<td>11%</td>
<td>4%</td>
</tr>
</tbody>
</table>

At the graduate level, candidates meet or exceed the criteria for entry into the program. Incoming qualifications are addressed through graduate examinations, GPA from the baccalaureate degree, and the assessment of professional dispositions.
7. Undergraduate Qualifications: Entry into Program

Mean Scores for High School Average and Combined SAT:
Undergraduate Teacher Education

<table>
<thead>
<tr>
<th>Undergraduate Qualifications 2013-14</th>
<th>Mean: High School GPA</th>
<th>SAT Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incoming Education admits</td>
<td>87 (median: 90)</td>
<td>1012</td>
</tr>
<tr>
<td>Incoming University admits</td>
<td>88.7</td>
<td>1038</td>
</tr>
</tbody>
</table>

The high school GPA of candidates in teacher education continued to be consistent with that of the general university; however, SAT scores were slightly higher than those of the University.

8. Undergraduate Student Retention

Retention Rate: 2013-2014

<table>
<thead>
<tr>
<th>Freshman to Sophomore</th>
<th>Percent Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Major</td>
<td>83%</td>
</tr>
<tr>
<td>At University</td>
<td>88%</td>
</tr>
</tbody>
</table>

The retention of undergraduate education students at the University (freshmen to sophomores, 2012-2013) was 88%, exceeding the overall University freshmen to sophomore retention rate (80%).

9. Graduation Rates

The average four-year graduation rate for undergraduate candidates in education was 67% (cohorts from 2004 to 2009). The University four-year graduation rate for the same cohorts was 56%.
Impact on Student Learning and Teaching Practice

Impact Student Learning: edTPA Test Takers 2013

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Niagara University Average</th>
<th>Statewide Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>50</td>
<td>14.8</td>
<td>14.5</td>
</tr>
<tr>
<td>(Task 3 Literacy)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary Education</td>
<td>15</td>
<td>15.3</td>
<td>14.9</td>
</tr>
<tr>
<td>(Task 3 Math)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Niagara University teacher candidates outperformed the State on the assessment of student learning (edTPA, Task 3). Indicators of the impact on student learning include a) analysis of student learning patterns for whole class, groups, and individuals, b) providing feedback on individual student work samples to guide future learning, c) providing opportunities for students to use feedback, d) analyzing students’ academic language use in content learning, and e) using assessment to inform future instruction.

Impact on Teaching Practice: Student Learning and Teacher Quality Partnership - TESOL

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students of Targeted Teachers Passing Core Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA</td>
<td>100% (39/39)</td>
<td>97% (38/39)</td>
</tr>
<tr>
<td>MATH</td>
<td>89% (174/196)</td>
<td>88% (173/196)</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>97% (29/30)</td>
<td>90% (27/30)</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>92% (111/121)</td>
<td>88% (107/121)</td>
</tr>
<tr>
<td>Increase in passing grades in ELA New York State assessments</td>
<td>*</td>
<td>37%</td>
</tr>
<tr>
<td>Increase in passing scores on Math New York State assessments</td>
<td>*</td>
<td>43%</td>
</tr>
</tbody>
</table>

Teachers Reporting Increased Knowledge N=19

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Support</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>Cultural Support</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>Social-Emotional Support</td>
<td>100%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Increases are noted in student learning (Math and ELA state assessments) among students in participating classrooms of the Teacher Leader Quality Partnership grant and in high level performance in teaching content among the participating teachers.

* 2012-2013 NYS Assessments served as a baseline due to a change in test content and format.