



CAPELLA
UNIVERSITY

2020 CAEP Annual Report

Revised August 2021

CONTENTS

INTRODUCTION	1
IMPACT MEASURES.....	2
IMPACT ON P-12 LEARNING AND DEVELOPMENT DATA MEASURES	2
INDICATORS OF EFFECTIVENESS.....	3
SATISFACTION OF EMPLOYERS	5
SATISFACTION OF COMPLETERS	8
OUTCOME MEASURES.....	13
GRADUATION RATES (ADVANCED LEVEL).....	13
LICENSURE EXAMINATION DATA	14
COMPLETER EMPLOYMENT	16

INTRODUCTION

The Council for the Accreditation of Educator Preparation (CAEP) requires the Educator Preparation Provider (EPP) to widely disseminate and display data pertaining to annual reporting measures that are part of CAEP Standard A.5 (Components 5.4 and A.5.4). Capella University's EPP reports on six annual reporting measures for advanced programs, including:

- CAEP Impact Measures:
 - Satisfaction of completers (Components 4.4, A.4.2)
- CAEP Outcome Measures:
 - Graduation rates
 - Ability of completers to meet licensing (certification) and any additional state requirements, Title II
 - Ability of completers to be hired in education positions for which they have prepared
 - Student loan default rates

CAEP recommends reporting on the last three years of data.

The following licensure programs are within the scope of CAEP review for advanced programs:

- MS in Education, specializations in
 - Early Childhood Education
 - Reading and Literacy
 - Leadership in Educational Administration (Principal)
- EdS in Education, specialization in Leadership in Educational Administration (Principal and Superintendent)
- PhD in Education, specializations in
 - Leadership in Educational Administration (Principal and Superintendent)
 - Education Leadership
- PsyD, Specialization in School Psychology
- MS in School Counseling

IMPACT MEASURES

Impact on P-12 Learning and Development Data Measures

Learners meet the benchmark expectation of scoring at or above 80% at the proficient and distinguished level for assessment criteria aligned to the course competency for learning and development. At this time no changes are needed for any of the curriculum and assessment strategies.

PsyD School Psychology

- PSY8965 School Psychology PsyD Internship

Data indicate five learners scored 100% at the proficient and distinguished level for 2020 for all criteria aligned to the following course competency:

- Create and maintain effective and supportive learning environments for children and others through the development and implementation of evidence-based practices and strategies.

School Counseling

- COUN6132 School Counseling Internship 2

Data indicate 215 learners scored at or above 99% at the proficient and distinguished level for 2020 for all criteria aligned to the following course competency:

- Apply theories, research, and evidence-based practices of counseling, consultation, and helping skills in school settings.

Early Childhood Education

- ED5450 Early Childhood Education Practicum

Data indicate 23 learners scored above 90% at the proficient and distinguished level for 2020 for all criteria aligned to the following course competency:

- Learning environment: Create learning environments that support and nurture the development, learning, and self-esteem of all children.

Reading and Literacy

- ED5559 Reading and Literacy Practicum

Data indicate 14 learners scored at 100% at the proficient and distinguished level for 2020 for all criteria aligned to the following course competencies:

- Pedagogical Content Knowledge: Understand concepts, theories, and research about effective teaching and learning and the interaction of subject matter and pedagogy; use multiple strategies to help students learn subject matter.
- Demonstrate the knowledge, skills, and dispositions needed to work successfully with diverse learners, their families, and other professionals who differ in ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, or geographic area.

Special Education Leadership

- ED7555 Internship for Special Education Leadership

Data indicate three learners scored at or above 95% at the proficient and distinguished level for 2020 for all criteria aligned to the following course competency:

- Lead the development of a culture of learning.

Leadership Educational Administration MS

- ED5904 Principal Capstone

Data indicate 44 learners scored at or above 90% at the proficient and distinguished level for 2020 for all criteria aligned to the following course competency:

- Lead the development of a culture of learning.

Leadership Educational Administration PhD Building

- ED7902 Educational Administration Internship

Data indicate 11 learners scored at or above 90% at the proficient and distinguished level for 2020 for all criteria aligned to the following course competency:

- Lead the development of a culture of learning.

Leadership Educational Administration PhD District

- ED7904 Superintendency Internship

Data indicate two learners scored at or above 93% at the proficient and distinguished level for 2020 for all criteria aligned to the following course competency:

- Lead the development of a culture of learning.

Indicators of Effectiveness

Learners meet the benchmark expectation of scoring at or above 80% at the proficient and distinguished level for assessment criteria aligned to the course competency for indicators of effectiveness with the exception in the Leadership in Educational Administration Building specialization. The competency alignment score of learners scoring at the proficient and distinguished level is at 75% and is below the 80% expected benchmark. To determine any needed areas of improvement in curriculum or assessment strategies, assessment criteria for competency "manage learning environments" for 7902 practicum will be analyzed.

PsyD School Psychology

- PSY8965 School Psychology PsyD Internship

Data indicate five learners scored at 100% at the proficient and distinguished level for 2020 for all criteria aligned to the following course competency:

- Apply results of psychological and educational assessment, data-collection strategies, and technology resources to design, implement, and evaluate response to services and programs.

School Counseling

- COUN6132 School Counseling Internship 2

Data indicate 215 learners scored at or above 98% at the proficient and distinguished level for 2020 all criteria aligned to the following course competency:

- Integrate assessment and program evaluation to inform data-driven delivery of services.

Early Childhood Education

- ED5450 Early Childhood Education Practicum

Data indicate 23 learners scored at or above 87% at the proficient and distinguished level for 2020 for all criteria aligned to the following course competency:

- Curriculum and instruction: Design developmentally appropriate curriculum and instruction that encourages individual as well as group learning, skill development, reflection, critical thinking, and inquiry.
- Assessment: Design assessment driven, standards-based curriculum and instruction that is age and developmentally appropriate.

Reading and Literacy

- ED5559 Reading and Literacy Practicum

Data indicate 15 learners scored at or above 96% at the proficient and distinguished level for 2020 for all criteria aligned to the following course competency:

- Professional Knowledge and Skills: Understand the context of schools, education, and learning; design and deliver assessment-driven standards-based curriculum, instruction, training, or administrative practices.

Special Education Leadership

- ED7555 Internship for Special Education Leadership

Data indicate three learners scored at 100% at the proficient and distinguished level for 2020 for all criteria aligned to the following course competency:

- Manage effective learning environments.

Leadership Educational Administration MS

- ED5904 Principal Capstone

Data indicate 44 learners scored at or above 90% at the proficient and distinguished level for 2020 for all criteria aligned to the following course competency:

- Manage effective learning environments.

Leadership Educational Administration PhD Building

- ED7902 Educational Administration Internship

Data indicate one learner one who scored at 95% and one at 75% at the proficient and distinguished level for 2020 for all criteria aligned to the following course competency:

- Manage effective learning environments.

Leadership Educational Administration PhD District

- ED7904 Superintendency Internship

Data indicate four learners scored at 100% at the proficient and distinguished level for 2020 for all criteria aligned to the following course competency:

- Manage effective learning environments.

Satisfaction of Employers

Capella University gathers data on employer satisfaction through the Capella University Alumni Employer Survey (AES). This survey is sent to employers of those alumni who provided employer contact information on their Alumni Outcomes Survey (AOS) and who gave permission for Capella to contact their employers to send the AES. The AES is sent after each quarter's AOS is complete to capture all responses from that quarter. The first table shows response numbers and rates by specialization.

Please note:

- Capella conducted the AES in 2019 but did not receive any responses for the EPP programs and specializations. The EPP recognizes this is an area of opportunity and will be conducting focus groups in 2021.
- The Education Specialist program has been retired; this resulted in a low n, which may have contributed to the mid-range rating for "I would hire Capella graduates for future openings in my team" and "I would recommend Capella to current employees interested in pursuing further education." This information will be considered as focus group questions are developed.

Table 1. AES Response Numbers and Rates for 2018, 2019, 2020

EPP Program	Invitations	Responses	Response Rate
2018	18	9	50.00%
Education Specialist	1	0	0%
MS in Education	11	7	63.63%
MS in School Counseling	3	1	33.33%
PhD in Education	3	1	33.33%

EPP Program	Invitations	Responses	Response Rate
2020	9	2	22.22%
Education Specialist	2	1	50.00%
MS in Education	2	1	50.00%
MS in School Counseling	5	0	0.00%

Table 2. Responses to the statement: “I would hire Capella graduates for future openings in my team.”

EPP Specialization	Rating
2018	4.67
MS in Education	5
Leadership in Ed Admin	5
MS in Education	4.6
Early Childhood Education	5
Leadership in Ed Admin	4.5
2020	3.5
Education Specialist	3
Leadership in Ed Admin	3
MS in Education	4
Leadership in Ed Admin	4

Table 3. Responses to the statement: “I would recommend Capella to current employees interested in pursuing further education.”

EPP Specialization	Rating
2018	4.67
MS in Education	5
Leadership in Ed Admin	5

EPP Specialization	Rating
MS in Education	4.6
Early Childhood Education	5
Leadership in Ed Admin	4.5
2020	3
Education Specialist	3
Leadership in Ed Admin	3
MS in Education	3
Leadership in Ed Admin	3

Table 4. Responses to the statement “I would recommend that colleagues hire Capella graduates.”

EPP Specialization	Rating
2018	4.67
MS in Education	5
Leadership in Ed Admin	5
MS in Education	4.6
Early Childhood Education	5
Leadership in Ed Admin	4.5
2020	3.5
Education Specialist	3
Leadership in Ed Admin	3
MS in Education	4
Leadership in Ed Admin	4

Satisfaction of Completers

The following data are gathered from Capella University's Alumni Outcomes Survey (AOS), which is administered quarterly to all recent graduates and to alumni who are one, three, and five years post-graduation. Data from categories with fewer than 20 responses are not presented, according to institutional best practices. The first table shows response numbers and rates by specialization. Data in the next tables are aggregated at the program level.

Table 5. Alumni Outcomes Survey Response Numbers and Rates (2018, 2019, 2020) (A.4.2)

EPP Specialization	Invitations	Responses	Response Rate
2018	1,759	333	18.93%
Education Specialist	83	14	16.87%
Leadership in Ed Admin	83	14	16.87%
MS in Education	890	137	15.39%
Early Childhood Education	301	44	14.62%
Leadership in Ed Admin	375	62	16.53%
Reading and Literacy	214	31	14.49%
MS in School Counseling	659	142	21.55%
General School Counseling	659	142	21.55%
PhD in Education	112	33	29.46%
Leadership in Ed Admin	71	20	28.16%
Special Education Leadership	41	13	31.70%
PsyD in School Psychology	15	7	46.67%
2019	1,607	238	14.81%
Education Specialist	90	15	16.67%
Leadership in Ed Admin	86	15	17.44%
MS in Education	721	78	10.82%
Early Childhood Education	230	33	14.35%
Leadership in Ed Admin	308	28	9.09%

EPP Specialization	Invitations	Responses	Response Rate
Reading and Literacy	183	17	9.29%
MS in School Counseling	678	114	16.81%
General School Counseling	677	114	16.84%
PhD in Education	96	23	23.96%
Leadership in Ed Admin	65	15	23.08%
Special Education Leadership	31	8	25.80%
PsyD in School Psychology	22	8	36.36%
2020	646	141	21.83%
Education Specialist	25	6	24.00%
Leadership in Ed Admin	25	6	24.00%
MS in Education	183	38	20.77%
Early Childhood Education	55	8	14.55%
Leadership in Ed Admin	86	22	25.58%
Reading and Literacy	42	8	19.05%
MS in School Counseling	399	88	22.06%
General School Counseling	395	87	22.03%
PhD in Education	28	7	25.00%
Leadership in Ed Admin	20	3	15.00%
Special Education Leadership	8	4	50.00%
PsyD in School Psychology	11	2	18.18%

The analysis of data shows a slight increase in response rates for the MS in Education and Education Specialist. The program director has indicated plans to ensure candidates are aware of the importance of survey completion. The CAEP Standard Four Committee, which works with data analysis for Alumni and Employer Surveys, will explore additional ways to increase responses.

The AOS uses a 5-point Likert scale where 3 is "Neutral" for the questions in Tables 6 and 7. For the questions in Tables 8 and 9, the Likert scale has 7 points, with 4 as "Neutral."

Table 6. Percent of responses to the question: “How satisfied are you with your Capella education?”*

Program	Very satisfied	Satisfied
2018		
MS in Education	40.48%	57.14%
MS in School Counseling	69.70%	28.79%
PhD in Education	50.00%	31.25%
2019		
MS in Education	64.00%	11.11%
MS in School Counseling	64.58%	31.25%
PhD in Education	33.33%	44.44%
2020		
Education Specialist	50.00%	25.00%
MS in Education	18.18%	54.55%
MS in School Counseling	54.29%	22.86%
PhD in Education	0.00%	100.00%
PsyD in School Psychology	0.00%	100.00%

Table 7. Percent of responses to the statement: “My Capella degree helped me advance in my career.”

Program	Strongly Agree	Agree
2018		
MS in Education	19.05%	35.71%
MS in School Counseling	35.82%	35.82%
PhD in Education	12.50%	25.00%
2019		
MS in Education	32.00%	28.00%

MS in School Counseling	55.10%	24.49%
PhD in Education	22.22%	22.22%
2020		
Education Specialist	25.00%	25.00%
MS in Education	63.64%	27.27%
MS in School Counseling	67.65%	17.65%
PhD in Education	0.00%	100.00%
PsyD in School Psychology	100.00%	0.00%

Table 8. Percent of responses to the statement: “The education experience at Capella was designed around the needs of working professionals.”

Program	Strongly Agree	Agree
2018		
MS in Education	37.50%	47.50%
MS in School Counseling	53.03%	40.91%
PhD in Education	40.00%	40.00%
2019		
MS in Education	64.00%	24.00%
MS in School Counseling	56.52%	36.96%
PhD in Education	33.33%	55.56%
2020		
Education Specialist	25.00%	25.00%
MS in Education	63.64%	27.27%
MS in School Counseling	67.65%	17.65%
PhD in Education	0.00%	100.00%
PsyD in School Psychology	100.00%	0.00%

Table 9. Percent of responses to the statement: “My degree from Capella is respected by my supervisor or employer”

Program	Strongly Agree	Agree
2018		
MS in Education	12.50%	50.00%
MS in School Counseling	40.91%	36.36%
PhD in Education	20%	26.67%
2019		
MS in Education	40.00%	52.00%
MS in School Counseling	36.96%	26.09%
PhD in Education	33.33%	33.33%
2020		
Education Specialist	0.00%	50.00%
MS in Education	54.55%	36.36%
MS in School Counseling	47.06%	35.29%
PhD in Education	33.33%	33.33%
PsyD in School Psychology	100.00%	0.00%

Specific to the questions asked of completers:

- “How satisfied are you with your Capella education” shows a decrease in 2020 percentage of learners who responded with a satisfied or very satisfied evaluation.
- “My Capella degree helped me advance in my career” shows an increase in learners who responded with a satisfied or very satisfied evaluation, with the exception of the Education Specialist degree which has been retired.
- “The education experience at Capella was designed around the needs of working professionals” and “My degree from Capella is respected by my supervisor or employer” show data comparable for 2020 to the previous years of 2018 and 2019, with the exception Education Specialist degree which previously noted has been retired.

Further analysis is needed on the number of responders who may not have answered all questions. The use of qualitative feedback for responses that are less than a satisfied or very satisfied response will also be explored.

OUTCOME MEASURES

To comply with CAEP's requirements for Annual Reporting Measures, Capella publishes data for the following CAEP Outcome Measures:

- Graduation rates
- Ability of completers to meet licensing (certification) and any additional state requirements; Title II
- Ability of completers to be hired in education positions for which they have prepared
- Student loan default rates

Graduation Rates (Advanced Level)

All master's program graduation rates are calculated on a 3-year time-to-complete rate except programs with 5- or 6-year maximums (according to university policy). Doctoral programs are calculated on a 7-year time-to-complete rate. 2020 data show a decrease in graduation rates for Early Childhood Education and Leadership in Educational Administration. CAEP Standard Four committee will explore the reason for the decline.

Table 10. Graduation Rates by Specialization

EPP Specialization	2017	2018	2019	2020
Education Specialist	47.1 %	53.1 %	46.4 %	44.0 %
Leadership in Educational Administration	47.1 %	53.1 %	46.4 %	44.0 %
MS in Education (6-year cohort)	26.2%	24.5%	28.6%	22.2%
Early Childhood Education	22.8 %	23.0 %	30.9 %	14.9 %
Leadership in Educational Administration	32.8 %	27.3 %	32.7 %	28.6 %
Reading and Literacy	22.9 %	23.2 %	22.1 %	28.6 %
MS in School Counseling	47.1 %	53.1 %	46.4 %	51.9 %
School Counseling	47.1 %	53.1 %	46.4 %	51.9 %
PhD in Education	20.3%	17.9%	19.8%	15.2%
Leadership in Educational Administration	21.2 %	23.4 %	21.4 %	13.6 %
Special Education Leadership	19.4 %	12.5 %	18.2 %	20.0 %
PsyD in School Psychology	0.0 %	0.0%	42.9 %	43.5 %

School Psychology	0.0 %	0.0%	42.9 %	43.5 %
-------------------	-------	------	--------	--------

Licensure Examination Data

With the exception of Leadership in Educational Administration (MS), and Leadership in Educational Administration (PhD), Minnesota Teacher Licensure Examination (MTLE) Early Childhood Education Content licensure examination data for 2020 reflect scores at or above the EPP 80% benchmark goal. CAEP Standard One Committee, which focuses on Curriculum, will identify areas of low performance and compare to learner performance in aligned courses and determine any needed improvement plans.

Table 11. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (Advanced levels)

Year	Total Number of Candidates	Number Passed	Number Failed	% Passed	Minimum Passing Score	Overall Pass-rate
Leadership in Educational Administration (MS)						
School Leadership Licensure Assessment (SLLA)						
2018	15	12	3	80%	163	70%
2019	8	4	4	50%		
2020	4	3	1	75%		
Leadership in Educational Administration (MS)						
Praxis Educational Leadership: Administration and Supervision (ELAS)						
2018	97	84	13	86%	145	87%
2019	42	36	6	86%		
2020	35	31	4	89%		
Leadership in Educational Administration (EdS)						
School Leadership Licensure Assessment (SLLA)						
2018	2	0	2	0%	163	33%
2019	1	1	0	100%		
2020	NA	NA	NA	NA		

Year	Total Number of Candidates	Number Passed	Number Failed	% Passed	Minimum Passing Score	Overall Pass-rate
Leadership in Educational Administration (EdS)						
Praxis Educational Leadership: Administration and Supervision (ELAS)						
2018	17	15	2	88%	145	73%
2019	18	11	7	61%		
2020	NA	NA	NA	NA		
Leadership in Educational Administration (PhD)						
School Leadership Licensure Assessment (SLLA)						
2018	2	2	0	100%	163	88%
2019	5	4	1	80%		
2020	1	1	9	100%		
Leadership in Educational Administration (PhD)						
Praxis Educational Leadership: Administration and Supervision (ELAS)						
2018	1	1	0	100%	145	80%
2019	3	3	0	100%		
2020	1	0	1	0%		
Special Education Leadership						
Praxis Educational Leadership: Administration and Supervision (ELAS)						
2018	2	2	0	100%	145	100%
2019	2	2	0	100%		
2020	NA	NA	NA	NA		
Minnesota Teacher Licensure Examination (MTLE)						
Early Childhood Education Content						
2018	56	45	11	80%	240	82%
2019	108	91	11	84%		

Year	Total Number of Candidates	Number Passed	Number Failed	% Passed	Minimum Passing Score	Overall Pass-rate
2020	29	22	7	76%		
Minnesota Teacher Licensure Examination (MTLE) Early Childhood Education Content						
2018	56	45	11	80%	240	82%
2019	108	91	11	84%		
2020	29	22	7	76%		
Minnesota Teacher Licensure Examination (MTLE) Reading and Literacy Content						
2018	35	30	5	86%	240	92%
2019	74	68	6	92%		
2020	24	24	0	100%		
2018	13	13	0	100%	147	100%
2019	6	6	0	100%		
2020	NA	NA	NA	NA		
*School Counseling *Not a specialization requirement due to varying state licensing regulations.						
2018	0	0	0	NA	N/A	N/A
2019	0	0	0	NA		
2020	NA	NA	NA	NA		

Completer Employment

These data are gathered in the Alumni Outcomes Survey. They show numbers of responses in each employment category, aggregated by specialization, in response to the question: "Which one of the following professions best describes your department or role where you are currently or were most recently employed for your primary job?" Results show the majority of completers are working in roles for which their education prepared them. Two specializations are targeted for further exploration in 2021 by the CAEP Standard Four committee will be for the MS in School Counseling to identify the trends as reported.

Table 12. Number of completers to be hired in education positions for which they have prepared (Advanced Level)

EPP Specialization	2017	2018	2019	2020
Education Specialist				
Education/Training	N/A	N/A	N/A	7
MS in Education				
Early Childhood Education	34	39	12	N/A
Education/Training	29	35	11	38
Human Services	N/A	1	N/A	N/A
Management	2	N/A	N/A	N/A
Mental health/Counseling	1	1	N/A	N/A
Other, please specify:	1	2	N/A	N/A
Project/Program management	1	N/A	1	N/A
Leadership in Ed Admin	N/A	32	N/A	N/A
Education/Training	N/A	28	N/A	N/A
Human Resources	N/A	1	N/A	N/A
Law Enforcement	N/A	1	N/A	N/A
Management	N/A	1	N/A	N/A
Other, please specify:	N/A	1	N/A	N/A
Reading and Literacy	35	29	3	N/A
Education/Training	32	29	3	N/A
Human Resources	1	N/A	N/A	N/A
Manufacturing/Production/Operations	1	N/A	N/A	N/A
Other, please specify:	1	N/A	N/A	N/A
MS in School Counseling				
Finance/Accounting	N/A	N/A	1	NA
Education/Training	N/A	N/A	23	32

EPP Specialization	2017	2018	2019	2020
Administrative/Clerical	N/A	N/A	N/A	2
Banking	N/A	N/A	N/A	1
Corrections	N/A	N/A	N/A	2
Customer Support/Client Services	N/A	N/A	N/A	1
Food Services/Hospitality	N/A	N/A	N/A	1
Healthcare Administration/Management	N/A	N/A	N/A	1
Human Services	N/A	N/A	2	5
Insurance	N/A	N/A	N/A	1
Mental Health/Counseling	N/A	N/A	12	23
Non-Profit Leadership	N/A	N/A	N/A	4
Sales/Retail/Business Development	N/A	N/A	1	2
Social Work	N/A	N/A	1	3
Other	N/A	N/A	8	6
PhD in Education				
Leadership in Ed Admin	N/A	N/A	1	N/A
Education/Training	N/A	N/A	1	7
Special Education Leadership	N/A	N/A	1	N/A
Education/Training	N/A	N/A	1	N/A
PsyD in School Psychology				
Psychology	N/A	N/A	N/A	2

Student Loan Default Rates

The table below represents the graduate level student loan default rates for Capella University. The U.S. Department of Education does not require reporting these at the program level. With the continued decrease in student loan default rates Capella University plans to continue educating and reminding borrowers of their responsibility of loan repayment.

Table 13. Student loan default rates (Advanced/Graduate Levels) for Capella University

Submitted in 2017	Based on FY 2014*	7.10%
Submitted in 2018	Based on FY 2015*	6.60%
Submitted in 2019	Based on FY 2016*	6.80%
Submitted in 2020	Based on FY 2017*	6.50%

*Default rates are based on a three-year cohort so, for example, rates for 2017 include data from 2015–2017.