



CAPELLA
UNIVERSITY

2021 CAEP Annual Report

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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 employers (Component RA.4.1)
- 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

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 2021 but did not receive any responses for the EPP programs and specializations. The EPP established a CAEP Standard Four Committee with members consisting of faculty from each of the EPP specializations. Committee members identified external partners from the p-12 settings and held initial planning meetings. The committee has been tasked with development of the focus questions and will begin data collection in Summer 2022.
- Capella conducted the AES in 2019 but did not receive any responses for the EPP programs and specializations.
- 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 2019, 2020, 2021

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%
2021	3	0	0.00%
PhD in Education	1	0	0.00%
MS in School Counseling	2	0	0.00%

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

EPP Specialization	Rating
2020	3.5
Education Specialist	3
Leadership in Ed Admin	3
MS in Education	4
Leadership in Ed Admin	4
2021	No Data

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

EPP Specialization	Rating
2020	3
Education Specialist	3
Leadership in Ed Admin	3
MS in Education	3
Leadership in Ed Admin	3
2021	No Data

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

EPP Specialization	Rating
2020	3.5
Education Specialist	3
Leadership in Ed Admin	3
MS in Education	4
2021	No Data

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

Measure 3 (Advanced): Candidate competency at completion. (R3.3)

Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)

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 Reading and Literacy and PsyD in School Psychology. We acknowledge the impact of the Covid-19 pandemic; however, the EPP's CAEP Standard Four committee will explore additional reasons for the decline in our ongoing audit of revised standards.

Table 5. Graduation Rates by Specialization

EPP Specialization	2018	2019	2020	2021
Education Specialist	53.1 %	46.4 %	44.0 %	48.9%
Leadership in Educational Administration	53.1 %	46.4 %	44.0%	48.9
MS in Education (6-year cohort)	24.5%	28.6%	22.2%	24%
Early Childhood Education	23.0 %	30.9 %	14.9 %	17.5%
Leadership in Educational Administration	27.3 %	32.7 %	28.6 %	36.2%
Reading and Literacy	23.2 %	22.1 %	28.6 %	18.5%

EPP Specialization	2018	2019	2020	2021
MS in School Counseling	53.1 %	46.4 %	51.9 %	48.8%
School Counseling	53.1 %	46.4 %	51.9 %	48.8%
PhD in Education	17.9%	19.8%	15.2%	20.7%
Leadership in Educational Administration	23.4 %	21.4 %	13.6 %	17.9%
Special Education Leadership	12.5 %	18.2 %	20.0 %	23.5%
PsyD in School Psychology	0.0%	42.9 %	43.5 %	30.8%
School Psychology	0.0%	42.9 %	43.5 %	30.8%

Licensure Examination Data

Table 6. 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)						
2019	8	4	4	50%	163	69%
2020	4	3	1	75%		
2021	4	4	0	100%		
Leadership in Educational Administration (MS)						
Praxis Educational Leadership: Administration and Supervision (ELAS)						
2019	42	36	6	86%	145	63%
2020	35	31	4	89%		
2021	30	0	30	0%		
Leadership in Educational Administration (EdS)						
School Leadership Licensure Assessment (SLLA)						
2019	1	1	0	100%		

Year	Total Number of Candidates	Number Passed	Number Failed	% Passed	Minimum Passing Score	Overall Pass-rate
2020	NA	NA	NA	NA	163	100%
2021	2	2		100%		
Leadership in Educational Administration (EdS)						
Praxis Educational Leadership: Administration and Supervision (ELAS)						
2019	18	11	7	61%	145	41%
2020	NA	NA	NA	NA		
2021	9	0	9	0%		
Leadership in Educational Administration (PhD)						
School Leadership Licensure Assessment (SLLA)						
2019	5	4	1	80%	163	83%
2020	1	1	0	100%		
2021	NA	NA	NA	NA		
Leadership in Educational Administration (PhD)						
Praxis Educational Leadership: Administration and Supervision (ELAS)						
2019	3	3	0	100%	145	43%
2020	1	0	1	0%		
2021	3	0	3	0%		
Special Education Leadership						
Praxis Educational Leadership: Administration and Supervision (ELAS)						
2019	2	2	0	100%	145	100%
2020	NA	NA	NA	NA		
2021	1	1	0	100%		
*School Counseling *Not a specialization requirement due to varying state licensing regulations.						

Year	Total Number of Candidates	Number Passed	Number Failed	% Passed	Minimum Passing Score	Overall Pass-rate
2019	0	0	0	NA	N/A	100%
2020	NA	NA	NA	NA		
2021	1	1	0	100%		
PsyD in School Psychology Praxis Educational Leadership: Administration and Supervision (ELAS)						
2019	6	6	0	100%	N/A	62%
2020	6	5	1	83%		
2021	14	5	9	36%		

Early Childhood Education MTLE Data

Data is below the threshold of 80% for MTLE for Early Childhood Education (ECE) learners in the area of ECE subtest 1 and 2. MTLE scores as evidenced in the edReports website for all ECE learners best attempt, including MN Learners, are 80% passing rate in 2018, 35% in 2019 and 43% in 2020. 2018-2019 marked a dip below the threshold for the first time since 2012-2013. In that year only 2 takers were on record for the ECE subset 1 (50% passing rate).

An initial review of the data shows learners struggle more with Early Childhood Education Subtest 1 compared to ECE Subtest 2. Additional observations show repeat takers do not always score a passing result on repeated attempts.

Table 7. MTLE Data for MS Education, Early Childhood Education

	Number of Candidates	Subtest 1 Pass Rate Best Attempt	Number of Candidates	Subtest 2 Pass Rate Best Attempt
Content 2018-2019	MN:2 Total:56	MN: 100% Total: 80%	MN:2 Total: 50	MN: 100% Total: 92%
Content 2019-2020	MN:2 Total:20	MN: 100% Total:35%	MN:2 Total:17	MN: 100% Total: 59%
Content 2020-2021	MN:2 Total:28	MN:100% Total:43%	MN:2 Total:23	MN:100% Total: 65%

	Number of Candidates	Subtest 1 Pass Rate Best Attempt	Number of Candidates	Subtest 2 Pass Rate Best Attempt
Content 2018-2021	MN:6 Total: 104	MN: 100% Total: 53%	MN:6 Total: 90	MN: 100% Total: 72%

Reading and Literacy MTLE Data


Data is below the threshold of 80% for MTLE for Reading and Literacy (R&L) learners in the area of R&L subtest 1 and 2. MTLE scores as evidenced in the edReports website for all R&L learners best attempt are 97% in 2018, 50% in 2019 and 75% in 2020 within subtest 1. 2018-2019 marks the first time since 2010-2011 that R&L scores have dipped below threshold. 

Table 8. MTLE Data for MS Education, Reading and Literacy

	Number of Candidates	Subtest 1 Pass Rate Best Attempt	Number of Candidates	Subtest 2 Pass Rate Best Attempt
Content 2018-2019	MN:0 TOTAL:36	MN:0 TOTAL : 97%	MN:0 TOTAL:37	MN:0 TOTAL:89%
Content 2019-2020	MN:0 TOTAL:14	MN:0 TOTAL: 50%	MN:0 TOTAL: 17	MN:0 TOTAL: 65%
Content 2020-2021	MN:0 TOTAL:20	MN:0 TOTAL: 75%	MN:0 TOTAL: 19	MN:0 TOTAL:79%
Content 2018-2021	MN:0 TOTAL:70	MN:0 TOTAL: 74%	MN:0 TOTAL:73	MN:0 TOTAL: 78%

Plan for MTLE Score Improvement

The EPP created a plan to determine and analyze the reason for the decrease in passing rates from 2019-2020. We are exploring specific subareas for both ECE and R&L Subtest 1 and 2 to determine the content contributing to the low score, and to compare with learner performance in the aligned course curriculum. Determination of where learners are struggling on the licensure tests will guide identification of the changes in alignment needed between the test objectives and the curriculum to support improvement in test scores. Challenges in the area of learner performance will further our analysis on instructional strategies and content that may merit improvement. In addition to exploring improvements in curriculum, additional resources to support learners in licensure test preparation will be added.

The EPP created a schedule for implementation for improvements as follows:

Table 9. 2022 Improvement Implementation Schedule for ECE and R&L MTLE Data

April – June	July- September	October-December	End Of Year
Explore data available on the edReports website using the Results Analyzer to identify tools and resources available for aggregating past and current data	Analyze data and identifying improvement strategies	Create action items based on the type of improvement needed. Items such as curriculum changes and resources, will be identified	Set improvement action items for 2023 as a result of analysis

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 2022 by the CAEP Standard Four committee will be for the MS in School Counseling to identify the trends as reported.

Table 10. Number of completers to be hired in education positions for which they have prepared (Advanced Level)

EPP Specialization	2018	2019	2020	2021
Education Specialist				
Education/Training	N/A	N/A	7	3
MS in Education				
Early Childhood Education	39	12	N/A	24
Education/Training	35	11	38	N/A
Human Services	1	N/A	N/A	N/A
Mental health/Counseling	1	N/A	N/A	N/A
Other, please specify:	2	N/A	N/A	N/A
Project/Program management	N/A	1	N/A	N/A
Leadership in Ed Admin	32	N/A	N/A	N/A
Education/Training	28	N/A	N/A	N/A

EPP Specialization	2018	2019	2020	2021
Human Resources	1	N/A	N/A	N/A
Law Enforcement	1	N/A	N/A	N/A
Management	1	N/A	N/A	N/A
Other, please specify:	1	N/A	N/A	N/A
Reading and Literacy	29	3	N/A	N/A
Education/Training	29	3	N/A	N/A
MS in School Counseling				
Finance/Accounting	N/A	1	N/A	N/A
Education/Training	N/A	23	32	39
Administrative/Clerical	N/A	N/A	2	1
Banking	N/A	N/A	1	N/A
Business/ Strategic Management	N/A	N/A	N/A	1
Corrections	N/A	N/A	2	N/A
Customer Support/Client Services	N/A	N/A	1	1
Food Services/Hospitality	N/A	N/A	1	2
Healthcare Administration/Management	N/A	N/A	1	N/A
Human Services	N/A	2	5	N/A
Insurance	N/A	N/A	1	N/A
Law Enforcement	N/A	N/A	N/A	1
Mental Health/Counseling	N/A	12	23	30
Non-Profit Leadership	N/A	N/A	4	2
Psychology	N/A	N/A	N/A	1
Sales/Retail/Business Development	N/A	1	2	1
Security/ Protective Services	N/A	N/A	N/A	1
Social Work	N/A	1	3	1

EPP Specialization	2018	2019	2020	2021
Other	N/A	8	6	9
PhD in Education				
Leadership in Ed Admin	N/A	1	N/A	N/A
Education/Training	N/A	1	7	4
Special Education Leadership	N/A	1	N/A	N/A
Education/Training	N/A	1	N/A	N/A
PsyD in School Psychology				
Education/ Training	N/A	N/A	N/A	4
Psychology	N/A	N/A	2	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 11. Student loan default rates (Advanced/Graduate Levels) for Capella University

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%
Submitted in 2021	Based on FY 2018*	5.20%

*Default rates are based on a three-year cohort so, for example, rates for 2020 include data from 2018–2020.