**COUNCIL ON ACCREDITATION OF EDUCATION PREPARATION PROVIDERS (CAEP)**

**Annual Report 2020-2021**

The University of Saint Joseph (USJ) is accredited as by CAEP based on a review of program information and site visits in March 2018 (Initial Certification programs) and virtually in August 2021 (Advanced Programs). In accordance with its commitment to program quality, USJ programs are aligned with five CAEP standards:

· *Standard 1: Content and Pedagogy*: USJ educator preparation programs intentionally develops curriculum and clinical experiences for candidates to demonstrate their ability to work effectively with diverse P-12 students and their families;

· *Standard 2: Clinical Partnerships and Practice:* USJ educator preparation programs work with partner school districts to provide clinical practice experiences in different settings and types of programs, as well as with diverse P-12 students schools, families and communities;

· *Standard 3: Candidate Recruitment, Progression and Support*: USJ educator preparation programs provide continuous support to candidates from recruitment through completion including support services such as advising, remediation and mentoring, so that candidates will be successful;

· *Standard 4: Program Impact*: USJ educator preparation programs monitor the effect of their completers on P12 learner development as well as completer and employer satisfaction with the relevance and effectiveness of preparation; and,

· *Standard 5: Quality Assurance and Continuous Improvement*: USJ educator preparation programs collect and analyze data from internal and external stakeholders in order to establish priorities, improve programs and highlight innovation.

**Frequently Asked Questions:**

· #1 - ***How does the University of Saint Joseph assess impact on P12 learners (CAEP 4.1)*?**

The University of Saint Joseph assesses impact of completers on P12 learners through a reliable and valid self-assessment survey their impact on P12 Learner Growth and Development; and, their effectiveness in their application of professional knowledge, skills and professional dispositions

· #2 ***Do employers express satisfaction with USJ completers* *(CAEP 4.4)?***

An annual Employer Satisfaction Survey provides ongoing feedback to USJ educator preparation programs

· #3 ***How does the University of Saint Joseph assess the competency of its completers*? (*CAEP 4.3)***

USJ collects and analyzes data on mandated State of Connecticut licensure examinations, which are compared with statewide and/or national benchmarks of candidate performance from other educator preparation institutions.

· #4 ***What is the likelihood of University of Saint Joseph completers to be hired in positions for which they have been prepared (CAEP 4.4)?***

Link to hire data by program

· #5 ***What is the student loan default rate at the University of Saint Joseph?***

The student loan default rate at the University of Saint Joseph is 0.7.

· #6 ***How often does CAEP conduct accreditation reviews?***

CAEP conducts full reviews including site visits every seven years. The University of Saint Joseph preparation programs will next undergo a full accreditation review in spring 2024.

· #7 ***Where can I find answers to additional questions I may have?***

Please contact: Andrea Spencer, Ph.D. Accreditation Coordinator, University of Saint Joseph, Department of Education

**PROGRAM IMPACT MEASURES (CAEP STANDARD 4)**

**MEASURE 1(Initial) 2020-2021 Academic Year R.4.1**

**TEACHER PREPARATION PROGRAM FOLLOW-UP (TPPF) SURVEY**

**(n = 19)**

**(Schulte, 2008)**

 The EPP measures program impact through a reliable and valid survey of graduates at the conclusion of their first year of teaching. Completers are asked to indicate their agreement with statements on the survey reflecting their Impact on p12 learners, assessment of their knowledge, skills and professionalism (dispositions) as novice teachers.

**K = Knowledge; S = Skill; D = Disposition**

| **Subscale Items** | **InTASC Principle** | **Knowledge/ Skill** | **Strongly Agree** | **Agree** | **Neither Agree Nor Disagree** | **%Disagree** | **% Strongly Disagree** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. I connect student's prior knowledge with current learning.
 | 1 | S | 75 | 25 |  |  |  |
| 1. I develop lessons that engage students in critical thinking and problem solving.
 | 1 | S | 50 | 43 | 8 |  |  |
| 1. I develop lessons that encourage students to consider ideas from diverse perspectives.
 | 1 | S | 50 | 33 | 17 |  |  |
| 1. I stimulate students' interests.
 | 1 | D | 75 | 25 |  |  |  |
| 1. I know how to use a variety of instructional strategies that promote student learning.
 | 2 | K | 92 | 8 |  |  |  |
| 1. I know how to adapt my instruction to meet the developmental needs of students.
 | 2 | K | 75 | 25 |  |  |  |
| 1. I understand the connection between physical, social, emotional, moral and cognitive performance.
 | 2 | K | 75 | 25 |  |  |  |
| 1. I design instruction that meets students' cognitive, social, emotional, moral, and physical needs.
 | 2 | S | 83 | 17 |  |  |  |
| 1. I actively engage all students in learning.
 | 2 | S | 50 | 41.6% | 8.3% |  |  |
| 1. I provide appropriate feedback to encourage students in their development.
 | 2 | D | 83 | 16.6% |  |  |  |
| 1. I know how to design instruction that helps use students' strengths as the basis of growth.
 | 3 | K | 67 | 33.3% |  |  |  |
| 1. I understand how students' learning is influenced by their culture.
 | 3 | K | 67 | 25% | 8% |  |  |
| 1. I differentiate instruction to meet individual learning styles/needs.
 | 3 | S | 92 | 8.3% |  |  |  |
| 1. I understand the cognitive processes associated with various kinds of learning.
 | 4 | K | 67 | 33.3% |  |  |  |
| 1. I understand the advantages of using a variety of strategies in the teaching-learning process.
 | 4 | K | 100 | 0% |  |  |  |
| 1. I monitor and adjust teaching strategies in response to student feedback.
 | 4 | S | 100 | 0% |  |  |  |
| 1. I present concepts clearly and accurately.
 | 4 | S | 67 | 33.3% |  |  |  |
| 1. I know a wide range of strategies to promote positive relationships and purposeful learning.
 | 5 | K | 75 | 16.6% | 8.3% |  |  |
| 1. I know how to help students become self-motivated.
 | 5 | K | 50 | 33.3% | 16.6% |  |  |
| 1. I create a classroom environment where students engage in purposeful learning activities.
 | 5 | S | 92 | 8.3% |  |  |  |
| 1. I effectively use a wide repertoire of classroom management techniques.
 | 5 | S | 100 | 0% |  |  |  |
| 1. I know techniques for effective verbal and nonverbal communications.
 | 6 | K | 100 | 0% |  |  |  |
| 1. I model effective communication strategies.
 | 6 | S | 75 | 25% |  |  |  |
| 1. I use a variety of questioning strategies to stimulate critical thinking and problem solving.
 | 6 | S | 75 | 25% |  |  |  |
| 1. I plan lessons using effective instructional strategies.
 | 7 | S | 75 | 25% |  |  |  |
| 1. I plan activities that promote learning for all students.
 | 7 | S | 92 | 8.3% |  |  |  |
| 1. I reflect upon the effectiveness of both short-range and long-term plans.
 | 7 | S | 92 | 8.3% |  |  |  |
| 1. I know how to evaluate students' learning using formative and summative assessments.
 | 8 | K | 100 | 0% |  |  |  |
| 1. I understand assessment related issues, such as reliability, validity, bias and scoring concerns.
 | 8 | K | 100 | 0% |  |  |  |
| 1. I use a variety of assessment strategies to measure students' learning.
 | 8 | S | 100 | 0% |  |  |  |
| 1. I use assessment results to evaluate students' progress and modify instruction.
 | 8 | S | 100 | 0% |  |  |  |
| 1. I involve students in self-assessment of their learning.
 | 8 | S | 58 | 25% | 8.3% | 8.3% |  |
| 1. I effectively communicate students' progress to students, parents and colleagues.
 | 8 | S | 75 | 25% |  |  |  |
| 1. I understand the impact that self-assessment and reflection have on teaching and learning.
 | 9 | K | 92 | 8.3% |  |  |  |
| 1. I know how to locate and use best practice.
 | 9 | K | 75 | 16.6% |  | 8.3% |  |
| 1. I engage in research-based teaching practices.
 | 9 | D | 75 | 25% |  |  |  |
| **Dispositions Subscale Items** |   |  |   |   |   |   |   |
| 37.   I demonstrate qualities of humor, empathy, and warmth with others. | 5 | D | 100 |  |  |  |  |
| 38.   I treat students with dignity and respect at all times. | 5 | D | 100 |  |  |  |  |
| 39.   I am patient when working with students. | 6 | D | 100 |  |  |  |  |
| 40.   I am a thoughtful and responsive listener. | 7 | D | 92 | 8 |  |  |  |
| 41.   I assume responsibility when working with others. | 7 | D | 100 |  |  |  |  |
| 42.   I cooperate with colleagues in planning instruction. | 9 | S | 92 | 8 |  |  |  |
| 43.   I collaborate with my professional colleagues to grow professionally. | 9 | D | 83 | 17 |  |  |  |
| 44.   I am punctual and reliable in my attendance.  | 9 | D | 92 | 8 |  |  |  |
| 45.   I maintain a professional appearance. | 9 | D | 100 |  |  |  |  |
| 46.   I honor my commitments. | 9 | D | 92 | 8 |  |  |  |
| 47.   I am willing to receive feedback and assessment of my teaching. | 9 | D | 100 |  |  |  |  |
| 48. I uphold the laws and ethical codes governing the teaching profession. | 9 | D | 100 |  |  |  |  |
| 49. I understand how my school is an organization that operates within the larger community | 10 | K | 100 |  |  |  |  |

**MEASURE 2: (Initial & Advanced)**

 **Academic Year 2020-2021**

**R4.2, R5.3, RA 4.1 Satisfaction of Employers and Employment Milestones**

The USJ EPP has implemented a survey directly related to aspects of educator performance. The survey is aligned with the Connecticut Common Core of Teaching (CCCT), with which administrators are very familiar, and with inTASC standards. Results are shown as percent of responses based on a pilot test in spring 2021. Information on milestones was not available.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  **Employer Satisfaction Survey 2021** (n = 19) | **Extremely Satisfied** | **Very Satisfied** | **Moderately Satisfied** | **Somewhat Satisfied** | **Not very satisfied** |
| Considering your teachers who have graduated from the University of Saint Joseph in the last four years, how satisfied are you with their ability to: |
| 1.Promote student engagement, independence and interdependence and facilitate a positive learning community that is respectful and responsive to the learning needs of all students (CCCT #1; inTASC #3) | 38.8 | 55.5 | 5.5 |  |  |
| 2.Plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large (CCCT #2; inTASC #7) | 44.4 | 44.4 | 11.1 |  |  |
| 3.Implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large (CCCT #3; inTASC #8) | 33.3 | 44.4 | 16.7 | 5.6 |  |
| 4.Uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision-making (CCCT#2; inTASC#6) | 33.3 | 44.4 | 26.7 | 5.6 |  |
| 5.Facilitate learning with technology to support student achievement (ISTE#6) | 50.0 | 22.2 | 22.2 | 5.6 |  |
| 6/Manage the use of technology and learning strategies in digital platforms, virtual environments, or in the field (ISTE #6a) | 44.4 | 44.4 | 11.1 |  |  |
| 7.Maximize support for student learning by developing and demonstrating professionalism, (CCCT#4; inTASC #9) | 50.0 | 50.0 |  |  |  |
| 8.Collaborating to develop and sustain a professional learning environment to support student learning (CCCT#4; inTASC #10) | 55.6 | 33.3 | 11.1 |  |  |

**MEASURE 3: (Initial & Advanced)**

 **Academic Year 2020-2021**

**R 3.3 Candidate Competency at Completion**

The edTPA Licensure Examination (Pearson) is required for licensure for all initial certification candidates in Connecticut. The scores below reflect participation of undergraduate and graduate completers of initial certification programs.

**Initial Certification (edTPA Licensure Assessment by Task and Program)**

**edTPA Tasks/Rubrics**

|  |  |
| --- | --- |
| **EdTPA TASK** | **RUBRIC** |
| **Task 1: Planning for Instruction and Assessment** | 1. Planning for Content Understandings
 |
| 2., 3. Knowledge of Students |
| 4. Supporting Academic Language |
| 5. Planning Assessments |
| **Task 2: Instructing and Engaging Students in learning** | 6. Learning Environment |
| 7. Engaging Students |
| 8. Deepening Student Learning |
| 9. Subject-Specific Pedagogy |
| 10. Analyzing Teaching Effectiveness |
| **Task 3: Assessing Student Learning** | 11. Analyzing Student Learning |
| 12, 13 Feedback |
| 14. Analyzing Students’ Academic Language and Use |
| 15. Use of Assessment to Inform Instruction |

**Measure 3 Initial Certification (B.A., M.A.T.) edTPA Scores**

**By Task, Gender, Ethnicity**

| **Group** | **n** | **Overall**  | **Task 1** | **Task 2**  | **Task 3** | **Task 4** | **Percent passing** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Overall | 104 | 41.22 | 13.37 | 13.73 | 13.1 | 6.87 | 99.04% |
|  |  |  |  |  |  |  |  |
| Female | 90 | 41.3 | 13.4 | 13.81 | 13.1 | 7 | 98.9% |
| Male | 14 | 41.8 | 14.1 | 13.43 | 13.43 | 6 | 100% |
|  |  |  |  |  |  |  |  |
| Asian ALL | 2 | 47.5 | 15.5 | 15 | 17 |  | 100% |
| Asian Female | 2 | 47.5 | 15.5 | 15 | 17 |  | 100% |
|  |  |  |  |  |  |  |  |
| Black ALL | 7 | 35.86 | 12.29 | 12.43 | 11.14 |  | 100% |
| Black Female | 6 | 35.83 | 12.17 | 12.67 | 11 |  | 100% |
| Black Male | 1 | 36 | 13 | 11 | 12 |  | 100% |
|  |  |  |  |  |  |  |  |
| Hispanic ALL  | 7 | 39.43 | 12.43 | 13.29 | 12 | 6 | 100% |
| Hispanic Female | 6 | 39.17 | 12.83 | 13.17 | 12.17 | 6 | 100% |
| Hispanic Male n=1 | 1 | 41 | 10 | 14 | 11 | 6 | 100% |
|  |  |  |  |  |  |  |  |
| Two or More Race All | 2 | 39 | 15.5 | 13 | 13.5 |  | 100% |
| Two or More Race Female | 2 | 39 | 15.5 | 13 | 13.5 |  | 100% |
|  |  |  |  |  |  |  |  |
| White ALL | 86 |  |  |  |  |  |  |
| White Female | 75 | 41.7 | 13.3 | 13.89 | 13.31 | 7.18 | 98.67% |
| White Male | 11 | 41.86 | 15 | 13.55 | 13.91 |  | 100% |

**Measure 3 Initial Certification**

**edTPA Scores**

**By Preparation Program and Task**

| Elementary Programs | **n** | **Overall**  | **Task 1** | **Task 2**  | **Task 3** | **Task 4** | **Percent passing** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Overall ALL | 15 | 43.43 | 11.53 | 12.8 | 12.07 | 6.93 | 93.33% |
|  |  |  |  |  |  |  |  |
| Female ALL | 13 | 43.75 | 11.77 | 12.62 | 12.17 | 7.08 |  |
| Hispanic Female | 1 | 45 | 16 | 11 | 12 | 6 | 100% |
| White Female | 12 | 42.43 | 10.75 | 12.25 | 12.29 | 7.14 | 91.66% |
|  |  |  |  |  |  |  |  |
| Male ALL | 2 | 41.5 | 10 | 14 | 11.5 | 6 | 100% |
| Hispanic Male | 1 | 41 | 10 | 14 | 11 | 6 | 100% |
| White Male | 1 | 42 | 10 | 14 | 12 | 6 | 100% |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Secondary Programs** | **n** | **Overall**  | **Task 1** | **Task 2**  | **Task 3** | **Task 4** | **Percent passing** |
| Overall ALL | 20 | 41.4 | 14.3 | 13.7 | 13.4 |  | 100% |
|  |  |  |  |  |  |  |  |
| Female ALL | 14 | 42.7 | 14.4 | 14.6 | 13.8 |  | 100% |
| Male ALL | 6 | 38.3 | 14.2 | 11.7 | 12.5 |  | 100% |
|  |  |  |  |  |  |  |  |
| Asian Female | 1 | 50 | 16 | 15 | 19 |  | 100% |
| Black Female | 1 | 40 | 14 | 14 | 12 |  | 100% |
| Hispanic Female | 2 | 36.5 | 12.5 | 13 | 11 |  | 100% |
| Two or More Female | 1 | 42 | 17 | 14 | 11 |  | 100% |
| White Female | 9 | 43.7 | 14.3 | 15 | 14.3 |  | 100% |
|  |  |  |  |  |  |  |  |
| Black Male | 1 | 36 | 13 | 11 | 12 |  | 100% |
| White Male | 5 | 38.8 | 14.4 | 11.8 | 12.6 |  | 100% |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Special Education Programs** | **n** | **Overall**  | **Task 1** | **Task 2**  | **Task 3** | **Task 4** | **Percent passing** |
| Overall ALL | 47 | 40.81 | 13.49 | 14.13 | 13.19 |  | 100% |
|  |  |  |  |  |  |  |  |
| Female ALL | 41 | 40.12 | 13.19 | 14 | 12.93 |  | 100% |
| Male ALL | 6 | 45.5 | 15.5 | 15 | 15 |  | 100% |
|  |  |  |  |  |  |  |  |
| Black Female | 3 | 35.33 | 12.33 | 12 | 11 |  | 100% |
| Hispanic Female | 2 | 37.5 | 11.5 | 13.5 | 12.5 |  | 100% |
| White Female | 36 | 40.67 | 13.36 | 14.1 | 13. |  | 100% |
|  |  |  |  |  |  |  |  |
| White Male | 6 | 45.5 | 15.5 | 15 | 15 |  | 100% |

**Measure 3: Advanced (Cross-Endorsement) Programs**

**PRAXIS Scores**

**By Task, Gender, Ethnicity**

The relevant PRAXIS score is required for licensure for advanced cross-endorsement candidates in Connecticut. The scores below reflect participation of graduate students in the M.A., Teaching English to Speakers of Other Languages and the M.A. Special Education Advanced Teaching cross-endorsement programs.

| **TESOL Program****Praxis Exam #5362** | **n** | **Average score** | **Percent passing** | **I. Development and Characteristics of Learners** | **II. Planning and the Learning Environment** | **III. Instruction** | **IV. Assessment** | **V. Foundations and Professional Responsibilities** | **VI. Integrated Constructed Response Questions** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Overall | 22 |  | 100% | 12.23 | 16.86 | 18.82 | 12.13 | 9.1 | 8.86 |
|  |  |  |  |  |  |  |  |  |  |
| All Female | 22 | 179.55 | 100% | 12.23 | 16.86 | 18.81 | 12.14 | 9.1 | 8.86 |
| Asian Female | 1 | 183 | 100% | 12 | 15 | 20 | 13 | 11 | 9 |
| Other Female | 1 | 178 | 100% | 14 | 16 | 16 | 14 | 9 | 8 |
| Other Hispanic, Latino Female | 1 | 169 | 100% | 10 | 16 | 16 | 11 | 8 | 8 |
| Two or More Races Female | 1 | 173 | 100% | 14 | 16 | 18 | 13 | 8 | 9 |
| White Female  | 18 | 180.1 | 100% | 12.17 | 17.1 | 19.1 | 12 | 9.1 | 8.94 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Special Education Program Praxis Exam 5543** | **n** |  | **Percent passing** | **I. Development and Characteristics of Learners** | **II. Planning and the Learning Environment** | **III. Instruction** | **IV. Assessment** | **V. Foundations and Professional Responsibilities** | **VI. Integrated Constructed Response Questions** |
| Overall | 40 | 173.725 | 97.50% | 11.8 | 13.4 | 14 | 10.6 | 12.15 | 12.56 |
|  |  |  |  |  |  |  |  |  |  |
| All Female | 31 | 173.84 | 100% | 11.87 | 13.26 | 14.23 | 10.48 | 12.2 | 12.45 |
| Black Female | 3 | 171.33 | 100% | 11.33 | 13.67 | 13.33 | 11.33 | 11.33 | 12 |
| Other Hispanic, Latino Female | 1 | 166 | 100% | 8 | 13 | 11 | 10 | 10 | 15 |
| Two or More Races Female | 2 | 173 | 100% | 12.5 | 14.5 | 13.5 | 11 | 12.5 | 11.5 |
| White Female  | 25 | 174.52 | 100% | 12.04 | 13.12 | 14.52 | 10.36 | 12.36 | 12.48 |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| All Male | 9 | 173.33 | 88.89% | 11.56 | 13.89 | 13.22 | 11 | 12 | 12.78 |
| Black Male | 1 | 150 | 0% | 8 | 13 | 11 | 10 | 10 | 15 |
| White Male | 8 | 176.25 | 100% | 11.5 | 14.13 | 13.63 | 11.63 | 12.5 | 13.5 |
|  |  |  |  |  |  |  |  |  |  |
| Black ALL | 4 | 166 | 75% | 11.5 | 13.25 | 12.5 | 10 | 10.5 | 10.75 |
| Other Hispanic, Latino ALL | 1 | 166 | 100% | 8 | 13 | 11 | 10 | 10 | 15 |
| Two or More Races ALL | 2 | 173 | 100% | 12.5 | 14.5 | 13.5 | 11 | 12.5 | 11.5 |
| White ALL  | 34 | 174.94 | 100% | 11.91 | 13.36 | 14.3 | 10.67 | 12.39 | 12.73 |

**MEASURE 4 (Initial and Advanced) Ability of Completers to be Hired in Positions for which They Have Prepared**

**CAEP Standard 5.4.7/A.5.4.7**

**University of Saint Joseph- EPP**

**Initial and Advanced Employment after Two Years**

|  |
| --- |
| **Certification Type** |
|  | **Frequency** | **Percent** |
| **Valid** | **No license found** | **19** | **8.4** |
| **DSAP** | **4** | **1.8** |
| **DSAP (Expired)** | **2** | **.9** |
| **Initial** | **54** | **24.0** |
| **Initial (Expired)** | **3** | **1.3** |
| **Non-renewable interim** | **4** | **1.8** |
| **Permanent** | **1** | **.4** |
| **Professional** | **46** | **20.4** |
| **Provisional** | **90** | **40.0** |
| **Provisional (Expired)** | **2** | **.9** |
| **Total** | **225** | **100.0** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Programs** | **n** | **Employed** | **Unemployed** | **Percent employed within 2 years** |
| Overall | 225 | 184 | 41 | 81.80% |
| **Initial Certification** |  |  |  |  |
| MA- ALL | 175 | 142 | 33 | 81.10% |
| Curriculum and Instruction | 26 | 20 | 6 | 76.90% |
| Early Childhood Education/Special Education | 3 | 1 | 2 | 33.33% |
| Education | 22 | 20 | 2 | 90.90% |
| Instructional Technology | 20 | 14 | 6 | 70% |
| Literacy | 10 | 8 | 2 | 80% |
| Special Education | 33 | 26 | 7 | 78.80% |
| Special Education Literacy | 5 | 3 | 2 | 60% |
|  |  |  |  |  |
| **Master of Arts, Teaching** |  |  |  |  |
| MAT- ALL | 50 | 42 | 8 | 84% |
| Early Childhood/Special Education | 8 | 7 | 1 | 87.50% |
| Elementary Education | 10 | 9 | 1 | 90% |
| Secondary Education | 11 | 8 | 3 | 72.70% |
| Special Education  | 21 | 18 | 3 | 85.70% |
|  |  |  |  |  |
| **Advanced Programs** |  |  |  |  |
| M.A. TESOL Education (Advanced) | 37 | 34 | 3 | 91.90% |
| Special Education Advanced Teaching (Advanced) | 19 | 16 | 3 | 84.20% |

**EPP**

**Initial and Advanced Graduation Rates by Program**

**Academic Year 2021**

**Graduation Rates**

|  |  |  |
| --- | --- | --- |
|  | **Average Time to Completion (Yrs)** | **Average Graduation Rate (%)** |
| **Initial Certification Programs** |
| Special Education, B.S.  |  |   |
| Special Education Comprehensive M.A.T. | 2.21 | 71% |
| Early Childhood Education/Special Education M.A.T. | 2.06 | 81% |
| Elementary Education M.A.T. Grades 1-6 | 2.59 | 67%49% |
| Secondary Education, M.A.T. Grades 7-12 | 1.77 |
|  |  |  |
| **Advanced Programs**  |
| Teaching English to Speakers of Other Languages | 2.01 | 85% |
| Special Education Advanced Teaching, M.A. | 2.05 | 77% |
|  |
| \* Average Grad rate is the Mean of Cohort Grad Rates, not sum of completers over total entering, as not all that enter are eligible to graduate yet. |

 **(Initial and Advanced) Student Loan Default Rates and Other Consumer Information**

**Estimated Cost of Attendance**

[**https://www.usj.edu/about/student-consumer-information/**](https://www.usj.edu/about/student-consumer-information/)

**2016** 2.5% default rate

**2017** 3.4% default rate

 **2021** 0.7% default rate

**Other Consumer Information**

[**https://www.usj.edu/about/student-consumer-information/**](https://www.usj.edu/about/student-consumer-information/)