University of Idaho
CAEP Accountability Measures

2026 Annual Accreditation Report

Reporting scope

This page provides the University of Idaho Educator Preparation Provider's public data display for the four CAEP Accountability Measures. Data are reported for the 2024-2025 academic year where available, with three-cycle trend data included when that provides clearer context for the public.

The EPP reported 98 initial-licensure graduates, 45 advanced-level graduates, and 143 total program graduates for the 2024-2025 reporting year.

Graduate category	2024-2025 graduates	Previous year graduates
Initial licensure graduates	98	111
Advanced-level graduates	45	58
Total program graduates	143	169

CAEP accreditation status and reviewed programs

The uploaded AIMS/SSR export identifies the following CAEP-reviewed programs. Verify against the current AIMS program list before posting, especially for any additional cross-college initial programs not visible in the extracted table.

Level	Program name	Program / specialty area	Degree level
Initial	Physical Education	Health and Wellness; Physical Education and Coaching	Baccalaureate
Initial	Secondary STEM	Secondary Education	Baccalaureate
Initial	Special Education	Special Education and Exceptional Needs	Master's
Initial	Career and Technical Education	Career, Technical and Industrial Education	Baccalaureate
Initial	Secondary Languages	Foreign Language Education / Languages Other Than English	Baccalaureate
Initial	Secondary Arts	Art Education	Baccalaureate
Initial	Elementary	K-8	Baccalaureate
Initial	Secondary Social Studies	Economics, History, Political Science, Geography	Baccalaureate
Advanced	Educational Leadership	Educational Administration, Supervision, and Leadership	Master's

Measure 1: Completer Impact and Effectiveness

CAEP Measure 1 addresses completers' impact on P-12 student learning and their effectiveness in applying professional knowledge, skills, and dispositions. Because the State of Idaho does not provide the EPP direct access to individual in-service teacher student-growth and evaluation records in a form usable for CAEP reporting, the EPP uses a combination of local case-study SLO evidence, state Professional Endorsement evidence, and employer/leadership evidence.

Evidence source	Level	Result	Public interpretation
Completer case-study SLO attainment	Initial	2022-23: 88%; 2023-24: 75%; 2024-25: 89%	Locally defined SLOs are not directly comparable across districts. The 2023-24 dip prompted follow-up on progress monitoring, small-group rotations, and formative-assessment routines.
Idaho Professional Endorsement attainment	Initial	More than 99% of eligible UI completers earned the endorsement	Used as a longitudinal, third-party indicator because endorsement eligibility includes proficient evaluations, student academic growth, formal observations, and an annual professional learning plan.

Evidence source	Level	Result	Public interpretation
Professional Endorsement coverage	Initial	In-state endorsement sample represents 87.6% of completers; completers employed in 70 of 117 districts and 20 of 78 public charter schools	Out-of-state completers are not fully represented in this Idaho-based measure.
Educational Leadership employer evidence	Advanced	Employers reported 100% positive ratings on ethical leadership and positive ratings of 84%-90% on most other NELP domains	Advanced evidence is based on small EDAD employer-survey samples and should be interpreted with cohort-size caution.

Interpretation: Initial completer evidence shows locally meaningful student-learning impact, with case-study SLO attainment rebounding to 89% in 2024-2025 after a 2023-2024 decline. Longitudinal Idaho Professional Endorsement results provide a third-party indicator that eligible completers who remain in Idaho teaching meet expectations for student growth, professional evaluation, observation, and professional learning. Advanced Educational Leadership employer evidence indicates strong employer confidence in ethical leadership and other NELP-aligned domains, though results should be interpreted with small-sample caution.

Measure 2: Satisfaction of Employers and Stakeholder Involvement

CAEP Measure 2 addresses employer satisfaction with completers and stakeholder involvement in program evaluation and improvement. The EPP uses statewide employer survey data, beginning-teacher/completer feedback, advanced-level employer survey data, and stakeholder review structures.

Evidence source	Level	Result	Public interpretation
Initial Employer Survey respondents	Initial	2022-23: n=31; 2023-24: n=43; 2024-25: n=29; 2022-25 average response rate: 35%	Employer survey data are used with qualitative feedback and program-level n-values.
Overall employer readiness ratings	Initial	96%, 90%, and 92% across the three cycles; no employer selected Not Ready on the overall readiness item	Indicates consistent employer confidence in completer readiness.
Employer survey item trends	Initial	Multi-cycle summaries show 12 of 16 indicators above the 3.0 benchmark; remaining indicators were near benchmark at 2.85-2.975	Lower areas included support for English learners and helping students assess their own learning.
Beginning Teacher Survey / completer feedback	Initial	47-item instrument; alpha=.90; cohort reliabilities .89, .91, .90; CVI=.91; average response rate 53%	Completer feedback is used with employer data to examine readiness and program improvement.
EDAD Employer Survey	Advanced	Cycle respondent counts: 4, 7, and 5; average response rate 51%; n=19 across 2021-25	Technical evidence reported alpha=.88 overall and CVI=.85.
Stakeholder involvement	Initial and Advanced	TEAB, TECC, clinical partners, school administrators, IACTE partners, faculty, and advisory groups review data and recommend changes	Stakeholder input has informed Standard 11/Indigenous knowledge revisions, assessment refinements, Praxis support, field-experience changes, and classroom-management preparation.

Interpretation: Employers consistently rate initial completers as ready for the classroom. Survey findings have also identified improvement areas, especially support for English learners, self-assessment, family engagement, and classroom management. These findings are reviewed with faculty and stakeholders and have informed literacy alignment work, enhanced Praxis support, revised assessment practices, and stronger field and classroom-management preparation. Advanced employer data show particularly strong ratings for ethical leadership and positive ratings across most other NELP leadership domains.

Measure 3: Candidate Competency at Program Completion

CAEP Measure 3 addresses whether candidates meet program expectations and are ready to be recommended for licensure or professional credentialing. The EPP does not rely on a single score. Initial licensure recommendation requires required GPA/coursework thresholds, Praxis Content and PLT requirements, successful clinical performance, final EPP-created assessment performance at Acceptable/Target levels, satisfactory dispositions, and complete certification documentation reviewed before institutional recommendation.

Initial licensure evidence

Measure	Result	Public interpretation
Praxis Content pass rates	2022-23: 93%; 2023-24: 96%; 2024-25: 95%	External content-knowledge evidence; monitored with content GPA, curriculum map, and clinical data.
Learning Management System Assignment	N=177; 0 final Unacceptable; 24 Acceptable; 153 Target	Candidates met instructional-technology and accessible digital-learning expectations.
Field Dispositional Assessment	N=308; 0 unresolved unsatisfactory; 162 acceptable/proficient; 146 target/distinguished	Professional dispositions are monitored through field and program processes.
Candidates not recommended for licensure	2022-23: 2; 2023-24: 3; 2024-25: 1	Across three cycles, five of six cases were Praxis-related; one was final-evaluation-related.

Advanced Educational Leadership evidence

Measure	Result	Public interpretation
Summative Reflection	44/47 completers; 84% Exceeds	NELP-aligned leadership performance evidence.
Principalship Final Reflection	33/33 completers; 94% Exceeds	Evidence of readiness for school-leadership practice.
Clinical Supervision	30/30 completers; 94% Exceeds	Evidence of instructional-leadership and supervision competency.
TAR assessment	44/47 completers; 71% Exceeds	The program added orientation, examples, and check-ins after lower Exceeds ratings.
Communication Analysis	43/43 completers; 74% Exceeds	Evidence of communication and community-engagement competency.

Measure 4: Ability of Completers to Be Hired in Education Positions for Which They Were Prepared

CAEP Measure 4 addresses whether completers are hired in education positions for which they were prepared. The uploaded evidence supports reporting on employment persistence and advanced administrator employment. If the EPP has a final 2024-2025 placement file with all initial completers, add a numerator/denominator table before posting.

Evidence source	Level	Result	Public interpretation
Initial contract longevity	Initial	More than 85% of tracked completers remained employed for at least three years	Based on publicly available district contracts for completers initially offered teaching contracts within two years. This is a persistence/retention indicator, not a complete placement numerator/denominator.
Professional Endorsement continuation	Initial	More than 99% of eligible completers earned the Idaho Professional Endorsement	Supports evidence of continued employment and employer recommendation after the third full contract year.
Administrator employment	Advanced	2022-23: 13/17 (76%); 2023-24: 3/3 (100%); 2024-25: 4/7 (57%)	The 2024-25 decline is explained in uploaded evidence as small cohort size and recent-graduate timing; 3 of 7 had not yet moved into administrator roles and were still teaching.

Interpretation: Initial employment-persistence data indicate that completers who are initially hired remain employed at high rates, with more than 85% of tracked completers remaining in the profession for at least three years. Advanced Educational Leadership employment data show variation by cycle, including a 2024-2025 decline tied to very small cohort size and the fact that some recent graduates were still teaching rather than yet serving as administrators.