



HUNTER

THE SCHOOL OF EDUCATION



Teacher Education Student Outcomes

Report Date: Spring 2023

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➤ Fall Enrollment

Gender	Race	Term									
		18-Fall		19-Fall		20-Fall		21-Fall		22-Fall	
		n=2822		n=2825		n=2954		n=2722		n=2475	
Female (F)	American Indian or Alaskan Native	14	0.50%	22	0.78%	30	1.02%	29	1.07%	27	1.09%
	Asian	372	13.18%	374	13.24%	408	13.81%	411	15.10%	347	14.02%
	Black or African American	258	9.14%	300	10.62%	316	10.70%	264	9.70%	262	10.59%
	Hispanic - Race Unknown	362	12.83%	357	12.64%	393	13.30%	364	13.37%	340	13.74%
	NOHSPA	14	0.50%	11	0.39%	17	0.58%	15	0.55%	10	0.40%
	Not Specified	75	2.66%	56	1.98%	61	2.06%	47	1.73%	46	1.86%
	Native Hawaiian or Pacific Islander	1	0.04%			2	0.07%	4	0.15%	3	0.12%
	Unknown	214	7.58%	217	7.68%	229	7.75%	195	7.16%	151	6.10%
	White	913	32.35%	959	33.95%	990	33.51%	899	33.03%	804	32.48%
Not Listed (L)	White					1	0.03%	1	0.04%	1	0.04%
Male (M)	American Indian or Alaskan Native	4	0.14%	3	0.11%	4	0.14%	3	0.11%	2	0.08%
	Asian	71	2.52%	66	2.34%	70	2.37%	62	2.28%	65	2.63%
	Black or African American	61	2.16%	69	2.44%	71	2.40%	59	2.17%	65	2.63%
	Hispanic - Race Unknown	65	2.30%	63	2.23%	54	1.83%	59	2.17%	53	2.14%
	NOHSPA	2	0.07%			2	0.07%	1	0.04%	1	0.04%
	Not Specified	17	0.60%	14	0.50%	13	0.44%	17	0.62%	11	0.44%
	Native Hawaiian or Pacific Islander	1	0.04%			1	0.03%	2	0.07%	1	0.04%
	Unknown	44	1.56%	50	1.77%	43	1.46%	39	1.43%	32	1.29%
	White	248	8.79%	226	8.00%	245	8.29%	247	9.07%	241	9.74%
Non-binary (N)	White							2	0.07%	6	0.24%
Transgender (T)	Hispanic - Race Unknown	1	0.04%								
	Not Specified	1	0.04%								
Not Specified (U)	Asian			1	0.04%	1	0.03%			2	0.08%
	Hispanic - Race Unknown	1	0.04%	1	0.04%	3	0.10%	2	0.07%		
	Not Specified	78	2.76%	33	1.17%	2	0.07%			2	0.08%
	Unknown	1	0.04%					2	0.07%	1	0.04%
	White	5	0.18%	3	0.11%	1	0.03%	2	0.07%	4	0.16%

⁹ Source: Tableau Enrollment w_ Demographics

➤ Admissions Trends

Admissions Term	Applied	Accepted (% of Applied)		Registered (% of Accepted)	
Total (F14-F22)	16727	13430	80%	9821	75%
Fall 2022	1214	1018	84%	727	71%
Spring 2022	474	367	77%	251	68%
Fall 2021	1517	1218	80%	866	71%
Spring 2021	511	403	79%	323	80%
Fall 2020	1368	1147	84%	848	74%
Spring 2020	506	399	79%	318	80%
Fall 2019	1299	1084	83%	813	75%
Spring 2019	456	340	75%	276	81%
Fall 2018	1290	977	76%	706	72%
Spring 2018	428	343	80%	278	81%
Fall 2017	1378	1120	81%	834	74%
Spring 2017	465	374	80%	303	81%
Fall 2016	1467	1164	79%	789	68%
Spring 2016	599	460	77%	367	80%
Fall 2015	1681	1381	82%	969	70%
Spring 2015	518	409	79%	316	77%
Fall 2014	1556	1226	79%	837	68%

⁹ Source: Applied Grads by Program

➤ Degrees Earned

Field of Study	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		Grand Total
Arts Teacher Education	48	4.4%	39	3.7%	50	4.9%	38	3.8%	45	3.7%	33	3.4%	253
Bilingual and Multilingual Education	24	2.2%	30	2.9%	41	4.0%	24	2.4%	27	2.2%	17	1.7%	163
Computer Teacher Education									21	1.7%	24	2.5%	45
Early Childhood Education and Teaching	38	3.5%	71	6.8%	97	9.4%	93	9.2%	143	11.8%	106	10.9%	548
Educational Leadership and Administration	77	7.1%	79	7.6%	92	8.9%	82	8.1%	143	11.8%	120	12.3%	593
Elementary Education and Teaching	162	15.0%	173	16.5%	159	15.5%	139	13.7%	205	16.9%	126	12.9%	964
English/Language Arts Teacher Education	41	3.8%	41	3.9%	36	3.5%	44	4.3%	30	2.5%	34	3.5%	226
Foreign Language Teacher Education	14	1.3%	16	1.5%	26	2.5%	18	1.8%	20	1.6%	15	1.5%	109
Mathematics Teacher Education	28	2.6%	18	1.7%	33	3.2%	31	3.1%	51	4.2%	22	2.3%	183
Reading Teacher Education	58	5.4%	54	5.2%	29	2.8%	25	2.5%	23	1.9%	43	4.4%	232
Science Teacher Education	24	2.2%	30	2.9%	31	3.0%	21	2.1%	28	2.3%	14	1.4%	148
Social Studies Teacher Education	28	2.6%	28	2.7%	36	3.5%	33	3.3%	35	2.9%	33	3.4%	193
Special Education	348	32.2%	326	31.2%	313	30.4%	383	37.8%	331	27.2%	309	31.7%	2010
TESOL	190	17.6%	141	13.5%	86	8.4%	81	8.0%	113	9.3%	79	8.1%	690
Grand Total	1080		1046		1029		1012		1215		975		6357

^a Source: CUNY First

➤ Completer Effectiveness

Measure 1 (Initial): Completer effectiveness. (R4.1): Data must address: (a) completer impact in contributing to P-12 student-learning growth **AND** (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

CAEP Annual Reporting Measures	
4.1 Impact on P-12 Learning and Development	4.2 Indicators of Teaching Effectiveness
<ul style="list-style-type: none"> Challenging Curriculum Effective Teaching & Learning Assessment 	<ul style="list-style-type: none"> Communicating Expectations Collaboration Safe & inclusive Environment

Rating Scale: 1-Underdeveloped, 2-Developing, 3-Proficient, 4-Well Developed

Aggregate Totals of Hunter College Graduates (2018-19, 2019-20, 2020-21) Compared to NYCDOE School Quality 2020-21 Data					
SQR Category	2018-19	2019-20	2020-21	3-AY Total (737 schools)	NYCDOE (1825 schools)
Total N	438	399	527	1364	N/A
Total Challenging Curriculum	3.34	3.33	3.32	3.33	3.27
Total Effective Teaching & Learning	2.99	2.99	2.97	2.98	2.92
Total Assessment	3.07	3.01	3.03	3.04	3.05
Total Communicating Expectations	3.60	3.63	3.55	3.59	3.54
Total Collaboration	3.37	3.34	3.34	3.35	3.27
Total Safe & inclusive Environment	3.50	3.53	3.47	3.50	3.46

➤ NYSTCE Summary – Title II Pass Rates

Measure 3 (Initial and 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.)

Test Name	2019-20			2020-21			2021-22			Total Take	Total Pass	Total Pass
	# Take	# Pass	% Pass	# Take	# Pass	% Pass	# Take	# Pass	% Pass			
Biology CST	4			5			6			15		
Blind and Visually Impaired	2			3			5			10		
Chemistry CST	8			9			8			25		
Classical Languages	2									2		
Dance CST	15	12	80	18	16	94	13			46	28	87
Deaf And Hard Of Hearing CST.1	9			7			10	8	80	26	8	80
Early Childhood	22	21	95	3						25	21	95
Earth Sci CST				4						4		
Earth Science CST				2						2		
Educating All Students	670	659	99	824	805	98	637	627	99	2131	2091	98
Elementary ATS-W	172	172	100	363	361	100				535	533	100
Elementary Education	23	21	100	6						29	21	100
English as an Additional Language	19	15	94	7						26	15	94
English Language Arts CST	2			2						4		
English Language Arts CST.1	42	39	95	26	25	96	30	28	93	98	92	95
Esol CST	26	20	100	65	62	99	31	23	100	122	105	99
French CST	2			1			1			4		
Italian CST	2						3			5		
K-12 Performing Arts	6			7						13		
Latin CST	5			3			2			10		
Mandarin CST	3			15	15	100	8			26	15	100
Mathematics CST	1									1		
Mathematics CST.1	17	15	100	27	23	88	12	9	75	56	47	88
Multi-Subject Birth to Grade 2	104	88	85	114	95	83	92	72	78	310	255	82
Multi-Subject CST	4			1			4			9		
Multi-Subject Grades 1 - 6	247	228	92	288	262	92	223	201	90	758	691	91
Multi-Subject Grades 7 - 12	72	62	89	122	104	84	65	57	90	259	223	88
Music CST	12	11	100	10			13	10	100	35	21	100
Physics CST				1			1			2		
Safety Net Mathematics	1									1		
Safety Net Multi-Subject	5			1			1			7		
Secondary ATS-W	128	128	100	268	267	100				396	395	100
Secondary English-Language Arts	12	12	100							12	12	100
Secondary History/Social Studies	10	10	100							10	10	100
Secondary Mathematics	7			2						9		
Secondary Science	3									3		
Social Studies CST	33	32	100	37	35	97	34	32	97	104	99	98
Spanish CST	5			1			1			7		
Special Education	100	99	99	33	25	100				133	124	99
Students With Disabilities CST	1									1		
Students With Disabilities CST.1	221	219	99	245	238	98	187	179	96	653	636	98
Theatre CST	1									1		
Visual Arts	5									5		
Visual Arts CST	6						8			14		
World Language	4			4						8		
Grand Total	2033	1863	96	2524	2333	95	1395	1246	91	5952	5442	95

9 Source: TableD1-3_NYSTCESummaryScores

➤ Alumni Employment

Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared.)

Are you currently employed?

86% Yes, Full-time (n=771)	9% Yes, Part-time (n=82)	5% No (n=48)
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^a Source: Alumni Survey (n=901; 2016-2023)

Select the option which best describes your current employment.

Role	%	N
Classroom Teacher	68.63%	584
Assistant Teacher	1.06 %	9
Educational Administration	4.58%	39
Substitute Teacher	1.29%	11
Not working in education	4.23%	36
Education – Other	13.16%	112
Education Specialist (e.g. librarian, counselor)	1.53%	13
Higher Education	5.52%	47

Source: Alumni Survey (n=889; 2016-2023)

➤ Satisfaction of Employers

Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3|RA4.1): Data provided should be collected on employers' satisfaction with program completers.

How would you “grade” the overall quality of the Hunter College School of Education teacher preparation programs and its graduates?					
B - 44% (n=7)		A - 56% (n=9)			
For the following competencies, what is your perception of the overall level of performance of graduates from Hunter College School of Education teacher preparation programs?					
PLANNING AND PREPARATION			CLASSROOM ENVIRONMENT		
Proficient - 69% (n=11)		Exemplary - 31% (n=5)	Proficient - 67% (n=10)		
		Exemplary - 33% (n=5)			
INSTRUCTION			PROFESSIONAL RESPONSIBILITIES		
Proficient - 81% (n=13)		Exemplary - 19% (n=3)	Developing - 19% (n=3)	Proficient - 44% (n=7)	Exemplary - 38% (n=6)

^a Source: Principals' Survey (2019)