



Campbellsville University School of Education Accountability Measures 2023-2024

Programs approved by CAEP and Kentucky Education Professional Standards Board:

Initial

Art Education P-12 (Baccalaureate)

Biological Science (8-12) (Baccalaureate and Master's)

Chemistry (8-12) (Baccalaureate and Master's)

Elementary Education (P-5) (Baccalaureate and Master's)

English (Baccalaureate and Master's)

Health and Physical Education (P-12) (Baccalaureate and Master's)

Integrated Music (Baccalaureate)

Interdisciplinary Early Childhood (Baccalaureate and Master's)

Learning and Behavior Disorders (Baccalaureate and Master's)

Mathematics (Baccalaureate and Master's)

Middle Grades English (Baccalaureate and Master's)



Middle Grades Mathematics (Baccalaureate and Master's)

Middle Grades Science (Baccalaureate and Master's)

Middle Grades Social Studies (Baccalaureate and Master's)

Social Studies (Baccalaureate and Master's)

Spanish (Baccalaureate)

Advanced

Director of Pupil Personnel (Post Master's)

Director of Special Education

English as a Second Language (P-12) (Endorsement)

Gifted and Talented (P-12) (Endorsement)

Interdisciplinary Early Childhood Education (Master's)

Learning and Behavior Disorders (Masters and Post Master's)

MAEd in Educational Administration (Principal) (Master's and Post Master's)

MAEd in School Counseling (P-12) (Master's and Post Master's)

MAEd in School Counseling (P-12)



Moderate and Severe Disabilities (Master's and Post Master's)

Planned Program for Rank 1 (Master's and Post Master's)

Rank 1/Standard Certificate in School Counseling (Post Master's)

Superintendent (Master's and Post Master's)

Supervisor of Instruction (Post Master's)

Teacher Leader (Master's)



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.

The EPP collected data on completer effectiveness in two ways. One was a completer survey sent out a semester after graduation. The other was a case study/focus group interview.

The completer survey was sent to all completers one semester after graduation. The EPP had a low response rate of 9, but the responses were representative of several programs:

IECE 2 responses P-5 2 responses 5-9 1 response Graduate program 4 responses

Table 1 Completer Survey Results

	InTASC 1	InTASC 2	InTASC 3	InTASC 4	InTASC 5	InTASC 6	InTASC 7	InTASC 8	InTASC 9	InTASC 10	prepare you to work effectively with students with disabilities?	prepare you to teach students with limited English Proficiency?	prepare you to differentiate instruction?	prepare you to use the Kentucky Academic Standards for Instruction?	prepare you to close the achievement gap?	prepare you to positively impact student learning?
Mean	3.2	3.2	3.1	3.3	3.1	3.4	3.0	3.4	3.7	3.4	3.1	3.0	3.1	3.8	2.8	3.3

On a scale of 4, the means for each InTASC standard and specific question are above. The questions asked completers, “How relevant and effective was the program to prepare you in...” Completers indicates highs related to preparing for instruction with Kentucky Academic Standards, and InTASC 9.

Lows related to preparing to close the achievement gap, working with ELL students, and InTASC standard 7. These lows mirror responses for the previous year. It is evident that there is a trend related toward preparing EPP candidates to meet the needs of struggling students.



Table 2 Completer Disposition Survey Results

	maintains appropriate confidentiality	demonstrates compliance with laws/regulations	demonstrates compliance with policies/standards	maintains professional appearance	is 3 for class or appointments	demonstrates academic integrity	demonstrates high expectations for others	demonstrates respect for beliefs of others	demonstrates respect for cultural differences	demonstrates compassion for those experiencing difficulty	demonstrates patience during the learning process	demonstrates flexibility during the learning process	demonstrates critical thinking in written or verbal form	addresses issues of concern professionally	responds positively to constructive criticism	actively seeks out new information	seeks help when needed	demonstrates personal progress	demonstrates reflective practice in written and verbal form
Mean	3.78	3.67	3.56	3.67	3.67	3.67	3.67	3.56	3.56	3.44	3.22	3.33	3.44	3.44	3.44	3.56	3.44	3.44	3.44

In the same survey, completers were asked how well they were prepared with the dispositions above. On a scale of 1 to 4, completers noted highs related to maintaining confidentiality (3.78) and lows related to demonstrating patience in the learning process (3.22).

Strengths of the program noted qualitatively include:

How closely you get to work with your professors.
The flexibility in the modes of courses
Being able to enter the role confident that I have learned essential information that will help me through any situation I might encounter.
Knowledge of diverse learners, knowledge of different learning styles and activities to cater to those within the classroom, understanding of KAS
Teaching compassion and being supportive of your students
The classroom management class was amazing at helping me with strategies to not only manage behavior, but to also do the little things that could help with learning (incentives, welcoming space, constructive feedback, etc.).
Real world application
The relational professors and their wealth of experience and knowledge.



In focus group interviews, two recent completers shared classroom data to show their impact on student learning. Each completer was an elementary graduate.

Chart 1 Completer 1 Data: Teacher-created Kindergarten Pre/post Test (2023 Completer with 24 students)

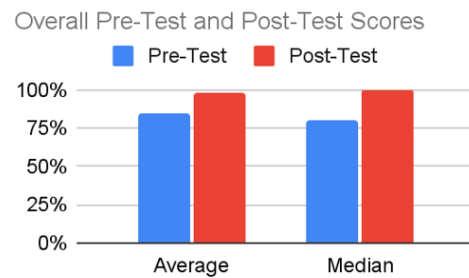
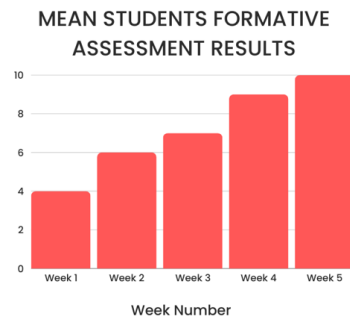


Chart 2 Completer 2 Data: Teacher-Created Formative Assessment Delivered Each Week in a Third Grade Class (2021 Completer with 24 students)





Both completers were able to evidence student learning on the part of their students as a result of their instruction. Each completer collected pretest data related to reading on a teacher-created assessment. They conducted instruction and collect post-test data to see student growth.



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.

The EPP sends out an employer satisfaction survey annually to all identified principal and superintendents of our initial and advanced completers. Eleven employers completed the survey for candidates at the initial and advanced levels.

Table 3 Employer Satisfaction Survey Results

Recognize all learners' strengths and interests when planning instruction. (InTASC/KTPS 1; Danielson Domain 1e)	Foster an inclusive learning environment that integrates culturally relevant content. (InTASC/KTPS 2; Danielson Domain 1b)	Create an environment that supports individual and collaborative learning. (InTASC/KTPS 3; Danielson Domain 2a)	Understand the central concepts and structures of the discipline taught. (InTASC/KTPS 4; Danielson Domain 1e)	Make connections between concepts and differing perspectives to engage learners. (InTASC/KTPS 5; Danielson Domain 3d)	Use multiple methods of assessment to design instruction. (InTASC/KTPS 6; Danielson Domain 3d)	Plan instruction that supports every student in meeting learning goals. (InTASC/KTPS 7; Danielson Domain 1e)	Use a variety of instructional strategies to help learners understand the content. (InTASC/KTPS 8; Danielson Domain 3c)	Model national and/or state technology standards to improve learning of all students. (InTASC/KTPS 8; Danielson Domain 3c)	Use multiple instructional modalities to positively impact student learning. (InTASC/KTPS 8; Danielson Domain 3e)	Evaluate the effect of one's actions on others. (InTASC/KTPS 9; Danielson Domain 4a)	Seek opportunities to collaborate with others to support student learning. (InTASC/KTPS 10; Danielson Domain 4e)
3.1	3.2	3.1	3.1	3.2	3.1	3.1	3.1	3.1	3.2	3.2	3.2

On a scale of 4, the means for each InTASC standard and specific question were reported above. The questions asked candidates, “To what extent did the EPP prepare their completers to...” Employers indicated highs related to InTASC standards 2, 5, 8, 9, and 10, with a mean of 3.2.

Although all indicators scored about 3, which was considered accomplished, the other standards were the lowest with a mean of 3.1.

When asked “Based on the performance of the inexperienced teachers (0-3 years of experience) you hired, what did Campbellsville University Educator Preparation Program (EPP) do well?”, responses included:

Got them into the classrooms to see firsthand rather than just learn about theory in the college classroom.

Students tend to understand the broad concepts of collaboration and assessment development.



Prepared teachers to be competent in designing lessons.

solid core programming

Prepping students for the basics about classroom environment, instruction, and different approaches to learning.

1. Strong Classroom Management Foundations New teachers demonstrate a solid understanding of classroom management strategies and structure. They effectively establish routines and expectations, creating a positive learning environment. 2. Instructional Readiness & Content Knowledge Teachers show competency in lesson planning and implementing instructional strategies aligned with standards. They bring innovative approaches to engagement and differentiation for diverse learners. 3. Emphasis on Social-Emotional Learning (SEL) New educators are well-versed in fostering student relationships and supporting social-emotional growth. They integrate PBIS and restorative practices to create inclusive classrooms. 4. Adaptability & Growth Mindset Teachers demonstrate a willingness to learn and improve, actively seeking feedback. They are receptive to professional development and implement best practices effectively. 5. Effective Use of Technology They integrate edtech tools seamlessly into instruction to enhance student engagement. Comfortable using platforms like Google Classroom and digital assessment tools.

Most students were well versed in content.

Lesson planning

Pedagogical knowledge.

Created opportunities where they had to collaborate with mentors.

Overall, feedback from our stakeholders indicated that strengths lie in content and pedagogical knowledge preparation.

Beginning in AY 2022-2023, the EPP had advisory councils comprised of EPP faculty and local education partners which meet annually to review and analyze assessment data. These advisory councils exist for every program and provide recommendations for improvement. Additionally, as needed, the advisory councils provided feedback on key assessments. Minutes for all advisory council



meetings are available upon request. The recent advisory council meetings provided actionable recommendations that will be implemented in the 2025-2026 academic year.

The EPP has a Teacher Education Committee (TEC) that meets each semester. The TEC is comprised of EPP faculty and Arts and Science faculty. The TEC meetings occur to review and analyze assessment data. The TEC provided feedback on assessment data and discusses trends among students and makes recommendations for improvement. Additionally, the EPP shared information about processes and changes within the SOE at the TEC meetings. Minutes for TEC meetings are available upon request.

Every semester, the EPP has an exit event for graduating candidates. EPP faculty and local school administrators met with graduating candidates to teach a mini-lesson and sit for a mock interview. Administrators provided feedback regarding candidate performance at the event. At the end of the event, there was a job fair. Additionally, these local school administrators scored CAP 4 portfolios for student teachers.



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.)

The EPP measures initial candidate competency at completion with PRAXIS exams, portfolio scores, and dispositional assessment scores. Included here is a summary and analysis of initial and advanced program data. For initial programs, data included PRAXIS assessment pass rates for traditional and alternative, CAP 4 and 7 portfolio means (scale 1-4), and dispositional data (scale 1-5). The CAP 4 and 7 portfolio was aligned to InTASC standards.

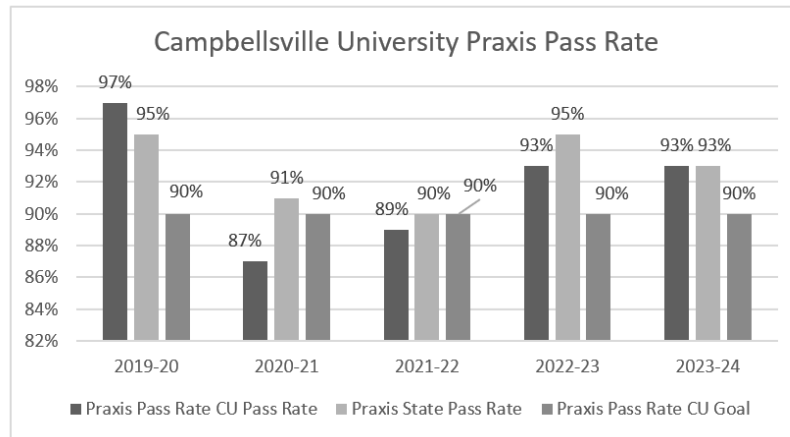
At the advanced level, candidates were measured by key assessments (depending on the program), dispositional assessments (all programs), and PRAXIS subject assessments (depending on the program).

Data was presented here for programs with more than 10 candidates. Program data was available for other programs upon request, but was not published as candidate identification could be possible.

Initial Program Data



Chart 3 Overall PRAXIS Pass Rate for Initial Programs



The chart above illustrated the Praxis subject assessment and PLT pass rate for the last five years. CU consistently showed a pass rate above the threshold of 85% required by the Kentucky Educational Professional Standards Board, and has exceeded the university threshold of 85%. The 2023-24 pass rate of 93% also exceeded the School of Education’s goal of 90% for the 2023-24 school year. Note: contains both undergraduate and graduate initial certification students.

Table 4 PRAXIS Scores for Initial Programs with Over 10 Candidates

Year	Test Code	Test Name	Passing Score	Mean	SD	% passing (n)
2023-2024	5002	Elementary Education: Reading and Language Arts	151	168	10	100% (34)
2022-2023				166	8	100% (20)
2021-2022				166	11	94% (18)
2023-2024	5003	Elementary Education: Mathematics	148	173	16	100% (31)



2022-2023				176	14	100% (20)
2021-2022				170	15	94% (18)
2023-2024	5004	Elementary Education: Social Studies	148	163	13	93% (30)
2022-2023				163	15	100% (20)
2021-2022				161	13	94% (18)
2023-2024	5005	Elementary Education: Science	152	169	11	100% (30)
2022-2023				171	19	95% (20)
2021-2022				164	13	89% (18)
2023-2024	5086	Social Studies	148	154	5	100% (11)
2023-2024	5543	Special Education: Core Knowledge Mild to Moderate Applications	154	169	8	95% (28)
2022-2023				169	9	96% (28)
2023-2024	5622	Principles of Learning and Teaching: Grades K-6	155	174	8	100% (34)
2022-2023				172	11	96% (27)
2021-2022				174	8	100% (22)
2023-2024	5623	Principles of Learning and Teaching: Grades 5-9	155	178	10	100% (16)
2022-2023				173	9	97% (38)
2023-2024	5624	Principles of Learning and Teaching: Grades 7-12	155	175	8	100% (28)
2023-2024	5023	Interdisciplinary Early Childhood Education	162	176	9	100% (38)
2022-2023				173	9	100% (42)
2021-2022				179	7	100% (31)

With an overall pass rate of 93%, individual exams consistently had a pass rate of 100%.



Table 5 CAP 4 Portfolio Scores for Initial Program

CAP Portfolio	Holistic Portfolio Score	InTASC/ KTPS 1 and 2	InTASC/ KTPS 3	InTASC/KTPS 4	InTASC/ KTPS 5	InTASC/ KTPS 6	InTASC/ KTPS 7	InTASC/ KTPS 8	InTASC/ KTPS 9	InTASC/ KTPS 10	Percent Meeting Goal
2023-2024 Portfolio Mean (n=104)	3.067	2.995	3.533	3.812	2.947	3.041	3.32	3	3.218	3.212	100%
2022-2023 Portfolio Mean (n=84)	3.133	3.065	3.681	3.171	3.071	3.07	3.118	3.076	3.15	3.247	100%
2021-2022 Portfolio Mean (n=57)	2.949	2.965	3.294	3.167	3.079	3.05	3.17	3.026	3.161	3.158	100%

Candidates completed the CAP 4 portfolio during student teaching and it was scored by local school administrators, instructional leaders, and CU faculty. The scale for the portfolio was 1 to 4 and candidates must score a minimum of 2 on each standard. For the 2023-2024 year, standard 4 had the highest mean, 3.8. Standard 4 was the highest mean in 2022-2023 as well. The lowest mean was related to standard 5 (2.9). 100% of candidates met the goal of a minimum of 2 on each standard.



Table 6 Dispositional Scores for Initial Programs

Disposition Scores	Maintains appropriate confidentiality	Compliance with laws/regulations	Demonstrates compliance with policies/standards	Maintains professional appearance	Is prepared for class or appointments	Is punctual for class or appointments	Demonstrates academic integrity	Demonstrates high expectations for others	Demonstrates respect for the beliefs of others	Demonstrates effective collaboration skills	Demonstrates respect for cultural differences	Compassion for those experiencing difficulty	Demonstrates patience during the learning process	Demonstrates flexibility during the learning process	Demonstrates critical thinking in written or verbal form	Addresses issues of concern professionally	Responds positively to constructive criticism	Actively seeks out new information	Seeks help when needed	Demonstrates personal progress	Demonstrates reflective practice in written or verbal form	Percent Meeting Goal	
2023-2024 Disposition Means (n=116)	3.284	3.284	3.284	3.284	3.371	3.397	3.336	3.302	3.302	3.319	3.293	3.319	3.302	3.31	3.345	3.302	3.302	3.319	3.362	3.328	3.379	100%	
2022-2023 Disposition Means (n=92)	3.228	3.228	3.239	3.543	3.696	3.739	3.348	3.576	3.565	3.272	3.565	3.261	3.315	3.663	3.587	3.25	3.261	3.348	3.315	3.261	3.62	100%	
2021-2022 Disposition Means (n=55)	3.982	3.982	3.982	3.982	4.055	4.127	4.018	4.018	4	4	4	4	4	4.036	4	4	4	4	4	4.018	4.036	100%	

The EPP collected dispositional data for 21 categories aligned with the Model Code of Ethics for Educators (MCEE) and KTPS/InTASC standards on a scale of 1 to 5. Above are the means and standard deviations for each indicator (n=116) for all initial certification candidates.

In 2022-2023, the highest mean (3.37) was reported for *is punctual for class or appointments*. The lowest means (3.28) were reported for *maintains confidentiality*, *compliance with laws*, *compliance with policies*, and *professional appearance*. These scores were discussed in several advisory council meetings and participants concluded that perhaps these indicators are most difficult to observe, therefore raters defaulted to the score of 3.

All initial program data for 2023-2024 indicated that candidates were prepared and ready for licensure.



Advanced Program Data

Table 7 Advanced Program Master's Action Research Project (MARP) Scores for Teacher Leader Program

Year	n	TLMS 1A/CAEP RA1.1d	TLMS 1b/CAEP RA1.1d	TLMS 3a/CAEP RA1.1d	tims 4a/CAEP RA1.1c	tims 4b	tims 6b/CAEP RA1.1d	tims 6e	tims 7b	tims 2a/CAEP RA1.1a	tims 2c/CAEP RA1.1d	tims 2d/CAEP RA1.1c	TLMS 1d	TLMS 4f	TLMS 2b/CAEP RA1.1b	TLMS 3c/CAEP RA1.1d	TLMS 3h	TLMS 7a/RA1.1 d	Percent Meeting Goal
2023-2024	Mean	11	2.86	2.86	2.86	2.86	2.86	2.86	2.86	2.71	2.71	2.71	2.71	2.66	2.52	2.71	2.6	2.66	100%

Table 8 Advanced Program School Counselor MARP Scores

			KSPSCP 2.2.8A/C AEP RA1.1a	ASCA B- SMS M1, 2	KSPSCP 2.2.8b	CACREP 3a3,4	ASCA M5, 6, 7	KSPSCP 2.2.8 c,d,f,g,h (CAEP RA1.1 b,c,a)	CACREP 3g2, 3g8	ASCA B- LS-1, B- SMS-1, B- 225	KSPSC 2.2.8e, i/CAEP RA 1.1a,c	CACREP 3h3, 3h4, 3h6, 3h7	Percent Meeting Goal
Year		n											
2023- 2024	Mean	26	3.15	3.15	3.15	3.15	3.12	3.04	3.15	3.08	3.19	3.19	100%

For the Teacher Leader program and School Counseling program, candidates completed the Master's Action Research Project (MARP) which was aligned to MCEE standards. All candidates met the minimum score of 2 on each indicator. Scores are on a scale of 1 to 4.

Highest means for Teacher Leader (2.86) included TLMS 1a, b, 3a, 4a, 4b, 6b, 6e, and 7b. These corresponded with CAEP advanced standards as well. Lowest means for Teacher Leader included TLMS 2b and 3h.



Highest means for School Counselor (3.19) included KSPSC 2.2.8e and CACREP 3h3, 4, 6, and 7. The lowest mean for School Counselor was 3.04 for KSCPSCP 2.2.8c, d, f, g, h.

Table 9 Principal Program Budget Project Scores

		n	Background and foundation PSEL 1g, CAEP RA1.1c	Data Analysis PSEL 9a, CAEP RA1.1a	Rationales PSEL 2a, 9g, 10f, CAEP RA1.1a	Budget Proposal PSEL 3c, 9b, c, d, f, CAEP RA 1.1d,e	Presentation PSEL 9j, CAEP RA1.1e	Percent Meeting Goal
2023-2024	Mean	29	3.53	3.94	3.57	3.41	3.75	100%

Candidates in the Principal program completed a school budget project in which they completed a school budget, conducted research, and presented. All candidates must meet the minimum score of 2 on each indicator. Scores are on a scale of 1 to 4. This data showed that principal program candidates were well-prepared for their future role as a principal and all means near or exceed 3.5 on a scale of 4.

Table 10 PRAXIS Administrator Exam Scores

Year	Program	n	PRAXIS 6990 Passing 146	SD	% Passing
2023-2024	Principal	24	170.04	8.89	100%
2022-2023	Principal	18	173.06	9.71	100%

Not all principal candidates took the PRAXIS exam prior to graduation. But the candidates that took the exam had a 100% pass rate.



Table 11 Advanced Program Disposition Scores

Program		n	Maintains appropriate confidentiality	Demonstrates compliance w/ laws/regulations	Demonstrates compliance w/ policies/standards	Maintains professional appearance	Is prepared for class or appointments	Is punctual for class or appointments	Demonstrates academic integrity	Demonstrates high expectations for others	Demonstrates respect for the beliefs of others	Demonstrates effective collaboration skills	Demonstrates respect for cultural differences	Demonstrates compassion for those experiencing	Demonstrates patience during the learning	Demonstrates flexibility during the learning	Demonstrates critical thinking in written or verbal	Addreses issues of concern professionally	Responds positively to constructive criticism	Actively seeks out new information	Seeks help when needed	Demonstrates personal progress	Demonstrates reflective practice in written or verbal	Percent Meeting Goal
Teacher Leader	Mean	12	2.92	2.92	2.92	2.92	3.17	3.17	3.17	2.92	2.92	3.25	3.08	3.25	3.25	3.33	3.25	3.08	3.25	3.33	3.33	3.33	3.42	100%
School Counselor	Mean	27	3.1	3.1	3.1	3	3.1	3.1	3	3.1	2.9	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	100%

The EPP collected dispositional data for 21 categories aligned with the Model Code of Ethics for Educators (MCEE) and KTPS/InTASC standards on a scale of 1 to 5. Above were the means and standard deviations for each indicator for advanced program candidates in the Teacher Leader and School Counselor programs.

The Teacher Leader program mean (3.42) was highest for demonstrates reflective practice. There were several indicators with the lowest mean of 2.92.

The School Counselor program mean (3.1) was highest for several indicators. The lowest mean for school counselor (2.92) was for demonstrates respect for beliefs of others.

Table 12 Principal Program Disposition Scores

Year	Program	n	1. Leads Teaching and Learning (PSEL 4a-g)	2. Assesses the Instructional Program and Monitor's Student Performance (PSEL 4a-g)	3. Secures and Develops Staff (PSEL 2a-f, 6a-l, 7a-h)	4. Builds Culture and Community (PSEL 3a-h, 8a-j)	5. Creates Organizational Structures and Operations (PSEL 1a-g, 5a-f, 9a-l, 10a-j)	6. Leverages Community Systems and Resources (PSEL 8a-j)
2023-2024	Principal	Mean	31	4.77	4.77	4.77	4.77	4.77
2022-2023	Principal	Mean	47	4.19	4.16	4.16	4.16	4.16



The EPP collected dispositional data for six categories aligned with the Professional Standards for Educational Leaders (PSEL) standards on a scale of 1 to 5. Above were the means and standard deviations for each indicator. As each indicator mean was 4.77, candidates appear to be well-prepared.

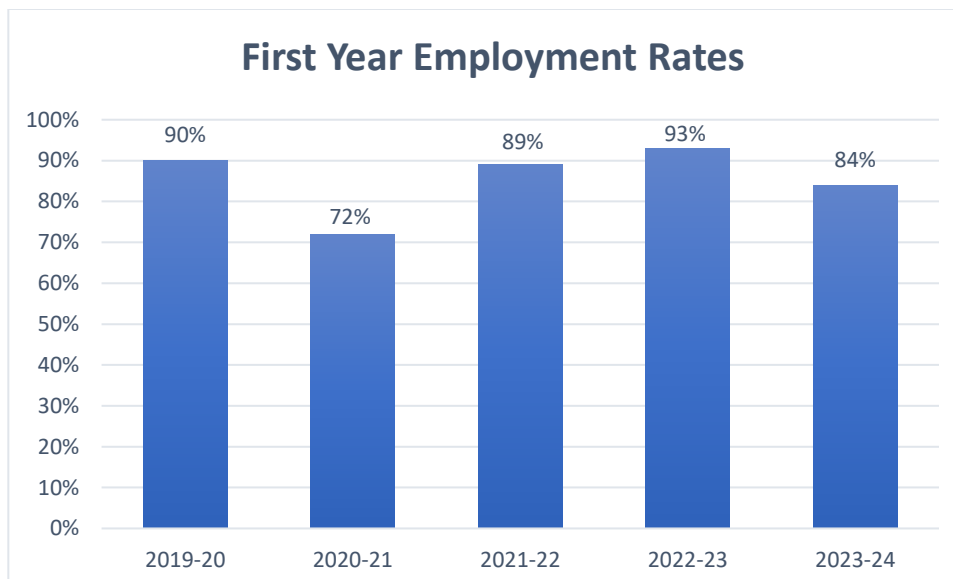
Overall, data collected and analyzed for 2023-2024 year indicated that advanced program candidates were well-prepared for their positions in schools.



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

Data provided may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.

Chart 4 First Year Employment Rates



The Campbellsville University School of Education employment threshold for initial program completers was 50%, with a goal of 70%, which was in line with the Kentucky average. Although some graduates may wish to pursue advance degrees or choose not to teach for personal reasons, the majority of recent graduates completed their initial certification and choose to enter the workforce immediately. According to data obtained from the Kentucky Educator Professional Standards Board and data relating to graduates who pursued teaching positions in states outside of Kentucky, 84% of the 2023-2024 graduates from the initial teaching certification programs were employed in a position for which they have been prepared.



It was more difficult to obtain an accurate count of advanced program completers utilizing their degree. Many candidates completed administrative or school counseling degrees without intending to use them immediately. But using the GACI report and internal investigations, an estimated 56% of advanced program candidates were hired in positions related to their degrees. This is above the 50% threshold established by the university.