



Campbellsville University School of Education Accountability Measures 2024-2025

Campbellsville University School of Education is fully accredited by CAEP. The next site visit will occur in September 2026.

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 inviting completers to the annual advisory council meetings.

The completer survey was sent to all completers one semester after graduation. The EPP had four responses, two P-5 candidates and two IECE candidates completed the survey. These were MAT and traditional undergraduate completers from online and face-to-face programs.

Candidates were asked: *To what extent did the EPP prepare you to:*

Table 1 Initial Program Completer Survey Results

| | Recognize all learners' strengths and interests when planning instruction. (InTASC/KTPS 1) | Foster an inclusive learning environment that integrates culturally relevant content. (InTASC/KTPS 2) | Create an environment that supports individual and collaborative learning. (InTASC/KTPS 3) | Understand the central concepts and structures of the discipline taught. (InTASC/KTPS 4) | Make connections between concepts and differing perspectives to engage learners. (InTASC/KTPS 5) | Use multiple methods of assessment to design instruction. (InTASC/KTPS 6) | Plan instruction that supports every student in meeting learning goals. (InTASC/KTPS 7) | Use a variety of instructional strategies to help learners understand the content. (InTASC/KTPS 8) | Model national and/or state technology standards to improve learning of all students. (InTASC/KTPS 8) | Evaluate the effectiveness of one's actions on others. (InTASC/KTPS 9) | Seek opportunities to collaborate with others to support student learning. (InTASC/KTPS 10/TLMS 1) |
|------|--|---|--|--|--|---|---|--|---|--|--|
| Mean | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 3.75 | 3.5 | 3.5 | 3.5 |



| | | | | | | | | | | |
|--|--|---|--|---|---------------------------|-------------------------------------|--|--|--|-----|
| Implement dispositions related to professional commitment and responsibilities. | Implement dispositions related to professional relationships. | Implement dispositions related to critical thinking and reflective practice. | Work effectively with students with disabilities. | Work effectively with limited English proficiency. | Differentiate instruction | Utilize technology in the classroom | Make a positive impact on your students. | Make a positive impact on the families of your students. | Utilize the Kentucky Academic Standards for instruction. | |
| Mean | 3.75 | 3.5 | 3.5 | 3.25 | 3.25 | 3.75 | 3.75 | 3.75 | 3.75 | 3.5 |

On a scale of 4, the four completers were confident in the level of preparation received with the lowest mean of 3.25 for their preparation to work effectively with students with disabilities and limited English proficiency. This data is confirmed by portfolio scores, which tend to be lower indicators. All other indicators were 3.5 or above, indicating that completers were satisfied with their preparation. Included in the survey were questions related to candidate dispositions and candidates scored these questions 3.5 and 3.75.

In the same survey, completers were asked:

Please share a reflection on your preparation for the job that you hold. Responses included:

It gave real life example

The School of Education prepared me well for my role as a kindergarten teacher. The courses I completed provided me with strong knowledge for understanding young students and the information I need to support their learning. The real-life experiences I had in the classroom helped me be prepared for my own classroom. The method classes also helped me tremendously understand what I would be teaching.



I feel well prepared for the job I hold through a combination of education and real-world experience. My training gave me a solid foundation, but hands-on experience is what truly helped me understand the day-to-day responsibilities. Along the way, I've learned how important flexibility, communication, and problem-solving are in this role. Each experience has helped me grow more confident and capable in my work.

I received many opportunities to enhance my ability to be the teacher I am today. My professors came in and watched me teach. They gave effective feedback.

This feedback demonstrates that completers were well prepared for their positions and one area particularly noted was the real-world experiences embedded in the program.

Next, completers were asked to share an example of a time when they made a positive impact on student learning. Responses included:

When they (students) meet their goals no matter how small.

One example of a positive impact I made on a student's learning was with a child who began the year unable to hold a pencil.

Through consistent support—using small-group instruction, whole-group modeling, and Tier 2 interventions—the student made significant growth. By focusing on fine-motor skills, proper grip, and guided practice, the student has grown tons!

At the beginning of the year, 12 students on Kentucky Reading Improvement Plans were reading well below grade level. By working in small groups four days a week for 30 minutes, focusing on fluency and comprehension, seven of those students are now reading on level. This experience showed me how consistent, targeted instruction can lead to real growth.

Every day, I make impact on students. In particular I had a student whose father passed away, and I was able to support the student and the child with putting them in the hands of a grief counselors, counselors, and lots of books to help the student cope with their emotions.

These responses demonstrate that completers are making a difference in the academic performance of their students and aiding students with Social Emotional Learning skills obtained in the EPP program.



When asked about the strengths of the program, completers responded as follows.

Small groups lead to more one on one

*Strengths in the program include the **method courses** and teaching us the material we would be teaching. Another strength would be the **classroom management course**. I can confidently say that Campbellsville University's education program has helped me become a very well prepared teacher and be the best that I can be.*

*The **professors** were the best they ensure we understood our assignments, answered questions and was always accessible.*

When asked to provide recommendations on how to make the program stronger, one response was provided.

*One thing that I wish I would have had more practices in is working with **ELL students that speaks very little English**.*



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.

Initial Programs

The EPP sends out an employer satisfaction survey twice per year to all identified principal and superintendents of initial and advanced completers six months after they graduate. Seven employers completed the survey for candidates at the initial level. Responses came from employers of completers one IECE, three P-5, two 5-9 and one 8-12. We also invite identified employers to advisory council meetings to analyze data and provide feedback and make programmatic recommendations.

On a scale of 4, the means for each InTASC standard and specific question were reported above. The questions asked employers: How satisfied are you that the EPP your employee to:

Table 2 Initial Program Employer Satisfaction Survey Results

| | | | | | | | | |
|------|--|---|--|--|--|---|---|---|
| | Recognize all learners' strengths and interests when planning instruction. (InTASC/KTPS 1) | Foster an inclusive learning environment that integrates culturally relevant content. (InTASC/KTPS 2) | Create an environment that supports individual and collaborative learning. (InTASC/KTPS 3) | Understand the central concepts and structures of the discipline taught. (InTASC/KTPS 4) | Make connections between concepts and differing perspectives to engage learners. (InTASC/KTPS 5) | Use multiple methods of assessment to design instruction. (InTASC/KTPS 6) | Plan instruction that supports every student in meeting learning goals. (InTASC/KTPS 7) | |
| Mean | 2.86 | 3.14 | 2.60 | 2.83 | 2.50 | 2.57 | 2.71 | |
| | Use a variety of instructional strategies to help learners understand the content. (InTASC/KTPS 8) | Model national and/or state technology standards to improve learning of all students. (InTASC/KTPS 8) | Evaluate the effect of one's actions on others. (InTASC/KTPS 9) | Seek opportunities to collaborate with others to support student learning. (InTASC/KTPS 10/TLMS 1) | Implement dispositions related to professional commitments and responsibilities. | Implement dispositions related to professional relationships. | Implement dispositions related to critical thinking and reflective practice. | Work effectively with students with disabilities. |
| Mean | 2.60 | 2.80 | 2.80 | 3.00 | 2.80 | 3.00 | 3.00 | 2.60 |



| | | | | | | | | |
|------|---|--|---------------------------|-------------------------------------|--|--|--|--|
| | Work effectively with students with disabilities. | Work effectively with students with limited English proficiency. | Differentiate instruction | Utilize technology in the classroom | Make a positive impact on your students. | Make a positive impact on the families of your students. | Utilize the Kentucky Academic Standards for instruction. | |
| Mean | 2.60 | 2.67 | 2.67 | 2.60 | 3.00 | 3.00 | 2.83 | |

Several indicators scored above 3 (which is considered accomplished). These include InTASC/KTPS standards 2 and 10. Other indicators above 3 were related to dispositions related to professional relationships and critical thinking and reflective practice. It is worth noting that completers scored 3 on make a positive impact on students and families of students.

Scores of two or higher show completers are developing. The remaining InTASC/KTPS scores had means between 2 and 3. The lowest score was 2.5, related to InTASC/KTPS standard 5. Trend data across previous years and across other assessments does not indicate that standard 5 is a typical low area for EPP candidates or completers. The EPP will continue to monitor data to determine if any action needs to occur.

When asked to share an example of a time when their employee made a positive impact on student learning, the following responses were provided:

*She **noticed** a student struggling and went to the special education teacher to get her take on things. After looking into things further, we found out that he had been in referral at his previous school and we had not been made aware. Our teacher noticed something was off with the student, though, so she got the ball rolling!*

*Our new teacher is fantastic, she is all around a good employee and has been **great to jump in with both feet** in the middle of the school help our ECE students and teachers!*

*Our staff member is outstanding at **making personal connections** and providing opportunities for **positive feedback** and recognition for students.*

***SEL** is a strength of the CU staff we have hired.*



When asked to share the strengths of the initial program, responses included:

*Time spent in **actual classrooms** with real teachers*

*Program addresses not only the academic importance of teaching but the **social/emotional** importance as well.*

*Commitment to **students' growth***

Finally, employers were asked for recommendations to make the program and stronger and they suggested the following:

*Please **align** your teaching reading and math programs to the **initiatives of the state and laws** (science of reading/LETRS training, Numeracy Counts training, Reads to Succeed Act and Numeracy Counts Act)*

***Continue to give students in-person / hands-on experience.** We need more teachers that understand the demands of the everyday classroom and how to manage a group of students.*

*Deeply engage in the **science of reading** so teachers are prepared and not surprised by the work asked for them.*

Based on this feedback and legislative updates, the EPP is working to redesign courses to align with these initiatives.

Overall, initial program completers and employers indicate satisfaction with the preparation received at the EPP. The EPP recognizes the importance of providing more training and opportunities related to preparing candidates to work with students with disabilities and ELL learners. Also, a more thorough integration of literacy and math mandates is a top priority of the EPP.

Advanced Programs

Beginning with 2024-2025 completers, the EPP created separate surveys for administrative programs, school counseling, and teacher leader/Master of School Improvement programs to align specifically with the relevant standards. The EPP sends out an employer satisfaction survey twice per year to all identified principal and superintendents of advanced completers six months after they graduate. We also invite identified employers to advisory council meetings to analyze data and provide feedback and make programmatic



recommendations. As of the date of this publication, no employers provided feedback on the administrator program survey. Two employers responded to the teacher leader/MASI survey and one employer responded to the school counseling survey.

Although no employers completed the administrator program survey, two superintendents that employ EPP completers participated in the advisory council. One stated that a strength of the program is the real-life application of the program key assessments. “Because I think it's such a holistic look at the totality of what that principal does. And it has led to so much change in our schools. So, you know, these folks are the educators in Garrett County, taking this principal cohort, for instance, one of my students in the last cohort had a budget proposal to change the whole entire master schedule at their school. And their project was so well executed, they met with their principal. The principal loved it. This individual presented it at site-based council, and this year, the whole entire school has a brand-new master schedule because of what this candidate did that was in this class from Campbellsville. So, there have been many of those stories about how it enacts change inside the schools because the project is so authentic and genuine.

Table 3: Employer Teacher Leader/MASI Survey Results

| To what extent did the EPP prepare your employee to recognize all learners' strengths and interests when planning instruction. (InTASC/KTPS 1) | To what extent did the EPP prepare your employee to foster an inclusive learning environment that integrates culturally relevant content. (InTASC/KTPS 2) | To what extent did the EPP prepare your employee to create an environment that supports individual and collaborative learning. (InTASC/KTPS 3) | To what extent did the EPP prepare your employee to understand the central concepts and structures of the discipline taught. (InTASC/KTPS 4) | To what extent did the EPP prepare your employee to make connections between concepts and differing perspectives to engage learners. (InTASC/KTPS 5) | To what extent did the EPP prepare your employee to use multiple methods of assessment to design instruction. (InTASC/KTPS 6) |
|--|---|--|--|--|---|
| Mean 2.5 | 3 | 3 | 2.5 | 2.5 | 3 |

| To what extent did the EPP prepare your | To what extent did the EPP prepare your | To what extent did the EPP prepare your | To what extent did the EPP prepare your | To what extent did the EPP prepare your |
|---|---|---|---|---|
|---|---|---|---|---|



| | | | | |
|---|--|---|---|--|
| employee to plan instruction that supports every student in meeting learning goals. (InTASC/KTPS 7) | employee to use a variety of instructional strategies to help learners understand the content. (InTASC/KTPS 8) | employee to model national and/or state technology standards to improve learning of all students. (InTASC/KTPS 8) | employee to evaluate the effect of one's actions on others. (InTASC/KTPS 9) | employee to seek opportunities to collaborate with others to support student learning. (InTASC/KTPS 10/TLMS 1) |
| 3 | 3 | 2.5 | 3 | 3 |

Of the 11 indicators, eight had means of 3. The other three indicators have a mean of 2.5. These results indicate that advanced completers are well-prepared for their advanced teaching roles. This statement is confirmed with the following employer responses:

Can you provide an example of how our completers had a positive impact on their students? Responses include:

*Our students are positively impacted by the **commitment to learning and improving student success by our teachers**. They plan and assess with the student needs and outcomes in mind.*

*It gave **new insight and knowledge** into the ever-evolving land of education.*

Please share are reflection on preparation for the job the employee holds. Responses include:

*Our current teachers are **committed to the PLC work** with some of them teaching across grade levels. They work **collaboratively** both within their grade level, department and teams to ensure student success and to plan intervention.*

The student now sees how the education field looks like and how it should function at an administrative level.

Please share the strengths of our program. Responses include:

*Your program **empowers our teachers** to pivot, be lifelong learners and continue to **take feedback and applying** in their instruction and classroom management plan.*

Up to date knowledge on educational theories and trends.



Please share any recommendations you may have. Responses include:

I would recommend continued opportunities to talk through classroom management and differentiating for students who exhibit extreme behaviors.

Loved this program.

The School Counselor program employer survey has questions aligned to CACREP standards and the one response included scores of three for all indicators. The response did not include any qualitative feedback.

Overall, although there is a low response rate, feedback indicates that the EPP is satisfactorily preparing advanced completers for the various roles they complete.

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.)

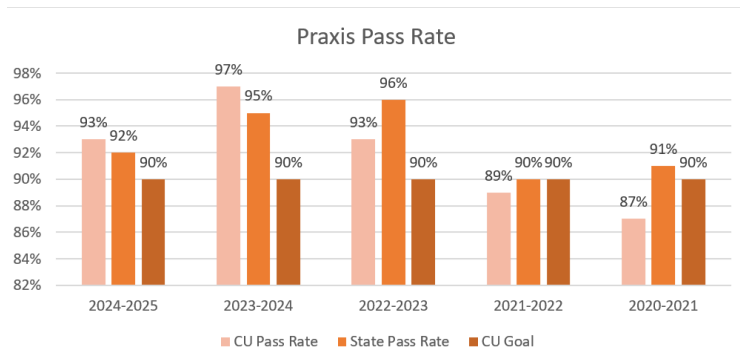
The EPP measures initial candidate competency at completion with PRAXIS exams, portfolio scores, and dispositional assessment scores. Included here is a summary and analysis of initial and advanced program data. For initial programs, data included PRAXIS assessment pass rates for traditional and alternative, 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 1 Overall PRAXIS Pass Rate for Initial Programs





The chart above illustrates the Praxis subject assessment and PLT pass rate for the last five years. CU consistently showed a pass rate above the threshold of 92% required by the Kentucky Educational Professional Standards Board, and has exceeded the university threshold of 90%. The 2023-24 pass rate of 92% also exceeded the School of Education’s goal of 90% for the 2024-25 school year. Note: contains both undergraduate and graduate initial certification students.

Table 4 PRAXIS Scores for Initial Programs with Over 10 Candidates

| PRAXIS Scores | | Test | Passing Score | Mean | SD | % passing (n) |
|---------------|------|---|---------------|------|----|---------------|
| 2024-2025 | 5002 | Elementary Education: Reading and Language Arts | 151 | 170 | 14 | 95% (38) |
| 2023-2024 | | | | 168 | 10 | 100% (34) |
| 2022-2023 | | | | 166 | 8 | 100% (20) |
| 2021-2022 | | | | 166 | 11 | 94% (18) |
| | | | | | | |
| | | | | | | |
| 2024-2025 | 5003 | Elementary Education: Mathematics | 148 | 173 | 17 | 92% (38) |
| 2023-2024 | | | | 173 | 16 | 100% (31) |
| 2022-2023 | | | | 176 | 14 | 100% (20) |
| 2021-2022 | | | | 170 | 15 | 94% (18) |
| | | | | | | |
| | | | | | | |
| 2024-2025 | 5004 | Elementary Education: Social Studies | 148 | 163 | 17 | 92% (37) |
| 2023-2024 | | | | 163 | 13 | 93% (30) |
| 2022-2023 | | | | 163 | 15 | 100% (20) |
| 2021-2022 | | | | 161 | 13 | 94% (18) |
| | | | | | | |
| | | | | | | |
| 2024-2025 | 5005 | Elementary Education: Science | 152 | 168 | 17 | 84% (38) |
| 2023-2024 | | | | 169 | 11 | 100% (30) |
| 2022-2023 | | | | 171 | 19 | 95% (20) |
| 2021-2022 | | | | 164 | 13 | 89% (18) |



| | | | | | | |
|-----------|------|--|-----|-----|----|-----------|
| 2024-2025 | 5086 | Social Studies | 148 | 167 | 14 | 100% (11) |
| 2024-2025 | 5622 | Principles of Learning and Teaching: Grades K-6 | 155 | 175 | 9 | 97% (37) |
| 2023-2024 | | | | 174 | 8 | 100% (34) |
| 2022-2023 | | | | 172 | 11 | 96% (27) |
| 2021-2022 | | | | 174 | 8 | 100% (22) |
| 2024-2025 | 5624 | Principles of Learning and Teaching: Grades 7-12 | 155 | 178 | 10 | 100% (29) |
| 2023-2024 | | | | 175 | 8 | 100% (28) |
| 2022-2023 | | | | 165 | 9 | 100% (9) |
| 2021-2022 | | | | 178 | 9 | 100% (15) |
| 2024-2025 | 5857 | Health and Physical Education | 155 | 169 | 13 | 92% (12) |
| 2023-2024 | | | | 170 | 11 | 100% (8) |
| 2024-2025 | 5023 | Interdisciplinary Early Childhood Education | 162 | 173 | 10 | 96% (26) |
| 2023-2024 | | | | 176 | 9 | 100% (38) |
| 2022-2023 | | | | 173 | 9 | 100% (42) |
| 2021-2022 | | | | 179 | 7 | 100% (31) |

Praxis subject assessment and PLT scores tend to be high. The EPP goal is that 90% of candidates have passing scores and all exams exceed this goal except elementary science, with 84% of candidates passing the exam. The EPP added science courses to the curriculum guide in 2022. The EPP needs to revisit science curriculum to see how we can further support candidates. When the data is disaggregated, the lowest scores are tied to fully online candidates and MAT candidates.



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 |
|---------------------|--------------------------|----------------------|----------------|---------------|----------------|----------------|----------------|----------------|----------------|-----------------|----------------------|
| 2024-2025 Portfolio | 3.15 | 3.09 | 3.39 | 3.12 | 3.08 | 3.09 | 3.4 | 3.14 | 3.15 | 3.3 | |
| Standard Deviation | 0.47 | 0.67 | 0.63 | 0.58 | 0.56 | 0.59 | 3.09 | 0.66 | 0.47 | 0.57 | |
| 2023-2024 Portfolio | 3.067 | 2.995 | 3.533 | 3.812 | 2.947 | 3.041 | 3.32 | 3 | 3.218 | 3.212 | 100% |
| Standard Deviation | 0.433 | 0.617 | 3.07 | 0.508 | 0.521 | 0.572 | 2.98 | 0.546 | 0.516 | 0.618 | |
| 2022-2023 Portfolio | 3.133 | 3.065 | 3.681 | 3.171 | 3.071 | 3.07 | 3.118 | 3.076 | 3.15 | 3.247 | 100% |
| Standard Deviation | 0.403 | 0.539 | 3.37 | 0.447 | 0.557 | 0.579 | 0.485 | 0.6 | 0.412 | 0.526 | |
| 2021-2022 Portfolio | 2.949 | 2.965 | 3.294 | 3.167 | 3.079 | 3.05 | 3.17 | 3.026 | 3.161 | 3.158 | 100% |
| Standard Deviation | 0.486 | 0.516 | 0.47 | 0.577 | 0.51 | 0.55 | 0.535 | 0.554 | 0.499 | 0.628 | |

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. The holistic mean and all standard means were above 3 in 2024-2025. This is the first time in three cycles of data for the mean to be above 3 for all standards. For the 2024-2025 year, the highest mean was standard 7 (3.4). The lowest mean was related to standard 5 (2.9). This was also the lowest mean in the previous cycle of data. 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 | 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 |
|-------------------------------------|---------------------------------------|---|---|-----------------------------------|---------------------------------------|---------------------------------------|---------------------------------|---|--|
| 2024-2025 Disposition Means (n=124) | 3.56 | 3.56 | 3.54 | 3.54 | 3.53 | 3.52 | 3.57 | 3.52 | 3.55 |
| Standard Deviation | 0.57 | 0.57 | 0.56 | 0.57 | 0.64 | 0.6 | 0.57 | 0.57 | 0.57 |
| 2023-2024 Disposition Means (n=116) | 3.284 | 3.284 | 3.284 | 3.284 | 3.371 | 3.397 | 3.336 | 3.302 | 3.302 |
| Standard Deviation | 0.453 | 0.453 | 0.453 | 0.472 | 0.52 | 0.509 | 0.51 | 0.479 | 0.461 |
| 2022-2023 Disposition Means (n=92) | 3.228 | 3.228 | 3.239 | 3.543 | 3.696 | 3.739 | 3.348 | 3.576 | 3.565 |
| Standard Deviation | 0.422 | 0.422 | 0.429 | 0.501 | 0.529 | 0.489 | 0.479 | 0.519 | 0.498 |
| 2021-2022 Disposition Means (n=55) | 3.982 | 3.982 | 3.982 | 3.982 | 4.055 | 4.127 | 4.018 | 4.018 | 4.00 |
| Standard Deviation | 0.871 | 0.871 | 0.871 | 0.871 | 0.826 | 0.771 | 0.85 | 0.85 | 0.861 |



| Demonstrates effective collaboration skills | 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 or verbal form |
|---|---|---|---|--|--|--|---|------------------------------------|------------------------|--------------------------------|--|
| 3.57 | 3.56 | 3.56 | 3.56 | 3.58 | 3.6 | 3.56 | 3.55 | 3.56 | 3.56 | 3.52 | 3.61 |
| 0.57 | 0.57 | 0.57 | 0.57 | 0.57 | 0.65 | 0.57 | 0.56 | 0.59 | 0.6 | 0.62 | 0.63 |
| 3.319 | 3.293 | 3.319 | 3.302 | 3.31 | 3.345 | 3.302 | 3.302 | 3.319 | 3.362 | 3.328 | 3.379 |
| 0.468 | 0.457 | 0.468 | 0.461 | 0.483 | 0.477 | 0.461 | 0.461 | 0.486 | 0.483 | 0.489 | 0.487 |
| 3.272 | 3.565 | 3.261 | 3.315 | 3.663 | 3.587 | 3.25 | 3.261 | 3.348 | 3.315 | 3.261 | 3.62 |
| 0.447 | 0.498 | 0.442 | 0.467 | 0.498 | 0.495 | 0.435 | 0.442 | 0.501 | 0.49 | 0.466 | 0.488 |
| 4.00 | 4.00 | 4.00 | 4.00 | 4.036 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.018 | 4.036 |
| 0.861 | 0.861 | 0.861 | 0.861 | 0.838 | 0.861 | 0.861 | 0.861 | 0.861 | 0.861 | 0.85 | 0.838 |

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=124) for all initial certification candidates.

In 2024-2025, all means fall above 3.5 and near 3.6. The lowest mean was 3.52 for punctuality and having high expectations for others.

All initial program data for 2024-2025 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/RA1.1d | Percent Meeting Goal | |
|-----------|------|---------------------|---------------------|---------------------|---------------------|---------|---------------------|---------|---------|---------------------|---------------------|---------------------|---------|---------|---------------------|---------------------|---------|----------------|----------------------|------|
| 2024-2025 | Mean | 44 SC 8 TL | 2.92 | 2.92 | 2.92 | 2.92 | 2.92 | 2.92 | 2.92 | 2.92 | 2.92 | 2.92 | 2.92 | 2.92 | 2.92 | 2.92 | 2.92 | 2.92 | 2.92 | 100% |
| | SD | | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | 0.67 | |
| 2023-2024 | Mean | 26 SC 11 TL | 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% | |
| | SD | | 0.58 | 0.58 | 0.58 | 0.58 | 0.58 | 0.58 | 0.58 | 0.59 | 0.59 | 0.59 | 0.52 | 0.31 | 0.36 | 0.65 | 0.43 | 0.43 | | |
| 2022-2023 | Mean | 48 SC 15 TL | 3.53 | 3.53 | 3.53 | 3.53 | 3.53 | 3.53 | 3.53 | 3.47 | 3.53 | 3.53 | 3.67 | 3.67 | 3.53 | 3.53 | 3.53 | 3.53 | 3.53 | 100% |
| | SD | | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.62 | 0.5 | 0.5 | 0.47 | 0.47 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | |

Table 8 Advanced Program School Counselor MARP Scores

| KSPSPC 2.2.8A/ CAEP RA1.1a | ASCA B-SMS M1, 2 | KSPSPC 2.2.8b | CACREP 3a3,4 | ASCA M5, 6, 7 | KSPSPC 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 | KSPSPC 2.2.8e, i/CAEP RA 1.1a,c | CACREP 3h3, 3h4, 3h6, 3h7 | Percent Meeting Goal |
|----------------------------|------------------|---------------|--------------|---------------|---|-----------------|-----------------------------|---------------------------------|---------------------------|----------------------|
| 3.18 | 3.18 | 3.16 | 3.2 | 3.2 | 3.11 | 3.27 | 3.23 | 3.27 | 3.32 | 100% |
| 0.44 | 0.49 | 0.47 | 0.55 | 0.5 | 0.32 | 0.45 | 0.42 | 0.49 | 0.51 | |
| 3.15 | 3.15 | 3.15 | 3.15 | 3.12 | 3.04 | 3.15 | 3.08 | 3.19 | 3.19 | 100% |
| 0.36 | 0.36 | 0.36 | 0.36 | 0.32 | 0.19 | 0.6 | 0.62 | 0.56 | 0.62 | |
| 4 | 4 | 3.96 | 3.96 | 3.96 | 3.67 | 3.67 | 3.67 | 3.94 | 3.94 | 100% |
| 0 | 0 | 0.2 | 0.29 | 0.29 | 0.63 | 0.63 | 0.63 | 0.24 | 0.24 | |

For the Teacher Leader program and School Counseling program, candidates completed the Master’s Action Research Project (MARP) which was aligned to MCEE and CAEP advanced standards. The MARP rubric is the same for both programs, however, the expectations are aligned to Teacher Leader Model Standards for TL and KSPSPC, ASCA, and CACREP standards for School Counselor candidates. All candidates met the minimum score of 2 on each indicator. Scores are on a scale of 1 to 4.

The mean for all indicators for the eight teacher leader candidates was 2.92. 100% of candidates met the minimum score.



The highest mean for the 44 School Counselor candidates was 3.32 aligned to CACREP 3h3, 3h4, 3h6, and 3h7. The lowest indicator was for KSPSCP 2.2.8 c,d,f,g,h. It is also aligned with CAEP RA standards. Overall, this key assessment data indicates that candidates do a good job of designing and implementing a study, collecting data, analyzing data, and drawing conclusions.

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 |
|-----------|------|----|--|------------------------------------|--|--|-----------------------------------|----------------------|
| 2024-2025 | Mean | 44 | 3.61 | 3.48 | 3.77 | 3.52 | 3.61 | 100% |
| | SD | | 0.65 | 0.89 | 0.56 | 0.81 | 0.8 | |
| 2023-2024 | Mean | 36 | 3.53 | 3.94 | 3.57 | 3.41 | 3.75 | 100% |
| | SD | | 0.6 | 0.23 | 0.64 | 0.65 | 0.64 | |
| 2022-2023 | Mean | 47 | 3.48 | 3.82 | 3.42 | 3.24 | 3.58 | 100% |
| | SD | | 0.7 | 0.46 | 0.65 | 0.74 | 0.65 | |

Candidates in the Principal program completed a school budget project in which they developed a school budget, conducted research, and presented the results to an audience. The rubric is aligned to PSEL and CAEP advanced standards. 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 44 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. 100% of candidates met the goal of a minimum of 2 on each indicator.

Table 10 PRAXIS Administrator Exam Scores

| Year | Program | n | PRAXIS 6990 Passing 146 | SD | % Passing |
|-----------|-----------|----|-------------------------|-------|-----------|
| 2024-2025 | DOSE | 6 | 176 | 3.7 | 100% |
| | Principal | 11 | 167.64 | 10.05 | 100% |
| 2023-2024 | DOSE | 5 | 169.33 | 8.03 | 100% |
| | Principal | 24 | 170.04 | 8.89 | 100% |
| 2022-2023 | DOSE | 5 | 168.4 | 7.33 | 100% |
| | Principal | 18 | 173.06 | 9.71 | 100% |



Not all principal candidates took the PRAXIS exam prior to graduation. But the 16 candidates that took the exam had a 100% pass rate with the mean score of 176 well above the passing score of 146.

Table 11 Advanced Program Disposition Scores

| Year | 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 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 | | |
|-------------------|------|---------------------------------------|---|--|-----------------------------------|---------------------------------------|---------------------------------------|---------------------------------|---|--|---|---|---|---|--|--|--|---|------------------------------------|------------------------|--------------------------------|--|----------------------|------|--|
| ESL | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2024-2025 | Mean | 6 | 3.83 | 3 | 3.17 | 3.17 | 4 | 3.67 | 4 | 3.33 | 3.33 | 3.33 | 4 | 3.33 | 3.33 | 3.33 | 4 | 3.33 | 3.33 | 3.67 | 4.17 | 3.33 | 4.17 | 100 | |
| | SD | | 0.37 | 0 | 0.37 | 0.37 | 0.58 | 0.75 | 0.58 | 0.75 | 0.75 | 0.75 | 0.58 | 0.75 | 0.75 | 0.75 | 0.58 | 0.75 | 0.75 | 0.47 | 0.37 | 0.75 | 0.37 | | |
| 2023-2024 | Mean | 5 | 3.4 | 3.2 | 3.2 | 3.2 | 4 | 3.4 | 3.4 | 3.4 | 3.4 | 3.2 | 3.2 | 3.2 | 3.4 | 3.4 | 3.4 | 3.4 | 3.4 | 4 | 3.4 | 4 | 4 | 100 | |
| | SD | | 0.8 | 0.4 | 0.4 | 0.4 | 0.83 | 0.8 | 0.8 | 0.8 | 0.8 | 0.4 | 0.4 | 0.4 | 0.8 | 0.8 | 0.8 | 0.8 | 0.8 | 0.8 | 0.83 | 0.8 | 0.83 | | |
| 2022-2023 | Mean | 4 | 4 | 3.67 | 3.67 | 3.67 | 4.33 | 4.33 | 4.33 | 4 | 4 | 4.33 | 4 | 3.33 | 3.67 | 4.33 | 4.33 | 3.67 | 4 | 4 | 4 | 4.33 | 4.33 | 100 | |
| | SD | | 0.82 | 0.47 | 0.47 | 0.47 | 0.94 | 0.94 | 0.94 | 0.82 | 0.82 | 0.94 | 0.82 | 0.47 | 0.47 | 0.94 | 0.94 | 0.47 | 0.82 | 0.82 | 0.82 | 0.94 | 0.94 | | |
| GTE | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2024-2025 | Mean | 13 | 3.08 | 3.15 | 3.15 | 3.08 | 3.38 | 3.15 | 3.08 | 3.08 | 3.08 | 3.08 | 3.08 | 3.08 | 3 | 3.31 | 3.08 | 3.08 | 3.08 | 3.08 | 3.15 | 3.08 | 3.48 | 100 | |
| | SD | | 0.27 | 0.53 | 0.53 | 0.27 | 0.49 | 0.36 | 0.27 | 0.27 | 0.27 | 0.27 | 0.27 | 0.27 | 0 | 0.46 | 0.27 | 0.27 | 0.27 | 0.27 | 0.36 | 0.27 | 0.5 | | |
| 2023-2024 | Mean | 5 | 4 | 4.29 | 4.29 | 4.57 | 4.29 | 4.43 | 4.29 | 4.29 | 4.43 | 4.14 | 4.29 | 4 | 4.29 | 4 | 4.29 | 4.14 | 4.43 | 4.43 | 4.29 | 4.29 | 4 | 100 | |
| | SD | | 0.93 | 0.88 | 0.88 | 0.73 | 0.88 | 0.73 | 0.88 | 0.88 | 0.88 | 0.73 | 0.83 | 0.88 | 0.76 | 0.88 | 0.76 | 0.88 | 0.83 | 0.73 | 0.88 | 0.88 | 0.76 | | |
| 2022-2023 | Mean | 12 | 3.22 | 3 | 3 | 3.22 | 3.22 | 3.22 | 3.22 | 3.22 | 3 | 3.44 | 3 | 3.11 | 3.11 | 3.56 | 3.78 | 3.11 | 3 | 3.33 | 3.33 | 3.56 | 3.56 | 100 | |
| | SD | | 0.42 | 0 | 0 | 0.42 | 0.42 | 0.42 | 0.42 | 0.42 | 0 | 0.83 | 0 | 0.31 | 0.31 | 0.83 | 0.79 | 0.31 | 0 | 0.47 | 0.47 | 0.83 | 0.83 | | |
| Teacher Leader | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2024-2025 | Mean | 17 | 3.18 | 3.24 | 3.24 | 3.18 | 3.35 | 3.29 | 3.24 | 3.18 | 3.24 | 3.29 | 3.18 | 3.24 | 3.24 | 3.24 | 3.35 | 3.24 | 3.29 | 3.29 | 3.29 | 3.35 | 3.47 | 100% | |
| | SD | | 0.82 | 0.91 | 0.91 | 0.82 | 0.9 | 0.87 | 0.85 | 0.82 | 0.85 | 0.87 | 0.82 | 0.85 | 0.85 | 0.85 | 0.9 | 0.85 | 0.87 | 0.87 | 0.87 | 0.9 | 0.99 | | |
| 2023-2024 | 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 | 3.33 | 3.25 | 3.08 | 3.25 | 3.33 | 3.33 | 3.33 | 3.33 | 3.42 | 100% | |
| | SD | | 0.99 | 0.99 | 0.99 | 0.99 | 1.14 | 1.14 | 1.14 | 0.99 | 0.99 | 0.96 | 0.86 | 0.96 | 0.96 | 1 | 0.96 | 0.86 | 0.96 | 1 | 1 | 1 | 1 | | |
| 2022-2023 | Mean | 15 | 3.14 | 3.14 | 3.14 | 3.14 | 3.07 | 3.21 | 3.14 | 3.14 | 3.14 | 3.14 | 3.14 | 3.14 | 3.14 | 3.14 | 3.14 | 3.14 | 3.14 | 3.21 | 3.21 | 3.21 | 3.14 | 100% | |
| | SD | | 0.68 | 0.68 | 0.68 | 0.68 | 0.75 | 0.7 | 0.68 | 0.68 | 0.68 | 0.68 | 0.68 | 0.68 | 0.68 | 0.68 | 0.68 | 0.68 | 0.5 | 0.7 | 0.7 | 0.7 | 0.68 | | |
| School Counseling | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2024-2025 Scho | Mean | 62 | 3.29 | 3.21 | 3.23 | 3.27 | 3.42 | 3.29 | 3.34 | 3.4 | 3.32 | 3.27 | 3.34 | 3.39 | 3.23 | 3.24 | 3.29 | 3.31 | 3.23 | 3.4 | 3.34 | 3.23 | 3.37 | 100% | |
| | SD | | 0.66 | 0.63 | 0.63 | 0.65 | 0.66 | 0.63 | 0.67 | 0.68 | 0.64 | 0.65 | 0.67 | 0.68 | 0.63 | 0.64 | 0.66 | 0.66 | 0.63 | 0.66 | 0.66 | 0.63 | 0.65 | 0.68 | |
| 2024-2025 SGC | Mean | 18 | 3.17 | 3.17 | 3.17 | 3.28 | 3.33 | 3.17 | 3.33 | 3.11 | 3.11 | 3.33 | 3.33 | 3.39 | 3.11 | 3.17 | 3.17 | 3.33 | 3.11 | 3.17 | 3.17 | 3.28 | 3.28 | 100% | |
| | SD | | 0.37 | 0.37 | 0.37 | 0.45 | 0.47 | 0.37 | 0.47 | 0.31 | 0.31 | 0.47 | 0.47 | 0.49 | 0.31 | 0.37 | 0.37 | 0.47 | 0.31 | 0.37 | 0.37 | 0.45 | 0.45 | | |

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 all advanced programs except administrative programs.

The Teacher Leader program (n=17) mean (3.35) was highest for prepared for class and appointments, demonstrates critical thinking, and demonstrates personal progress. The lowest mean (3.18) was for the following categories: maintains appropriate confidentiality, maintains professional appearance, and maintains high expectations for others.

The School Counselor program (n=62) mean (3.4) was highest for prepared for class and appointments. The lowest mean for school counselor (2.92) was for demonstrates compliance for rules and regulations.



Both of these programs have lowest lows for indicators that are difficult to measure in online courses.

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) | Percent Meeting Goal |
|-----------|---------------------------|------|----|--|---|---|---|--|--|----------------------|
| 2024-2025 | DOSE | Mean | 8 | 3.75 | 3.75 | 3.75 | 3.75 | 3.75 | 3.75 | 100% |
| | | SD | | 0.43 | 0.43 | 0.43 | 0.43 | 0.43 | 0.43 | |
| | Principal | Mean | 44 | 4.7 | 4.68 | 4.7 | 4.73 | 4.73 | 4.64 | 100% |
| | | SD | | 0.66 | 0.7 | 0.66 | 0.65 | 0.65 | 0.74 | |
| | Supervisor of Instruction | Mean | 5 | 3.8 | 3.6 | 3.8 | 3.6 | 3.8 | 3.4 | 100% |
| | | SD | | 0.4 | 0.49 | 0.4 | 0.49 | 0.4 | 0.49 | |
| | Superintendent | Mean | 4 | 4.5 | 4.5 | 4.5 | 4.75 | 4.75 | 4.25 | 100% |
| | | SD | | 0.87 | 0.87 | 0.87 | 0.43 | 0.43 | 0.43 | |
| | DPP | Mean | 4 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 100% |
| | | SD | | 0.87 | 0.87 | 0.87 | 0.87 | 0.87 | 0.87 | |
| 2023-2024 | DOSE | Mean | 7 | 3.57 | 3.43 | 3.57 | 3.29 | 3.43 | 3.43 | 100% |
| | | SD | | 0.49 | 0.73 | 0.49 | 0.7 | 0.49 | 0.49 | |
| | Principal | Mean | 31 | 4.77 | 4.77 | 4.77 | 4.77 | 4.77 | 4.77 | 100 |
| | | SD | | 0.42 | 0.42 | 0.42 | 0.42 | 0.42 | 0.42 | |
| | Supervisor of Instruction | Mean | 7 | 3.5 | 3.5 | 3.5 | 3.5 | 3 | 3 | 100 |
| | | SD | | 0.5 | 0.5 | 0.5 | 0.5 | 0 | 0 | |
| | Superintendent | Mean | 0 | | | | | | | 100 |
| | | SD | | | | | | | | |
| | DPP | Mean | 3 | 3.33 | 3 | 3.33 | 3.33 | 3.33 | 3.33 | 100 |
| | | SD | | 0.47 | 0 | 0.47 | 0.47 | 0.47 | 0.47 | |

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. Candidates in the principal program (n=44), had means above 4.5 for all indicators, indicating the candidates are well-prepared and conscientious as related to aspects of their future positions.

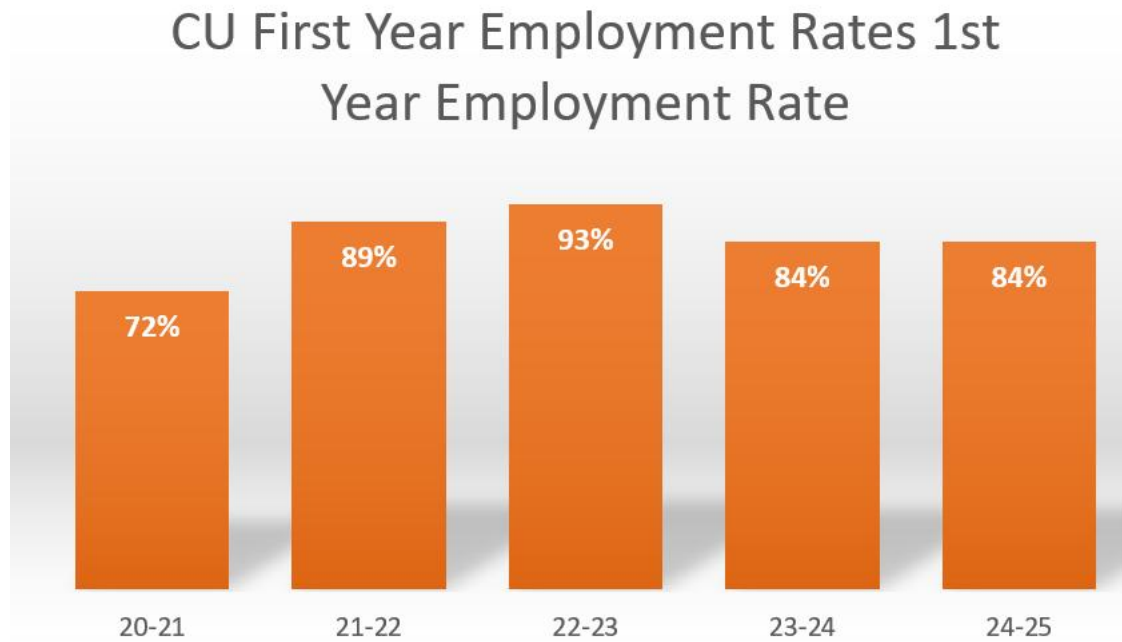
Overall, data collected and analyzed for 2024-2025 year indicated that advanced program candidates were well-prepared for their positions in schools.



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 2 First Year Employment Rates



The Campbellsville University SOE employment threshold for initial program completers is 50%, with a goal of 70%, which is in line with the Kentucky average. Although some graduates may wish to pursue advanced 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 2024-2025 graduates from our initial teaching certification programs are 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.