



Campbellsville University School of Education Accountability Measures 2022-2023

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)

4.2.

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

Table 1 Completer Effectiveness Survey

InTASC 1	InTASC 2	InTASC 3	InTASC 4	InTASC 5	InTASC 6	InTASC 7	InTASC 8	InTASC 9	InTASC 10	Disabilities	ELL	Differentiate	KAS	Achievement Gap	Impact Learning
3	3	3	3.5	2.5	2.5	2.5	2.5	3.5	3	3	1.5	3	2.5	2	3.5

In the survey, completers were asked, “How relevant and effective was the program to prepare you in...” Data indicates the EPPs’ strengths are related to preparing candidates to positively impact learning and preparing candidates for InTASC standards 4 and 9. On a scale of 1 to 4, the mean was 3.5 for each indicator. Preparing completers to work with English Language Learners (ELL) and closing the achievement gap are the lowest indicators in survey results.

When asked for strengths of the EPP, completers noted small classes and engaging classes as strengths. When asked to share examples of how they impacted student learning, one completer gave an example of taking a student from novice to proficient in an academic year on the STAR test. An early childhood completer provided an example of helping a nonverbal student progress to forming sentences by the end of the academic year.

In an interview, a completer stated that strengths of the EPP included “Instructors were available for assistance when needed. Small class sizes. The program taught me how to self-assess and to create professional growth goals. Feedback from the instructors- I still use in the classroom.” In the interview, this completer described her early childhood classroom in which most students were performing below average in the beginning of the academic year on Teaching Strategies Gold. At the spring assessment, most students were meeting goals. She noted that she used the initial data to create individualized plans for students.

In another interview, a completer discussed strengths of her dispositions and how they affect the students in her class. She rated preparation for all indicators of dispositions as very prepared. She noted the strengths of the program as “Preparing for content

knowledge, Kentucky Academic Standards, reading/writing practices”. She echoed survey results stating that preparing candidates to work with ELL students is an area of growth for the EPP.

Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2, R5.3, RA4.1)

Satisfaction of Employers

Data provided should be collected on employers' satisfaction with program completers.

In the principal survey sent out by the state of Kentucky, principals were asked, "Based on the performance of [completer name] in your school, what are the things the EPP did well to prepare them?"

Below are some of the responses. Each InTASC standard and dispositions are addressed in a positive way in the comments below.

"[] has outstanding relationships with students and parents and classroom management is a strength"

"building relationships with students and differentiation"

"Collaboration with other staff, lesson plan development, understanding of student development needs"

"Content, instructional practice, reflectiveness"

"Fostering inclusive learning and collaborating with others to support student learning"

"He maintains a high degree of professional participation and is dedicated to his PLC and school based committee. He excels in formulating and executing strategies"

"Her strength is her knowledge of ECE"

"In planning lessons and implementing instruction based on every student's learning needs"

"[] has the drive and dedication to make sure she is prepared for her classroom and students. She is flexible, able to pull from a variety of strategies, and seek help when needed"

"She came in knowing that she still had things to learn and was an open slate on any type of feedback that she received and worked on applying it. She wanted to learn"

“Planning for instruction, assessing student work, reflecting on teaching”

“[] has good understanding of preschool standards”

In a survey of advanced program completer employers, all employers rated our EPP as a 3 or 4 on a 4 point scale for the following question, “To what extent did the EPP prepare the candidate relative to each of the following KTPS/InTASC standards?” The data is below.

Table 2 Employer Satisfaction for Advanced Programs

	KTPS/InTASC									
	1	2	3	4	5	6	7	8	9	10
Mean	3	3.14	3.14	3.14	3	3	3.14	3.14	3.14	3
SD	0	0.38	0.38	0.38	0	0	0.38	0.38	0.38	0

This data indicates that employers are satisfied with our advanced program completers. On a scale of 1-4, the mean was at least three for each indicator. Comments include:

She is great. She sometimes struggles with the rigor required, but she is early career that is to be expected.

I am very pleased with the performance of the individual.

Smooth, efficient, helpful process for aspiring educators.

Stakeholder Involvement

Beginning in AY 2022-2023, the EPP has 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 provide feedback on key assessments. As a result of the advisory council meetings, the EPP will work in the upcoming academic year to improve the process for collecting, analyzing, and utilizing dispositional data in initial and advanced programs. Minutes for all advisory council meetings are available upon request.

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 provides feedback on assessment data and discusses trends among students and makes recommendations for improvement. Additionally, the EPP shares 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 meet with graduating candidates to teach a mini-lesson and sit for a mock interview. Administrators provide feedback regarding candidates performance at the event. At the end of the event, there is a job fair. Additionally, these local school administrators score 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 includes 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 is aligned to InTASC standards. The CAP 4 and 7 IECE portfolio is aligned to the Kentucky Teacher Standards.

Table 3 Title II Report Alternative Certification Route



		HEOA - Title II 2022 - 2023 Academic Year					
Institution Name	Campbellsville University						
Institution Code	1097						
State	Kentucky						
				<i>April 5, 2024</i>			
				Statewide			
Group	Number Taking Assessment¹	Number Passing Assessment²	Institutional Pass Rate	Number Taking Assessment¹	Number Passing Assessment²	Statewide Pass Rate	
All program completers, 2022-23	83	76	92%	863	812	94%	
All program completers, 2021-22	50	50	100%	723	710	98%	
All program completers, 2020-21	28	28	100%	518	513	99%	
<p>Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported.</p> <p>¹ Number of completers taking one or more assessments within their area of specialization.</p> <p>² Summary level "Number Taking Assessment" may differ from assessment level "Number Taking Assessment" because each student is counted once at the summary level but may be counted in multiple assessments at the assessment level.</p>							

Table 4 Title II Report Traditional Certification Route

		HEOA - Title II 2022 - 2023 Academic Year					
Institution Name		Campbellsville University					
Institution Code		1097					
State		Kentucky					
				<i>April 5, 2024</i>			
				Statewide			
Group	Number Taking Assessment¹	Number Passing Assessment²	Institutional Pass Rate	Number Taking Assessment¹	Number Passing Assessment²	Statewide Pass Rate	
All program completers, 2022-23	46	43	93%	1466	1386	95%	
All program completers, 2021-22	37	37	100%	1360	1326	98%	
All program completers, 2020-21	46	45	98%	1556	1525	98%	
<p>Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported.</p> <p>¹ Number of completers taking one or more assessments within their area of specialization.</p> <p>² Summary level "Number Taking Assessment" may differ from assessment level "Number Taking Assessment" because each student is counted once at the summary level but may be counted in multiple assessments at the assessment level.</p>							

According to the Title II Reports, candidates at the initial certification levels, both traditional and alternative, are successfully prepared for licensure. Alternative route candidates have a pass rate of 93% and traditional candidates have a pass rate of 92%. Data represents all program completers.

Table 5 Dispositional Assessment Candidate Mean

		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
Average	Overall	3.41	3.39	3.40	3.61	3.71	3.73	3.47
St Dev	Overall	0.52	0.52	0.52	0.52	0.55	0.53	0.53

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
3.62	3.61	3.43	3.62	3.42	3.46	3.69
0.53	0.52	0.53	0.52	0.53	0.53	0.51

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
3.63	3.41	3.42	3.49	3.46	3.41	3.65
0.52	0.52	0.53	0.55	0.55	0.54	0.53

The EPP collects 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=122) for all initial certification candidates.

Highest indicators include candidate is prepared for class or appointments and demonstrates flexibility in the learning process.

Table 6 CAP 4 and 7 Portfolio Mean Scores and Standard Deviation

		Holistic Portfolio Score	Standard I & II	1a	1b	Standard III	3a	3b	Standard IV	4a	4b	Standard V	5a	5b
Average	Overall	3.10	3.03	3.10	3.00	3.30	3.33	3.27	3.12	3.13	3.08	3.03	3.04	3.03
St Dev	Overall	0.40	0.55	0.64	0.62	0.50	0.55	0.55	0.44	0.48	0.59	0.52	0.53	0.63

Standard VI	6a	6b	6c	Standard VII	7a	7b	7c	Standard VIII	8a	8b	Standard IX	9a	9b	9c	Standard X	10a	10b	
	3.0	3.0	3.0		3.1	3.0	2.9		3.0	2.9		3.2	3.0	3.0		3.0	3.2	
	3.03	4	1	4	3.07	8	8	6	3.02	6	8	3.09	0	8	1	3.15	9	1
	0.6	0.6	0.6		0.5	0.5	0.5		0.5	0.5		0.4	0.4	0.4		0.6	0.5	
	0.56	1	3	1	0.46	5	0	6	0.56	8	9	0.36	6	2	7	0.56	2	6

Table 6 indicates that initial certification candidates are prepared based on the portfolio which is aligned to the InTASC standards on a scale from 1 to 3. All candidates met the minimum score (2). Standard 8 had the lowest mean of 3.02 and standard 10 had the highest mean of 3.15. We continue to seek ways to improve student opportunity to increase their knowledge and skills related to all InTASC indicators.

Table 7 IECE CAP 4 and 7 Portfolio Means and Standard Deviations

Holistic Score	GPR	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10
2.92	2.83	2.92	3.00	2.80	3.00	2.92	2.92	2.83	3.00	3.00	2.83
0.19	0.37	0.19	0.00	0.40	0.00	0.19	0.19	0.37	0.00	0.00	0.37

Table 7 indicates that initial certification candidates in IECE are prepared based on the portfolio which is aligned to the Kentucky Teacher Standards. All candidates met the minimum score (2). Standard 3 had the lowest mean. Several standards had the highest mean.

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

Candidates were successful in key assessments.

Chart 1 Principal Program School Budget Project Data

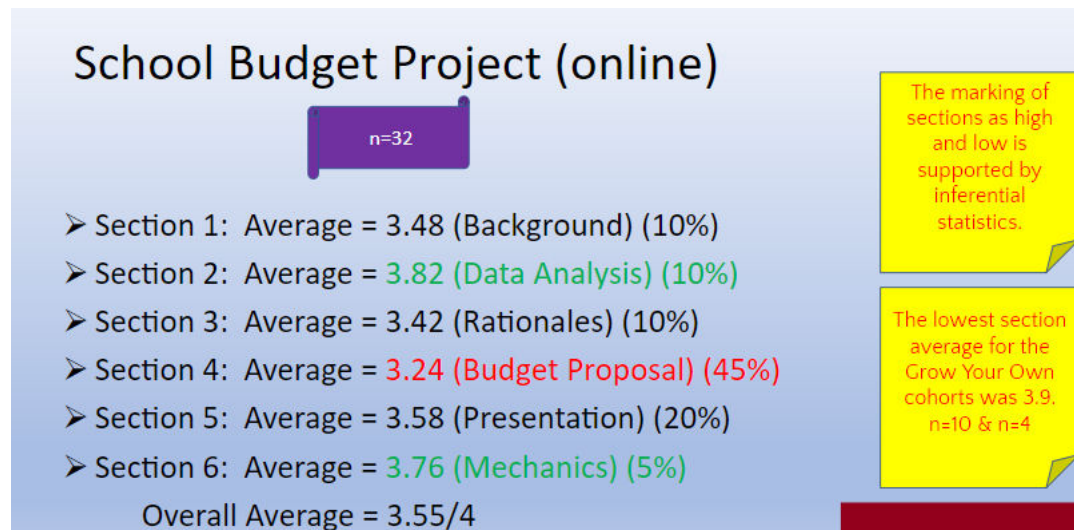


Chart one demonstrates that candidates in the principal program are doing well with the school budget project, a key assessment. The advisory council made recommendations in the previous academic year that caused the EPP to update the rubric and therefore, cause candidates to perform better.

Table 8 Master’s Action Research Project Mean Scores and Standard Deviation

TLMS 1A	TLMS 1B	TLMS 3A	TLMS 4A	TLMS 4B	TLMS 6B	TLMS 6E	TLMS 7B	TLMS 2A	TLMS 2C	TLMS 2D	TLMS 1D	TLMS 4F	TLMS 2B	TLMS 3C	TLMS 3H	TLMS 7A
3.53	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
0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.62	0.50	0.50	0.47	0.47	0.50	0.50	0.50	0.50

For the Teacher Leader program, candidates complete the Master’s Action Research Project (MARP) which is aligned to MCEE standards. All candidates met the minimum score of 2 on each indicator.

All candidates in all programs scored a minimum of 3 on all dispositional assessment indicators.

Table 9 PRAXIS Pass Rate for Advanced Programs

Program Leading to Certification	PRAXIS Pass Rate
ESL	100%
GTE	80%
Principal Program	96%

Several programs do not require PRAXIS assessments. In several programs, candidates choose not to take PRAXIS exams immediately.

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.

According to data provided by the Education Professional Standards Board, 93% of initial program completers are employed in a teaching position for which they were prepared.

Table 10 Graduate Success Rates

SCHOOL OF EDUCATION (includes all majors/minors)								
SCHOOL OF EDUCATION	Graduated	Responded to Survey (n)	Employed (in field)	Employed (not in field)	Employed & Graduate School	Graduate School Only	Not Employed or In School	Success Rate*
Undergraduate	60	30	29	0	5	0	1	97 %
Graduate	224	67	62	2	11	0	3	96 %
TOTALS	284	97	91	2	16	0	4	96 %

*Success Rates only account for those who responded to the survey. Success Rate is defined as the students who are employed or continuing studies.

According to data provided by the university for the 2021-2022 academic year, the success rate for undergraduates is 97% and the success rate for graduate students is 96%. This data runs one year behind due to the collection and analysis time frame.