

**CAEP Annual Reporting Measures
(AY 2024-2025)**

1. Completer Effectiveness and Impact on Student Learning (CAEP Standard 4.1)

Measure	Analysis of the Data	Evidence
Student Learning Outcome (SLO) Assessment	SCLead (State Teacher Evaluations) of six completers scored in 2024-2025 showed 100% received an overall evaluation rating of “Met” with one scoring “Exemplary,” three “Proficient,” One “Needs Improvement” on SLO ratings. One completer received “N/A” for the SLO rating.	SCLead ADEPT SCTS 4.0
Completer Survey Quantitative Data	<p>CIU-administered completer surveys demonstrated a 29.2% (N=24) response rate. Completer responses show 85.7% (n=7) implemented SLOs at their school. Of this group, 28.6% indicated 90% or more of the students achieved the SLO, 28.6% indicated 75% to 89% of the students achieved the SLO, 28.6% indicated 51% to 74% of the students achieved the SLO. One respondent (14.3%) did not implement SLOs at their school.</p> <p>For 2024-2025 reporting, (N=7) completers in the first three years of teaching received individual email communications as notes of encouragement and support. Respondents represented 57.1% in their first year of teaching, 28.6% in their second year of teaching, and 14.3% in their third year of teaching. Respondent demographics represented 71.4% Caucasian, 14.3% African American, and 14.3% Asian. All respondents were female.</p> <p>Of the sample group, 85.7% served in public schools and 14.3% in Christian schools. The sample group included respondents teaching in first through fifth with 71.4% teaching in South Carolina and 28.6% teaching in Florida.</p>	2024-2025 Completer Survey
Standardized Scores	Fall to spring growth in standardized assessment scores showed a 7.4% mean growth in math and a 10.1% mean growth in reading.	2024-2025 Completer Survey
Percentage Advancing to Next Grade	The seven completers taught 127 children, 99% of which moved up to the next grade level at the end of the year.	
Summary	Evidence indicates program completers demonstrated a positive impact on student learning during the 2024-2025 school year.	

2. Satisfaction of Employers (CAEP Standard 4.2)

Measure	Analysis of the Data	Evidence
Employer Satisfaction	The employer sample comprised administrators identified from both SCLead Portal data and individual tracking of completers. The list included 22 surveyed with a response rate of 77.3% or 17 administrators. This is an increase from 62.2% (N=13) in 2022-2023 and 72.2% (N=18) in 2024-2024. Of the employer	CIU MAT Employer Survey 2024-2025

respondents, 70.6% served in public schools, 11.8% in public charter schools, and 17.6% in Christian schools. Of the respondents, 76.5% were from South Carolina and 23.5% were from another state (Florida, North Carolina, Washington).

The survey included 18 prompts focusing on completer preparation and ability to demonstrate knowledge, skills, and professional expectations measured with Likert Scale levels of *Strongly Disagree (1), Disagree (2), Somewhat Agree (3), Agree (4), Strongly Agree (5), and Not Applicable*. Open-ended responses allowed employers to share thoughts and identify employment milestones/recognitions for the completer(s).

Employer responses in the table below reflect total mean scores, Christian school employer mean scores, and public school employer mean scores. Total mean scores ranged from 4.1 to 4.6 on the 18 elements.

Data results showed three areas with a mean score of 4.5 or higher.

- CIU program completers demonstrate the ability to adhere to professional guidelines (e.g., ethics, developmentally appropriate practice). (4.6)
- CIU program completers demonstrate the ability to collaborate with teachers, parents, and others for the benefit of student learning. (4.5)
- CIU program completers demonstrate the ability to use digital tools to encourage deep learning. (4.5)

Data results showed two areas with mean low scores of 4.1.

- CIU program completers demonstrate the ability to incorporate learner experiences, culture, and community resources to meet instructional needs. (4.1)
- CIU program completers demonstrate the ability to address individual/group student differences through appropriate grouping strategies. (4.1)

The open response prompt showed ten employer comments.

- “Our teacher from CU is exceptional! One of our best!”
- “Very well prepared and is now a teacher leader.”
- “_____ has been an amazing teacher to observe this year. The level of detail in her planning and implementation is unparalleled. I am fortunate to have her as part of the Mandarin Immersion program in our school.”
- “They are often quiet, reflective and open to learning. While they understand the pedagogy, they often need the support in applying it to daily professional experiences.”

- “We have really enjoyed working with Ms. _____. She's so willing to reflect and grow!”
- “Nothing besides she is very reflected in her practice as a teacher.”
- “Our candidate has really struggled to grasp the depth and rigor required by the standards, but she is coachable and learning.”
- “She's excellent!”
- “I would recommend helping students see how to biblically permeate naturally through all of their teaching. Teaching a Bible lesson is absolutely necessary, but we also want every lesson biblically permeated. I would also like to see teachers learn how to use read-a-louds with students from a 'paper' book rather than a YouTube video. Our desire is to move away from every lesson being on a screen, and it is important to know how to read aloud to students and ask them valuable questions amid the reading.”
- “Ms. ____ has been a wonderful family member of DCSM. In her short 2 years of teaching, she has grown in every area. She is even mentoring new teachers. Everything she does is in service of her students and we are proud to have her.”

When asked about employment milestones, commendations, or recognitions, six responses were provided.

- “Ms. _____ is committed to our profession and successfully collaborates with a variety of instructional leaders on our campus to help support her own continuing professional learning.”
- “Winner of the Savannah River Site (SRNS) grant of \$500”
- “SCFLTA WORLD LANGUAGE TEACHER OF PROMISE AWARD Nominated for First Year Teacher of the Year Award for _____ County School District _____.”
- “Our program completer is finishing her second year of teaching. She is on a departmentalized team where she is collaborating closely with teammates to learn how to apply all she learned in college. Following their recommendations closely, her student outcomes are above our district average, with 63% anticipated to meet or exceed expectations on state testing this spring.”
- “She historical has done very well on district benchmarks and state assessments. She enrolled back in school working on her EDD degree. She is always seeking new opportunities to learn and grow.”
- “Ms. ____ won our New Teacher of the Year Award for the 23-24 school year.”

A review of mean scores on the 18 survey elements over a three-year period (See Table 1) showed nine areas with scores of 4.5 or higher.

- CIU program completers positively impact student learning (4.5).
- CIU program completers demonstrate the ability to effectively implement a plan for a supportive learning environment and classroom management (4.5).
- CIU program completers demonstrate the ability to use digital tools to encourage deep learning (4.5).
- CIU program completers demonstrate the ability to make learners feel valued (4.5).
- CIU program completers demonstrate the ability to apply knowledge, skills, and dispositions to positively impact student learning (4.5).
- CIU program completers demonstrate the ability to implement technology effectively to support student learning (4.6).
- CIU program completers demonstrate the ability to collaborate with teachers, parents, and others for the benefit of student learning (4.6).
- CIU program completers demonstrate the ability to adhere to professional guidelines (e.g., ethics, developmentally appropriate practice) (4.6).
- CIU program completers demonstrate an understanding of professional expectations, including professional standards and relevant laws and policies (4.6).

Mean three-year scores of 4.3 or lower were noted in two areas.

- CIU program completers demonstrate the ability to address individual/group student differences through appropriate grouping strategies (4.2).
- CIU program completers demonstrate the ability to understand student cognitive, social, emotional, and physical development influences learning and how to make instructional decisions to build on student strengths and needs (4.3).

The overall data indicated employer satisfaction with program preparation to positively impact student learning. However, the two areas indicated a need for program growth to be addressed in the summer curriculum planning session.

Table 1: Comparing Employer Surveys 2022 to 2025

2022-2025 Employer Survey (N=42)		Total Mean 22-23	Total Mean 23-24	Total Mean 24-25	Three-Year Mean
CIU Program Completers...	Standards	N=12	N=13	N=17	N=42
positively impacts student learning.	CAEP 4.1	4.4	4.7	4.4	4.5
demonstrate an ability to measure student progress.	CAEP 1.2	4.3	4.5	4.4	4.4
demonstrate the ability to give all students access to college- and career-ready skills.	CAEP 1.4	4.5	4.5	4.3	4.4
demonstrate the ability to implement technology effectively to support student learning.	CAEP 1.5	4.7	4.6	4.4	4.6
demonstrate the ability to effectively implement a plan for a supportive learning environment and classroom management.	InTASC 3	4.6	4.6	4.3	4.5
demonstrate the ability to work with families to support child development and learning.	NAEYC D	4.5	4.5	4.3	4.4
demonstrate the ability to use digital tools to encourage deep learning.	ISTE 5c	4.6	4.5	4.5	4.5
demonstrate the ability to collaborate with teachers, parents, and others for the benefit of student learning.	ISTE 4b InTASC 1c	4.6	4.6	4.5	4.6
demonstrate the ability to understand student cognitive, social, emotional, and physical development influences learning and how to make instructional decisions to build on student strengths and needs.	InTASC 1d and 1e	4.3	4.4	4.2	4.3
demonstrate the ability to incorporate learner experiences, culture, and community resources to meet instructional needs.	InTASC 2c	4.4	4.5	4.1	4.4
demonstrate the ability to make learners feel valued.	InTASC 2n	4.5	4.6	4.4	4.5
demonstrate the ability to adhere to professional guidelines (e.g., ethics, developmentally appropriate practice).	NAEYC D SCEEPAS 3.2	4.5	4.7	4.6	4.6
demonstrate the ability to use South Carolina teaching standards to design, implement, and assess age-appropriate lessons and units.	SCEEPAS 2.1 InTASC 4	4.5	4.5	4.3	4.4
demonstrate the ability to apply knowledge, skills, and dispositions to positively impact student learning.	CAEP 2.3 and 4.2	4.8	4.5	4.4	4.5
demonstrate the ability to implement both formative and summative assessment strategies to evaluate student progress and adapt instruction accordingly.	CAEP 1.2 InTASC 1a ISTE 1c	4.4	4.5	4.4	4.4
demonstrate the ability to include strategies for making content accessible to English Language Learners.	InTASC 2e	4.4	4.6	4.2	4.4
demonstrate the ability to address individual/group student differences through appropriate grouping strategies.	CAEP 1.4	4.3	4.3	4.1	4.2
demonstrate an understanding of professional expectations, including professional standards and relevant laws and policies	CAEP 3.6	4.6	4.7	4.4	4.6
Overall Mean Score		4.5	4.6	4.3	4.5

3. Satisfaction of Completers (CAEP Standard 4.3)

Measure	Analysis of the Data	Evidence
Completer Satisfaction	<p>For 2024-2025, 21 program completers were contacted and seven completed the survey for a 33.3% response rate. Survey respondents represented 57.1% finishing the first year of teaching, 28.6% finishing year two, and 14.3% finishing year three. Of this group, 85.7% served in public schools and 14.3% served in Christian schools. Most respondents (71.4%) taught in South Carolina, 28.6% taught in Florida. Respondent ethnicity represented 71.4% Caucasian, 14.3% African American, and 14.3% Asian.</p> <p>Completer survey means scores included 18 prompts scored on a Likert Scale with levels of <i>Strongly Disagree (1)</i>, <i>Disagree (2)</i>, <i>Somewhat Agree (3)</i>, <i>Agree (4)</i>, <i>Strongly Agree (5)</i>, and <i>Not Applicable</i>. The survey included two open-ended questions to share experiences and identify employment milestones and/or recognitions for the completer(s). The survey included prompts related to ministry and professional information.</p> <p>Mean scores on the individual 18 prompts range from 4.0 to 5.0. When averaging responses to all the 18 prompts by individual respondents, data showed completers scores on program preparation effectiveness increased each year. Overall mean scores for year one completers were 4.4, year two completers 4.5, and year three completers 5.0.</p> <p>The strongest agreement came in completers' preparation related to professionalism, impacting student learning, and making the learner feel valued.</p> <ul style="list-style-type: none"> • <i>The CIU program prepared me to demonstrate the ability to adhere to professional guidelines (e.g., ethics, developmentally appropriate practice). (5.0)</i> • <i>The CIU program prepared me to positively impact student learning. (4.9)</i> • <i>The CIU MAT program prepared me to make learners feel valued. (4.9)</i> <p>The four lowest mean scores focused on English Language Learners, technology, and classroom management.</p> <ul style="list-style-type: none"> • <i>The CIU program prepared me to include strategies for making content accessible to English language learners. (4.0)</i> • <i>The CIU program prepared me to demonstrate the ability to implement technology effectively to support student learning. (4.1)</i> <p>[Note: An increase from 3.57 in 2023-2024.]</p>	Completer Survey 2024-2025

- *The CIU program prepared me to use digital tools to encourage deep learning. (4.1) [Note: An increase from 3.57 in 2023-2024.]*
- *The CIU program prepared me to effectively implement a plan for a supportive learning environment and classroom management. (4.1) [Note: An increase from 4.0 in 2023-2024.]*

Comparing Data – Of the 18 elements measured, 16 (88.9%) showed increases in scores and two (11.1%) showed decreases in scores from the previous year (See Table 2). The two highest increases from the previous year were as follows:

- *The CIU program prepared me to positively impact student learning (from 4.1 in 2024 to 4.9 in 2025).*
- *The CIU program prepared me to demonstrate an ability to measure student progress (from 4.0 in 2024 to 4.7 in 2025).*
- *The CIU program prepared me to demonstrate the ability to implement both informal and formal assessment strategies to evaluate student progress and adapt instruction accordingly (3.9 in 20204 to 4.6 in 2025).*

The two areas showing lower scores than the previous year were as follows:

- *The CIU program prepared me to demonstrate an understanding of professional expectations, including professional standards and relevant laws and policies (from 4.9 in 2024 to 4.6 in 2025).*
- *The CIU program prepared me to effectively implement a plan for a supportive learning environment and classroom management (from 4.5 in 2024 to 4.1 in 2025).*

As noted in the CAEP Annual Reporting Measures (AY 2023-2024) report, one first-year completer scored the program lower than the other six respondents, skewing the results with the smaller sampling size. The three-year mean scores in Table 2 reflect the impact with three areas showing a mean score of 3.9 out of 5.0. However, it is important to note three-year periods mean employer scoring of program effectiveness of these three areas stands in marked contrast.

- *The CIU program prepared me to demonstrate the ability to implement technology effectively to support student learning. (Completer 3.9 and Employer 4.6)*
- *The CIU program prepared me to use digital tools to encourage deep learning. (Completer 3.9 and Employer 4.5)*
- *The CIU program prepared me to demonstrate the ability to include strategies for making content accessible to English language learners. (Completer 3.9 and Employer 4.4)*

	<p>While the program changes implemented to address these areas at the end of 2023-2024 led to increased scores in 2024-2025 to 4.0 and 4.1, and even though employers score these areas much higher than completers, the program changes for these areas should continue to be monitored.</p> <p>Other open-ended prompt responses noted the following items as helpful or appreciated.</p> <ul style="list-style-type: none"> • “CIU's program prepares us so well for education as a whole that I feel like I am able to teach different styles of education - whether that is public school, classical, or in Africa - and apply what I learned in the MAT program in every setting.” • “Knowing the standards and learning how to break them down prepared me for working in a school. My school focuses a lot on breaking down standards, and we focused a lot on that during the MAT program. I was well prepared for breaking down standards.” <p>A summary view of completer feedback indicates completers were satisfied with their program preparation.</p>	
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Table 2: Comparing Completer Survey Results Over Three Years (2022-2025)

CIU Program Completers... Three Years The CIU prepared me to...	Standards	Total Mean 22-23 (N=11)	Total Mean 23-24 (N=7)	Total Mean 24-25 (N=7)	Change from Previous Year	Three- Year Mean 22-25
positively impact student learning.	CAEP 4.1	4.6	4.1	4.9	+.8	4.5
demonstrate an ability to measure student progress.	CAEP 1.2	4.3	4.0	4.7	+.7	4.3
demonstrate the ability to give all students access to college- and career-ready skills.	CAEP 1.4	4.3	3.8	4.4	+.6	4.2
demonstrate the ability to implement technology effectively to support student learning.	CAEP 1.5	4.1	3.6	4.1	+.5	3.9
demonstrate the ability to work with families to support child development and learning.	NAEYC D	4.4	4.0	4.4	+.4	4.3
demonstrate the ability to use digital tools to encourage deep learning.	ISTE 5c	4.1	3.6	4.1	+.5	3.9
demonstrate the ability to collaborate with teachers, parents, and others for the benefit of student learning.	ISTE 4b InTASC 1c	4.3	4.4	4.6	+.2	4.4
demonstrate the ability to understand student cognitive, linguistic, social, emotional, and physical development influences learning and how to make instructional decisions to build on student strengths and needs.	InTASC 1d and 1e	4.3	4.1	4.6	+.4	4.3
demonstrate the ability to incorporate learner experiences, culture, and community resources to meet instructional needs.	InTASC 2c	4.4	4.0	4.4	+.4	4.3
demonstrate the ability to make learners feel valued.	InTASC 2n	4.6	4.3	4.9	+.6	4.6
demonstrate the ability to adhere to professional guidelines (e.g., ethics, developmentally appropriate practice)	NAEYC D SCEEPAS 3.2	4.6	4.6	5.0	+.4	4.7
demonstrate the ability to use South Carolina teaching standards to design, implement, and assess age-appropriate lessons and units.	SCEEPAS 2.1 InTASC 4	4.5	4.1	4.7	+.6	4.4
demonstrate the ability to apply knowledge, skills, and dispositions to positively impact student learning.	CAEP 2.3 and 4.2	4.6	4.1	4.6	+.5	4.4

CIU Program Completers... Three Years The CIU prepared me to...	Standards	Total Mean 22-23 (N=11)	Total Mean 23-24 (N=7)	Total Mean 24-25 (N=7)	Change from Previous Year	Three- Year Mean 22-25
demonstrate the ability to implement both informal and formal assessment strategies to evaluate student progress and adapt instruction accordingly.	CAEP 1.2 InTASC 1a ISTE 1c	4.5	3.9	4.6	+ .7	4.3
demonstrate the ability to include strategies for making content accessible to English language learners.	InTASC 2e	4.0	3.6	4.0	+ .4	3.9
demonstrate the ability to address individual/group student differences through appropriate grouping strategies.	CAEP 1.4	4.3	3.7	4.3	+ .6	4.1
demonstrate an understanding of professional expectations, including professional standards and relevant laws and policies.	CAEP 3.6	4.5	4.9	4.6	- .3	4.7
effectively implement a plan for a supportive learning environment and classroom management.	InTASC 3	4.1	4.5	4.1	- .4	4.2

4. Ability of Completers to be Hired in Education Positions for Which They Have Prepared

Measure	Analysis of the Data	Evidence
Percentage of Completers Hired for Education Positions	The MAT program produced 6 completers entering the profession during the 2024-2025 school year. Of the six completers, 83% went into education-related fields with 4 (67%) entering public education and one (17%) entering Christian education.	Job Placements Spring 2024-2025 MAT Graduates