

**CAEP Annual Reporting Measures
(AY 2023-2024)**

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

Measure	Analysis of the Data	Evidence
Student Learning Outcome (SLO) Assessment	<p>SCLead data on three completers scored in 2023-2024 showed two received an overall evaluation rating of “Met” and one showed an overall rating of “Incomplete.” Of the three, one received a “Needs Improvement” SLO rating and the other two had no SLO rating reported.</p>	<p>SCLead ADEPT SCTS 4.0</p>
Completer Survey Quantitative Data	<p>Completer Survey data shows 42.9% (n=7) implemented SLOs at their school. Of this group, 100% scored “Proficient” in meeting their SLOs.</p> <p>For 2023-2024 reporting, (N=18) completers in the first three years of teaching received multiple individual email communications throughout the year in support. Of the 18 completers, 16.6% were African American, 5.6% were Asian, and 77.8% were Caucasian</p> <p>Survey data indicate a 38.9% (n=7) response rate on the completer survey. The sample group comprised of 100% females with completers serving in Christian (28.6%), public charter (14.3%), and public (57.1%) schools. The sample group included respondents teaching in kindergarten through sixth grade in four different states.</p>	<p>2023-2024 Completer Survey</p> <p>2023-2024 Completer Survey</p>
Standardized Scores	<p>Fall to Spring Growth in Standardized Assessment Scores – Completers reported math growth percentages ranging from 6.1% to 17.6% with a mean percentage growth of 10%. Completers reported reading growth percentages ranging from 2.1% to 12.6% with a mean percentage growth of 6.4% from fall to spring. It is worthwhile to note one completer taught an exceptionally low group as evidenced in fall MAP scores. Students in this completer’s class showed a 17.7% increase in math and a 12.6% increase in reading.</p>	
Percentage of Students Moving on to the Next Grade Level	<p>Percentage of Students Moving to the Next Grade Level – Of the students represented by the respondents, 98.2% (N=143) advanced to the next grade level.</p> <p>Evidence indicates program completers demonstrated a positive impact on student learning during the 2023-2024 school year.</p>	

2. Satisfaction of Employers (CAEP Standard 4.2)

Measure	Analysis of the Data	Evidence
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<p>Employer Satisfaction</p>	<p>The employer sample included school administrators identified from both SCLead Portal data and individual tracking of completers. The list included 18 surveyed (Select administrators hired more than one program completer) with a response rate of 72.2.2% (N=18). This is an increase from previous 62.2% (N=13) response rate. Of the employer respondents, 61.5% served in public schools, 7.7% in public charter schools, and 30.8% in Christian schools. Of the respondents, 61.5% were from South Carolina and 38.5% were from another state (Florida, North Carolina, Washington).</p> <p>The survey included 18 prompts focusing on completer preparation and ability to demonstrate knowledge, skills, and professional expectations measured with Likert Scale levels of <i>Strongly Disagree (1), Disagree (2), Somewhat Agree (3), Agree (4), Strongly Agree (5), and Not Applicable</i>. Open-ended responses allowed employers to share thoughts and identify employment milestones/recognitions for the completer(s).</p> <p>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 4.31 to 4.69 on the 18 elements. It is interesting to note when separating scores between public and Christian schools, public employer scores range from 4.44 to 4.78 and Christian school employer scores range from 4.0 to 4.75.</p> <p>Data results show three areas with a mean high score of 4.69.</p> <ul style="list-style-type: none"> • CIU program completers demonstrate the ability to apply knowledge, skills, and dispositions to positively impact student learning. • CIU program completer demonstrate the ability to adhere to professional guidelines (e.g., ethics, developmentally appropriate practice). • CIU program completers demonstrate an understanding of professional expectations, including professional standards and relevant laws and policies. <p>Data results show two areas with mean low scores of 4.31 and 4.38. It is interesting to note public school administrators score these areas higher than Christian school administrators.</p> <ul style="list-style-type: none"> • 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. (Christian - 4.38) (Public – 4.44) 	<p>CIU MAT Employer Survey 2023-2024</p>
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	<ul style="list-style-type: none"> • CIU program completers demonstrate the ability to address individual/group student differences through appropriate grouping strategies. (Chrisitan - 4.31) (Public – 4.44) <p>The open response prompt showed ten employer comments.</p> <ul style="list-style-type: none"> • “Wonderful teacher!” • “For this teacher to be a first-year teacher, she has exceeded all expectations. She takes feedback well and implements immediately to improve instruction for her students. She works well in collaboration with her peers and is always planned and prepared.” • “Exceptional teacher - we are blessed to have her at _____.” • “_____ is an awesome teacher at _____ who constantly focuses on academic achievement....” • “Having CIU graduates continues to be a pleasure. Graduates from your program continue to exhibit high levels of commitment to the field of education and the utmost professionalism.” • “The teacher is a joy to have in our school. If there were any suggestions I could give, it would be: 1) She struggles knowing how to manage small group instruction while planning for other students to be actively engaged in independent work. 2) The 'over use' or reliance on technology. We want the students collaborating, talking, critiquing one another, writing, thinking, helping others. It is very easy for teachers to just 'turn on a video'. 3)I would also love to see universities giving new teachers more intense instruction on practical classroom management. Thank you for all you are doing. She really is a joy to have here and very teachable.” • “_____ is an outstanding teacher!” • “_____ is a great asset to the _____ family. She consistently displays professionalism on a daily basis.” • “Excellent!” <p>A review of mean scores on the 18 survey elements over a three-year period showed growth in all elements. Data indicated 10 (55.6%) areas showed consistent incremental growth over a three-year period (See Table 1). Overall, the data indicates school administrators were satisfied with program preparation of the completers.</p>	
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Table 1: Comparing Employer Surveys 2021 to 2024

	Standards	Total Mean 21-22	Total Mean 22-23	Total Mean 23-24	Growth from 21-24
2021-2024 Employer Survey (N=35)		N=10	N=12	N=13	N=35
CIU Program Completers...					

	Standards	Total Mean 21-22	Total Mean 22-23	Total Mean 23-24	Growth from 21-24
2021-2024 Employer Survey (N=35)					
positively impacts student learning.	CAEP 4.1	4.20	4.42	4.69	0.49
demonstrate an ability to measure student progress.	CAEP 1.2	4.10	4.33	4.54	0.44
demonstrate the ability to give all students access to college- and career-ready skills.	CAEP 1.4 AFI	4.20	4.50	4.50	0.30
demonstrate the ability to implement technology effectively to support student learning.	CAEP 1.5	4.20	4.67	4.58	0.38
demonstrate the ability to effectively implement a plan for a supportive learning environment and classroom management.	InTASC 3	*	4.58	4.62	0.04
demonstrate the ability to work with families to support child development and learning.	NAEYC D	3.80	4.50	4.54	0.74
demonstrate the ability to use digital tools to encourage deep learning.	ISTE 5c	3.90	4.58	4.50	0.60
demonstrate the ability to collaborate with teachers, parents, and others for the benefit of student learning.	ISTE 4b InTASC 1c	4.20	4.58	4.62	0.42
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	4.30	4.33	4.38	0.08
demonstrate the ability to incorporate learner experiences, culture, and community resources to meet instructional needs.	InTASC 2c	4.30	4.42	4.54	0.24
demonstrate the ability to make learners feel valued.	InTASC 2n	4.50	4.50	4.62	0.12
demonstrate the ability to adhere to professional guidelines (e.g., ethics, developmentally appropriate practice).	NAEYC D SCEEPAS 3.2	4.50	4.50	4.69	0.19
demonstrate the ability to use South Carolina teaching standards to design, implement, and assess age-appropriate lessons and units.	SCEEPAS 2.1 InTASC 4	4.40	4.50	4.45	0.05
demonstrate the ability to apply knowledge, skills, and dispositions to positively impact student learning.	CAEP 2.3 and 4.2	4.40	4.75	4.54	0.14
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	4.00	4.42	4.54	0.54
demonstrate the ability to include strategies for making content accessible to English Language Learners.	InTASC 2e	3.90	4.44	4.62	0.72
demonstrate the ability to address individual/group student differences through appropriate grouping strategies.	CAEP 1.4 AFI	3.90	4.33	4.31	0.41
demonstrate an understanding of professional expectations, including professional standards and relevant laws and policies	CAEP 3.6	4.10	4.58	4.69	0.59
Overall Mean Score		4.17	4.50	4.55	0.38

3. Satisfaction of Completers (CAEP Standard 4.3)

Measure	Analysis of the Data	Evidence
Completer Satisfaction	A sampling of 18 completers included two (11.1%) in the third year of teaching, eight (44.4%) in the second year of teaching, and eight (44.4%) in the first year of teaching. Third year lower numbers reflect fewer completers entering teaching. Survey completion showed a 38.9% response rate. Completers received a follow-up email	Completer Survey 2022-2023

encouraging a higher response rate. Of the respondents (n=7), 57.1% served in public schools, 14.3% in public charter schools, and 28.6% in Christian schools. Respondents taught in South Carolina, Florida, North Carolina, and Washington. Of the seven respondents, 71.4% were in the first year of teaching and 28.6% were in the second year of teaching. No completers in year three of teaching responded at the time of this report.

Completer survey mean scores included 18 prompts scored on a Likert Scale with levels of *Strongly Disagree (1)*, *Disagree (2)*, *Somewhat Agree (3)*, *Agree (4)*, *Strongly Agree (5)*, and *Not Applicable*. 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.

One first-year completer teaching Kindergarten scored the program lower than any other with a mean overall score of 3.12. The lower scoring by this candidate, coupled with a low response rate, impacted overall mean scores for each element surveyed. To counter the possible impact of an outlier, Table 2 includes mean score results removing the outlier. However, it is interesting to note this completer made the following comments.

- “I believe that CIU prepared me by developing my professionalism and giving me encouragement throughout then/ and after the program. CIU did not shy away from letting us know this profession is difficult (especially the first dew[sic] years) but they gave us several tools to help the learning curve go smoother. I miss the professors dearly and a thankful for everything they taught me.”

The strongest agreement came in completers’ preparation related to professionalism, collaboration, and making the learner feel valued.

- *The CIU program prepared me to demonstrate the ability to adhere to professional guidelines (e.g., ethics, developmentally appropriate practice). (4.57)*
- *The CIU program prepared me to effectively implement a plan for a supportive learning environment and classroom management. (4.50)*

- *The CIU program prepared me to demonstrate the ability to collaborate with teachers, parents, and others for the benefit of student learning. (4.43)*

The three lowest mean scores focused on technology and addressing individual/group student differences.

- *The CIU program prepared me to demonstrate the ability to implement technology effectively to support student learning. (3.57)*
- *The CIU program prepared me to demonstrate the ability to use digital tools to encourage deep learning. (3.57)*
- *The CIU program prepared me to demonstrate the ability to address individual/group student differences through appropriate grouping strategies. (3.71)*

Comparing Data Over Three Years - Of the 18 elements measured, 16.7% showed growth from 2021-2024. Data indicated 77.8% showed consistent incremental growth in 2022-2023, then declining in 2023-2024 (See Table 4). The three highest scoring gains from 2021 to 2024 were as follows.

- *The CIU program prepared me to demonstrate an understanding of professional expectations, including professional standards and relevant laws and policies (4.20 to 4.29; 0.09 growth).*
- *The CIU program prepared me to demonstrate the ability to collaborate with teachers, parents, and others for the benefit of student learning (4.20 to 4.43; 0.23 growth).*
- *The CIU program prepared me to effectively implement a plan for a supportive learning environment and classroom management (4.10 to 4.50; 0.40 growth).*

Scores declining over three years were as follows.

- *The CIU program prepared me to demonstrate the ability to include strategies for making content accessible to English language learners (3.90 to 3.57; -0.33 loss). [Employer Surveys over three years show growth of 3.90 to 4.62; +0.72.]*
- *The CIU program prepared me to demonstrate the ability to give all students access to college- and career-ready skills (4.20 to 3.83; -0.37 loss). [Employer Surveys over three years show growth of 4.20 to 4.50; +0.30.]*

- *The CIU program prepared me to demonstrate the ability to implement technology effectively to support student learning (4.10 to 3.57; -0.53 loss). [Employer Surveys over three years show growth of 4.20 to 4.58; +0.38.]*

Given the small response rate, the high proportion of first-year completers responding, and the tendency for employers to score the program higher than completers in their first and second years of teaching, the need to make program changes based on the 2023-2024 survey data would be unwise. However, this data is not to be ignored but rather taken in context with the totality of employer surveys, student teacher exit data, and cooperating teacher data for the Teacher Education Program (TEP) committee to look for triangulation of data for growth needs.

Other open-ended prompt responses noted the following items as helpful or appreciated.

- “One piece of feedback I have gotten from my administration this year is that they would not know that I was a first year teacher. This is based heavily on the professionalism I was taught at CIU and the curriculum and experiences provided through the program.”
- “Although I think CIU MAT Program did a phenomenal job molding us into teachers and leaders of our classrooms, some things had to be learned through experience. We had a behavioral class where we walked through scenarios and it taught us practices to use, but until you encounter really bad behavior, you don't know what to do in the moment. Our school made us go through this program called LETRS and also I was trained in Orton Gillingham (OG Phonics) and I was very pleased to know that most of the things I was learning through these programs had already either been mentioned or explicitly taught through the CIU MAT Program.”
- “The CIU MAT program not only prepared me for the ins and outs of teaching but taught me how to do both the big things, and the small things, with excellence and thoroughness, keeping in mind the end goal of helping a child grow in his/her wonder of God's creation and both directly and indirectly pointing them towards Christ. Even though I am not teaching in a public school, I am able to directly apply so much of what I learned through the MAT courses (showing that it prepares graduates for teaching beyond just a public school setting!), and especially what I learned through the MAT professors (their teaching, words, and actions!), to my curriculum

	<p>and to my students. I could not be more thankful for this profession and those who trained me for it.”</p> <ul style="list-style-type: none"> • “I believe that CIU prepared me by developing my professionalism and giving me encouragement throughout then/ and after the program. CIU did not shy away from letting us know this profession is difficult (especially the first few years) but they gave us several tools to help the learning curve go smoother. I miss the professors dearly and am thankful for everything they taught me. (This comment came from the first year teacher who scored us lower than other completers.)” <p>A summary view of completer feedback indicates completers were satisfied with their program preparation.</p>	
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Table 2: 2023-2024 Completer Survey Results

2023-2024 CIU Program Completers... (N=7)	Standards	Total Mean	Christian Mean (n=5)	Public Mean (n=13)	Total Mean Removing Outlier
The CIU program prepared me to...					
positively impact student learning.	CAEP 4.1	4.14	4.50	4.00	4.33
demonstrate an ability to measure student progress.	CAEP 1.2	4.00	4.00	4.00	4.17
demonstrate the ability to give all students access to college- and career-ready skills.	CAEP 1.4	3.83	4.50	3.50	4.00
demonstrate the ability to implement technology effectively to support student learning.	CAEP 1.5	3.57	4.50	3.20	3.67
demonstrate the ability to work with families to support child development and learning.	NAEYC D	4.00	4.50	3.80	4.33
demonstrate the ability to use digital tools to encourage deep learning.	ISTE 5c	3.57	4.00	3.40	3.67
demonstrate the ability to collaborate with teachers, parents, and others for the benefit of student learning.	ISTE 4b InTASC 1c	4.43	4.50	4.40	4.50
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	4.14	5.00	3.80	4.33
demonstrate the ability to incorporate learner experiences, culture, and community resources to meet instructional needs.	InTASC 2k	4.00	5.00	3.60	4.17
demonstrate the ability to make learners feel valued.	InTASC 2n	4.29	4.50	4.20	4.50
demonstrate the ability to adhere to professional guidelines (e.g., ethics, developmentally appropriate practice)	NAEYC D SCEEPAS 3.2	4.57	4.50	4.60	4.67
demonstrate the ability to use South Carolina teaching standards to design, implement, and assess age-appropriate lessons and units.	SCEEPAS 2.1 InTASC 4	4.14	4.50	4.00	4.33
demonstrate the ability to apply knowledge, skills, and dispositions to positively impact student learning.	CAEP 2.3 and 4.2	4.14	4.50	4.00	4.33
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	3.86	4.50	3.60	4.00
demonstrate the ability to include strategies for making content accessible to English language learners.	InTASC 2e	3.57	4.50	3.20	3.67
demonstrate the ability to address individual/group student differences through appropriate grouping strategies.	CAEP 1.4 AFI	3.71	5.00	3.20	3.83
demonstrate an understanding of professional expectations, including professional standards and relevant laws and policies.	CAEP 3.6	4.29	4.50	4.20	4.33
effectively implement a plan for a supportive learning environment and classroom management.	InTASC 3	4.50*	5.00*	4.00*	4.50*
Overall Mean Scores for the Entire Survey		4.04	4.56	3.81	4.16

*This item somehow was not on the original survey but was reinstated and completers were notified the corrected version was available. Respondents were individually notified via email and asked to score the missing prompt. The score shown here represents two of the seven respondents who replied by the time of this report.

Table 3: Lowest Three Survey Items

Survey Element	Christian School Rating	Christian Employer Rating	Public School Rating	Public Employer Rating
<i>demonstrate the ability to implement technology effectively to support student learning.</i>	4.50	4.33	3.20	4.67
<i>demonstrate the ability to use digital tools to encourage deep learning.</i>	4.00	4.00	3.40	4.67
<i>demonstrate the ability to include strategies for making content accessible to English language learners.</i>	4.50	4.75	3.20	4.56

Table 4: Comparing Completer Survey Results Over Three Years (2021-2024)

CIU Program Completers... Three Years The CIU prepared me to...	Standards	Total Mean 21-22 (N=9)	Total Mean 22-23 (N=11)	Total Mean 23-24 (N=7)	Growth 21-24
positively impact student learning.	CAEP 4.1	4.20	4.55	4.14	-0.06
demonstrate an ability to measure student progress.	CAEP 1.2	4.20	4.27	4.00	-0.20
demonstrate the ability to give all students access to college- and career-ready skills.	CAEP 1.4	4.20	4.27	3.83	-0.37
demonstrate the ability to implement technology effectively to support student learning.	CAEP 1.5	4.10	4.09	3.57	-0.53
demonstrate the ability to work with families to support child development and learning.	NAEYC D	4.00	4.36	4.00	0.00
demonstrate the ability to use digital tools to encourage deep learning.	ISTE 5c	3.80	4.09	3.57	-0.23
demonstrate the ability to collaborate with teachers, parents, and others for the benefit of student learning.	ISTE 4b InTASC 1c	4.20	4.27	4.43	0.23
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	4.30	4.27	4.14	-0.16
demonstrate the ability to incorporate learner experiences, culture, and community resources to meet instructional needs.	InTASC 2c	4.30	4.36	4.00	-0.30
demonstrate the ability to make learners feel valued.	InTASC 2n	4.60	4.55	4.29	-0.31
demonstrate the ability to adhere to professional guidelines (e.g., ethics, developmentally appropriate practice)	NAEYC D SCEEPAS 3.2	4.60	4.64	4.57	-0.03
demonstrate the ability to use South Carolina teaching standards to design, implement, and assess age-appropriate lessons and units.	SCEEPAS 2.1 InTASC 4	4.40	4.45	4.14	-0.26
demonstrate the ability to apply knowledge, skills, and dispositions to positively impact student learning.	CAEP 2.3 and 4.2	4.40	4.55	4.14	-0.26
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	4.00	4.45	3.86	-0.14
demonstrate the ability to include strategies for making content accessible to English language learners.	InTASC 2e	3.90	4.00	3.57	-0.33
demonstrate the ability to address individual/group student differences through appropriate grouping strategies.	CAEP 1.4 AFI	3.90	4.27	3.71	-0.19
demonstrate an understanding of professional expectations, including professional standards and relevant laws and policies.	CAEP 3.6	4.20	4.45	4.29	0.09
effectively implement a plan for a supportive learning environment and classroom management.	InTASC 3	*	4.10	4.50	0.40

*This item was not in the survey in 2021 but was added in later iterations.

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	<p>The MAT program produced 9 completers entering the profession during the 2023-2024 school year. Of the completers, 100% went into education-related fields with eight (89%) entering public education and three (11%) entering Christian education.</p>	<p>Job Placements Spring 2023-2024 MAT Graduates</p>
Professional Milestones	<p>Employers reported the following professional milestones.</p> <ul style="list-style-type: none"> • “She is completing her third year and moving off of a provisional NC licensure into a full licensure.” • “She doesn't know this yet, but she has won New Teacher-of-the-Year!” • “She doesn't know it yet but she'll be receiving the C.S. Lewis Award for Excellence (only one awarded each year) in May.” • “Ms. _____ has had a great first year. She has been open to learning and committed to improving her teaching practices.” • “_____ is in her second year of teaching at _____. She had the best first year of teaching I have ever seen for a first year teacher. She is incredibly gifted.” <p>Completers reported the following professional milestones.</p> <ul style="list-style-type: none"> • “I was nominated for new teacher of the year award at my school (the awards have not been given out yet).” • “I was recognized in a staff meeting for having the highest improvement rate in math from BOY to EOY using the data tool iReady! I was also given my LETRS certification at the end of this year for completing the two-year training in the program.” • “C.S. Lewis Award for Academic Pursuit.” • “Teacher of the Month.” 	<p>Completer Survey 2023-2024</p>