2025 Annual Accreditation Report – CAEP Accountability Measures

Measure 3: Candidate Competency at Program Completion

The EPP uses multiple data sources to determine the readiness of candidates for the teaching profession. These include questionnaires on teaching attitudes, observations of teaching during practicum, qualitative feedback, and competency exam results. Data is collected at various stages, allowing the EPP to assess whether the candidates are prepared for the profession. For example, before practicum, candidates must maintain a minimum GPA of 2.00 and pass a competency exam assessing theoretical knowledge.   During student teaching or internship, practical pedagogical knowledge is assessed.

Additionally, the EPP assesses candidates' professional attitudes, values and beliefs, and behaviors through disposition assessment at completion. This data is completed by follow-up qualitative interviews to ensure no insights are missed by relying on a single data source. These interviews provide deeper understanding of candidates' learning experiences and areas of improvement. As key stakeholder, candidates' feedback is crucial for enhancing teaching development. When there are discrepancies between the quantitative and qualitative data, discussions are held (for example, by the Teacher Education Committee (TEC)) to integrate feedback and improve practices.

3.1 Competency Exam

Candidates with the required GPA can take the competency exam. Before the exam, they attend workshops to learn about its purpose, rules, and format. The pass mark is 60 out of 100, indicating sufficient knowledge in their programs. Candidates who do not pass have three chances to retake the exam, with additional workshops provided after each attempt.

In Fall 2023, 49 candidates were eligible to take the competency exam, and in Spring 2024, 56 candidates were eligible. During the Fall 2023-Spring 2024 period, 94% of the total candidates passed the competency exam on their first attempt (see Table 3.1), with average scores of 72.40 and 75.14, respectively.

Table 3. 1

Passing rate in the competency exam for ECE, SPED, and HPE during Fall2021 and Spring2022

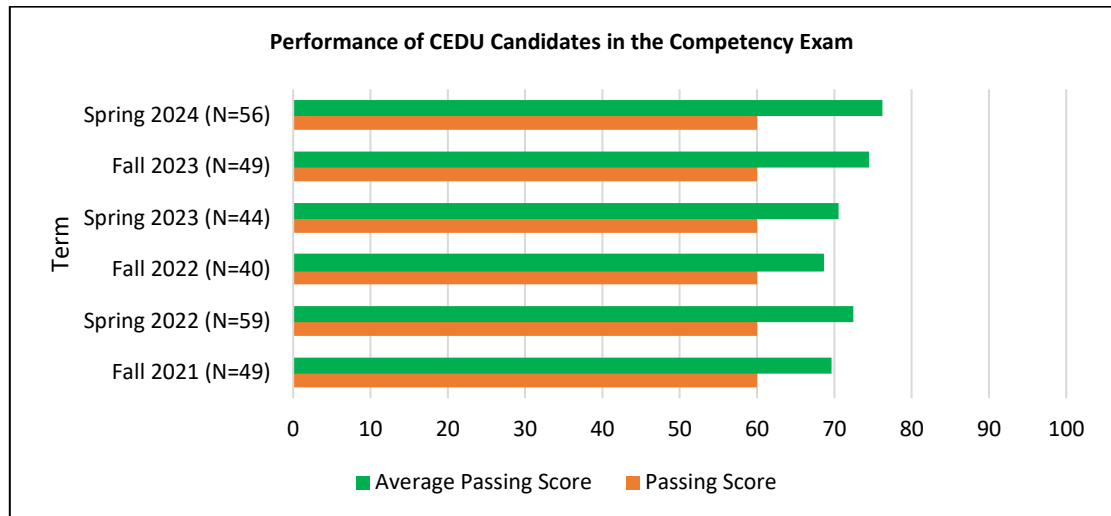| Program	Fall 2023 Exams conducted				Spring 2024 Exams conducted			
	1st		2nd		1st		2nd	
	Number of Candidates Passed	Pass Rate	Number of Candidates Passed	Pass Rate	Number of Candidates Passed	Pass Rate	Number of Candidates Passed	Pass Rate
ECE	28	93.33%	2	100.00%	29	96.67%	1	100.00%
SPED	12	92.31%	1	100.00%	17	100.00%	2	100.00%
HPE	6	100.00%	-	-	7	100.00%	-	-

Figure 3. 1 *Performance of candidates in the competency exam*

Early Childhood Education

During Fall 2023, all candidates attained the required GPA to sit for the competency exam. All but two candidates in the ECE program (N = 30) passed the Competency Exam on the first attempt resulting in a pass rate of approximately 93.3% with an average point of 74.64. Two candidates passed on the second attempt with an average point of 66. In Spring 2024, all candidates met the GPA requirement to take the competency exam. The results were promising: nearly all candidates in the Early Childhood Education (ECE) program (N = 30) passed the exam on their first try, resulting in a pass rate of approximately 96.7%, and achieving an average score of 77.17. The candidates who did not pass initially succeeded on their second attempt, with an average score of 68.

The performance in the competency exam over the last three academic years indicates a high success rate for first-time passers with average points consistently above 70.00.
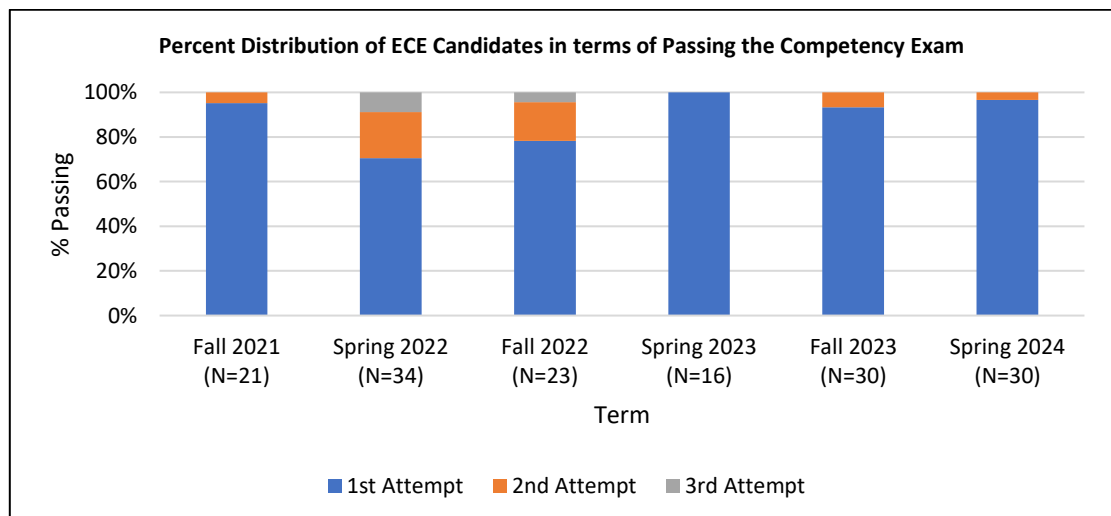

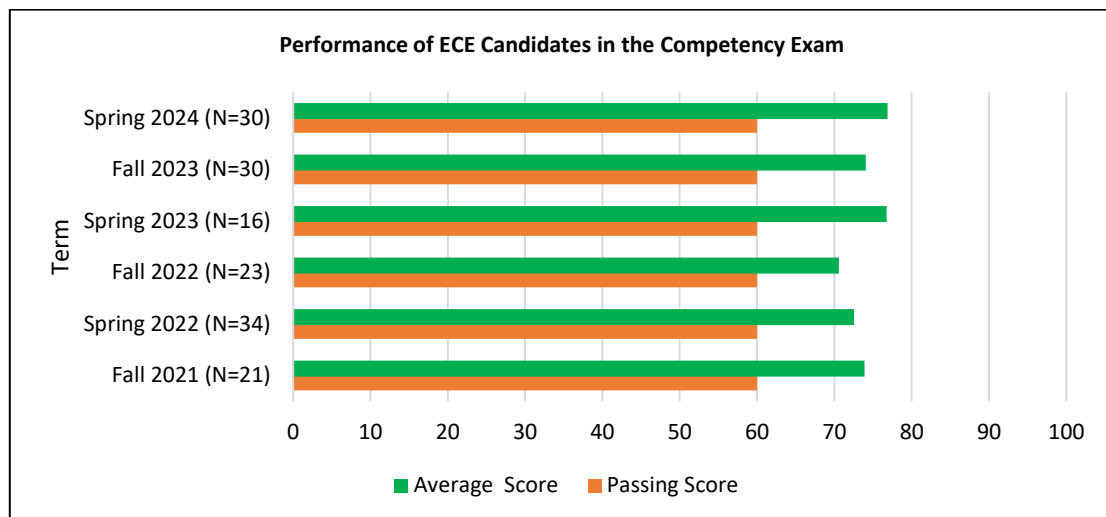**Figure 3. 2** *The passing rate of ECE candidates in the competency exam*

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Performance of ECE Candidates in the Competency Exam

Figure 3. 3 *Performance of ECE candidates in the competency exam*

Special Education

In Fall 2023, all but one candidates in the SPED program (N = 13) passed the Competency Exam, resulting in a pass rate of approximately 92.3% and with an average point of 75.00. One candidates passed on the second attempt with a point of 78. In Spring 2024, all candidates in the Special Education (SPED) program (N = 19) but two candidates passed on their first attempt, resulting in a pass rate of approximately 89.5% with an average score of 76.59.

Acrooss the three academic years, the data indicates a high success rate for first-time passers , with average points improving significantly from Spring 2023 to Spring 2024. This suggests that candidates are increasingly well-prepared for the competency exam.
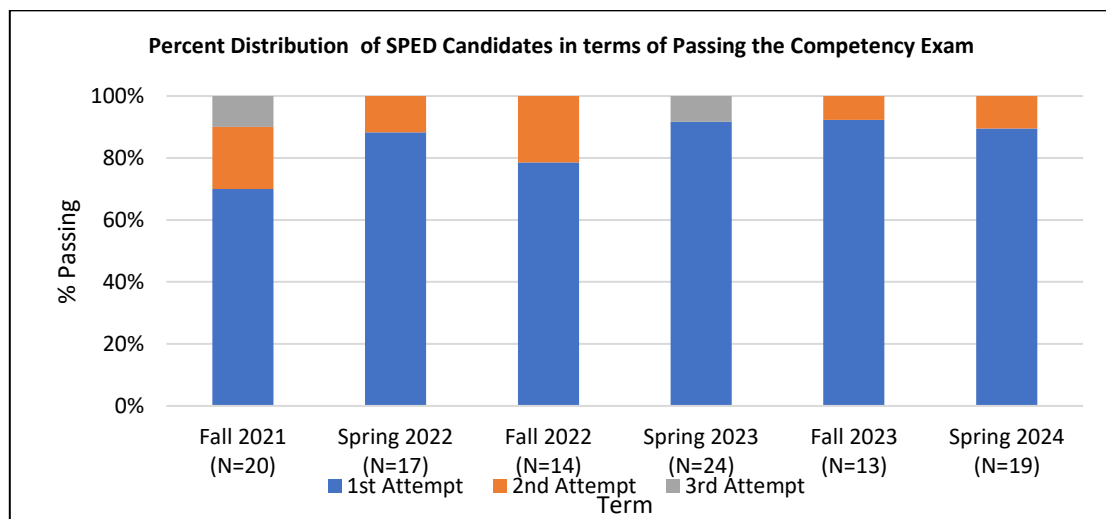

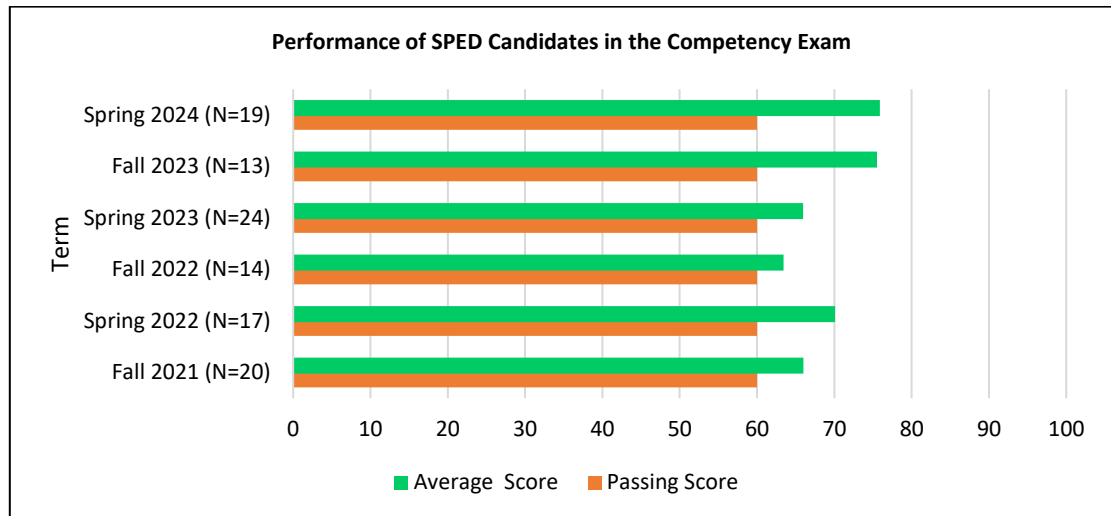**Figure 3. 4** *Passing rate of SPED candidates in the competency exam*

Performance of SPED Candidates in the Competency Exam

Term	
Spring 2024 (N=19)	
Fall 2023 (N=13)	
Spring 2023 (N=24)	
Fall 2022 (N=14)	
Spring 2022 (N=17)	
Fall 2021 (N=20)	

0   10   20   30   40   50   60   70   80   90   100

■ Average Score   ■ Passing Score

Figure 3. 5 *Performance of SPED candidates in the competency exam*

Health and Physical Education

In Fall 2023 and Spring 2024, all candidates passed the competency exam on their first attempt, resulting in a 100% pass rate, with an average points of 74.33 and 74.29 respectively and are above the minimum points of 60 out of 100 required to pass. Comparing with previous terms, the data shows a high success rate for first-time passers, with perfect pass rates in Fall 2023 and Spring 2024. This performance indicates that the HPE program successfully provided the necessary knowledge and skills to the HPE candidates to pass the competency exam. To adequately prepare HPE candidates for the competency examination, a workshop is always held every term before they take the exam.
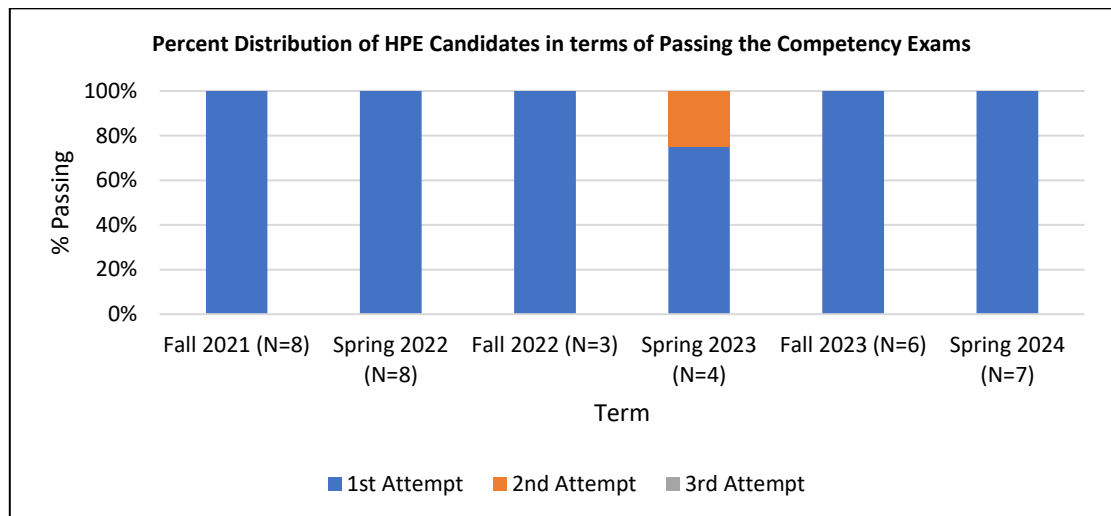
Percent Distribution of HPE Candidates in terms of Passing the Competency Exams

Term	% Passing
Fall 2021 (N=8)	100%
Spring 2022 (N=8)	100%
Fall 2022 (N=3)	100%
Spring 2023 (N=4)	75% / 25%
Fall 2023 (N=6)	100%
Spring 2024 (N=7)	100%

■ 1st Attempt   ■ 2nd Attempt   ■ 3rd Attempt

Figure 3. 6 *Passing rate of HPE candidates in the competency exam*
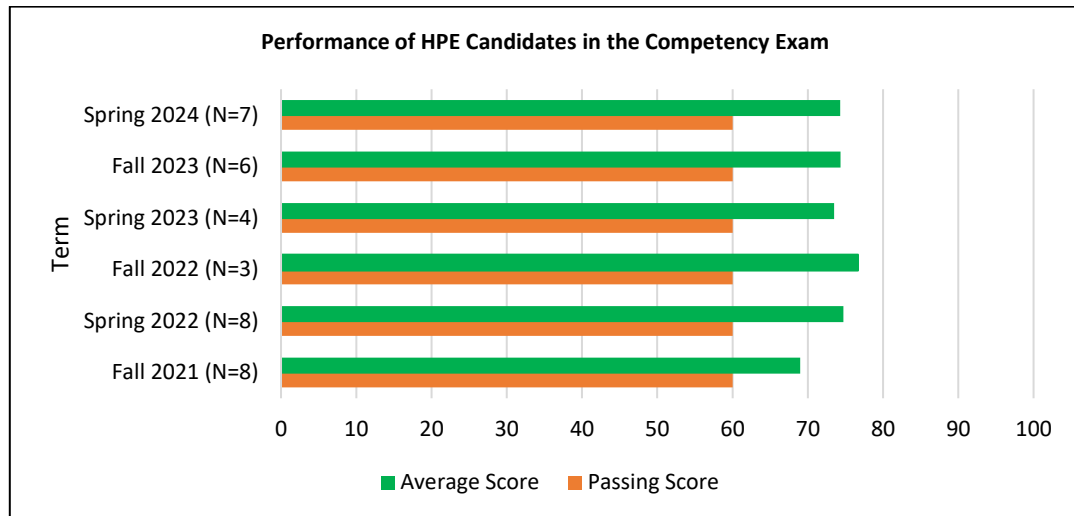
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Figure 3. 7 *Performance of HPE candidates in the competency exam*

3.2 Student Teaching Evaluation

Student Teaching serves as a significant indicator of our teacher candidates' understanding of the central concepts in their content area and their ability to apply this knowledge to create equitable and inclusive learning experiences for diverse P-12 students. Assessment of Student Teaching includes four components - Planning and Preparation (30%), Classroom Environment (25%), Instruction (25%), and Professional Responsibilities (20%). From Fall 2022, SPED adopts new components – Profession (25%), Curriculum (25%), Instruction (35%), and Community (15%). The pass mark for the student teaching is 70%. In all three programs, the candidates achieved a score of at least 83% during Fall 2023 and Spring 2024. Across three academic years, between Fall 2021 and Spring 2024, candidate average grades ranged from 88% to 97%.

Early Childhood Education

The overall average grade for student teaching in Spring 2024 was 92.34% (N = 29) down from 96.78% (N = 18) in Fall 2023, the lowest since Fall 2021. Across three academic years, most cohorts had average grades of at least 90% across the four components, with Spring 2023 achieving the highest grade of 97.40% (N=25). Despite ECE candidates consistently exceeding the CEDU standard of 70%, figure 3.8 shows variability in mean average grades since Fall 2021.
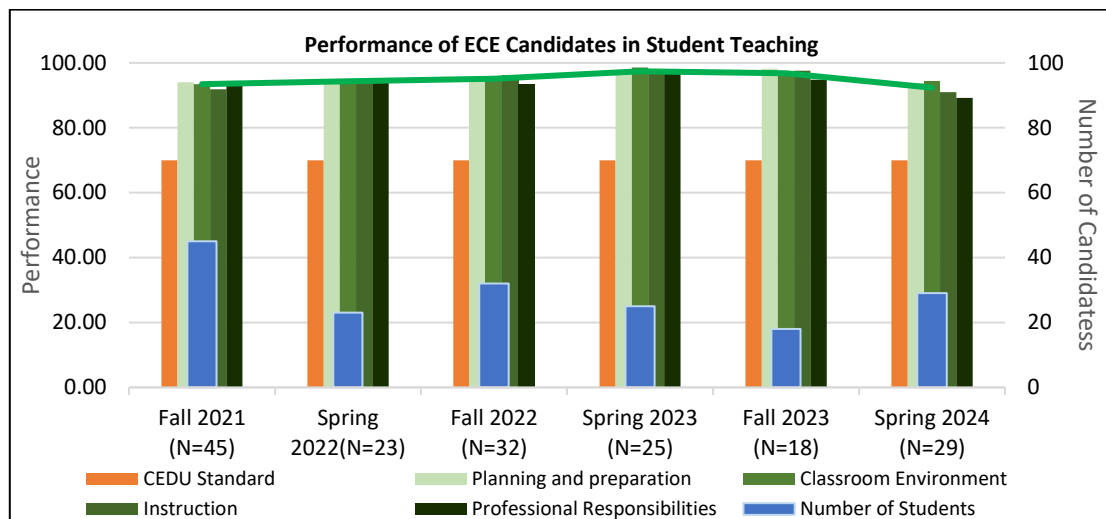
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Figure 3. 8 *Performance of ECE candidates in student teaching*

Special Education

SPED candidates' scores in student teaching for Fall 2023 and Spring 2024 were excellent, surpassing the CEDU standard of 70%. The lowest average grade was 89.71% (N = 14) in Spring 2024, compared to 92.50% (N = 24) in Fall 2023, 93.13% (N=15) in Spring 2023, and 94.35% (N=17) in Fall 2022. It must be noted that the program had revised their student teaching rubric in Fall 2022. A decreasing trend in the overall average perfromance of SPED candidates have been observed. A review of the rubric is being done by the program.
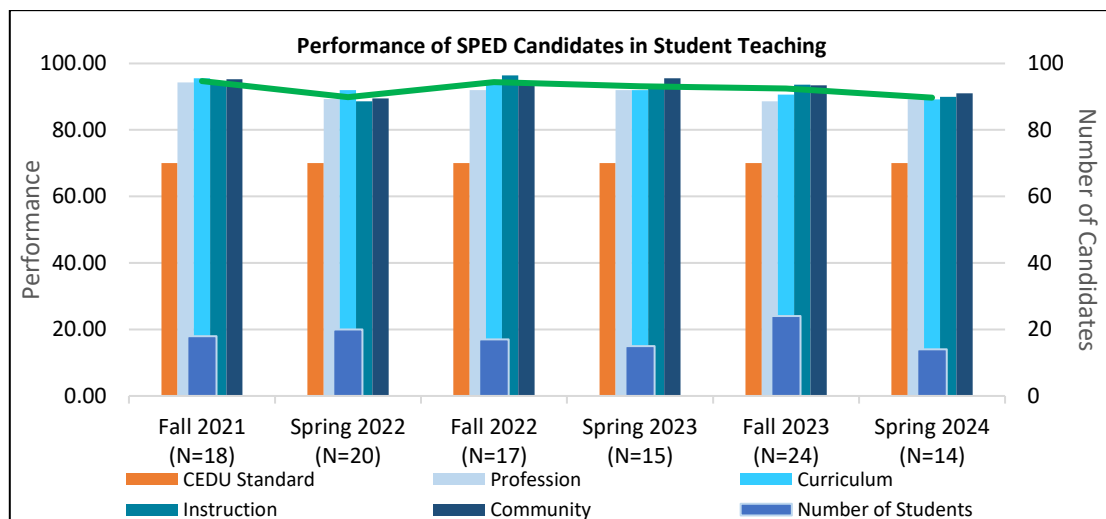

Figure 3. 9 *Performance of SPED candidates in student teaching*

Health and Physical Education

Figure 3.10 reveals the excellent performance of HPE Candidates in their Student Teaching Course during the Fall 2023 and Spring 2024. The average overall performance was 90.20% (N = 5), ranging from 83.40 to 100.00 in its components during Fall 2023 while 93.50% (N = 6), ranging from 88.80 to 100.00 in its components during Spring 2024. These results are

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consistent with previous semesters, as HPE Candidates have achieved excellent scores across all teaching components. The results achieved have significantly surpassed the CEDU standard (70.0) and illustrates that the HPE program has successfully provided its candidates with the required mastery of the standards for beginning teachers for Teaching in the four domains (Planning and Preparation, Instruction, Classroom Environment, and Professional Responsibilities).
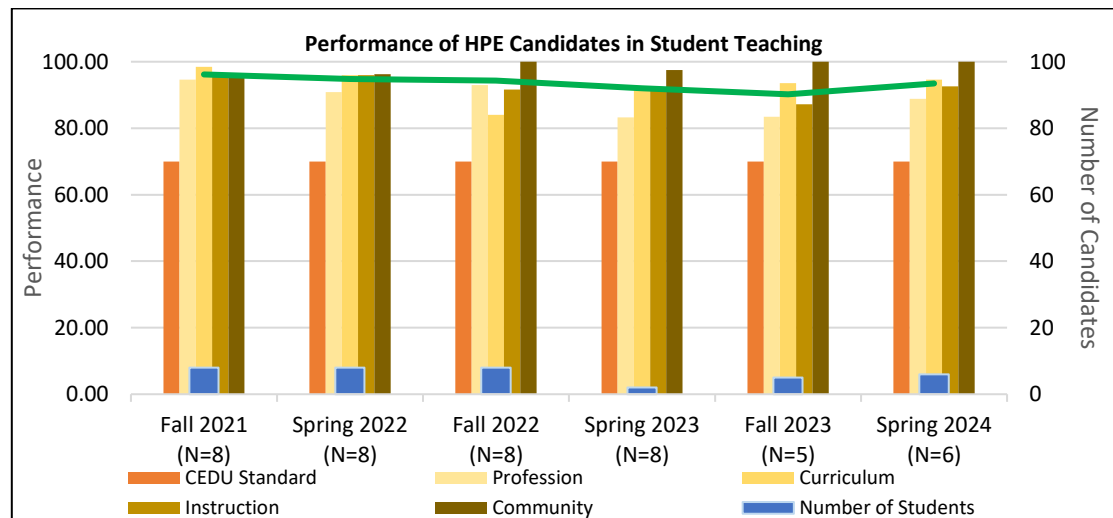

Figure 3. 10 *Performance of HPE candidates in student teaching*

3.3 Capstone Course

The Capstone course allows candidates to display the knowledge, skills, and experiences they have gained as educators. In this course, candidates from all programs must create a teaching plan for a curriculum unit, aligned with adopted academic content standards. Specifically, they develop a lesson plan and create formative assessments such as homework, quizzes, projects, portfolio designs, checklists, and rating scales. The teacher candidates are evaluated on their knowledge of learner development, learning differences, learning environments, diversity, and inclusion through assessments conducted in the Capstone course. These assessments consist of a Professional Exam (40%), Action Research (30%), Portfolio (15%), and Course Work (15%). The passing mark for the Capstone course is set at 70%. Additionally, the candidates are expected to achieve at least 80% in professional exam and action research. In all three programs, all candidates attained the required grade for the Capstone course during Fall 2023 and Spring 2024,

Early Childhood Education

The grades of ECE candidates during Fall 2023-Spring 2024 ranged from 78% to 97% on the overall capstone; 80% - 98% on professional exam and 80% - 100% on action research. The average capstone score is 93.39% (N=18) in Fall 2023 and 92.34% (N=29) in Spring 2024. In relation to the overall performance in three academic years, average grades ranged from 86% in Spring 2022 to 92% in Spring 2023. From Fall 2021 to Spring 2024, the average capstone grades range from 87% in Spring 2022 to 93% in Fall 2023.
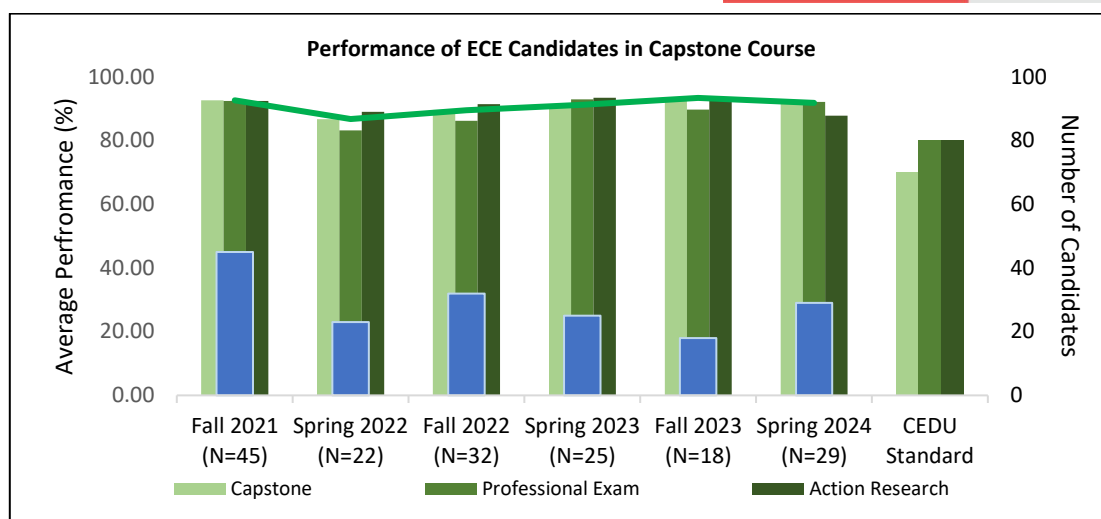
Figure 3. 11 *Performance of ECE candidates in capstone course*

Special Education

During Fall 2023-Spring 2024, for SPED candidates, capstone grades ranged from 83% to 93%, professional exam grades from 80% to 100%, and action research grades from 83% to 97%. The average capstone score is 91.04% (N = 24) in Fall 2023 and 89.60% (N = 14) in Spring 2024. Although the SPED candidates exceed the 70% standard in Capstone, a slight decrease had been observed from Spring 2023 to Spring 2024.
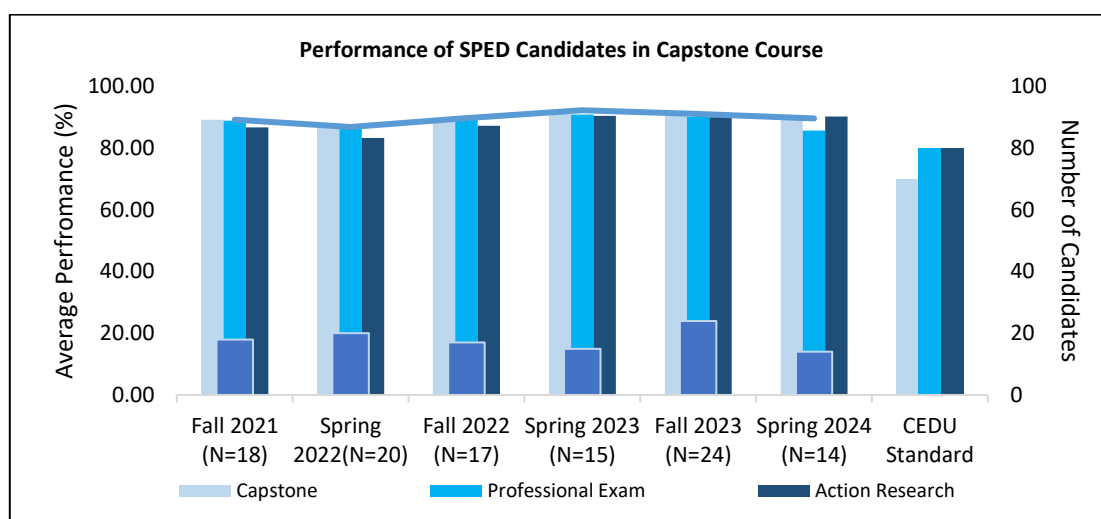

Figure 3. 12 *Performance of SPED candidates in capstone course*

Health and Physical Education

With respect to the HPE candidates, the grades on the capstone during Fall 2023 and Spring 2024 ranged from 82% to 92%; 85% to 93% on professional exam, and 80% to 90% on action research. %. The average capstone score is 89.20% (N = 5) in Fall 2023 and 88.50% (N = 6) in Spring 2024. Across three academic years, the overall average range for capstone is 84% in Fall 2021 to 89% in Fall 2023. The scores from Fall 2021 to Spring 2024 indicate an upward

trend and improvement in performance over this period, which is indicative that the HPE program successfully develops the necessary knowledge, skills, and experience for its candidates, resulting in them obtaining high Capstone grades.
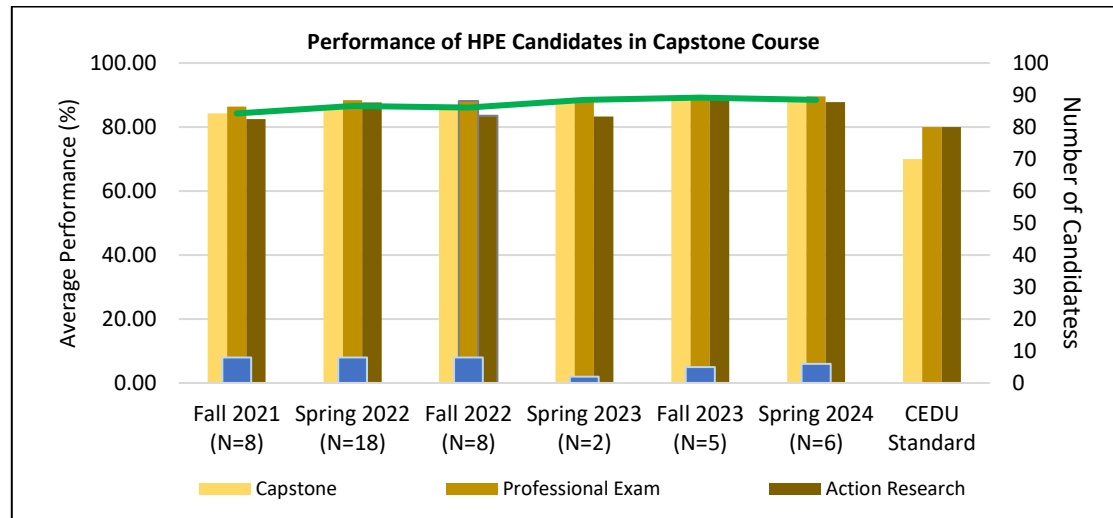

Figure 3. 13 *Performance of HPE candidates in a capstone course*

3.4 Disposition at Completion

Candidates are assessed on their disposition towards teaching at the point of exit (post-disposition). This assessment measures their professional attitudes, values, beliefs, and behaviors as they interact with candidates, families, colleagues, and communities. The post-disposition assessment provides a final opportunity for the EPP to evaluate candidates' perceptions of teaching. The disposition survey uses a five-point Likert scale, with a mean score of at least 4 indicating a positive attitude towards teaching.

Post-completion disposition data were gathered for student teachers enrolled in ECE, SPED and HPE. Overall, the attitude of candidates towards teaching has been positive based on data collected from the last six cohorts who have graduated from CEDU.

Early Childhood Education

For the ECE cohort, between Fall 2021 and Spring 2023, the attitude of the candidates has been at least 4, indicating a positive attitude towards teaching. While the highest mean was recorded among the Fall 2023 cohort, the lowest was recorded among the Fall 2022 cohort. In relation to the last two cohorts, there was a slight decline in the mean scores from Fall 2023 (M = 4.82; N=18) to Spring 2024 (M = 4.64; N=29).
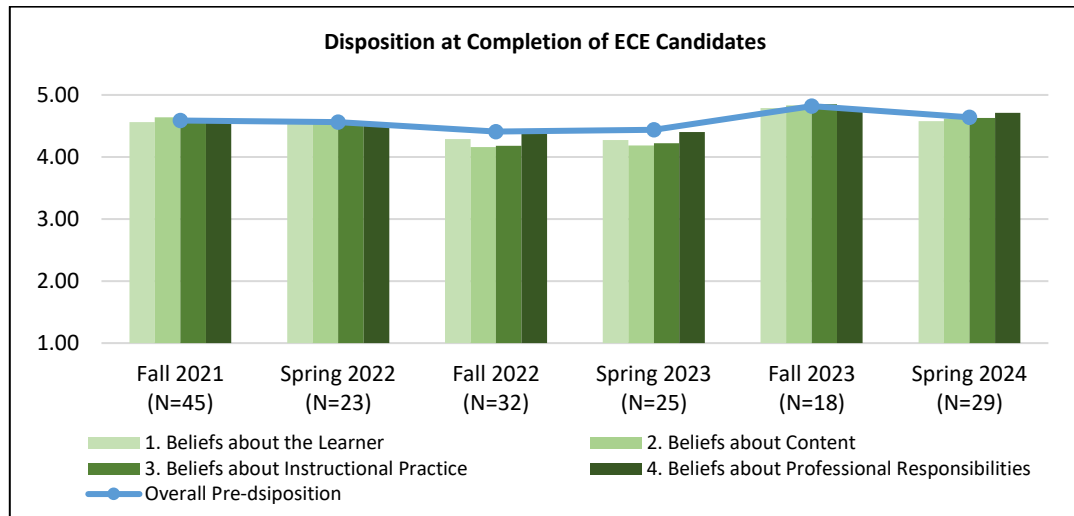
Figure 3. 14 *ECE Candidates' Disposition at Completion*

Special Education

Similarly, the mean scores for candidates graduating from SPED have been positive among the six cohorts graduating from the program. The lowest mean score was recorded in the Fall 2022 (M = 4.72, N=32) while the highest mean score was recorded in Spring 2024 (M = 4.88; N=). Between the last two cohorts, there was a slight increase in the mean scores from Fall 2023 (M = 4.80; N=24) to Spring 2024 (M = 4.88, N=14).
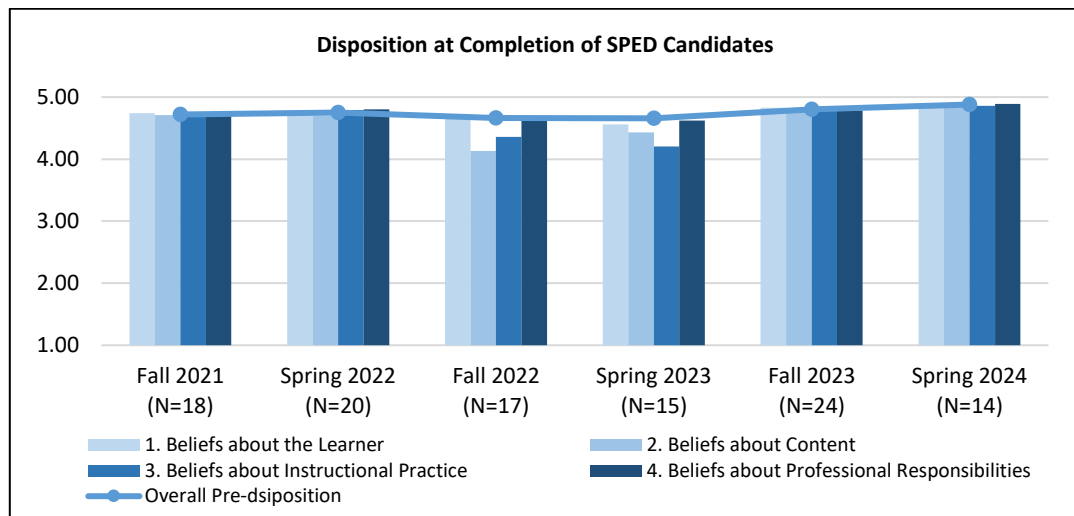

Figure 3. 15 *SPED Candidates' Disposition at Completion*

Health and Physical Education

The mean scores for candidates graduating from the HPE program have been positive – at least 4. The lowest mean score was recorded in Spring 2024 (M = 4.40; N=6) compared to the highest recorded in Fall 2021 (M = 4.86; N=8). However, there has been a slight decline in

the mean scores in the data collected from Fall 2023 (M = 4.66; N=5) to Spring 2024 (M = 4.40; N=6).

The results from Fall 2021 to Spring 2024 showed the candidate post-dispositions in all survey components were consistently high, with scores ranging from 4.31 to 5.00. The overall pattern of HPE candidates' responses indicates the HPE program's effectiveness in helping candidates develop their knowledge and skills.
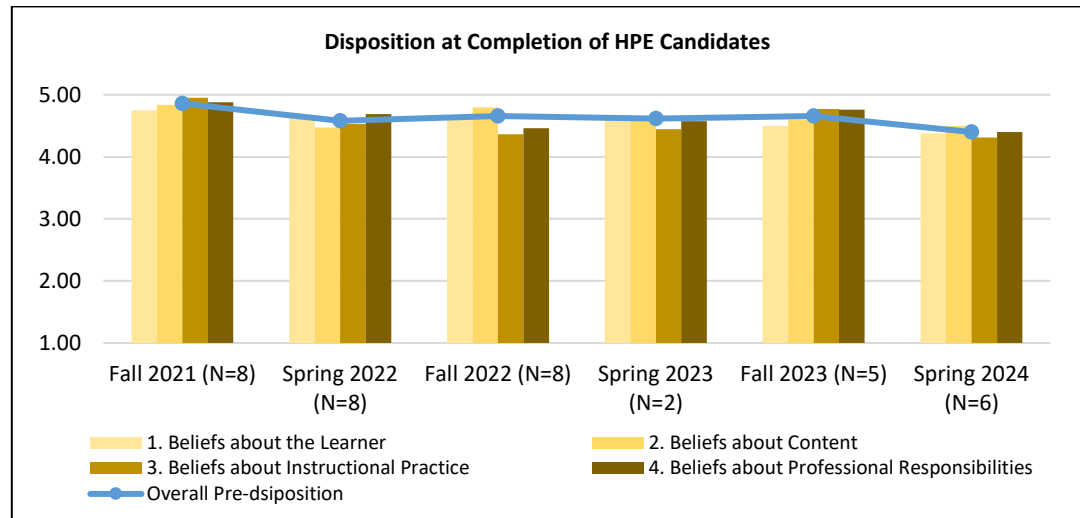

Figure 3. 16 *HPE Candidates' Disposition at Completion*