

2025 CAEP Accountability Measures

[2023-2024 Academic Year]

Measure 1. Completer Effectiveness and Impact (R4.1)

The 2024 data used three measures to examine the completers' teaching effectiveness and their impact on P-12 students. First, a case study was conducted to examine the completers' performance in the classroom as well as the learning growth of their students. Second, a "Parents' Perception Survey" was conducted to evaluate parents' perceptions of the completers' teaching effectiveness and their impact on their children. Third, a "Students' Perceptions Survey" to assess their instructors' performance in the classroom.

The case study conducted was to assess the impact of CoEHSS completers' abilities to demonstrate effective teaching practices and their impact on P-12 student learning growth, their professional knowledge, skills, dispositions, classroom instruction, and responsibilities. The results revealed that the overall satisfaction average scores of PPDT completers scored an average and above of 85.6% were "Distinguished," and "Proficient," while the overall satisfaction average scores of SPED completers were 80% "Distinguished," and were "Proficient," indicating that they demonstrated adequate skills in all four domains.

Additionally, the results of the parents' perceptions of the completers' performance (36 participants) revealed that a reasonable average of satisfaction rates of the CoEHSS completers from both programs. The analysis of the main components for each set of items revealed a significant impact of the CoEHSS completers on P-12 student learning and development. The results also indicated that the overall satisfaction of the parents towards our completers was 92.6% as "Agree" or "Strongly Agree" which was positive as well as a very good indication of teacher effectiveness.

Furthermore, the results of the "Students' Perception Survey" (45 participants) regarding the completers' performance in the classrooms indicated that the overall average of students' responses was 77.9% "Extremely Good" and "Very Good," indicating that CoEHSS completers performed perfectly. In general, students were pleased with their teachers' performance in class.

Measure 2: Satisfaction of Employers and Stakeholder Involvement (R4.2, R5.3)

The 2024 "Employers' Satisfaction Survey" data (19 participants) revealed that 91.1% of employers rated their overall satisfaction with completers as "Agree" or "Strongly Agree". The results also indicated that the overall average was very high, satisfaction scores for all domains ranged from 85.1% to 100%, indicating that the employers were very satisfied with the results.

Measure 3: Candidate Competency at Program Completion (R3.3)

Summative Evaluation

The 2024 review of Postgraduate Diploma in Teaching (PPDT) candidates shows how well they are prepared for teaching. Candidates specializing in English earned an average score of 3.87 out of 4 in their Student Teaching Experience, showing strong teaching skills. Those specializing in Arabic scored 3.82 out

of 4, also demonstrating effective teaching abilities. These results confirm that PPDT graduates are ready to take on teaching roles with confidence.

Special Education Candidates' Portfolio

A review of the 2024 Student Portfolio for Special Education (SPED) candidates shows their ability to meet academic and professional expectations. With an average score of 3.53 out of 4, these candidates demonstrated a solid grasp of instructional methodologies, inclusive teaching strategies, and best practices tailored to diverse learning environments. Their performance highlights their commitment to special education and their ability to support students with different learning needs.

Professional Dispositions of Graduates

The 2024 assessment of graduates' professional attitudes confirms their alignment with program standards. PPDT English specialization graduates scored 94%, while Arabic specialization graduates achieved 92.5%. SPED graduates also performed well, scoring 90%. These results show that the programs successfully prepare students to be professional, ethical, and committed educators.

Conclusion

Overall, the findings reaffirm the PPDT and SPED programs' success in preparing competent, dedicated educators capable of meeting the demands of their profession.

Measure 4: Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared

Alumni Office data indicated that 389 completers: 365 (PPDT) and 24 (SPED), were employed as teachers.