



2016 -17 EPP Annual Reporting Measures
 Clark Atlanta University School of Education

1. Impact on P-12 learning and development (Component 4.1)

Data not available at this time (will be available in next two years)

2. Indicators of teaching effectiveness (Component 4.2)

Data not available at this time (will be available in next two years)

3. Satisfaction of employers and employment milestones (Component 4.3 | A.4.1)

2017 Survey of Employers of Induction Teachers (who completed in 2016)

Number of respondents= 1

4 = Strongly agree, 3 = Agree, 2 = Disagree, 1 = Strongly disagree, 0 = No response

Survey Question	Mean	SD
Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught.	3.00	N/A
Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught.	3.00	N/A
Develops and manages a collaborative classroom in which all students have ownership.	4.00	N/A
Implements effective classroom management strategies and procedures in all school areas.	3.00	N/A
Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction.	4.00	N/A
Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications.	4.00	N/A
Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: Gifted Students	3.00	N/A

Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: Students with Disabilities	3.00	N/A
Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: English Language Learners	3.00	N/A
Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: At-Risk Students	3.00	N/A
Uses technological tools and a variety of communication strategies to build communities that engage learners.	3.00	N/A
Creates experiences to build accurate conceptual understandings.	3.00	N/A
Creates opportunities for students to learn, practice, and master academic language.	3.00	N/A
Uses academic language in a way that encourages learners to integrate content areas.	3.00	N/A
Utilizes strategies to create learning environments which engage students in individual and collaborative learning.	3.00	N/A
Creates opportunities for learners to develop diverse social and cultural perspectives.	3.00	N/A
Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives.	3.00	N/A
Examines data to understand each learner's progress and learning needs.	3.00	N/A
Engages learners in monitoring their own progress.	3.00	N/A
Develops supports for literacy development across content areas.	3.00	N/A
Develops flexible learning environments that foster discovery, exploration, and expression.	3.00	N/A
Utilizes a variety of technological resources to support and promote student learning.	3.00	N/A
Promote students' responsible use of interactive technologies.	3.00	N/A
Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs.	3.00	N/A
Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs.	3.00	N/A
Uses formative and summative data to adjust instruction to enhance learning.	3.00	N/A
Uses a variety of evidence-based practices to differentiate and support learning.	3.00	N/A
Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing.	3.00	N/A
Aligns instructional goals and activities with state and district performance standards.	3.00	N/A
Reflects on the strengths and weaknesses of his/her professional practice.	3.00	N/A
Seeks professional development opportunities to further develop his/her practice.	3.00	N/A
Works collaboratively with colleagues and other professionals.	3.00	N/A
Understands, upholds, and follows professional ethics, policies, and legal codes of conduct.	3.00	N/A
Contributes to positive changes in practice and advances the teaching profession.	4.00	N/A

Source: GaPSC Survey Data

4. Satisfaction of completers (Component 4.4 | A.4.2)

Educational Leadership Alumni Survey

Graduating Cohorts: 2014-15, 2015-16, and 2016-17

Number of Respondents: 25

	Rating	%	N
The educational leadership program at CAU prepared me with the knowledge, skills, and/or dispositions to build a collective vision of student success and well-being. (GELS Standard 1)	Well Prepared	70.8%	17
	Prepared	25.0%	6
	Somewhat Prepared	4.2%	1
	Not Prepared	0.0%	0
	Total	100.0%	24
The educational leadership program at CAU prepared me with the knowledge, skills, and/or dispositions to champion and support instruction and assessment that maximizes student learning and achievement (GELS Standard 2)	Well Prepared	60.0%	15
	Prepared	40.0%	10
	Somewhat Prepared	0.0%	0
	Not Prepared	0.0%	0
	Total	100.0%	25
The educational leadership program at CAU prepared me with the knowledge, skills, and/or dispositions to manage and develop staff members' professional skills and practices in order to drive student learning and achievement (GELS Standard 3)	Well Prepared	62.5%	15
	Prepared	33.3%	8
	Somewhat Prepared	4.2%	1
	Not Prepared	0.0%	0
	Total	100.0%	24
The educational leadership program at CAU prepared me with the knowledge, skills, and/or dispositions to cultivate a caring and inclusive school community dedicated to student learning, academic success and the personal well-being of every student (GELS Standard 4)	Well Prepared	60.9%	14
	Prepared	34.8%	8
	Somewhat Prepared	4.4%	1
	Not Prepared	0.0%	0
	Total	100.0%	23
The educational leadership program at CAU prepared me with the knowledge, skills, and/or dispositions to effectively coordinate resources, time, structures, and roles to build the instructional capacity of teachers and staff (GELS Standard 5)	Well Prepared	50.0%	11
	Prepared	45.5%	10
	Somewhat Prepared	4.6%	1
	Not Prepared	0.0%	0
	Total	100.0%	22

The educational leadership program at CAU prepared me with the knowledge, skills, and/or dispositions to engage families and the outside community to promote and support student success (GELS Standard 6)	Well Prepared	60.9%	14
	Prepared	34.8%	8
	Somewhat Prepared	4.4%	1
	Not Prepared	0.0%	0
	Total	100.0%	23
The educational leadership program at CAU prepared me with the knowledge, skills, and/or dispositions to administer and manage operations efficiently and effectively. (GELS Standard 7)	Well Prepared	52.2%	12
	Prepared	43.5%	10
	Somewhat Prepared	0.0%	0
	Not Prepared	4.4%	1
	Total	100.0%	23

Source: CAU Department of Educational Leadership

5. Graduation Rates (initial & advanced levels)

GRADUATE MASTER'S TIME TO DEGREE, FALL 2015 COHORT

Major	COHORT	FALL 2015 COHORT					
		YEARS COMPLETED					
		1-2		3		4-5	
		#	%	#	%	#	%
EDUCATION							
Educational Leadership	10	6	60%	1	10%		
School Counseling	13	5	38%	4	31%		
Secondary Ed (Math/Science)							
Special Ed - General Curriculum	7	6	86%				

Source: Banner by Ellucian/Office of Institutional Research

GRADUATE DOCTORATE TIME TO DEGREE, FALL 2010 COHORT

	TTL ENR	FALL 2010 COHORT					
		YEARS COMPLETED					
		1-3		4-5		6-7*	
		#	%	#	%	#	%
SCHOOL OF EDUCATION							
Educational Leadership	8			7	88%		
TOTAL	8			7	88%		

Source: Banner by Ellucian/Office of Institutional Research

6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)

Clark Atlanta University Georgia Assessments for the Certification of Educators (GACE Content Exam) Annual Summary Report of Highest Scores, 2015-16

Test Name	CAU Program			State of GA		
	# of Examinees	Average Scale Score	% Overall Passing	# of Examinees	Average Scale Score	% Overall Passing
001 Early Childhood Education Test I	15	249.33	93	2895	252.32	86
002 Early Childhood Education Test II	15	243.07	87	2849	247.46	86

edTPA Performance Summary for Elementary Education, 2016-17

Examinee	Test	Test Date	Total Test Score	Avg. Rubric Score
A	Elementary Ed	9/8/2016	60	3.3
B	Elementary Ed	9/8/2016	53	2.9
C	Elementary Ed	9/8/2016	44	2.4
D	Elementary Ed	11/3/2016	54	3
E	Elementary Ed	12/29/2016	47	2.6
F	Elementary Ed	4/6/2017	56	3.1
G	Elementary Ed	4/20/2017	49	2.7
H	Elementary Ed	5/4/2017	40	2.2
N = 8			50.4	2.8

NOTE: The passing score for Georgia is 42.

edTPA Performance Summary for Special Education, 2016-17

Examinee	Test	Test Date	Total Test Score	Avg. Rubric Score
A	Special Ed.	3/23/2017	44	2.9

NOTE: The passing score for Georgia is 42.

7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)

Educational Leadership Alumni Survey Graduating Cohorts: 2014-15, 2015-16, and 2016-17

Position	%	Count
Assistant/Vice Principal	13.04%	3
Principal/Headmaster	8.70%	2
Other kind of leadership role	65.22%	15
Non-leadership role	13%	3
Total Respondents	100%	23

Source: CAU Department of Educational Leadership

8. Student loan default rates and other consumer information (initial & advanced levels)

OPE ID	School	Type	Control	PRGMS		FY13	FY12	FY11
001559	CLARK ATLANTA UNIVERSITY 223 JAMES P. BRAWLEY DRIVE SW ATLANTA GA 30314-4385	Master's Degree or Doctor's Degree	Private	Both (FFEL/FDL)	Default Rate	12.2	10	12.4
					No. in Default	197	156	188
					No. in Repay	1,608	1,557	1,516

					Enrollment figures	4,174	4,301	4,293
					Percentage Calculation	38.5	36.2	35.3

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2013 CDR Year will use 2011-2012 enrollment).

Source: <https://nslds.ed.gov>