



CLARK ATLANTA UNIVERSITY

School of Education

CAEP Accountability Measures for Academic Year 2024-2025

-Advanced Programs-

Measure 1: Completer effectiveness in applying professional knowledge, skills, and dispositions

Results from the 2025-26 Educational Leadership Completer Survey (n = 12)

The Educational Leadership program at CAU prepared me well to:	% Agree	% Strongly Agree	% Agree or Strongly Agree
1. Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. (GEL Standard 1: Mission, Vision, and Core Values)	50.00%	50.00%	100.00%
2. Act ethically and according to professional norms to promote each student’s academic success and well-being. (GEL Standard 2: Ethics and Professional Norms)	33.33%	66.67%	100.00%
3. Strive for fairness of educational opportunity and responsive practices to promote each student’s academic success and well-being. (GEL Standard 3: Equity and Cultural Responsiveness)	16.67%	83.33%	100.00%
4. Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being. (GEL Standard 4: Curriculum, Instruction, and Assessment)	45.45%	54.55%	100.00%
5. Cultivate a welcoming, caring, and supportive school community that promotes the academic success and well-being of each student. (GEL Standard 5: Community of Care and Support for Students)	25.00%	75.00%	100.00%

6. Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. (GEL Standard 6: Professional Capacity of School Personnel)	27.27%	72.73%	100.00%
7. Foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. (GEL Standard 7: Professional Community for Teachers and Staff)	45.45%	54.55%	100.00%
8. Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. (GEL Standard 8: Meaningful Engagement of Families and Community)	36.36%	63.64%	100.00%
9. Manage school operations and resources to promote each student's academic success and well-being. (GEL Standard 9: Operations and Management)	45.45%	45.45%	90.90%
10. Act as agent of continuous improvement to promote each student's academic success and well-being. (GEL Standard 10: School Improvement)	27.27%	72.73%	100.00%

Results from the 2025-26 School Counseling Completer Survey (n = 6)

My program prepared me to:	% Strongly Agree	% Agree	% Agree or Strongly Agree
1. Understand the basic legal and ethical guidelines for school counseling situations.	60.00%	40.00%	100.00%
2. Prepare career guidance lessons.	60.00%	20.00%	80.00%
3. Be familiar with ways to construct intervention plans for at-risk students.	40.00%	60.00%	100.00%
4. Have the knowledge and skills to adequately address bullying issues at my school.	66.67%	16.67%	83.34%
5. Develop the skills required for consultation and collaboration and exercise these skills with teachers, staff and parents.	60.00%	40.00%	100.00%
6. Have the skills to interface with the community relating to careers and higher education.	60.00%	20.00%	80.00%
7. Take a leadership role within the administration of the school in which I am employed.	80.00%	20.00%	100.00%
8. Conduct individual counseling sessions based on appropriate theoretical models and techniques.	80.00%	20.00%	100.00%
9. Know how to determine the most pressing needs in my school by conducting a needs assessment and then forming appropriate groups to meet those needs.	80.00%	20.00%	100.00%
10. Know how to follow proper, ethical procedures when conducting group counseling in my school.	80.00%	20.00%	100.00%

11. Have the knowledge and skills necessary to be a positive agent of change in my school.	80.00%	20.00%	100.00%
12. Identify culturally appropriate intervention and counseling approaches with students.	83.33%	0.00%	83.33%
13. Have the knowledge and skills necessary to advocate for all students.	80.00%	20.00%	100.00%
14. Have the ability to identify a critical need in my school, review current literature on the topic, and then gather, aggregate, analyze and disaggregate data to stakeholders in order to meet the needs of my students and community.	60.00%	20.00%	80.00%

Measure 2: Satisfaction of employers and stakeholder involvement

Employer Satisfaction with Educational Leadership Completers (n=11)

This employee is able to:	% Agree	% Strongly Agree	% Agree or Strongly Agree
1. Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. (Standard 1: Mission, Vision, and Core Values)	54.55%	36.36%	90.91%
2. Act ethically and according to professional norms to promote each student's academic success and well-being. (Standard 2: Ethics and Professional Norms)	36.36%	63.64%	100.00%
3. Strive for fairness of educational opportunity and responsive practices to promote each student's academic success and well-being. (Standard 3: Equity and Cultural Responsiveness)	18.18%	72.73%	90.91%
4. Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. (Standard 4: Curriculum, Instruction, and Assessment)	36.36%	45.45%	81.81%
5. Cultivate a welcoming, caring, and supportive school community that promotes the academic success and well-being of each student. (Standard 5: Community of Care and Support for Students)	27.27%	72.73%	100.00%
6. Develops the professional capacity and practice of school personnel to promote each student's academic success and well-being. (Standard 6: Professional Capacity of School Personnel)	63.64%	27.27%	90.91%

7. Foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. (Standard 7: Professional Community for Teachers and Staff)	63.64%	27.27%	90.91%
8. Engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. (Standard 8: Meaningful Engagement of Families and Community)	54.55%	45.45%	100.00%
9. Manage school operations and resources to promote each student's academic success and well-being. (Standard 9: Operations and Management)	63.64%	18.18%	81.82%
10. Act as agent of continuous improvement to promote each student's academic success and well-being. (Standard 10: School Improvement)	27.27%	63.64%	90.91%

Source: 2025-26 Educational Leadership Employer Survey

Employer Satisfaction with School Counseling Completers (n=4)

Please indicate your satisfaction with the job performance of this Clark Atlanta University graduate in the following areas:	% Satisfied	% Very Satisfied	% Satisfied or Very Satisfied
1. Organizes the counseling program by assessing needs, setting goals, and formulating a plan of action and program evaluation.	25.00%	50.00%	75.00%
2. Initiates and coordinates school-wide guidance and counseling activities.	25.00%	50.00%	75.00%
3. Manages time effectively and provides services based on the school counselor's annual calendar.	25.00%	50.00%	75.00%
4. Seeks input from teachers and staff in making decisions about the school counseling program.	25.00%	50.00%	75.00%
5. Demonstrates knowledge of counseling theories by selecting appropriate models and techniques for individual and group counseling.	25.00%	50.00%	75.00%
6. Uses appropriate counseling processes and techniques for individual and group sessions to meet developmental, preventive, and remedial needs of students.	25.00%	50.00%	75.00%
7. Follows up individual and group counseling sessions to monitor student progress.	25.00%	50.00%	75.00%
8. Demonstrates knowledge of consulting processes and techniques with student, parents, teachers, and administrators.	25.00%	50.00%	75.00%
9. Assists parents and teachers in understanding and responding to developmental levels of students.	0.00%	75.00%	75.00%
10. Presents instructional/informational programs to groups, parents, and teachers (e.g., parent education programs, group guidance, and teacher in-service).	25.00%	50.00%	75.00%

11. Interprets achievement and aptitude test data to assist school staff with curriculum planning.	25.00%	50.00%	75.00%
12. Communicates effectively with students, parents, and staff.	25.00%	50.00%	75.00%
13. Advocates for all students.	0.00%	75.00%	75.00%
14. Assists teachers with the integration of guidance activities into the curriculum.	0.00%	75.00%	75.00%
15. Shares appropriate information about students with school personnel, parents, and community agencies.	25.00%	50.00%	75.00%
16. Assists with coordination of student services in the school.	25.00%	50.00%	75.00%
17. Assists with coordination of the school's annual testing program.	25.00%	50.00%	75.00%
18. Interprets testing results and other student data accurately.	25.00%	50.00%	75.00%
19. Conducts non-standardized educational assessments according to professional practices (e.g., classroom observation).	25.00%	50.00%	75.00%
20. Adheres to ethical standards of the counseling profession.	25.00%	50.00%	75.00%
21. Follows the laws, policies, and procedures which govern school programs	25.00%	50.00%	75.00%
22. Takes part in professional development activities to improve knowledge and skills	25.00%	50.00%	75.00%
23. Has positively impacted student achievement.	25.00%	50.00%	75.00%

Source: 2025-26 School Counseling Employer Survey

Measure 3: Candidate competency at completion

GACE Pass Rates for 2022-23, 2023-24, and 2024-25 Program Completers

Test	# of Examinees	Average Scale Score	% Overall Passing	% Induction Level Passing	% Professional Level Passing
2022-23					
103 School Counseling Test I	3	232	100%	100%	0%
104 School Counseling Test II	3	241	100%	67%	33%
301 Educational Leadership	2	258	100%	0%	100%
2023-24					
103 School Counseling Test I	2	253	100%	0%	100%
104 School Counseling Test II	2	243	100%	50%	50%
301 Educational Leadership	5	249	80%	0%	80%
2024-25					
103 School Counseling Test I	4	248	100%	25%	75%
104 School Counseling Test II	4	248	100%	25%	75%
311 Educational Leadership	5	273	100%	0%	100%

Note: GACE scores in the 220–249 range indicate Induction level performance, while scores of 250 or above indicate Professional level performance

Measure 4: Ability of completers to be hired in education positions for which they have prepared

Employment Statistics for 2023-2205 School Counseling Graduates

Program	Graduation Year	# Graduates	# Employed as School Counselors	#Pursuing Further Graduate Studies	#Other Employment	#Unknown Status	% Employed as Counselors
School Counseling	2023	3	3				100%
School Counseling	2024	2	2				100%
School Counseling	2025	4	4				100%

Source: GaPSC DataBank and LinkedIn

Employment Statistics for Educational Leadership Graduates, 2023-2025

Program	Graduation Year	Graduates	Employed as Leaders	Employed as Educators	Pursuing Further Graduate Studies	Unknown Status	% Employed as Leaders or Educators
EdD Program	2023	1	1				100%
MA Program	2023	1	1				100%
Certification Only Program	2024	55	19	27		9	100%
MA Program	2024	10	3	5		2	100%
EdD Program	2024	2	2				100%
Certification Only Program	2025	23	12	9		1	100%
MA Program	2025	22	12	8		2	100%
EdD Program	2025	2	2				100%

Source: GaPSC DataBank and LinkedIn