



CLARK ATLANTA UNIVERSITY

School of Education

CAEP Accountability Measures for Academic Year 2021-2022

-Advanced Programs-

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

Results from the Educational Leadership Completer Survey, 2018-21 (n = 38)

The educational leadership program at CAU prepared me with:	% Responding “Prepared” or “Well Prepared”
-the knowledge, skills, and/or dispositions to build a collective vision of student success and well-being.	97%
- the knowledge, skills, and/or dispositions to champion and support instruction and assessment that maximizes student learning and achievement.	100%
- the knowledge, skills, and/or dispositions to manage and develop staff members’ professional skills and practices in order to drive student learning and achievement.	97%
- 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.	97%
-the knowledge, skills, and/or dispositions to effectively coordinate resources, time, structures, and roles to build the instructional capacity of teachers and staff.	97%
-the knowledge, skills, and/or dispositions to engage families and the outside community to promote and support student success.	94%
-the knowledge, skills, and/or dispositions to administer and manage operations efficiently and effectively.	94%

Results from the School Counseling Completer Survey, 2019-21 (n = 12)

Now that I have been employed for at least a year since completing my School Counseling program, I can look back on my program and say that my program prepared me to...	% Responding "Agree" or "Strongly Agree"
1. Understand the basic legal and ethical guidelines for school counseling situations.	100%
2. Prepare career guidance lessons.	92%
3. Be familiar with ways to construct intervention plans for at-risk students.	92%
4. Have the knowledge and skills to adequately address bullying issues at my school.	92%
5. Develop the skills required for consultation and collaboration and exercise these skills with teachers, staff and parents.	92%
6. Have the skills to interface with the community relating to careers and higher education.	92%
7. Take a leadership role within the administration of the school in which I am employed.	92%
8. Conduct individual counseling sessions based on appropriate theoretical models and techniques.	92%
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.	92%
10. Know how to follow proper, ethical procedures when conducting group counseling in my school.	100%
11. Have the knowledge and skills necessary to be a positive agent of change in my school.	100%
12. Identify culturally appropriate intervention and counseling approaches with students.	100%
13. Have the knowledge and skills necessary to advocate for all students.	100%
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.	92%

Measure 2: Satisfaction of employers and stakeholder involvement

Employer Satisfaction with Educational Leadership Completers (n=13)

Completer's Performance	Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied		Total
1. Building a collective vision of student success and well-being.	0.00%	0	0.00%	0	46.15%	6	53.85%	7	13
2. Championing and supporting instruction and assessment that maximizes student learning and achievement	0.00%	0	15.38%	2	53.85%	7	30.77%	4	13
3. Managing and developing staff members' professional skills and practices in order to drive student learning and achievement.	0.00%	0	8.33%	1	33.33%	4	58.33%	7	12
4. Cultivating a caring and inclusive school community dedicated to student learning, academic success and the personal well-being of every student.	0.00%	0	0.00%	0	53.85%	7	46.15%	6	13
5. Effectively coordinating resources, time, structures, and roles to build the instructional capacity of teachers and staff.	0.00%	0	8.33%	1	41.67%	5	50.00%	6	12
6. Engaging families and the outside community to promote and support student success.	0.00%	0	0.00%	0	33.33%	4	66.67%	8	12
7. Administering and managing operations efficiently and effectively.	0.00%	0	0.00%	0	46.15%	6	53.85%	7	13

Source: 2019 & 2020 CAU SOE Employer Survey.

Employer Satisfaction with School Counseling Employers (n = 6)

Please indicate your satisfaction with the job performance of this Clark Atlanta University graduate in the following areas:	% Responding "Satisfied" or "Very Satisfied"
1. Organizes the counseling program by assessing needs, setting goals, and formulating a plan of action and program evaluation.	83%
2. Initiates and coordinates school-wide guidance and counseling activities.	83%
3. Manages time effectively and provides services based on the school counselor's annual calendar.	83%
4. Seeks input from teachers and staff in making decisions about the school counseling program.	83%
5. Demonstrates knowledge of counseling theories by selecting appropriate models and techniques for individual and group counseling.	83%
6. Uses appropriate counseling processes and techniques for individual and group sessions to meet developmental, preventive, and remedial needs of students.	83%
7. Follows up individual and group counseling sessions to monitor student progress.	83%
8. Demonstrates knowledge of consulting processes and techniques with student, parents, teachers, and administrators.	83%
9. Assists parents and teachers in understanding and responding to developmental levels of students.	83%
10. Presents instructional/informational programs to groups, parents, and teachers (e.g., parent education programs, group guidance, and teacher in-service).	83%
11. Interprets achievement and aptitude test data to assist school staff with curriculum planning.	83%
12. Communicates effectively with students, parents, and staff.	83%

Source: 2019 & 2020 CAU SOE Employer Survey.

Measure 3: Candidate competency at completion

Pass Rates for GACE Content Exams, 2019-20 to 2021-22

Test Name	# of Examinees	Average Scale Score	% Overall Passing	% Induction Passing	% Professional Passing
2021-22					
103 School Counseling Test I	7	240	86	57	29
104 School Counseling Test II	7	233.86	71	43	29
311 Educational Leadership	7	231.57	57		57
2020-21					
103 School Counseling Test I	9	247	100	56	44
104 School Counseling Test II	10	248	100	60	40
301 Educational Leadership	2	231	50		50
2019-20					
103 School Counseling Test I	4	245	100	50	50
104 School Counseling Test II	3	227	33	0	33
301 Educational Leadership	5	244	80		80

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

Employment Statistics for School Counseling Graduates, 2020-2022

Program	Graduation Year	# Graduates	# Employed as School Counselors	#Pursuing Further Graduate Studies	#Other Employment	#Unknown Status	% Employed as Counselors
School Counseling	2020	10	5	-	-	-	50%
School Counseling	2021	10	9		-	1	90%
School Counseling	2022	8	6	1	1		86%

Source: GaPSC DataBank & Counselor Education Department

Employment Statistics for Educational Leadership Graduates, 2020-2022

Program	Graduation Year	Graduates	Employed as Leaders	Employed as Educators	Pursuing Further Graduate Studies	Unknown Status	% Employed as Leaders or Educators
MA Program	2020	6	2	2		1	75%
EdD Program	2020	7	2	5			100%
MA Program	2021	9	2	4		2	86%
EdD Program	2021	2	1	1			100%
MA Program	2022	11	1	6		3	88%
EdD Program	2022	2	2				100%
EdS Program	2022	1	1				100%

Source: GaPSC DataBank, LinkedIn, and Departmental Records