



CLARK ATLANTA UNIVERSITY

School of Education

CAEP Accountability Measures for Academic Year 2023-2024 -Advanced Programs-

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

Results from the Educational Leadership Exit Survey, 2022-2024 (n = 13)

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.	92%
- the knowledge, skills, and/or dispositions to champion and support instruction and assessment that maximizes student learning and achievement.	85%
- the knowledge, skills, and/or dispositions to manage and develop staff members’ professional skills and practices in order to drive student learning and achievement.	85%
- 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.	85%
-the knowledge, skills, and/or dispositions to effectively coordinate resources, time, structures, and roles to build the instructional capacity of teachers and staff.	92%
-the knowledge, skills, and/or dispositions to engage families and the outside community to promote and support student success.	92%
-the knowledge, skills, and/or dispositions to administer and manage operations efficiently and effectively.	92%

Results from the School Counseling Completer Survey, 2022-24 (n = 11)

Please rate your agreement with the following statements: my program prepared me to:	% Responding "Average," "Above Average" or "Superior"
Your content (subject) area knowledge	100%
Your comprehension of professional standards in your area	100%
Your comprehension of state standards in your area	91%
Your ability to apply professional and pedagogical knowledge in conducting counseling sessions	100%
Your ability to use research to improve your counseling skills/practice	100%
Your knowledge of the School of Education Conceptual Framework	91%
Extent to which the curriculum, field experience, and/or clinical practice helped you to acquire knowledge, skills and dispositions delineated in professional, state and institutional standards	100%
Extent to which the curriculum, field experience, and/or clinical practice helped you to use information technology	100%
Extent to which the curriculum, field experience, and/or clinical practice helped you to work with diverse students/clients	100%

Measure 2: Satisfaction of employers and stakeholder involvement

Employer Satisfaction with 2023-24 Educational Leadership Completers (n=13)

Disposition	Dec 2023 Grads		May 2024 Grads	
	Avg Rating	N	Avg	N
Visionary				
Articulate a clear and compelling vision for the school or district	3.00	4	3.33	9
Instill a sense of purpose throughout the school and community	3.25	4	3.78	9
Describe ideals that reflect a compelling purpose	3.75	4	3.78	9
Express confidence about achieving organizational goals	3.00	4	3.33	9
Effectively communicate a clear direction for the future	3.75	4	3.56	9
Ethical				
Maintain appropriate confidentiality in all communications	3.50	4	3.78	9
Model personal integrity	3.75	4	3.78	9

Demonstrate honesty and fairness in all interactions	3.50	4	3.78	9
Demonstrate consistency between expressed beliefs and behavior	3.25	4	3.78	9
Reinforce the importance, significance and expectations of ethical behavior	3.75	4	3.89	9
Responsive				
Model care and genuine concern for all students, staff, and community members	4.00	4	3.78	9
Demonstrate respect for and interest in learning about the values and traditions of diverse cultures and ethnicities	3.75	4	4.00	9
Respect the rights, value, dignity, and worth of each individual	3.50	4	3.89	9
Advocate for protecting the civil and human rights of all individuals	3.75	4	3.89	9
Welcome, and engage individuals representing diverse backgrounds including but not limited to religion, ethnicity, and gender	3.75	4	4.00	9
Reflective				
Seek to understand others' priorities, values, and beliefs by actively listening to diverse points of view	3.50	4	3.78	9
Demonstrate sensitivity to others' needs	3.50	4	3.44	9
Establish communication processes that make it safe for people to express themselves	3.50	4	3.56	9
Listen and respond appropriately to criticism	3.25	4	3.67	9
Take feedback into consideration when making decisions	3.75	4	3.89	9
Collaborative				
Value and utilize unique expertise of various staff and stakeholders	3.50	4	3.89	9
Offer others active roles in making decisions about matters that affect them	3.50	4	3.78	9
Ensure structures and processes foster broad participation in decision making	3.25	4	3.56	9
Model shared governance by mentoring others in leadership activities	3.50	4	3.44	9
Demonstrate trust by sharing information and decision-making opportunities with multiple people	3.50	4	3.89	9

Legend: When you interact with the leader, how frequently do you observe the following actions?

1=Never; 2=Occasionally; 3=Frequently;

4=Always

Source: Interpersonal Leadership Dispositions Assessment

Measure 3: Candidate competency at completion

Pass Rates for GACE Content Exams, 2021-22 to 2023-24

Test Name	# of Examinees	Average Scale Score	% Overall Passing	% Induction Passing	% Professional Passing
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	6	238	67		67
2022-23					
103 School Counseling Test I	3	234	100	100	0
104 School Counseling Test II	6	239	100	83	17
311 Educational Leadership	3	243	67	0	67
2021-22					
103 School Counseling Test I	7	240	86	57	29
104 School Counseling Test II	7	234	71	43	29
311 Educational Leadership	7	232	57	0	57

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

Employment Statistics for School Counseling Graduates, 2022-2024

Program	Graduation Year	# Graduates	# Employed as School Counselors	#Pursuing Further Graduate Studies	#Other Employment	#Unknown Status	% Employed as Counselors
School Counseling	2022	8	6	1	1		86%
School Counseling	2023	3	3				100%
School Counseling	2024	2	2				100%

Source: GaPSC DataBank and LinkedIn

Employment Statistics for Educational Leadership Graduates, 2022-2024

Program	Graduation Year	Graduates	Employed as Leaders	Employed as Educators	Pursuing Further Graduate Studies	Unknown Status	% Employed as Leaders or Educators
MA Program	2022	11	1	6		3	88%
EdD Program	2022	2	2				100%
EdS Program	2022	1	1				100%
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%

Source: GaPSC DataBank and LinkedIn