

The Council for the Accreditation of Educator Preparation (CAEP) Annual Reporting Measures

1. Completer Effectiveness (Component R4.1)
2. Satisfaction of Employers and Stakeholder Involvement (Component R4.2)
3. Candidate Competency at Completion (Component R3.3)
4. Ability of Completers to be Hired (Component R4.4)

1) Completer Effectiveness (Component R4.1)

Beginning with the 2018-2019 school year, the South Carolina Department of Education began collecting and reporting Student Learning Objectives (SLO) data for public school teachers during their year of induction evaluation, typically in year two. They are given an SLO rating of *Exemplary*, *Proficient*, *Needs Improvement*, or *Unsatisfactory*. This table shows the number of program/certification areas in the sample, the number of teachers evaluated, and the counts of teachers at each level. Beginning with the 2020-2021 year, a Total Graduate SLO Average is also reported. Due to the low count of completers for each program/certification area in this population, the data are not disaggregated, though all EPP programs are represented in the data below.

Year of Evaluation	SLO Average	Statewide Average	Programs Evaluated	Teachers Evaluated	# Exemplary	# Proficient	# Needs Improvement	# Unsatisfactory	Not Reported
2018-19	*		6	24	2	12	5	1	4
2019-20	*		8	23	1	13	2	1	6
2020-21	0.08	0.08	9	20	6	13	0	0	1
2021-22	0.11	0.08	9	17	7	9	1	0	0
2022-23	0.08	0.09	7	16	5	9	1	0	1
2023-24	0.06	0.09	6	9	2	5	1	0	1

*Not Reported

The following table shows results for all BJU Completers evaluated in SC Public or Charter schools in the 2023-2024 school year.

	Total	No data	Met	Not Met	Incomplete
No Contract Level	1	0	0	0	1
Induction 1 Teachers	21	0	20	0	1
Induction 2 Teachers	2	0	2	0	0
Annual 1 Contract	13	0	13	0	0
Annual 2 Contract	1	0	1	0	0
Annual 3 Contract	2	0	2	0	0
Continuing Contract	247	1	241	0	5
Letter of Agreement	4	0	4	0	0
Total	291	1	283	0	7

Further, the South Carolina Department of Education provides evaluation results for Annual 1 contract level completers based on the South Carolina Teaching Standards 4.0 rubric. The following table shows completer results compared to the state averages.

Rubric Criteria	Provider Average	Statewide Average
Domain 1: Planning		
Instructional Plans	3.12	3.21
Student Work	3.00	3.07
Assessment	3.00	3.00

Domain 2: Instruction		
Standards & Objectives	3.19	3.20
Motivating Students	3.25	3.24
Presenting Instructional Content	3.25	3.22
Lesson Structure & Pacing	3.25	3.16
Activities & Materials	2.91	3.17
Questioning	3.12	3.00
Academic Feedback	3.12	3.05
Grouping Students	3.16	3.06
Teacher Content Knowledge	3.41	3.38
Teacher Knowledge of Students	3.00	3.30
Thinking	2.72	3.01
Problem Solving	3.09	3.04
Domain 3: Environment		
Expectations	3.03	3.30
Engaging Students and Managing Behavior	3.25	3.29
Environment	3.50	3.46
Respectful Culture	3.59	3.51
Domain 4: Professionalism		
1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	3.38	3.31

2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	3.38	3.29
3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.	3.25	3.25
4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.25	3.26
5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each observation.	3.25	3.26
6. The educator offers specific actions to improve his/her teaching.	3.12	3.26
7. The educator accepts responsibilities contributing to school improvement.	3.12	3.29
8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.12	3.25
9. The educator actively supports school activities and events.	3.38	3.42
10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.00	3.31

2. Satisfaction of Employers and Stakeholder Involvement (Component R4.2)

Regularly, surveys are conducted of area public school principals as well as principals from 70+ private Christian schools across the country that recruit our graduates. The table below shows recent results of three items from this survey.

Ratings are on a scale from 1–5.

Christian Schools			
Item	2016-2017 (N = 37)	2017-2018 (N = 29)	2018-2019 (N = 17)
BJU School of Education graduates promote high academic standards in the learner	4.6	4.4	4.9
BJU School of Education graduates maintain high standards and expectations for learners.	4.5	4.3	4.5
BJU School of Education graduates use effective instructional strategies.	4.4	4.1	4.2

Public Schools					
Item	2016-2017 (N = 13)	2017-2018 (N = 11)	2018-2019 (N = 5)	2019-2020 (N = 7)	2020-2021 (N = 7)
BJU School of Education graduates promote high academic standards in the learner	4.2	4.3	4.0	4.7	4.4
BJU School of Education graduates maintain high standards and expectations for learners.	4.2	4.4	3.8	4.6	4.3
BJU School of Education graduates use effective instructional strategies.	3.9	4.4	3.8	4.6	4.3

Some of the verbatim comments from principals include the following:

- *No suggestions...we currently have four graduates hired in the last five years and they are all doing great. We are lucky to have them.*
- *I am extremely pleased with the BJU School of Education and its preparation of teachers. I believe the BJ Education students are the best prepared out there.*
- *BJU graduates that I have hired have done a great job here at [school name removed]. The graduates exhibit a strong work ethic and have a positive attitude toward authority and supervision.*
- *My experience with BJU graduates has been positive for many years. I particularly appreciate their understanding of purpose and contribution to students and communities. Well done! Thank you!*
- *The graduates with whom I have worked, particularly the ones I have supervised, have been well trained, competent and committed. Thank you.*
- *I think that BJU does a good job with their education graduates. I am a graduate of BJU and feel that the education I received was demanding and rigorous.*

3. Candidate Competency at Completion (Component R3.3)

Praxis Licensure Exam Data for 2023-2024

The South Carolina Department of Education requires all students to pass two or more Praxis exams to be eligible for licensure. Students from all programs must take a Principles of Learning and Teaching Exam on one of four grade-level bands, corresponding to the level of licensure they are seeking. Each candidate must also pass one or more program-specific exams. The EPP requires students to have taken all required exams before beginning their clinical practice experience. Test pass rates are not reported for confidentiality if there are fewer than 5 test takers.

Table 1: Praxis Principles of Learning and Teaching Exams

	Total	# Pass	% Pass
Education of Young Children (5024)	5	4	80%
Elem Ed: MS Mathematics Subtest (5003)	9	6	67%
Elem Ed: MS Reading & Language Arts Subtest (5002)	7	7	100%
Elem Ed: MS Science Subtest (5005)	7	6	86%
Elem Ed: MS Social Studies Subtest (5004)	10	6	60%
Elem Ed: CKT Mathematics Subtest (7813)	5	3	60%
Elem Ed: CKT Reading & Language Arts Subtest (7812)	3	*	*
Elem Ed: CKT Science Subtest (7814)	3	*	*
Elem Ed: CKT Social Studies Subtest (7815)	3	*	*
English Language Arts: Content and Analysis (5039)	1	*	*
English Language Arts: Content Knowledge (5038)	4	*	*
Mathematics (5165)	3	*	*
Middle School Social Studies (5089)	1	*	*
Music: Content and Instruction (5114)	4	*	*
Principles of Learn & Teaching: Early Child (5621)	5	5	100%
Principles of Learn & Teaching: Grades 5-9 (5623)	2	*	*
Principles of Learn & Teaching: Grades 7-12 (5624)	12	12	100%
Principles of Learn & Teaching: Grades K-6 (5622)	10	10	100%

Principles of Learn & Teaching: PreK-12 (5625)	10	9	90%
Social Studies: Content Knowledge (5081)	2	*	*
Special Ed: Core Know Mild to Moderate App (5543)	1	*	*

Analysis of Praxis Scores

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall Praxis Summary Pass Rate	97.9%	97%	98.3%	95.3%	98%	94.9%	82.1%	75%	87%

The data above was calculated based on each candidate’s highest score on a given exam during the testing year (September through August). In most cases, a student who failed to earn a qualifying score on an exam was successful in doing so during the next testing year. Our candidates do very well on these required exams.

The following table shows the percentage of students completing Clinical practice who met all requirements and were recommended for licensure. Reasons for a non-recommendation include having a GPA that fell below 2.75 or not having completed a required course for graduation. Our current policy permits candidates to enroll in Clinical Practice if they have attempted all required Praxis exams, even if they have not earned qualifying scores for all tests.

	2016-2017	2017-2018	2018-2019	2019-2020*	2020-2021*	2021-2022*	2022-2023*
Recommended for Licensure	58 (100%)	47 (94%)	54 (98%)	53 (100%)*	50 (100%)*	55 (100%)*	58 (98%)*

**Several students in these cohorts still had one Praxis Content exam to complete but were recommended for licensure with the waiver granted by the SCDE. This was allowed since Praxis testing was suspended during the COVID-19 pandemic.*

4. Ability of Completers to be Hired (Component R4.4)

Only 30% of our graduates over the past 5 years have remained to teach in South Carolina public schools. Many return to their home states after graduation to seek employment. Others begin their teaching careers in private Christian schools. As a result, self-reporting is the most efficient option for tracking employment. Program coordinators are also tasked with communicating with their graduates to obtain this information. As a result, the employment of some graduates could not be determined so rates of employment are likely higher than indicated here.

Program	2019–2020		2020–2021		2021–2022		2022-2023	
	# Certified	# Employed	# Certified	# Employed	# Certified	# Employed	# Certified	# Employed
Early Childhood	6	6	8	8	2	2	12	10
Elementary	17	11	17	16	19	14	13	9
English	4	4	1	0	8	5	4	4
Math	2	2	1	1	3	3	2	2
Middle School	4	4	7	5	5	4	5	4
Music	11	9	8	7	7	5	11	8
Science	4	3	0	0	2	2	0	0
Social Studies	4	4	3	3	3	2	4	1
Spanish	-	-	1	1	1	1	0	0
SPED	1	1	4	3	4	2	7	6
Total	53	44* (83.1%)	50	44‡ (88%)	54	40" (73%)	58	44∞ (76%)

* In the 2019-2020 cohort, two graduates enrolled directly into graduate school without seeking a teaching position. Excluding these, the employment rate was 86.2%.

‡ In the 2020-2021 cohort, four graduates enrolled directly into graduate school without seeking a teaching position. Excluding these, the employment rate was 95.7%.

" In the 2021-2022 cohort, five graduates enrolled directly into graduate school without seeking a teaching position. Excluding these, the employment rate was 85.1%.

∞ In the 2022-2023 cohort, three graduates enrolled directly into graduate school without seeking a teaching position. Excluding these, the employment rate was 80%.

In summary, our graduates have been very successful in finding teaching positions with many receiving offers even before graduation. In addition to those going directly to graduate school as noted in footnotes to the table, others who are not teaching chose other professional or personal goals.

A survey conducted in the summer of 2020 of graduates from the graduating classes of 2017–2019 asked several questions about employment success. The survey was sent to 141 graduates with 36 responses (26%). Results are in Tables 1 and 2.

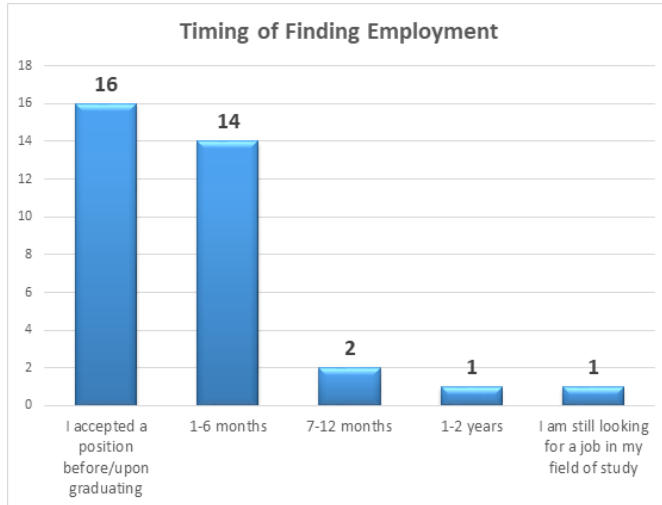


Table 1

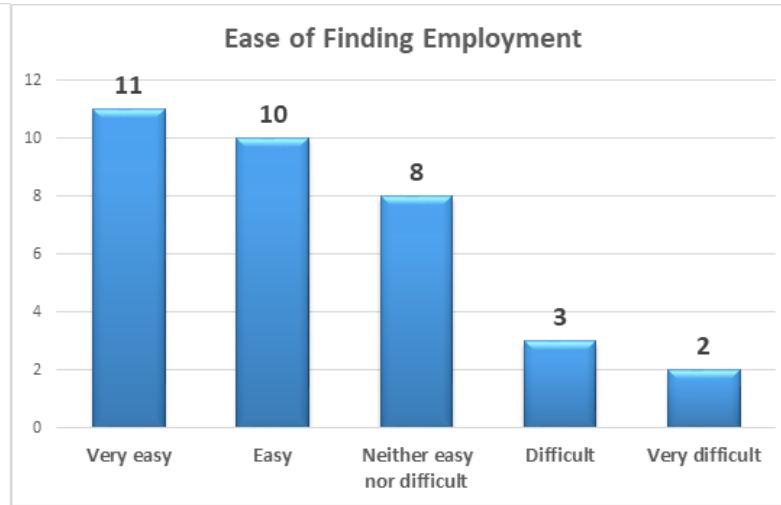


Table 2

Annual Reporting Measures last updated August 12, 2024