

2026 Annual Accreditation Report – CAEP Accountability Measures

Measure 3: Candidate Competency at Program Completion

The EPP evaluates candidates’ preparation for the teaching profession by utilizing a variety of data sources, such as teaching attitude questionnaires, practicum teaching observations, qualitative feedback, and competency exam outcomes. Data is gathered at multiple points throughout the program, enabling the EPP to thoroughly assess candidates’ readiness for their professional roles. For example, before beginning their field experience, candidates must maintain a minimum GPA of 2.00 and pass a competency exam that evaluates their theoretical understanding. During student teaching or internships, the EPP further assesses candidates’ practical pedagogical skills.

In addition, the EPP evaluates candidates’ professional attitudes, values, beliefs, and behaviors through a disposition assessment conducted at program completion. This evaluation is complemented by follow-up qualitative interviews, ensuring that valuable insights are not overlooked by relying solely on one data source. These interviews offer a more comprehensive perspective on candidates’ learning experiences and highlight areas for growth. As primary stakeholders, candidates’ feedback plays a vital role in advancing teaching development. When inconsistencies arise between quantitative and qualitative findings, the Teacher Education Committee (TEC) and Standard 3-5 Committees facilitate discussions to synthesize feedback and refine practices for continuous improvement.

3.1 Competency Exam

Candidates who meet the required GPA are eligible to sit for the competency exam. Prior to the exam, they participate in workshops designed to familiarize them with its purpose, guidelines, and structure. A passing score is set at 60 out of 100, signifying adequate mastery of program content. If candidates do not achieve a passing score, they are permitted up to three additional attempts, each supported by targeted workshops to further prepare them to pass.

During Fall 2024, 24 candidates were eligible to take the competency exam, with 45 candidates qualifying in Spring 2025. Throughout the Fall 2024–Spring 2025 assessment period, 94.20% (N=69) of all candidates achieved a passing score on their first attempt, as illustrated in *Table 3.1*. The mean passing score was 73.30 in Fall 2024 and 79.28 in Spring 2025.

Table 3. 1

Passing rate in the competency exam for ECE, SPED, and HPE during Fall2021 and Spring2022

Program	Fall 2024						Spring 2025			
	1st		2nd		3rd		1st		2nd	
	Number of Candidates Passed	Pass Rate	Number of Candidates Passed	Pass Rate	Number of Candidates Passed	Pass Rate	Number of Candidates Passed	Pass Rate	Number of Candidates Passed	Pass Rate
ECE	11	84.62%	0	0.00%	2	100%	26	100%	-	-

Program	Fall 2024						Spring 2025			
	1st		2nd		3rd		1st		2nd	
	Number of Candidates Passed	Pass Rate	Number of Candidates Passed	Pass Rate	Number of Candidates Passed	Pass Rate	Number of Candidates Passed	Pass Rate	Number of Candidates Passed	Pass Rate
SPED	7	87.50%	1	100%	-	-	13	92.86%	1	100.00%
HPE	3	100%	-	-	-	-	5	100%	-	-
EPP	21	87.50%	1	-	2	-	44	97.80%	1	-

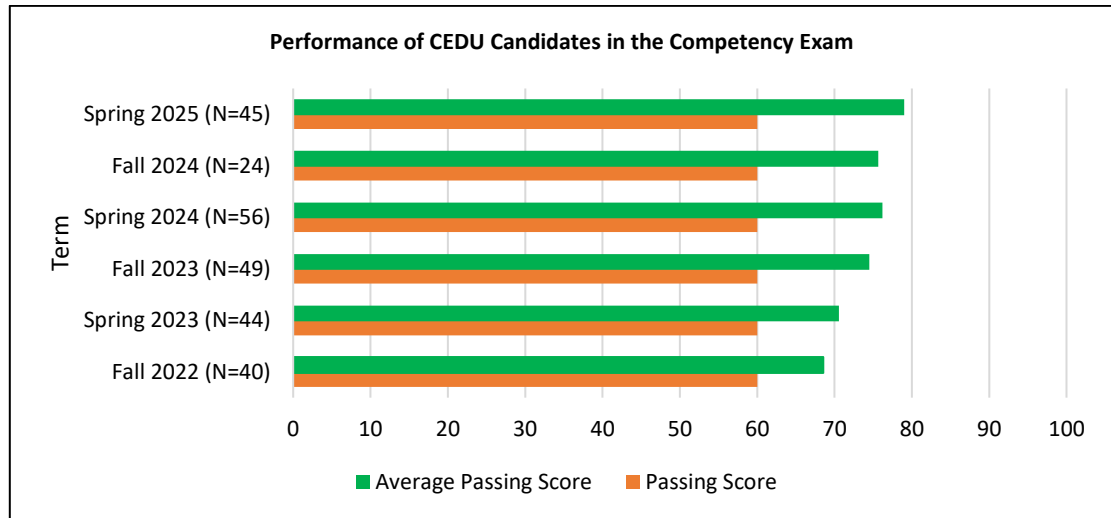


Figure 3. 1 Performance of candidates in the competency exam

Early Childhood Education

During Fall 2024, all candidates attained the required GPA to sit for the competency exam. All but two candidates in the ECE program (N =13) passed the Competency Exam on the first attempt resulting in a pass rate of 84.62 with an average score of 71.82. Two candidates passed only on the third attempt with an average score of 84.00. In Spring 2025, all candidates (N = 26) met the GPA requirement to take the competency exam and everyone passed the exam on their first attempt, achieving an average score of 79.85.

Analysis of the competency exam results across different cohorts of ECE candidates (see Figures 3.2 and 3.3) demonstrate that ECE candidates consistently meet or exceed the required performance standard, with passing score set at 60 out of 100. Across cohorts, all ECE exam takers ultimately obtained a passing score, with majority passing on the first attempt, indicating a strong candidate readiness and program preparation. To adequately prepare ECE candidates for the competency examination, a workshop is always held every term before they take the exam.

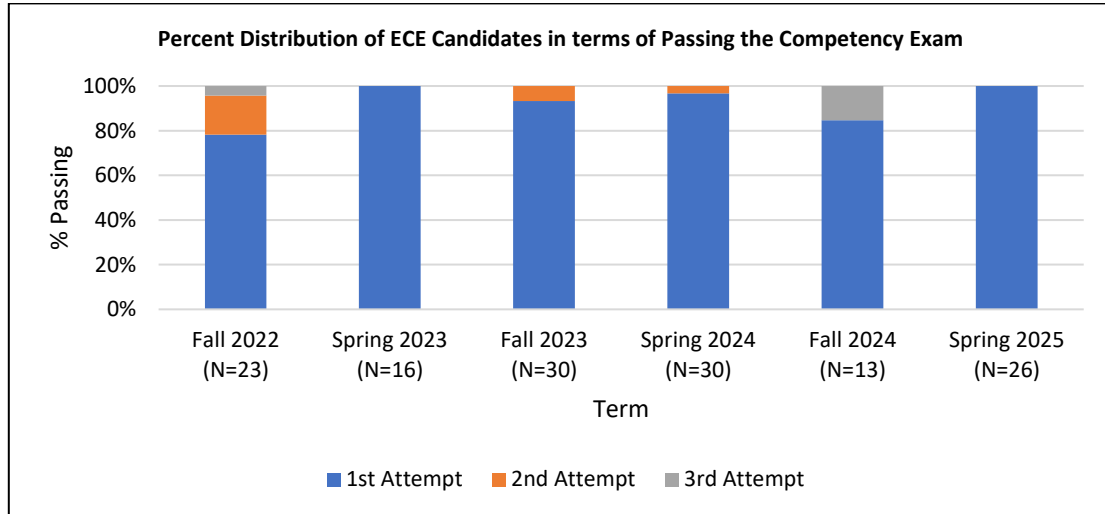


Figure 3. 2 The passing rate of ECE candidates in the competency exam

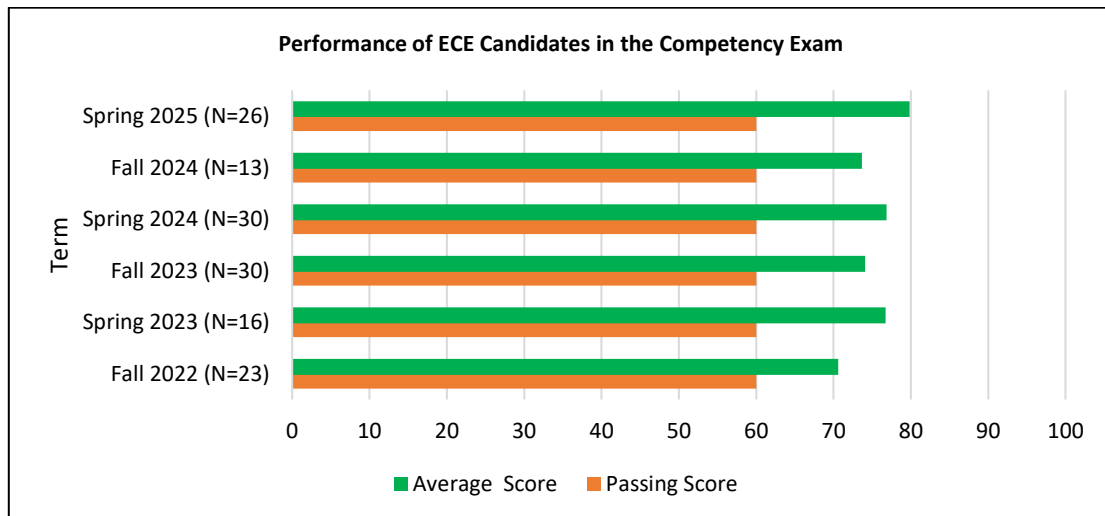


Figure 3. 3 Performance of ECE candidates in the competency exam

Special Education

In Fall 2024, all but one candidate in the SPED program (N = 8) passed the Competency Exam on their first attempt, resulting in a pass rate of approximately 87.5% and an average score of 81.14. The remaining candidate successfully passed the exam on the second attempt, earning a score of 60. Similarly, in Spring 2025, all candidates except one passed the exam on their first attempt, yielding a pass rate of 92.86% and an average score of 76.62. The remaining candidate successfully passed the exam on the second attempt, earning a score of 80.

Exam results across different groups (see Figure 3.4) indicate that SPED candidates consistently met the established passing standard of 60 out of 100, with majority of exam takers passing the first attempt. The Fall 2024 and Spring 2025 cohorts of SPED candidates (N=22) demonstrated the strongest outcomes with nearly all candidates passing on the first attempt and achieving the higher average passing score, indicating a strong candidate

readiness and program preparation. To adequately prepare SPED candidates for the competency examination, a workshop is always held every term before they take the exam.

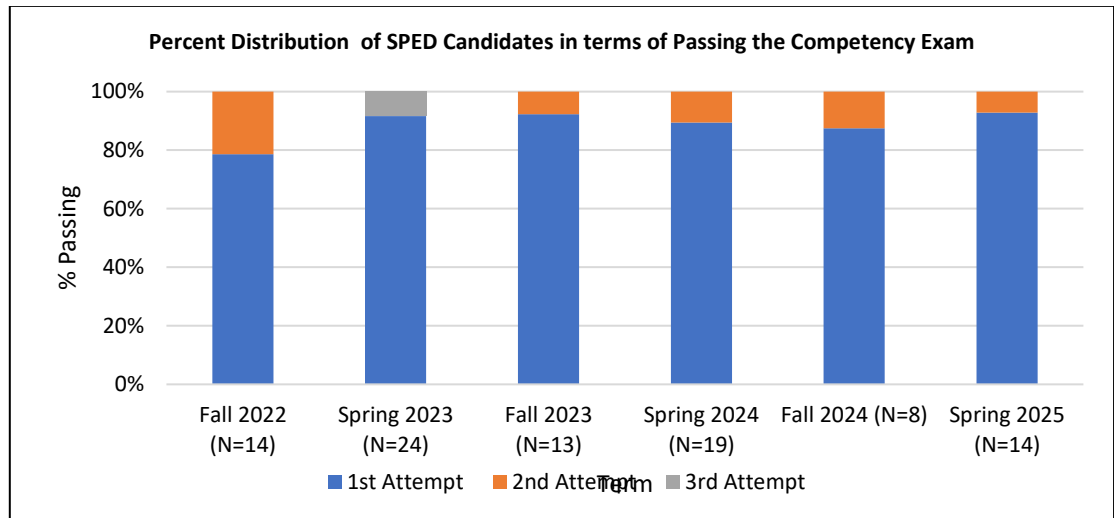


Figure 3. 4 Passing rate of SPED candidates in the competency exam

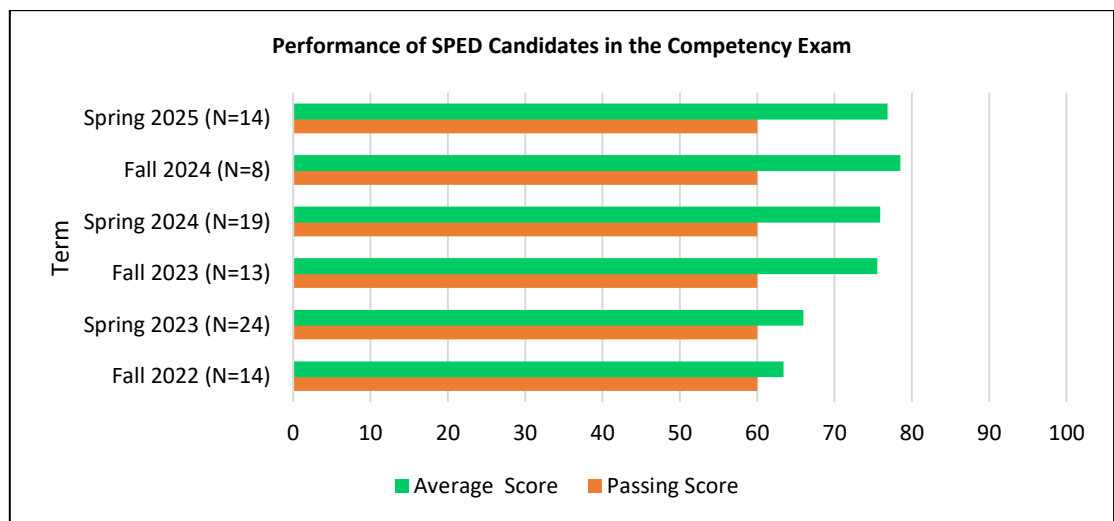


Figure 3. 5 Performance of SPED candidates in the competency exam

Health and Physical Education

In Fall 2024 and Spring 2025 (N=8), all candidates passed the competency exam on their first attempt, resulting in a 100% pass rate, with an average points of 75.67 and 79.02 respectively and are above the minimum standard of 60 out of 100. Comparing with previous terms (see Figure 3.7), the data shows a high success rate for first-time passers, with perfect pass rates from Fall 2023 to Spring 2025. This performance indicates that the HPE program successfully provided the necessary knowledge and skills to the HPE candidates to pass the competency exam. To adequately prepare HPE candidates for the competency examination, a workshop is always held every term before they take the exam.

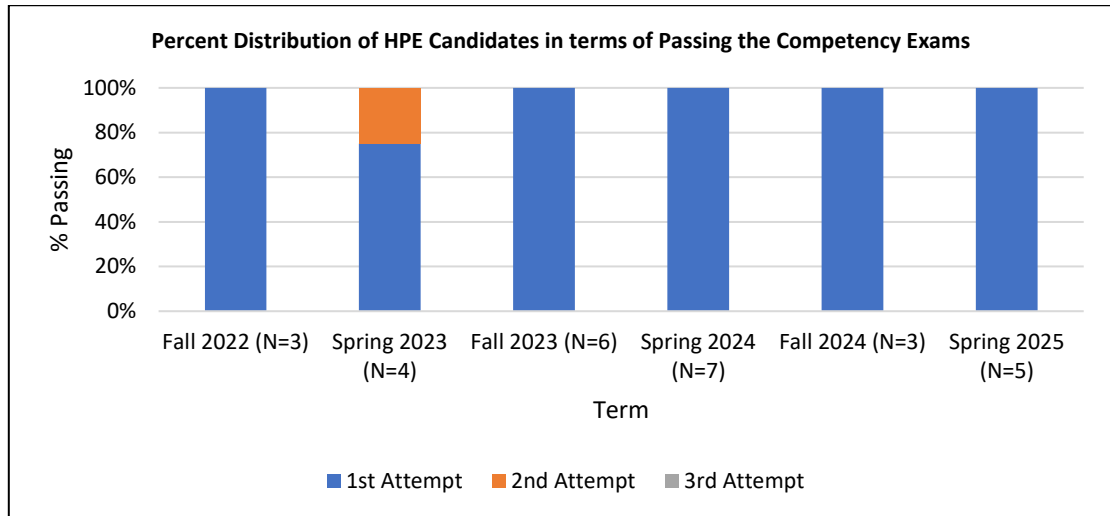


Figure 3. 6 Passing rate of HPE candidates in the competency exam

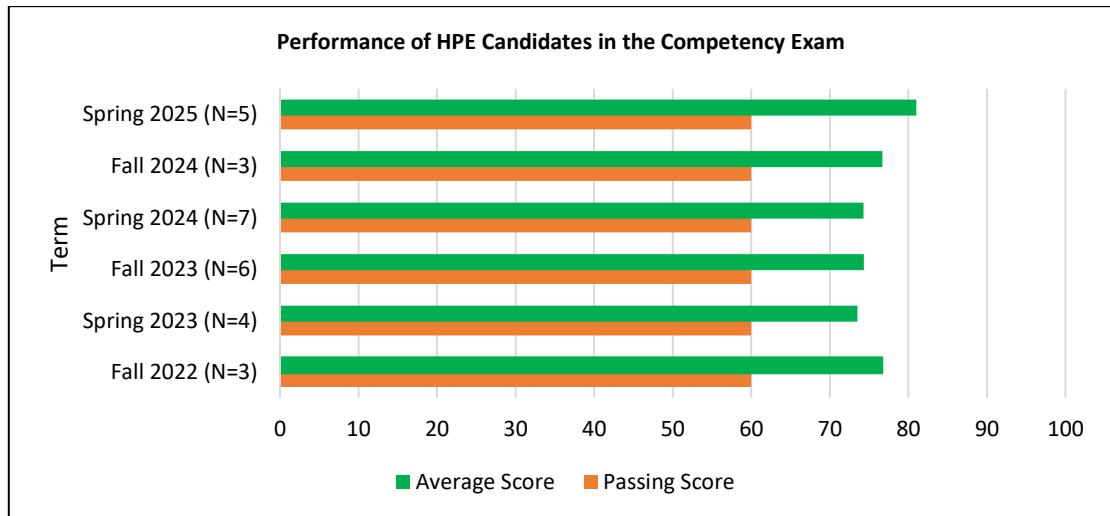


Figure 3. 7 Performance of HPE candidates in the competency exam

3.1 Student Teaching Evaluation

Student Teaching serves as a vital opportunity for teacher candidates to apply their acquired knowledge and skills in authentic P-12 classroom settings, demonstrating their ability to foster equitable and inclusive learning experiences for diverse student populations. The assessment encompasses four essential components—Planning and Preparation (30%), Classroom Environment (25%), Instruction (25%), and Professional Responsibilities (20%). For candidates in the Special Education program, the revised evaluation since Fall 2022 includes Profession (25%), Curriculum (25%), Instruction (35%), and Community (15%). A passing score is established at 70%. To ensure comprehensive evaluation, the Field Experience Supervisor coordinates school visits and classroom observations with the Cooperative Teachers, following the approved internship training plan. These visits and observation assessments are designed to evaluate each candidate's performance based on a distinct set of learning outcomes within the student teaching assessment

During Fall 2024 and Spring 2025, candidates from all three programs consistently exceeded the established student teaching benchmark of 70%, demonstrating strong proficiency across every domain. ECE candidates' grades ranged from 87% to 100%, SPED candidates scored between 87% and 95%, and HPE candidates achieved grades from 82% to 98%. These outcomes provide clear evidence of each program's effectiveness in preparing candidates for successful student teaching experiences.

Early Childhood Education

The overall average grade for student teaching in Spring 2025 was 90.27% (N = 15), which is notably lower than the 95.62% (N = 29) achieved in Fall 2024. This represents the lowest average since Fall 2022. Over the past three academic years (see *Figure 3.8*), most cohorts maintained average grades of at least 90% across all four components, with the Spring 2023 cohort standing out by attaining the highest average of 97.40% (N = 25). ECE candidates consistently surpass the established standard of 70% (see *Figure 3.8*), although average grades fluctuate due to the unique composition of each cohort. Professional responsibility components have been relatively lowest among all components in different cohorts. Notably, the professional responsibility component has repeatedly been the lowest scoring area among all components across different cohorts.

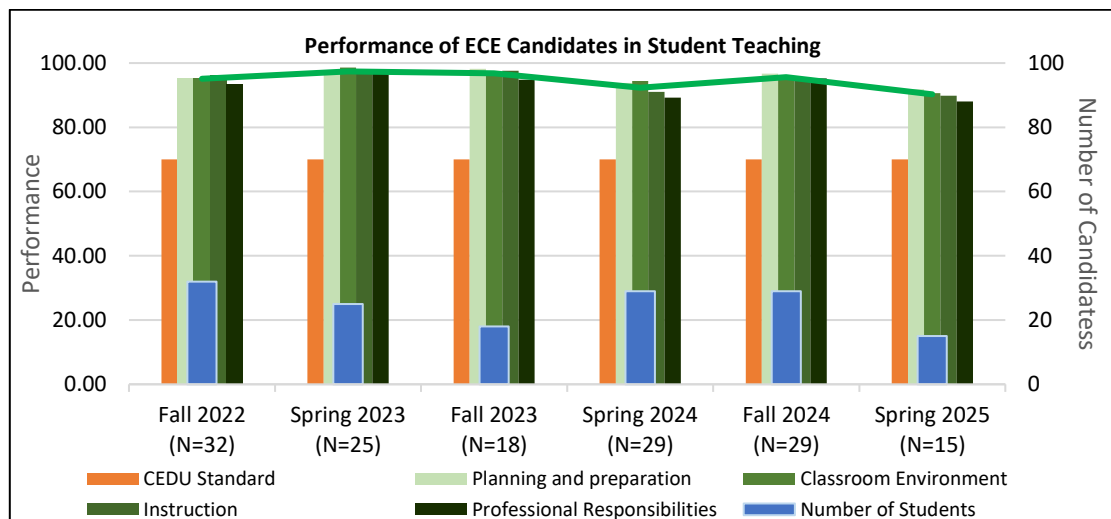


Figure 3. 8 Performance of ECE candidates in student teaching

Special Education

SPED candidates demonstrated outstanding performance in student teaching for Fall 2024 (N=9) and Spring 2025 (N=18) cohorts, consistently exceeding the standard of 70% just like the success of previous cohorts (see *Figure 3.9*). Following the revision of the SPED student teaching rubric in Fall 2022, the lowest overall average grade was 89.71% (N = 14) in Spring 2024. Among the four assessed components, "Profession" consistently emerged as the area with the lowest scores.

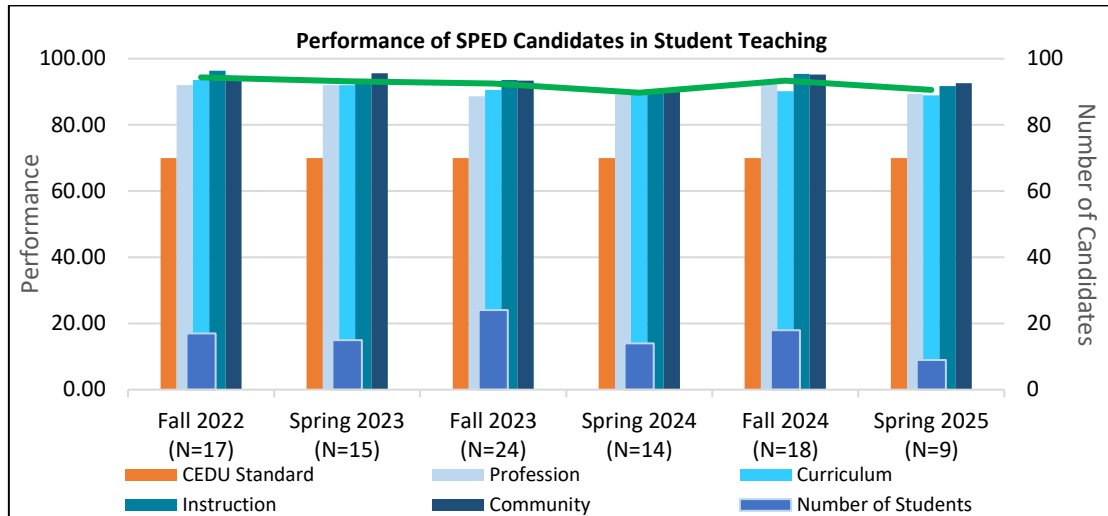


Figure 3. 9 Performance of SPED candidates in student teaching

Health and Physical Education

Figure 3.10 illustrates the strong performance of HPE candidates in their Student Teaching course during Fall 2024 and Spring 2025. The average overall score was 88.75% (N = 4) in Fall 2024, with component scores ranging from 80.83% to 100.00%. In Spring 2025, the average overall performance increased to 90.67% (N = 6), with component scores spanning from 86.00% to 100.00%. Comparing the student teaching evaluation of different cohorts of HPE completers reveals that the lowest overall student teaching performance was recorded in the Fall 2024 cohort (N=4). Nevertheless, all HPE candidates consistently attained high scores in each teaching domain. These results far exceed the standard of 70%, demonstrating that the HPE program effectively equips its candidates with the required proficiency in all four domains—Planning and Preparation, Instruction, Classroom Environment, and Professional Responsibilities—necessary for success as beginning teachers.

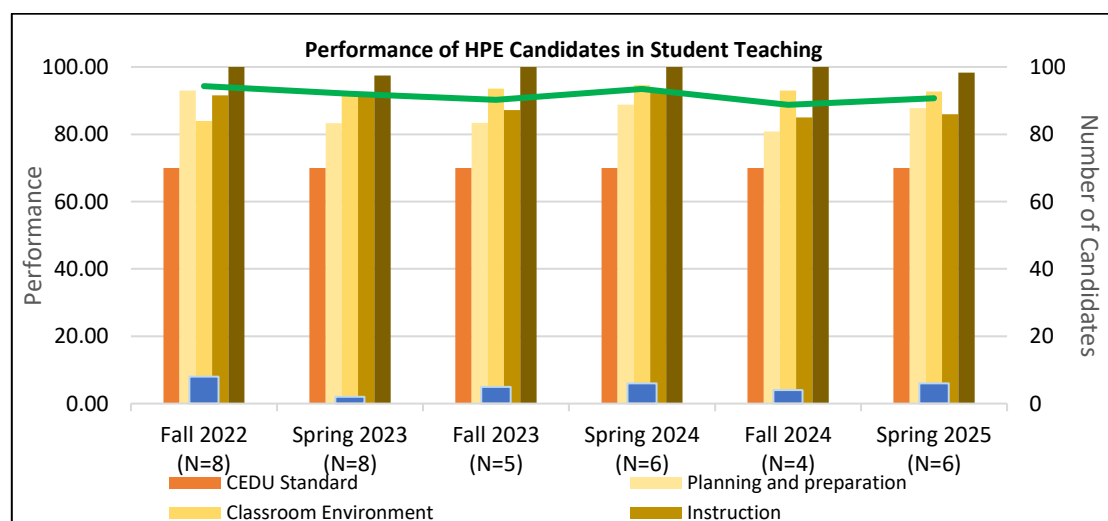


Figure 3. 10 Performance of HPE candidates in student teaching

3.2 Capstone Course

The Capstone course serves as a culmination of candidates' educator preparation, requiring them to demonstrate their accumulated knowledge, skills, and professional dispositions. As part of this process, candidates are evaluated by their supervisors on a range of outputs, including the design and implementation of curriculum unit plans, detailed lesson plans, and the development of formative assessments such as homework, quizzes, projects, portfolio artifacts, checklists, and rating scales. The student portfolio serves as one of the key types of evidence of this evaluation, providing tangible evidence of candidates' competencies and growth. Supervisors assess these outputs to determine candidates' proficiency in areas such as learner development, responsiveness to diversity, and commitment to equity and inclusion. The Capstone assessment structure—comprising the Professional Exam (40%), Action Research (30%), Portfolio (15%), and Course Work (15%)—ensures a comprehensive review of each candidate's performance, with supervisors verifying that program and accreditation standards are met through direct appraisal of candidate work, including their portfolios.

Early Childhood Education

The overall capstone grades for ECE candidates ranged from 88% to 96% during Fall 2024 (N=29) and from 88% to 96.5% during Spring 2025 (N=15). In Fall 2024, the average overall capstone score was 92.50%, with a Professional Exam average of 92.90% and an Action Research average of 91.80%. In Spring 2025, the overall capstone average increased to 93.00%, with both the Professional Exam and Action Research components averaging 92.00%. These performance outcomes for the assessment cycle far exceed the required minimum overall score of 70% in the Capstone course, as well as the 80% threshold for both the Professional Exam and Action Research components, demonstrating exemplary achievement by the candidates. The results affirm that ECE candidates consistently surpass program standards, reflecting the effectiveness of their preparation.

Analyzing capstone performance over three academic years reveals consistently strong achievement, with overall average scores ranging from 89.60% to 93.90%. Every cohort of ECE candidates not only meets but exceeds the expected performance standards for all assessed outcomes. While some cohorts excel in Action Research and others demonstrate greater strength on the Professional Exam, these results confirm that candidates are successfully attaining capstone objectives through varied, yet equally effective, components of the course. The most recent assessment cycle (Fall 2024–Spring 2025) further highlights the sustained, high-level, and balanced performance of ECE candidates (see *Figure 3.11*).

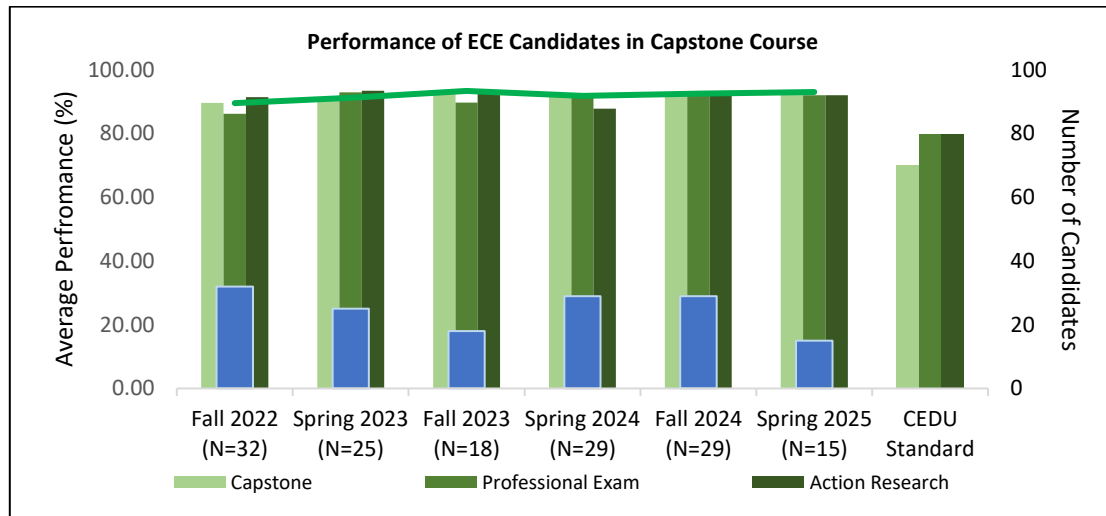


Figure 3. 11 Performance of ECE candidates in capstone course

Special Education

During Fall 2024 and Spring 2025, SPED candidates achieved capstone grades ranging from 83% to 96%. The average capstone score was 90.02% (N = 18) in Fall 2024 and 89.20% (N = 9) in Spring 2025. Professional Exam grades ranged from 80% to 100%, with an average of 91.00% in Fall 2024 and 88.60% in Spring 2025. Action Research grades were between 83.3% and 93.3%, averaging 89.40% in Fall 2024 and 87.40% in Spring 2025. Overall, SPED candidates consistently surpassed the program’s minimum requirement of a 70% overall score in the Capstone course, as well as the 80% threshold for both the Professional Exam and Action Research components.

Over the past three academic years, SPED candidates have consistently demonstrated strong achievement in the capstone course, with average scores ranging from 89.20% to 92.27%. The Fall 2022 and Spring 2023 cohorts stand out as the highest-performing groups, driven by the highest overall capstone scores. While capstone performance remains high across all cohorts, individual results vary depending on cohort composition. Additionally, most cohorts show stronger results on the Professional Exam compared to Action Research, highlighting their proficiency in key assessment areas (see Figure 3.12).

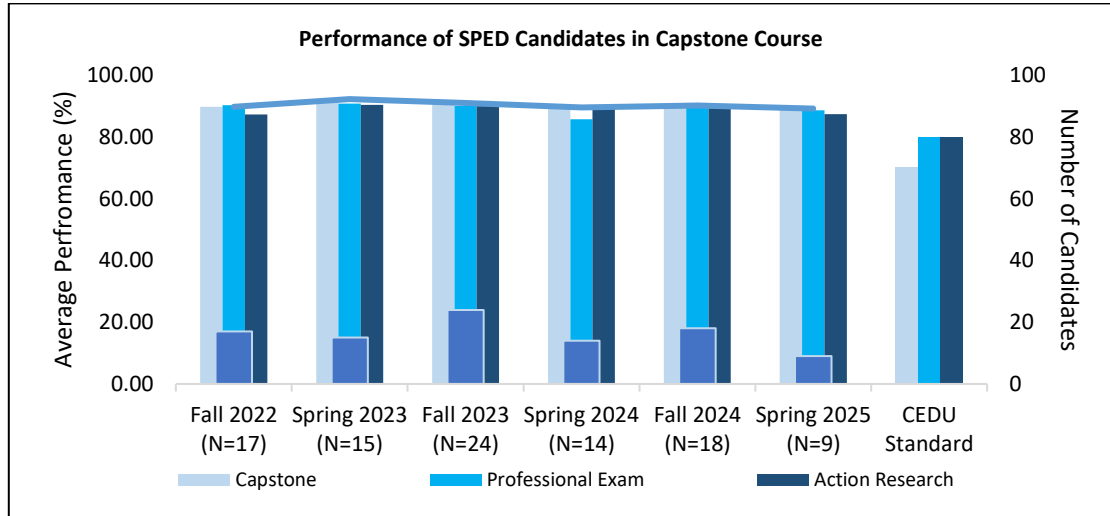


Figure 3. 12 Performance of SPED candidates in capstone course

Health and Physical Education

For HPE candidates, capstone grades during Fall 2024 and Spring 2025 ranged from 84% to 90%. The average capstone score was 88.50% (N = 4) in Fall 2024 and 86.20% (N = 6) in Spring 2025. Professional Exam grades ranged from 90% to 92.5%, with averages of 91.20% in Fall 2024 and 90.80% in Spring 2025. Action Research grades ranged from 80.0% to 93.3%, averaging 87.50% in Fall 2024 and 85.00% in Spring 2025. Overall, HPE candidates consistently exceeded the program’s minimum requirement of a 70% overall capstone score and the 80% benchmarks for both the Professional Exam and Action Research components, demonstrating solid achievement and readiness for professional practice.

Over the past three academic years, the overall average capstone grade demonstrates consistent achievement of the required minimum overall score of 70%, with average grades ranging from 86.13% to 89.20%. The Professional Exam and Action Research components contribute uniquely to the capstone grade across different cohorts. In general, Professional Exam scores consistently exceed Action Research scores in all cohorts, highlighting a potential area for improvement in the Action Research component while maintaining the strong performance observed in Professional Exams (see Figure 3.13).

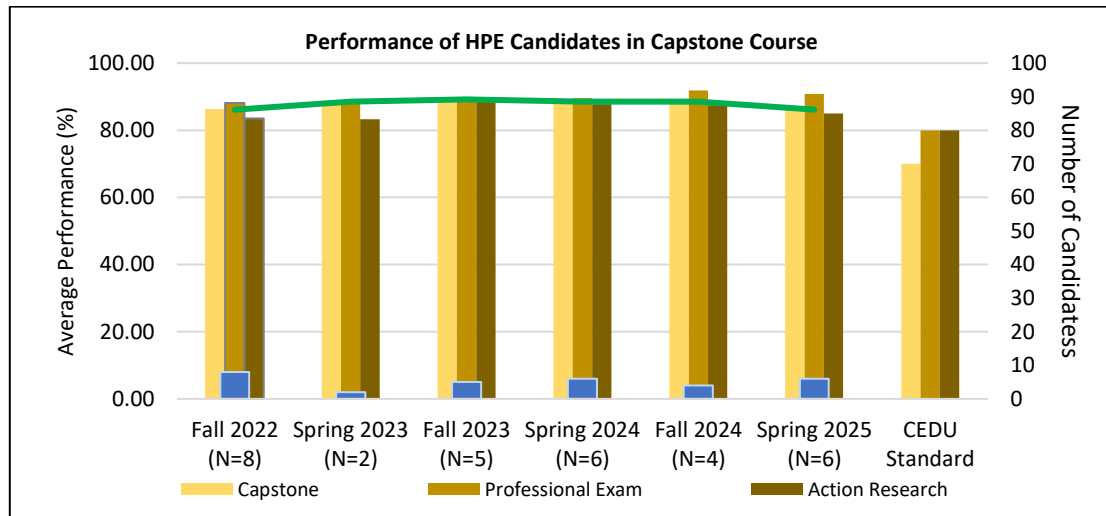


Figure 3. 13 Performance of HPE candidates in a capstone course

3.3 Disposition at Completion

At the point of program completion, candidates evaluate themselves on their beliefs toward teaching through a post-disposition assessment. This evaluation captures their professional attitudes, values, beliefs, and behaviors as demonstrated in interactions with students, families, colleagues, and the broader community. The post-disposition assessment serves as a final opportunity for the EPP to gauge candidates’ perceptions and commitment to the teaching profession. Utilizing a five-point Likert scale, the survey considers a mean score of 4 or higher as indicative of a positive disposition toward teaching.

Post-completion disposition data were collected for student teachers in the ECE, SPED, and HPE programs. Across the last six graduating cohorts from CEDU, candidates have consistently demonstrated a positive attitude toward teaching, as evidenced by the assessment results.

Early Childhood Education

At the time of program completion, Early Childhood Education (ECE) candidates demonstrated beliefs about the teaching profession that ranged from 3.00 to 5.00. The overall disposition average was 4.64 in Fall 2024 (N=29) and 4.58 in Spring 2025 (N=15), reflecting a positive attitude toward teaching.

A comparison of ECE candidates’ belief ratings from Fall 2022 through Spring 2025 (see Figure 3.14) reveals consistently strong and positive dispositions, with overall scores ranging between 4.41 and 4.82 on a five-point scale. Notably, ECE candidates from Fall 2023 (N=18) to Spring 2024 (N=29) exhibited the highest disposition scores across all assessment components.

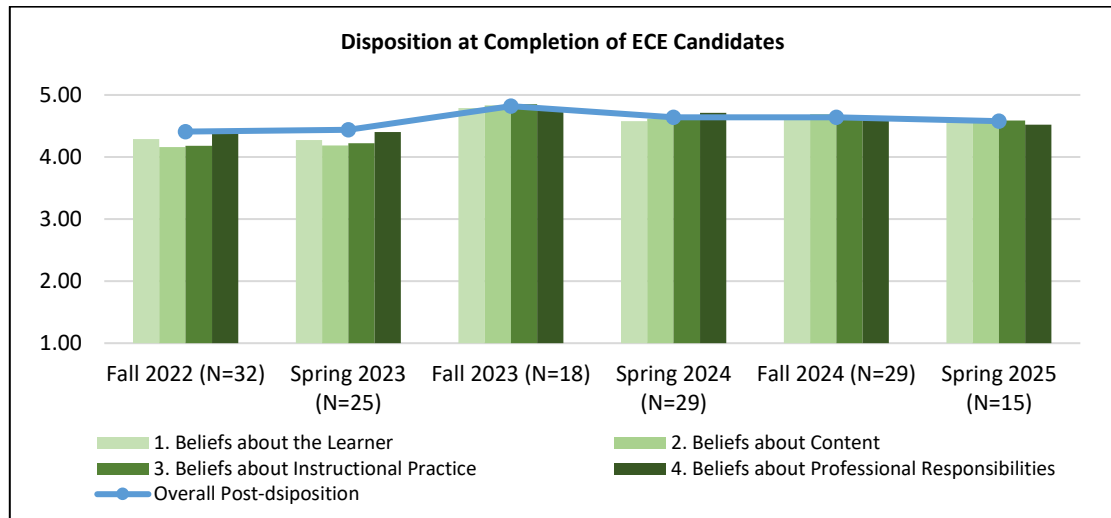


Figure 3. 14 ECE Candidates' Disposition at Completion

Special Education

Similarly, the mean scores for candidates graduating from SPED have been positive among the six cohorts graduating from the program. Beliefs about the teaching profession ranged from 3.84 to 5.00. The overall disposition average was 4.75 in Fall 2024 (N=18) and 4.54 in Spring 2025 (N=9), reflecting a positive attitude toward teaching.

Disposition ratings for SPED candidates at program completion have remained consistently strong from Fall 2022 through Spring 2025. The Fall 2023–Spring 2024 (N=38) cohort demonstrated the highest belief outcomes, with minimal variation across all disposition components. Candidates from both the Fall 2022–Spring 2023 (N=32) and Fall 2024–Spring 2025 (N=27) cohorts also exhibited positive dispositions, although there was greater variability in ratings across the disposition components (see Figure 3.15).

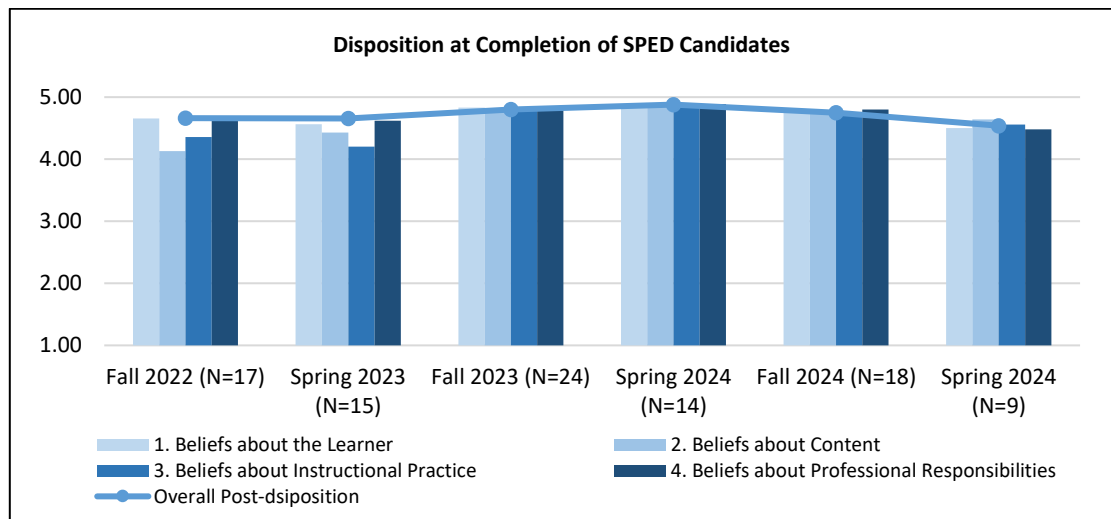


Figure 3. 15 SPED Candidates' Disposition at Completion

Health and Physical Education

The disposition ratings for HPE candidates at program completion during Fall 2024 and Spring 2025 were consistently positive, with scores ranging from 4.33 to 5.00. The overall average disposition was 4.69 in Fall 2024 (N = 4) and 4.57 in Spring 2025 (N = 6), reflecting a strong commitment to the teaching profession.

From Fall 2022 through Spring 2025, Health and Physical Education (HPE) candidates consistently demonstrated strong, positive beliefs about the teaching profession. Overall disposition scores ranged from 4.40 to 4.69, with the Fall 2024–Spring 2025 (N=10) cohort exhibiting the highest levels of professional commitment. While all cohorts reflect strong disposition toward teaching, each displayed different strengths across the various disposition components (see *Figure 3.16*).

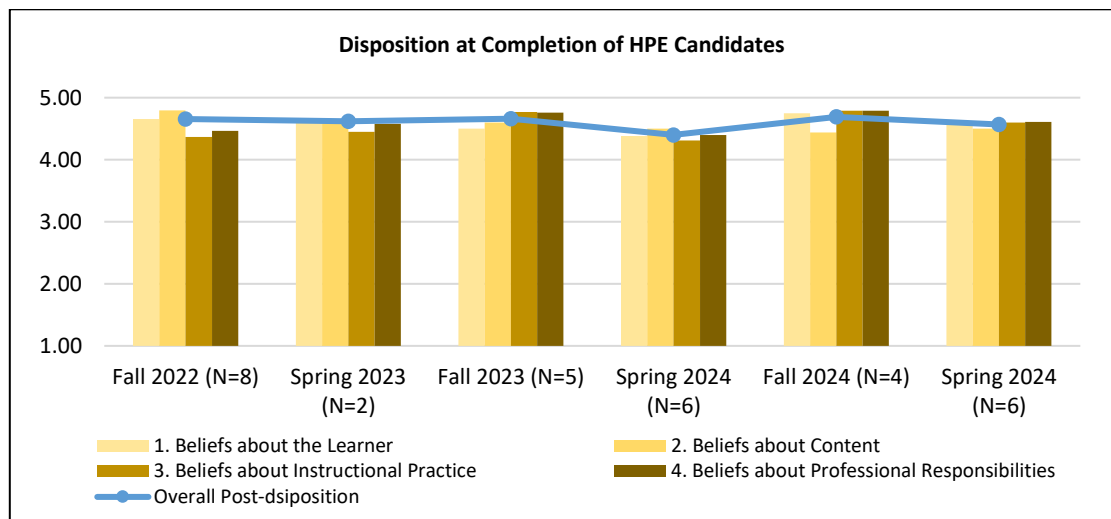


Figure 3. 16 HPE Candidates' Disposition at Completion