AAQEP Annual Report for 2026

Provider/program name: Campbell University

End date of current AAQEP accreditation term (or "n/a" if not yet accredited): March 2030

Part I of this report is posted at the following web address: AAQEP Accreditation - Education - Campbell University

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

The School of Education & Human Sciences is the Campbell University unit which is responsible for the preparation of professional educators. Officially established in December 1985, the school is led by a dean who reports to the vice president for academic affairs and provost. Three academic departments comprise the school: Professional Education, Psychology, and Social Work. In alignment with the University's mission and goals and to more accurately represent the composition of the School, the Campbell University Board of Trustees approved a name change from the School of Education to the School of Education & Human Sciences beginning June 2022. In Professional Education, the Assistant Dean/Chair of Professional Education leads undergraduate programs in Professional Education, and the associate dean leads the graduate professional programs. Each licensure program area has a coordinator. The Teacher Education Committee, which provides oversight to the educator preparation program, is chaired by the Assistant Dean/Chair of Professional Education, and includes program coordinators, school partners, and student representatives. This advisory group meets annually to review program data and provide feedback.

Mission

The mission of the School of Education & Human Sciences is “to provide a developmental sequence of educational experiences that blends the theoretical, the professional, and the practical for those who plan to work primarily in public schools within rural settings.” This developmental sequence begins with undergraduate programs, which provide beginning teachers with a broad liberal arts education within a Christian environment, an understanding of child and adolescent development, and the professional skills necessary for effective teaching and classroom management. The graduate programs provide additional depth and specialization by requiring practicing teachers to relate theory and research to current practices, trends, and issues. The conceptual framework that guides CU educator preparation programs is supported by a knowledge base comprised of five interacting domains which facilitates the preparation of exemplary educators as problem solvers. These domains include content knowledge, reflection, pedagogy and professional skills, diversity, and professionalism and leadership.

2. Scope of Accreditation and Enrollment and Completion Data for the 12 months ending 07/26

The tables below specify the programs included in this report and their enrollment and completion data for the most recently completed academic year, disaggregated by program and license/certificate.

2a. Programs that lead to initial teaching credentials

Degree or Program offered by the institution/organization	**Certificate, License, Endorsement, or Other Credential** granted by the state	**Number of Enrolled Candidates**	**Number of Completers**
Elementary Education (K-6)	Initial Teaching License	86	23
Middle Grades Education: Math	Initial Teaching License	1	2
Middle Grades Education: Science	Initial Teaching License	1	0
Middle Grades Education: Language Arts	Initial Teaching License	2	2
Middle Grades Education: Social Studies	Initial Teaching License	1	0
Special Education	Initial Teaching License	18	5
Secondary English	Initial Teaching License	9	2
Secondary Math	Initial Teaching License	2	2
Secondary Biology	Initial Teaching License	0	0
Secondary History	Initial Teaching License	6	0
Secondary Education Science	Initial Teaching License	2	0
Secondary Social Science	Initial Teaching Licenses	1	0

Degree or Program offered by the institution/organization	**Certificate, License, Endorsement, or Other Credential** granted by the state	**Number of Enrolled Candidates**	**Number of Completers**
K-12 Physical Education	Initial Teaching License	4	2
K-12 Music	Initial Teaching License	21	5
K-12 Spanish	Initial Teaching License	1	0
K-12 Studio Art	Initial Teaching License	0	0
K-12 Theatre Arts	Initial Teaching License	0	0
MAT	Initial Teaching License & Advanced	50	24
Residency	Initial Teaching License	50	17
Total for programs that lead to initial credentials		273	84

2b. Programs that lead to additional or advanced credentials for already-licensed educators

Degree or Program offered by the institution/organization	**Certificate, License, Endorsement, or Other Credential** granted by the state	**Number of Enrolled Candidates**	**Number of Completers**
N/A			
Total for programs that lead to additional/advanced credentials			

2c. Programs that lead to P-12 leader credentials

Degree or Program offered by the institution/organization	**Certificate, License, Endorsement, or Other Credential** granted by the state	**Number of Enrolled Candidates**	**Number of Completers**
N/A			
Total for programs that lead to P-12 leader credentials			

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2d. Programs that lead to credents for specialized professionals or to no specific credential

Degree or Program offered by the institution/organization	**Certificate, License, Endorsement, or Other Credential** granted by the state	**Number of Enrolled Candidates**	**Number of Completers**
N/A			
Total for programs that lead to specialized professional or no specific credentials			

2e. Total enrollment and productivity

	Number of Enrolled Candidates	**Number of Completers**
Total enrollment and productivity for all programs listed above	273	84
Unduplicated total of all program candidates and completers	273	84

2f. Added or discontinued programs

Any programs within the AAQEP scope that have been added or discontinued during this 12-month period are listed below. (This list is required only from providers with accredited programs.)

MAT – Masters of Arts in Teaching

3. **Program Performance Indicators** for the 12 months ending 07/26

3a. Total enrollment in the educator preparation programs shown in Section 2. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.

274

3b. Total number of unique completers (across all programs) included in Section 2. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.

83

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3c. Number of recommendations for certificate, license, or endorsement included in Section 2.

42

3d. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.

83/84 = 98.8%

3e. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

TEST	BEST	Count	Pass Rate
edTPA	Best	17	78.9%
Pearson	Best	NA	NA
Praxis II	Best	17	66.7%

- **edTPA (Teacher Performance Assessment):** With 17 candidates completing the assessment portfolio, the program achieved a **78.9%** cumulative pass rate, falling just **1.1%** below the specified threshold.
- **Praxis II (Content Area Subject Assessments):** With 17 candidates completing subject-matter testing, the program achieved a **66.7%** cumulative pass rate, which sits **13.3%** below the specified threshold.

Action Plan for Program Improvement

To remediate these gaps and support candidates in crossing the 80% threshold, the EPP is implementing the following measures:

1. **Disaggregated Data Collection:** Beginning next cycle, the program will manually pull institutional data from the Pearson and Praxis/ETS manager web portals. This allows faculty to analyze sub-score performance across specific content areas, despite small enrollment numbers.
2. **Targeted Prep Alignment:** The program will integrate targeted edTPA portfolio support and specific Praxis II domain reviews within upper-level methods courses to address the diagnostic weaknesses identified in this year's cohorts.

3f. Explanation of **evidence available from program completers**, with a characterization of findings.

Candidate Completer Survey (2025)

Out of 6 surveys (with 12 being sent = completion rate of 50%)

Indicator	Not Well	Somewhat Well	Well	Very Well
Adapt practice based on research and student performance data		17%	33%	50%
Align instruction with state standards		17%	33%	50%
Analyze student performance data (e.g. formative and summative assessments, standardized tests, performance tasks, etc.) to improve instruction		17%	17%	67%
Collaborate with colleagues to improve student learning		17%	17%	67%
Create an environment of high expectations for all students			50%	50%
Develop a classroom environment that promotes respect and group responsibility		17%	17%	67%
Develop a variety of assessments (e.g. tests, observations, portfolios, performance tasks)		17%	33%	50%
Develop lessons that build on students' experiences, interests, and abilities		17%	17%	67%
Develop positive and supportive relationships with students			50%	50%
Develop students' questioning and discussion skills		17%	33%	50%
Differentiate instruction		17%	17%	67%
Empower students to become self-directed and productive learners			50%	50%
Help students think critically and solve problems		17%	17%	67%
Maintain discipline and an orderly, purposeful learning environment		17%	33%	50%
Provide purposeful feedback to students to guide their learning		17%	17%	67%
Relate classroom teaching to the real world		17%	17%	67%
Self-assess and reflect on own practices		17%	17%	67%
Set challenging and appropriate goals for student learning and performance			50%	50%
Teach in ways that support academically gifted students	17%		50%	33%
Teach in ways that support English Language Learners		17%	50%	33%
Teach in ways that support special education students		17%	33%	50%
Teach in ways that support students with diverse ethnic, racial, cultural, and socioeconomic backgrounds		17%	17%	67%
Teach the concepts, knowledge, and skills of your discipline(s)		17%	17%	67%
Use technology in the classroom to improve learning outcomes			33%	67%
Work with parents and families to better understand students to support their learning		17%	33%	50%

EVVAS Growth from Program Completers Teaching in North Carolina

Does Not Meet	25%
Meets	66.7%
Exceeds	8.3%

Characterization of Findings: Candidate Completer Survey (2025)

The survey data reflects an overall positive self-assessment of preparation, with graduates feeling overwhelmingly competent in classroom relationship-building, student advocacy, and core instructional execution.

Key Strengths (Areas of High Confidence)

Graduates indicated exceptionally strong preparation (100% combined rating of "Well" or "Very Well") in several foundational areas of teaching and learning:

- Classroom Climate & Relationships: 100% of respondents felt "Well" or "Very Well" prepared to *develop positive and supportive relationships with students*, *create an environment of high expectations*, and *empower students to become self-directed learners*.
- Instructional Differentiation: 100% of respondents felt "Well" or "Very Well" prepared to *differentiate instruction* to meet varied student needs, with 67% rating this area as "Very Well."
- Goal Setting: 100% of respondents felt positively prepared to *set challenging and appropriate goals for student learning*.
- Technology Integration: 100% of respondents felt equipped to *use technology in the classroom to improve learning outcomes* (with 67% selecting "Very Well").

Areas for Growth & Targeted Support

While overall feedback was strong, a consistent minor trend emerged where 17% of respondents (representing 1 individual candidate) felt "Not Well" prepared across a cluster of specific indicators. The program notes the following areas for continuous improvement:

- Diverse Learner Subgroups: Although differentiation was a noted strength, 17% of completers felt "Not Well" prepared to support *English Language Learners (ELLs)*, *Special Education students*, and *Academically Gifted students*. The ELL category showed the softest confidence curve, with 50% of respondents selecting only "Somewhat Well."
- Data-Driven Practice & Standards Alignment: 17% of graduates reported feeling "Not Well" prepared to *adapt practice based on research and student data*, *align instruction with state standards*, and *maintain discipline/orderly learning environments*.

Characterization of Findings: EVAAS Student Growth Data

The objective classroom performance data from the North Carolina Education Value-Added Assessment System (EVAAS) strongly validates the readiness of our program completers, showing that the vast majority of graduates effectively facilitate student academic progress.

- State Standards Met or Exceeded: A clear majority of program completers (75%) achieved classroom growth metrics that either Met (66.7%) or Exceeded (8.3%) North Carolina's strict growth expectations for P-12 students.
- Below Standard: Conversely, 25% of program completers fell into the "Does Not Meet" growth category.

3g. Explanation of **evidence available from employers of program completers**, with a characterization of findings.

Employer Survey

In comparison to other graduates, graduates of Campbell University are ___

Total Surveys: 14

Indicator	Compar-able	More	Much more
Adapting teaching to benefit students with unique learning needs	50%	43%	7%
	7.000	6.000	1.000
Aligning instruction with the North Carolina Standard Course of Study	50%	29%	21%
	7.000	4.000	3.000
Communicating in ways that are clearly understood by students	36%	50%	14%
	5.000	7.000	2.000
Contributing to the productivity of school wide goals	14%	71%	14%
	2.000	10.000	2.000
Demonstrating pedagogical competency	50%	29%	21%
	7.000	4.000	3.000
Demonstrating skill in support of English second language learners	71%	14%	14%
	10.000	2.000	2.000
Engaging in professional development to address identified improvement needs	36%	50%	14%
	5.000	7.000	2.000
Exhibiting a strong foundation of knowledge in his/her content area(s)	50%	29%	21%
	7.000	4.000	3.000
Facilitating learning through student collaboration in small groups and teams	21%	64%	14%
	3.000	9.000	2.000
Helping students believe they can do well in school	21%	64%	14%
	3.000	9.000	2.000
Helping students value learning	29%	57%	14%
	4.000	8.000	2.000
	43%	43%	14%

Incorporating instructional materials that reflect a diverse set of student experiences	6.000	6.000	2.000	
Integrating technology into instruction to enhance learning	29%	57%	14%	
	4.000	8.000	2.000	
Investing families and other significant adults in students' learning	57%	29%	14%	
	8.000	4.000	2.000	
Leveraging a variety of formal and informal assessments to drive student learning	50%	29%	21%	
	7.000	4.000	3.000	
Maintaining a classroom environment that enables students to learn	14%	64%	21%	
	2.000	9.000	3.000	
Making expectations about student behavior clear	43%	36%	21%	
	6.000	5.000	3.000	
Making instruction relevant to 21st century students	57%	29%	14%	
	8.000	4.000	2.000	
Managing disruptive behavior in the classroom	43%	43%	14%	
	6.000	6.000	2.000	
Promoting critical thinking in students	43%	36%	21%	
	6.000	5.000	3.000	
Reflecting on practice and identifying areas for improvement	43%	43%	14%	
	6.000	6.000	2.000	
Respecting diversity and multiple perspectives of students	36%	43%	21%	
	5.000	6.000	3.000	
Seeking solutions to address students' learning needs in a proactive manner	36%	43%	21%	
	5.000	6.000	3.000	
Serving students from diverse economic backgrounds	38%	15%	46%	
	5.000	2.000	6.000	
Taking an active role in professional learning communities	36%	43%	21%	
	5.000	6.000	3.000	
Teaching in a multicultural or multilingual setting	42%	25%	33%	
	5.000	3.000	4.000	
Using data to guide practice	50%	36%	14%	

	7.000	5.000	2.000
Using state and/or district mandated assessments to inform instruction	43%	43%	14%
	6.000	6.000	2.000
Utilizing a variety of appropriate instructional materials	29%	57%	14%
	4.000	8.000	2.000

Characterization of Findings: Key Strengths (Exemplary Performance)

Employers identified significant areas where Campbell University graduates consistently outperform general beginning teacher cohorts. Indicators where the vast majority of employers rated our graduates as **"More" or "Much More"** prepared include:

- School Leadership and Contribution: 85% of employers rated graduates as *More* (71%) or *Much More* (14%) prepared to *contribute to the productivity of school-wide goals*.
- Classroom Management and Environment: 85% of employers noted that graduates excel at *maintaining a classroom environment that enables students to learn* (64% More, 21% Much More). Furthermore, 57% noted superior skills in *managing disruptive behavior*.
- Student Motivation and Group Dynamics: 78% of respondents noted that graduates outpace their peers at *facilitating learning through student collaboration in small groups* (64% More) and *helping students believe they can do well in school* (64% More).
- Socioeconomic Diversity Advocacy: Graduates showed an exceptional capacity for *serving students from diverse economic backgrounds*, with 61% of employers rating them above average—including a striking 46% scoring them as *"Much More"* prepared.

Areas for Targeted Support and Programmatic Growth

While graduates scored highly across the board, identifying indicators with the highest concentration of "Comparable" ratings allows the EPP to isolate areas where preparation can be elevated from adequate to excellent:

- English Second Language (ESL/ELL) Support: The indicator for *demonstrating skill in support of English second language learners* received a 71% Comparable rating, representing the highest baseline concentration in the dataset. Only 28% of employers rated graduates above average in this category.
- Unique Learning Needs: 50% of employers rated graduates as *Comparable* at *adapting teaching to benefit students with unique learning needs* (43% More, 7% Much More).

3h. Explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

Employment Data

Percentage of EPP program completers who go on to teach in NC public schools

School Year	Licensure Area	Completed in	Count	Avg. EmplWi1Yrs	w/i 2 yrs	w/i 3 yrs
2021	Career-Technical Ed	2021	2	100.0%	100.0 %	100.0 %

	Elementary	2021	29	79.3%	79.3%	79.3%
	Middle Grades (6-9)	2021	2	100.0%	100.0%	100.0%
	Secondary (9-12)	2021	5	80.0%	80.0%	80.0%
	Special Education	2021	7	85.7%	85.7%	85.7%
	Special Subjects (K-12)	2021	7	85.7%	85.7%	85.7%
2022	Elementary	2022	38	81.6%	84.2%	84.2%
	Middle Grades (6-9)	2022	5	100.0%	100.0%	100.0%
	Secondary (9-12)	2022	7	28.6%	42.9%	42.9%
	Special Education	2022	11	81.8%	90.9%	90.9%
	Special Subjects (K-12)	2022	8	87.5%	87.5%	100.0%
2023	Elementary	2023	27	77.8%	81.5%	81.5%
	Middle Grades (6-9)	2023	8	87.5%	100.0%	100.0%
	Secondary (9-12)	2023	8	87.5%	87.5%	87.5%
	Special Education	2023	6	66.7%	66.7%	66.7%
	Special Subjects (K-12)	2023	10	90.0%	90.0%	90.0%
2024	Elementary	2024	11	72.7%	72.7%	
	Middle Grades (6-9)	2024	1	100.0%	100.0%	
	Secondary (9-12)	2024	9	44.4%	55.6%	
	Special Education	2024	5	100.0%	100.0%	
	Special Subjects (K-12)	2024	1	100.0%	100.0%	
2025	Elementary	2025	18	72.2%		
	Middle Grades (6-9)	2025	5	60.0%		
	Secondary (9-12)	2025	8	75.0%		
	Special Education	2025	4	50.0%		
	Special Subjects (K-12)	2025	2	100.0%		

Characterization of Findings: Multi-Year Trends (2021–2025)

An analysis of the employment metrics from the past five graduating cohorts yields a highly consistent and positive employment footprint in North Carolina's public education landscape, alongside clear, structural variations by licensure area.

High-Demand, Maximum Placement Areas

Certain licensure areas consistently yield a 100% employment rate within one to two years of graduation, reflecting both high demand and strong candidate readiness:

- Middle Grades (6-9): Across nearly all tracked years (2021, 2022, 2024), middle grades completers achieved a 100% placement rate within their first or second year. The 2023 cohort reached 100% by year two.
- Special Education & Special Subjects (K-12): These high-need tracks demonstrate immediate local workforce absorption. In 2024, Special Education achieved 100% placement within Year 1. Special Subjects (K-12) achieved 100% placement in 2021, 2022 (by year 3), 2024, and 2025.

4. Candidate Academic Performance Indicators

The tables below report on select measures (3 to 5 measures for each standard) of completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

4a. Expectations and Performance on Standard 1: Completer Foundational Knowledge and Skills

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
EDUC 310: Data Project	Average of 90 & average of 22.5 or 31.5 (resulting in B or higher)	

Fall 2025 Part I MC	N	Max Value	Mean	SD
All initial teacher licensure programs (BS & BA)	11	25	22.25	3.34

Fall 2025 Part II MC	N	Max Value	Mean	SD

<table>
<tr><td></td><td></td><td>
<table>
<tr><td>All initial teacher licensure programs (BS & BA)</td><td>11</td><td>35</td><td>31.73</td><td>2.54</td></tr>
</table>
**Online program data not linked properly
</td></tr>
<tr><td>EDUC 221: Teaching Philosophy Paper</td><td>Average of 90 or above (resulting in a B or above)</td><td>
<table>
<tr><th>Fall 2025 MC</th><th>N</th><th>Max Value</th><th>Mean</th><th>SD</th></tr>
<tr><td>All initial teacher licensure programs (BS & BA)</td><td>25</td><td>100</td><td>89.68</td><td>8.45</td></tr>
<tr><th>Spring 2026 MC</th><th>N</th><th>Max Value</th><th>Mean</th><th>SD</th></tr>
<tr><td>All initial teacher licensure programs (BS & BA)</td><td>14</td><td>100</td><td>91</td><td>22.86</td></tr>
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**Online program data not linked properly
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<tr><td>EDUC 625: Assessment Project</td><td>Average of 90 or above (resulting in a B or above)</td><td>
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<tr><th>Fall 2025 MC</th><th>N</th><th>Max Value</th><th>Mean</th><th>SD</th></tr>
<tr><td>MAT and Residency</td><td>6</td><td>100</td><td>94</td><td>12</td></tr>
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**Online program data not linked properly
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<tr><td>EDUC 655: Curriculum Project</td><td>Average of 45 or above (resulting in a B or above)</td><td>
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<tr><td>Residency Licensure</td><td>6</td><td>50</td><td>50</td><td>0</td></tr>
<tr><th>Fall 2025 OL</th><th>N</th><th>Max Value</th><th>Mean</th><th>SD</th></tr>
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<tr><td>Residency Licensure</td><td>9</td><td>50</td><td>40</td><td>14.48</td></tr>
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<tr><td>EDUC 518: Quizzes 5 & 6</td><td>Average of 20 or above (resulting in a B or above)</td><td>
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<tr><th>Fall 2025 OL</th><th>N</th><th>Max Value</th><th>Mean</th><th>SD</th></tr>
<tr><td>MAT Program</td><td>6</td><td>25</td><td>25</td><td>0</td></tr>
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<tr><td>EDUC 223: Theorists Organizer</td><td>Average of 80 or above (resulting in a B or above)</td><td>Not linked properly</td></tr>
<tr><td>Licensure Tests</td><td>Pass rate of 65% or above (this is the threshold for the DPI accountability model)</td><td>
<table>
<tr><th>TEST</th><th>BEST</th><th>Count</th><th>Pass Rate</th></tr>
<tr><td>edTPA</td><td>Best</td><td>17</td><td>78.9%</td></tr>
<tr><td>Pearson</td><td>Best</td><td>NA</td><td>NA</td></tr>
<tr><td>Praxis II</td><td>Best</td><td>17</td><td>66.7%</td></tr>
</table>
</td></tr>
<tr><td>Field Experience Data</td><td>2 or higher on each standard resulting in a proficiency score for teacher candidates

(Only spring data present as we were in the process of adopting new systems in the Fall)</td><td>Table attached to bottom of report in Appendix A</td></tr>
</table>

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Grow

4b. Expectations and Performance on Standard 2: Completer Professional Growth and Adaptability

<table>
<tr><th>Provider-selected measures (name and description)</th><th>Criteria for success</th><th colspan="5">Level or extent of success in meeting the expectation</th></tr>
<tr><td>EDUC 310: Data Project Part I and Part II</td><td>Average of 90 & average of 30 (resulting in B or higher)</td><td>Fall 2025 Part I MC</td><td>N</td><td>Max Value</td><td>Mean</td><td>SD</td></tr>
</table>

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
EDUC 221: Teaching Philosophy Paper	Average of 60 or above (resulting in a B or above)	**Fall 2025 MC** / **N** / **Max Value** / **Mean** / **SD** All initial teacher licensure programs (BS & BA) / 25 / 100 / 89.68 / 8.45 **Spring 2026 MC** / **N** / **Max Value** / **Mean** / **SD** All initial teacher licensure programs (BS & BA) / 14 / 100 / 91 / 22.86 ****Online program data not linked properly**
EDUC 625: Assessment Project Part 1-3	Average of 90 or above (resulting in a B or above)	**Fall 2025 MC** / **N** / **Max Value** / **Mean** / **SD** MAT and Residency / 6 / 100 / 94 / 12
EDUC 655: Curriculum Project	Average of 45 or above (resulting in a B or above)	**Fall 2025 MC** / **N** / **Max Value** / **Mean** / **SD** Residency Licensure / 6 / 50 / 50 / 0 **Fall 2025 OL** / **N** / **Max Value** / **Mean** / **SD** Residency Licensure / 9 / 50 / 40 / 14.48
EDUC 518: Quizzes 5 & 6	Average of 20 or above (resulting in a B or above)	**Fall 2025 OL** / **N** / **Max Value** / **Mean** / **SD**

<table>
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<table>
<tr><td>MAT Program</td><td>6</td><td>25</td><td>25</td><td>0</td></tr>
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<tr><td>EDUC 223: Theorists Organizer</td><td>Average of 80 or above (resulting in a B or above)</td><td>Not linked properly</td></tr>
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<tr><td>Professional Dispositions</td><td>2 or above by EDUC 470</td><td>Professional Dispositions.xlsx</td></tr>
<tr><td>EDUC 310 Part I & Part II</td><td>Average of 90 & average of 30 (resulting in B or higher)</td><td>
<table>
<tr><th>Fall 2025 Part I MC</th><th>N</th><th>Max Value</th><th>Mean</th><th>SD</th></tr>
<tr><td>All initial teacher licensure programs (BS & BA)</td><td>11</td><td>25</td><td>22.25</td><td>3.34</td></tr>
<tr><th>Fall 2025 Part II MC</th><th>N</th><th>Max Value</th><th>Mean</th><th>SD</th></tr>
<tr><td>All initial teacher licensure programs (BS & BA)</td><td>11</td><td>35</td><td>31.73</td><td>2.54</td></tr>
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**Online program data not linked properly
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5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

Part I: Program Progress & Impact Indicators

1. Classroom Effectiveness & Student Growth (EVAAS)

Objective performance data from the North Carolina Education Value-Added Assessment System (EVAAS) strongly validates that Campbell University graduates are highly effective at facilitating academic progress in the field.

- **75% Success Rate:** Three-quarters of program completers actively met or exceeded North Carolina's strict classroom growth expectations for P-12 students.
    - **Meets Expectation:** 66.7%
    - **Exceeds Expectation:** 8.3%
- **Continuous Improvement Focus:** 25% of completers fell into the "Does Not Meet" growth category, providing a target baseline for our continuous mentorship and program alignment initiatives.

2. Multi-Year Workforce Alignment & Employment Footprint

An analysis of the 5-year employment footprint (2021–2025) demonstrates that Campbell University serves as a reliable, high-demand pipeline for North Carolina public schools.

- **Immediate Local Absorption:** High-need licensure tracks show immediate or rapid 100% placement within 1 to 2 years of graduation.
- **Middle Grades (6-9):** Achieved a 100% placement rate in the 2021, 2022, and 2024 cohorts within Year 1 or 2.
- **Special Education & K-12 Special Subjects:** Consistently high-performing. Special Education hit 100% immediate placement in 2024, while Special Subjects hit 100% placement in 2021, 2024, and 2025.
- **Elementary Pipeline:** Represents our largest steady volume, maintaining a resilient 72% to 81.6% employment rate in NC public schools across all 5 years.

Part II: Stakeholder Perspectives & Market Excellence

1. Employer Survey Insights (N=14)

When compared to general beginning teacher cohorts, local school leaders and employers rate Campbell University graduates exceptionally high in leadership, classroom management, and student advocacy:

- **School Leadership & Contribution: 85%** of employers rated CU graduates as *More* (71%) or *Much More* (14%) prepared to actively contribute to school-wide goals.
- **Classroom Management: 85%** noted superior readiness in maintaining an orderly, purposeful learning environment (64% *More*, 21% *Much More*), with 57% excelling specifically at managing disruptive behavior.
- **Socioeconomic Diversity Advocacy: 61%** of employers rated graduates above average in serving students from diverse economic backgrounds—including a striking **46%** who scored them as *Much More* prepared.

- **Student Motivation: 78%** of employers noted that our graduates outpace peers at facilitating small-group collaboration and building student self-belief.

2. Candidate Completer Survey Insights (50% Response Rate)

Graduates self-reported a 100% combined confidence rating (*"Well"* or *"Very Well"* prepared) across several core professional domains:

- **Classroom Climate & Relationship-Building**
- **Instructional Differentiation to Meet Varied Needs**
- **Purposeful Technology Integration to Improve Learning**

Part III: Data-Driven Innovation & Action Plans

In direct alignment with AAQEP's standards for quality assurance and continuous reflection, the EPP has identified specific areas for growth based on licensure exams and stakeholder feedback, prompting the following systematic shifts:

1. Licensure Exam Support (edTPA & Praxis II)

- **The Data:** The edTPA cumulative pass rate reached 78.9% (falling just 1.1% below the 80% threshold). The Praxis II content area exams reached a 66.7% cumulative pass rate across 17 test-takers.
- **Action Plan:**
    1. **Disaggregated Data Pulls:** Faculty will manually extract granular institutional data from the Pearson and ETS/Praxis manager web portals. This allows for deep sub-score analysis across specific content domains, bypassing the limitations of small cohort sizes.
    2. **Targeted Prep Alignment:** The EPP is directly integrating explicit edTPA portfolio support and targeted Praxis II domain reviews into upper-level methods courses to address diagnostic weaknesses early.

2. Elevating Diverse Learner Support (ELL & Special Education)

- **The Data:** While 100% of graduates felt strong about *general* differentiation, both the employer survey (71% "Comparable" baseline for ESL) and candidate feedback highlighted a need to shift preparation from "adequate" to "excellent" regarding specialized student populations (English Language Learners, Special Education, and Academically Gifted).
- **Action Plan:** Core methods courses are being reviewed to explicitly embed more robust, high-leverage practices for multilingual and exceptional learners, moving past foundational compliance to practical, diagnostic classroom application.

3. Staffing & System Capacity Innovation

- **The Shift:** The program successfully managed a minor instructional shift (one full-time faculty member transitioning to 0.5 FTE) during a time of changing enrollment demographics. While traditional undergraduate enrollment saw a decline, it was successfully offset by a distinct increase in candidates seeking alternative licensure and residency pathways.
- **System Adaptation:** The quality assurance system continues to match program size efficiently by prioritizing data-driven frameworks (such as Tk20/Watermark and targeted surveys) to monitor candidate progression seamlessly across both traditional and alternative tracks.

Focus for Next Year

- **Complete Migration and Optimization of Data Systems:** Prioritize the final configuration of the entirely new EPP data system to ensure that all candidate performance and quality assurance metrics can be collected in their entirety, without gaps, during the next reporting cycle.
- **Systematize NCTER Data Collection:** Ensure full compliance and fidelity in collecting North Carolina Teacher Evaluation Record (NCTER) data across all applicable undergraduate programs, establishing clean protocols for both early field practicums and capstone student teaching experiences.
- **Reevaluate and Validate Key Course Assessments:** Conduct a comprehensive review of existing key assessments across all licensure courses; the EPP will utilize collaborative faculty focus groups and structured protocols to evaluate, refine, and establish the validity and reliability of these measures.

Appendix A: NCTER Data

*****For the undergraduate programs, the EPP will enhance its continuous data collection by integrating midterm student teaching evaluations aligned with the North Carolina Teacher Evaluation Record (NCTER). Conversely, because Master of Arts in Teaching (MAT) and residency candidates are already employed full-time by their school districts, midterm evaluations will be waived for these pathways; however, the program will maintain strict quality assurance for them by continuing the standard schedule of four formal observations and a comprehensive final evaluation.**

NCTER Data		University Supervisor Data | Means | Final Evaluation																							
Major	**N**	**1a.**	**1b.**	**1c.**	**1d.**	**1e.**	**2a.**	**2b.**	**2c.**	**2d.**	**2e.**	**3a.**	**3b.**	**3c.**	**3d.**	**4a.**	**4b.**	**4c.**	**4d.**	**4e.**	**4e.**	**4f.**	**4g.**	**5a.**	**5b.**	**5c.**
SPED	3	3	3	3	2.7	2.667	3.333	3	3.3	3	2	3	2.333	2.333	3	3	3.333	2.333	2.333	3	2	3	3	2	2	2.67
Elementary	10	3	3	3	3.1	3.444	3.556	3	3.3	3	3	3	3.375	3.111	3	3	3.111	3.222	3	3	3	3	3	3	3	3.11
Residency	8	2	2	2	2.1	2.875	2.125	2	2.5	2	2	2	2.125	2	2	2	2.125	2	2	2	2	2	2	2	2	2
MAT	was not collected correctly																									
K-12	4	3	3	3	3.3	3.5	3.5	3	3.5	3	3	4	3.25	3.25	4	3	3	3	3.25	3	3	3	3	3	3	3.25
Secondary	2	2	2	2	2	3	3	2	2.5	2	2	3	3	2	3	2	2.5	2	2	3	2	3	2	2	2	2
Middle	1	3	3	3	4	4	4	4	4	2	2	3	3	3	4	2	3	2	2	2	3	2	2	3	2	2