

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

1. Completer Effectiveness (Component 4.1)
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 4.1)

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. As seen in the table below, there is a positive trend in the ability of our graduates to impact student learning. Further, the SLO average of 0.08 (on a ratio scale of -1.0 to +1.0) is equal the statewide average. For the 2021-2022 school year, 100% of completers who were evaluated passed. The statewide average was still at so our completers exceeded this. 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	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	9	20	6	13	0	0	1
2021-22	0.10**	9	17	7	9	1	0	0

*Not Reported

Our graduates who are employed in SC public schools undergo ADEPT evaluation in their second year of teaching.

Initial Licensure Programs	2015-2016	2016-2017	2017-2018	2018-2019*	2019-2020*	2020-2021	2021-2022
Graduates Evaluated	9	23	17	24	23	20	17
Graduates Passing	8 (88.9%)	21 (91.3%)	15 (88.2%)	20 (83.3%)	22 (95.7%)	18 (90%)**	15 (88%)†

*Assessment switched from SAFE-T to the SCTS 4.0 rubric.

**Two graduates received a rating of *Incomplete*.

†One student was scored at *Incomplete* and another did not pass.

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 Completers 2015–2022

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 (See Table 1). Each candidate must also pass one or more program-specific exams (See Table 2). Three years of data is presented. In each table, the number of testers; qualifying score; and the EPP range, mean, and pass rate are presented. The EPP requires students to have taken all required exams before beginning their clinical practice experience.

Table 1: Praxis Principles of Learning and Teaching Exams

Completers in Academic Years 2015-2022

Exam/Academic Years	N	Qualifying Score	EPP Score Range	EPP Mean	EPP Pass Rate
<ul style="list-style-type: none"> • Principles of Learning and Teaching: Early Child (5621) 					
2015-2016	18	157	158-185	175.	100%
2016-2017	6	157	160-177	168.30	100%

2017-2018	4	157	167-181	172.5	100%
2018-2019	6	157	163-188	172	100%
2019-2020	6	157	163-184	173.7	100%
2020-2021	10	157	169-183	175.9	100%
2021-2022	5	157	124-172	155.4	80%

Exam/Academic Years	N	Qualifying Score	EPP Score Range	EPP Mean	EPP Pass Rate
<ul style="list-style-type: none"> Principles of Learning and Teaching: Grades K-6 (5622) 					
2015-2016	32	160	160-188	179.4	100%
2016-2017	15	160	169-191	179.3	100%
2017-2018	12	160	161-187	177.7	100%
2018-2019	25	160	163-190	180.9	100%
2019-2020	17	160	173-189	182.1	100%
2020-2021	21	160	162-193	177	100%
2021-2022	7	160	171-184	177.1	100%
<ul style="list-style-type: none"> Principles of Learning and Teaching: Grades 5-9 (5623) 					
2015-2016	6	160	172-192	180.3	100%
2016-2017	7	160	140-188	168.7	100%
2017-2018	4	160	155-195	179	100%
2018-2019	9	160	168-189	178.8	100%
2019-2020	4	160	172-186	179.3	100%
2020-2021	6	160	157-182	169.8	83%
2021-2022	6	160	155-188	176	83%
<ul style="list-style-type: none"> Principles of Learning and Teaching: Grades 7-12 (5624) 					
2015-2016	39	157	155-197	180.8	97%
2016-2017	17	157	156-191	180.2	100%
2017-2018	19	157	159-193	179.7	100%
2018-2019	14	157	155-192	177.3	93%
2019-2020	17	157	161-192	183.4	100%
2020-2021	9	157	171-198	183.3	100%
2021-2022	14	157	154-188	173.9	93%
<ul style="list-style-type: none"> Principles of Learning and Teaching: Grades PreK-12 (5625) 					
2021-2022	6	157	151-183	168.5	67%

Table 2: Praxis Subject Exams

Completers in Academic Years 2015-2021

Exam/Academic Years	N	Qualifying Score	EPP Score Range	EPP Mean	EPP Pass Rate
Early Childhood Education					
• Education of Young Children (5024)					
2015-2016	19	160	149-193	174.4	100%
2016-2017	6	160	163-175	170.1	100%
2017-2018	3	160	164-183	170.7	100%
2018-2019	7	160	156-178	168.4	86%
2019-2020	6	160	168-188	176.7	100%
2020-2021	8	160	163-180	174.9	100%
2021-2022	2	160	114-161	137.5	50%
• Early Childhood Education (5025)					
2021-2022	1	156	159	159	100%
Elementary Education					
• Reading and Language Arts Subtest (5002)					
2015-2016	6	157	179-188	182.8	100%
2016-2017	4	157	179-188	184.8	100%
2017-2018	11	157	158-194	178	100%
2018-2019	17	157	162-191	180.7	100%
2019-2020	16	157	173-191	175.1	100%
2020-2021	15	157	162-193	174.1	100%
2021-2022	9	157	159-190	173.4	100%
• Mathematics Subtest (5003)					
2015-2016	6	157	163-195	183.5	100%
2016-2017	4	157	163-192	184	100%
2017-2018	11	157	139-199	181.5	100%
2018-2019	18	157	160-198	180.2	100%
2019-2020	16	157	160-198	181.2	100%
2020-2021	22	157	142-200	175.6	91%

Exam/Academic Years	N	Qualifying Score	EPP Score Range	EPP Mean	EPP Pass Rate
2021-2022	7	157	153-196	174.7	86%
• Social Studies Subtest (5004)					
2015-2016	6	155	147-196	177.3	83%
2016-2017	4	155	172-196	183.5	100%
2017-2018	11	155	157-177	170.3	100%
2018-2019	19	155	157-199	176	100%
2019-2020	16	155	160-199	180.5	100%
2020-2021	23	155	128-194	164.1	79%
2021-2022	9	155	147-187	163.1	78%
• Science Subtest (5005)					
2015-2016	6	159	161-193	176.5	100%
2016-2017	4	159	167-193	180.5	100%
2017-2018	11	159	162-197	176.1	100%
2018-2019	17	159	159-191	177.2	100%
2019-2020	16	159	160-191	178.6	100%
2020-2021	24	159	142-200	170.1	92%
2021-2022	6	159	140-178	163	67%
• Elementary Ed: Instructional Practice and Application (5019)					
2015-2016	26	159	155-189	172.5	100%
• CKT Reading and Language Arts Subtest (7812)					
2020-2021	1	161	167	167	100%
2021-2022	1	161	161	161	100%
• CKT Mathematics Subtest (7813)					
2020-2021	1	150	177	177	100%
2021-2022	1	150	116	116	0%

Exam/Academic Years	N	Qualifying Score	EPP Score Range	EPP Mean	EPP Pass Rate
• CKT Science Subtest (7814)					
2020-2021	1	154	171	171	100%
2021-2022	1	154	141	141	0%
• CKT Social Studies Subtest (7815)					
2020-2021	3	162	159-177	166.7	67%
2021-2022	1	162	145	145	0%
Middle Level Education					
• Middle School English Language Arts (5047)					
2015-2016	2	164	161-166	163.5	50%
2016-2017	2	164	166-168	167	100%
2017-2018	2	164	148-183	165.5	50%
2018-2019	1	164	178	178	100%
2019-2020	0				
2020-2021	3	164	170-178	174.7	100%
2021-2022	0				
• Middle School Social Studies (5089)					
2015-2016	1	155	148	148	0%
2016-2017	3	155	161-177	172	100%
2017-2018	1	155	148	148	0%
2018-2019	2	155	192-194	193	100%
2019-2020	1	155	191	191	100%
2020-2021	1	155	180	180	100%
2021-2022	2	155	148-160	154	50%
• Middle School Mathematics (5169)					
2015-2016	3	165	177-192	182	100%
2016-2017	3	165	158-179	170.3	67%
2017-2018	4	165	170-187	180.7	100%

Exam/Academic Years	N	Qualifying Score	EPP Score Range	EPP Mean	EPP Pass Rate
2018-2019	2	165	185-189	187	100%
2019-2020	3	165	163-189	173.7	67%
2020-2021	3	165	166-193	178	100%
2021-2022	2	165	178-180	179	100%
• Middle School Science (5440)					
2015-2016	2	150	156-163	160	100%
2016-2017	2	150	154-171	162.5	100%
2017-2018	2	150	154-168	161	100%
2018-2019	3	150	163-180	170.7	100%
2019-2020	3	150	158-173	164.7	100%
2020-2021	0	150			
2021-2022	0	150			
Secondary Education					
• English Language Arts: Content Knowledge (5038)					
2021-2022	2	167	166-179	172.5	50%
• English Language Arts: Content and Analysis (5039)					
2015-2016	7	168	169-190	181.57	100%
2016-2017	2	168	174-178	177	100%
2017-2018	5	168	168-183	175.6	100%
2018-2019	6	168	167-183	176.8	83%
2019-2020	4	168	170-178	174.3	100%
2020-2021	3	168	166-185	174	67%
2021-2022	5	168	166-175	171	80%

Exam/Academic Years	N	Qualifying Score	EPP Score Range	EPP Mean	EPP Pass Rate
• Social Studies: Content and Interpretation (5086)					
2015-2016	5	153	139-187	166.6	100%
2016-2017	3	153	157-170	165	100%
2017-2018	4	153	151-163	160	100%
2018-2019	4	153	156-169	165	100%
2019-2020	4	153	156-169	165	100%
2020-2021	2	153	178-182	180	100%
2021-2022	6	153	162-179	171	100%
• Mathematics: Content Knowledge (5161)					
2015-2016	12	150	144-181	165.08	92%
2016-2017	2	150	148-177	162.5	50%
2017-2018	6	150	158-199	172.33	100%
2018-2019	1	150	150	150	100%
2019-2020	2	150	150-187	168.5	100%
2020-2021	1	150	191	191	100%
2021-2022	1	150	157	157	100%
• Biology: Content Knowledge (5235)					
2015-2016	5	148	151-180	166.0	100%
2016-2017	2	148	163-172	167.5	100%
2017-2018	0	148			
2018-2019	1	148	177	177	100%
2019-2020	1	148	177	177	100%
2020-2021	0	148			
2021-2022	0	148			
• General Science: Content Knowledge (5435)					
2015-2016	1	150	196	196	100%
2016-2017	0	150			

Exam/Academic Years	N	Qualifying Score	EPP Score Range	EPP Mean	EPP Pass Rate
2017-2018	0	150			
2018-2019	1	150	178	178	100%
2019-2020	2	150	159-178	168.5	100%
2020-2021	0	150			
2021-2022	1	150	146	146	0%

Exam/Academic Years	N	Qualifying Score	EPP Score Range	EPP Mean	EPP Pass Rate
K-12 Education					
• Music: Content and Instruction (5114)					
2015-2016	16	162	152-182	171.31	94%
2016-2017	12	162	153-183	170.08	92%
2017-2018	6	162	160-171	165.33	100%
2018-2019	13	162	149-183	167.6	62%
2019-2020	11	162	151-183	169.5	81.2%
2020-2021	8	162	163-176	168	100%
2021-2022	7	162	160-184	172.1	86%
• Spanish: World Language (5195)					
2015-2016	5	168	151-184	168.4	80%
2016-2017	0	168			
2017-2018	1	168	172	172	100%
2018-2019	3	168	171-179	176.3	100%
2019-2020	1	168	179	179	100%
2020-2021	1	168	176	176	100%
2021-2022	0	168			

Exam/Academic Years	N	Qualifying Score	EPP Score Range	EPP Mean	EPP Pass Rate
• Special Education: Core Knowledge and Applications (5354)					
2015-2016	0	151			
2016-2017	0	151			
2017-2018	1	151	194	194	100%
2018-2019	0	151			
2019-2020	0	151			
2020-2021	2	151	158-179	168.5	100%
2021-2022	0	151			
• Special Education: Core Knowledge Mild to Moderate App (5543)					
2015-2016	8	158	167-195	180.13	100%
2016-2017	5	158	173-187	178.60	100%
2019-2020	1	158	166	166	100%
2020-2021	4	158	165-187	175.5	100%
2021-2022	4	158	166-181	175.3	100%

Analysis of Praxis Scores

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

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, not having completed a required course for graduation, or not passing all required Praxis exams. 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*
Recommended for Licensure	58 (100%)	47 (94%)	54 (98%)	53 (100%)*	50 (100%)*	55 (100%)*

**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 tasked with communicating with their graduates to obtain this information.

Program	2018–2019		2019–2020		2020–2021		2021–2022	
	# Certified	# Employed	# Certified	# Employed	# Certified	# Employed	# Certified	# Employed
Early Childhood	7	5	6	6	8	8	2	2
Elementary	18	17	17	11	17	16	19	14
English	7	7	4	4	1	0	8	5
Math	3	2 [‡]	2	2	1	1	3	3
Middle School	7	6	4	4	7	5	5	4
Music	8	7	11	9	8	7	7	5
Science	-	-	4	3	0	0	2	2
Social Studies	3	3	4	4	3	3	3	2
Spanish	2	1	-	-	1	1	1	1
SPED	-	-	1	1	4	3	4	2
Total	55	48[‡] (87.2%)	53	44[*] (83.1%)	50	44[‡] (88%)	54	40^{''} (73%)

[‡]In the 2018-2019 cohort, three graduates enrolled directly into graduate school without seeking a teaching position. Excluding these, the employment rate was 92.3%.

*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 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.

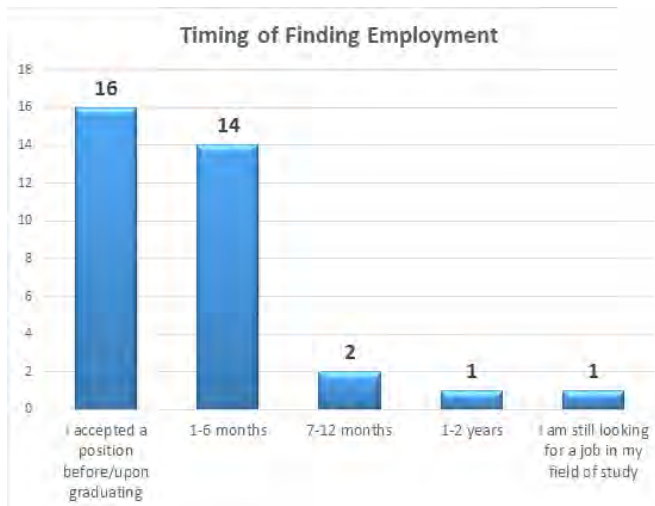


Table 1

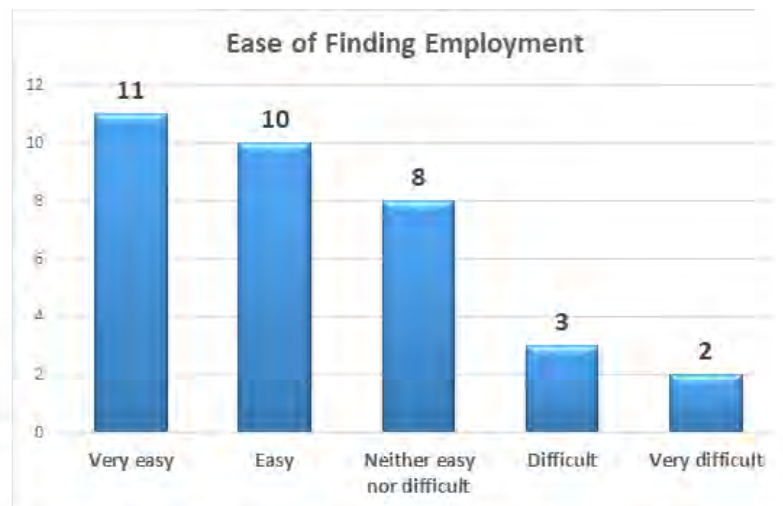


Table 2