



AAQEP Annual Report for 2024 - 2025

Provider/Program Name:	Dallas Baptist University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	December 31, 2030

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.

Dallas Baptist University (DBU) is a senior level, private, Christian, coeducational liberal arts institution, located in Dallas, Texas. Dr. Adam Wright leads DBU as its University President. Dr. Norma Hedin serves as the Provost and Chief Academic Officer. Though DBU was established in 1965 in southwest Dallas, its forerunner, Decatur Baptist College (DBC), was established in 1898. DBC was the first two-year institution of higher education in Texas, producing outstanding young men and women who filled churches, classrooms, hospitals, and businesses around the nation. With the addition of graduate level degrees, Dallas Baptist College was appropriately renamed Dallas Baptist University (DBU). DBU is regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). In December 2004,

the Commission on Colleges approved a substantive change advancing the institution from Level IV to Level V, authorizing DBU to offer doctoral degrees. DBU encompasses the following academic divisions: The Dorothy M. Bush College of Education, Don and Linda Carter School of Business, College of Fine Arts, College of Humanities and Social Sciences, College of Natural Sciences and Mathematics, College of Professional Studies, Gary Cook School of Leadership, Mary C. Crowley College of Christian Faith, Graduate School of Ministry, Online Education, and Provost. DBU commits to providing a quality, Christian higher education through the integration of faith and learning, which gives direction and purpose to the entire educational experience. DBU continues to press forward in its mission to produce Christ-centered servant leaders who will transform the world. For more information, see: <https://catalog.dbu.edu/>.

In 1966, Dorothy M. Bush College of Education's Educator Preparation Program (EPP) became fully accredited by the Texas Education Agency (TEA) and the State Board of Educator Certification (SBEC) to offer Texas teacher certification in elementary and secondary programs. Based on requests from local school districts, in the subsequent years of 1994-1996, graduate programs were developed and submitted for approval by the TEA and SBEC. Currently, the EPP at DBU is approved to prepare, train, and recommend initial teacher, school counselor, diagnostician, principal, reading specialist, and superintendent candidates for Texas certification. In alignment with the University's mission, the mission of the EPP is to provide a Christ-centered, supportive learning environment in which candidates develop as servant leaders to transform the lives of students to create a positive impact in their local and global community. The EPP seeks to prepare DBU candidates through the development of deep content and pedagogical knowledge, effective skills, and critical dispositions. Through rich and relevant field-based experiences, the EPP is committed to developing reflective candidates who can integrate faith and learning as they implement and adapt effective instructional strategies to meet the individual needs of diverse students. In 2024, the College of Education was accredited by the Association for Advancing Quality in Educator Preparation. <https://www.dbu.edu/education/>

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.dbu.edu/education/accreditation.html>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled (in DBU EPP) in most recently completed academic year (12 months ending 05/25)	Number of Completers in most recently completed academic year (12 months ending 05/25)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Science in Education EC-6 Bachelor of Arts in Education EC-6 Master of Arts in Teaching EC-6 Master of Education in Teaching EC-6 Pathways to Teaching EC-6	TExES Grades EC-6 CORE	37	18
Bachelor of Science in Education EC-6 & EC-12 SPED	TExES Grades EC-6 CORE and TExES Grades EC-12 SPED	1	0
Bachelor of Science in Education EC-12 SPED	TExES Grades EC-12 SPED	2	2
Bachelor of Arts in Education ELAR 4-8 Bachelor of Science in Education ELAR 4-8 Master of Education in Teaching ELAR 4-8 Pathways to Teaching ELAR 4-8	TExES Grades 4-8 ELAR	1	0
Bachelor of Arts in Education MATH 4-8 Master of Education in Teaching MATH 4-8 Pathways to Teaching MATH 4-8	TExES Grades 4-8 Math	5	3
Bachelor of Science in Education SCI 4-8 Master of Education in Teaching SCI 4-8	TExES Grades 4-8 Science	1	1

Pathways to Teaching SCI 4-8			
Bachelor of Arts in Education ELAR 7-12 Bachelor of Science in Education ELAR 7-12 Master of Education in Teaching ELAR 7-12 Pathways to Teaching ELAR 7-12	TExES Grades 7-12 ELAR	6	2
Bachelor of Arts in Education HIST 7-12 Bachelor of Science in Education HIST 7-12 Master of Education in Teaching HIST 7-12 Pathways to Teaching HIST 7-12	TExES Grades 7-12 History	4	2
Bachelor of Arts in Education MATH 7-12 Bachelor of Science in Education MATH 7-12 Master of Education in Teaching MATH 7-12 Pathways to Teaching MATH 7-12	TExES Grades 7-12 Math	4	1
Bachelor of Science in Education SCI 7-12 Master of Education in Teaching SCI 7-12 Pathways to Teaching SCI 7-12	TExES Grades 7-12 Natural Sciences	2	2
Bachelor of Music Education EC-12 (Choral) Master of Education in Teaching Music EC-12 Pathways to Teaching Music EC-12	TExES Grades EC-12 Music	7	3
Bachelor of Science in Education KNES EC-12 Master of Education in Teaching KNES EC-12 Pathways to Teaching KNES EC-12	TExES Grades EC-12 Physical Education	2	1
Total for programs that lead to initial credentials		72	35
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master of Education in Educational Leadership Master of Education in Curriculum and Instruction TEACP - Principal	TExES Principal as Instructional Leader	28	15
Master of Education in School Counseling	TExES School Counselor	6	4
Master of Education in Special Education	TExES Educational Diagnostician	11	11

TEACP – Educational Diagnostician			
Master of Education in Reading Master of Education in Curriculum & Instruction TEACP - Reading Specialist	TExES Reading Specialist	3	1
Total for programs that lead to additional/advanced credentials		48	31
<i>Programs that lead to P-12 leader credentials</i>			
Doctorate in K-12 Educational Leadership TEACP - Superintendent	TExES Superintendent	18	2
Total for programs that lead to P-12 leader credentials		18	2
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			
N/A	N/A	N/A	N/A
Total for programs that lead to specialized professional or no specific credentials		N/A	N/A
TOTAL enrollment and productivity for all programs		138	68
Unduplicated total of all program candidates and completers		136	67

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

2024-25 Added: Alternative Superintendent Certification. Discontinued: Teacher Certification in Speech/Communications.

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. 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.				
136				
B. Total number of unique completers (across all programs) included in Table 1. 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.				
67				
C. Number of recommendations for certificate, license, or endorsement included in Table 1.				
51				
D. 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.				
	Cohort Completion Rate			
	Certification Level	Students	Expected Timeframe	Completed in Expected Timeframe
	Teacher (BSEd, BAEd)	24	4 semesters	91.67%
	Teacher (BSEd/BAEd + MEd)	6	6 semesters	66.67%
	Teacher (Master's/Pathways)	5	4 semesters	100.00%
	Educational Diagnostician	11	3 semesters	100.00%
	Principal	15	5 semesters	93.33%
	Reading Specialist	1	2 semesters	100.00%
	School Counselor	4	4 semesters	25.00%
	Superintendent	2	6 semesters	50.00%
E. 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%.				
<p>Teacher Certification: The 2024-2025 pass rate on the PPR EC-12 test is 86.20% and 96% on the TExES content exams. Music EC – 12 is at 66.67%. TExES EC-12 Music exam aural skills portion is significantly more difficult than in past assessments. The DBU College of Fine Arts Music Department has restructured the aural skills barrier to address this need.</p> <p>Advanced Certification: The 2024-2025 pass rate for advanced certifications is 83.33%. The Principal as Instructional Leader certification pass rate is 71.43%. Student performance at DBU exceeds the state's scores; the constructed response continues to prove challenging. Additional support for constructed responses will be included in multiple courses across the degree. Plans to address this with the alternative certification students are under consideration.</p>				

P-12 Leadership Certification: The 2024-2025 pass rate for the Superintendent certification is 75%. The course sequence has changed to move the content measured on the certification in closer proximity to the exam rather than waiting until the completion of the dissertation.

TEXES Certification Exam Summary		
Certification Exam	Students	Pass Rate
Core Sub EC-6 ELAR	14	100.00%
Core Sub EC-6 FA/Hlth/PE	14	100.00%
Core Sub EC-6 Math	14	93.33%
Core Sub EC-6 Science	14	93.33%
Core Sub EC-6 Soc Studies	14	93.33%
Educational Diagnostician	10	100.00%
History 7-12	3	100.00%
Mathematics 4-8	3	100.00%
Mathematics 7-12	1	100.00%
Music EC-12	3	66.67%
PPR EC-12	29	86.20%
Principal	21	71.43%
Reading Specialist	1	100.00%
School Counselor	4	100.00%
Science 7-12	1	100.00%
Science of Teaching Reading	13	100.00%
Special Education EC-12	1	100.00%
Superintendent	16	75.00%

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

Teacher Certification: The Impact Group of 23 graduates submitted their end of year survey for the school year of August 2024-May 2025. Of the 14 questions, four questions drew responses of “not sufficiently prepared (2) and “sufficiently prepared” (3) at a higher rate than the other 10 questions. There were no questions that received “not at all prepared” (1). The question receiving the lowest score of 2.26 out of 3 from our graduates was: As a graduate of DBU Educator Preparation Program, I felt prepared to **make appropriate instructional decisions based on a student's Individualized Education Program (IEP)? (2b)**

The three questions receiving a score of 2.30 (1) and 2.39 (2) were:

- As a graduate of DBU Educator Preparation Program, I felt prepared to **work with a diverse parent and school community population? (2a)**

- As a graduate of DBU Educator Preparation Program, I felt prepared to **collaborate with other relevant staff to meet the academic, developmental, and behavioral needs of students with disabilities? (2b)**
- As a graduate of DBU Educator Preparation Program, I felt prepared to **differentiate instruction and work with diverse student populations? (2b)**

Comments from the graduates provide more explanation for their survey:

“The program was great! I just wished we would have had more real-life scenarios or case studies of how to deal with difficult coworkers and administrators. As well as more emphasis on ELL, inclusion and special education students in a general education classroom with little to no support from our campus.”

“The DBU EPP is very beneficial to the new educators. It has helped me navigate through difficult times during my first 4 years of teaching. Collaborating with the graduate program during the last meeting of the year was very informative and provided new insight. The area that will always benefit from constant refinement is differentiation for students with diverse learning needs and IEPs.”

“I think if the COE is working to prepare students for the paper side of education and all the SPED and 504 things then that is great. DBU is a great program to gain experience and learn what it means to be a professional educator. I know from what I have learned there I am becoming a teacher that others want to work with on campus and my students have seen great growth because how I have learned to look at data and create lessons.”

The Texas Education Agency also sends an end of the year survey to New Teachers in the field. Survey data from 14 DBU completers from 2022-2023 is the most recently released data from TEA. This survey is divided into six domains: Planning, Instruction, Learning Environment, Professional Practices and Responsibilities, Students with Disabilities, and English Language Learners. The two domains scoring the lowest were Learning Environment (2.5 out of 3) and Students with Disabilities (2.52 out of 3).

Initial teacher certification has addressed these findings by adding two courses to all undergraduate degree plans: EDUC 4311 Students with Disabilities in the General Education Classroom and EDUC 4323 Classroom Discipline for the 21st Century. Areas of concern have been communicated to all pedagogy professors to increase focus and strategy instruction. In EDUC 4312 Teaching Special Populations, additional time and strategies have been added to equip our students to better serve emergent bilingual students.

Advanced Certification: Graduate Technology, Dispositions, Diversity, and Leadership (TDDL) Pre-Post Survey Results.

Students in all advanced certification programs are asked to complete a pre-survey in the first course in the program and as a

post-test after completing program requirements. The Graduate TDDL survey measures growth in their understanding of technology, diversity, dispositions, and leadership characteristics. The goal is for candidates to recognize and report a minimum overall mean growth in these four competencies of 0.5 on a 0–4-point scale. For the 2024-2025 school year, completers who responded to the post-survey indicated an overall mean growth score of 0.65. While this data points to completers reporting above the goal for growth, the data is incomplete in that only a small portion of candidates completed both the pre and post surveys. Actions plans for the 2025-2026 year will focus on strategies designed to increase the effectiveness and usefulness of the feedback on the Graduate TDDL Survey.

Graduate TDDL Pre-Post Survey Results					
School Year	Mean TechDelta	Mean DisDelta	Mean DivDelta	Mean LDelta	Mean TotalDelta
2023	0.93	0.51	0.62	0.75	0.71
2024	0.15	0.31	0.28	0.36	0.31
2025	0.64	0.58	0.76	0.65	0.65
Grand Total	0.58	0.46	0.54	0.59	0.55

(Key: Tech Delta - Technology, Dis Delta – Dispositions, Div Delta – Diversity Delta, LDelta – Leadership Delta)

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

Teacher Certification: The Texas Education Agency collects survey data from principals with first-year teachers who graduated within 5 years prior to the reporting period and who taught in Texas ISDs and charters for a minimum of 5 months during the reporting period. Twenty-one principals submitted this survey to TEA for the academic year of 2023 (the most recent survey data released by the TEA). This survey is divided into six domains: Planning, Instruction, Learning Environment, Professional Practices and Responsibilities, Students with Disabilities, and English Language Learners. The domains scoring the lowest were Learning Environment (2.07 out of 3) and English Language Learners (2.04 out of 3). The steps we are taking in response to this data are mentioned above in 3f.

Advanced Certification: There is no current publicly available data which reports evidence from employers of program completers.

P-12 Certification: There is no current publicly available data which reports evidence from employers of program completers.

H. 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.

Data presented here is reported through personal correspondence and is not collected through formal methods. Data collected by the state of Texas is not readily available at this time.

Teacher Certification: 100% of standard certified teachers were placed in jobs for the 2024-25 cohort.

Advanced Certification:

- **Reading Specialists:** Two accelerated graduates obtained teaching positions to complete the required years of classroom experience before applying for the reading specialist certification. One graduate obtained a reading specialist position.
- **School Counselor:** 100% percent of graduates were placed in counseling jobs for the 2024-25 cohort.

P-12 Certification: Superintendent/Doctoral: The 2024-25 class of Ed.D K-12 Leadership included 21 graduates. Of those graduates, seven earned superintendent certification and three entered the program with superintendent certification. One-hundred percent of the graduates were employed: five principals, one assistant principal, one coordinator, one director, one executive director, one specialist, one learning design and development manager, one head of school, one deputy superintendent, one associate chief of academics, one chief of academics, one superintendent, and four independent educational consultants.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

The staffing capacity for program delivery and administration, and quality assurance system monitoring has not changed.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/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.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation																																																		
Teacher Certification: TExES Certification Examination: Pedagogical and Professional Responsibilities (PPR)	The initial teacher certification performance goal is 100% of candidates passing by the second attempt. Texas certification exams are reported on a scale of 100 to 300, with a score of 240 established as the minimum passing score.	<table><tr><th colspan="4">PPR Domain and Competency Averages</th></tr><tr><th>Domain</th><th>Domain Average (%)</th><th>Competency</th><th>Competency Average (%)</th></tr><tr><td rowspan="4">001 I. Design Instruction to Promote Student Learning</td><td rowspan="4">82.32</td><td>0001 Teacher instruct to developmental characteristics</td><td>85.35</td></tr><tr><td>0002 Teacher knows a variety of students and promotes learning</td><td>80.03</td></tr><tr><td>0002 Teacher knows diversity and promotes learning</td><td>80.03</td></tr><tr><td>0003 Teacher designs instruction on appropriate goals</td><td>85.28</td></tr><tr><td rowspan="2"></td><td rowspan="2"></td><td>0004 Teacher plans effective instruction and assessment</td><td>80.91</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td rowspan="2">002 II. Create a Positive/Productive Class Environment</td><td rowspan="2">77.58</td><td>0005 Teacher can establish a climate that is productive</td><td>81.60</td></tr><tr><td>0006 Teacher organizes environment to manage behavior</td><td>73.56</td></tr><tr><td rowspan="4">003 III. Implementing Responsive Assessment</td><td rowspan="4">75.98</td><td>0007 Teacher communicates varied learning contexts</td><td>84.71</td></tr><tr><td>0008 Teacher provides instruction that engages students</td><td>69.07</td></tr><tr><td>0009 Teacher uses technology to plan instruction</td><td>70.86</td></tr><tr><td>0010 Teacher monitors performance and promotes learning</td><td>79.29</td></tr><tr><td rowspan="3">004 IV. Fulfill Professional Roles & Responsibilities</td><td rowspan="3">77.59</td><td>0011 Teacher interacts effectively with families</td><td>82.59</td></tr><tr><td>0012 Teacher interacts with educational community</td><td>79.14</td></tr><tr><td>0013 The teacher adheres to legal requirements in Texas</td><td>71.03</td></tr></table>	PPR Domain and Competency Averages				Domain	Domain Average (%)	Competency	Competency Average (%)	001 I. Design Instruction to Promote Student Learning	82.32	0001 Teacher instruct to developmental characteristics	85.35	0002 Teacher knows a variety of students and promotes learning	80.03	0002 Teacher knows diversity and promotes learning	80.03	0003 Teacher designs instruction on appropriate goals	85.28			0004 Teacher plans effective instruction and assessment	80.91					002 II. Create a Positive/Productive Class Environment	77.58	0005 Teacher can establish a climate that is productive	81.60	0006 Teacher organizes environment to manage behavior	73.56	003 III. Implementing Responsive Assessment	75.98	0007 Teacher communicates varied learning contexts	84.71	0008 Teacher provides instruction that engages students	69.07	0009 Teacher uses technology to plan instruction	70.86	0010 Teacher monitors performance and promotes learning	79.29	004 IV. Fulfill Professional Roles & Responsibilities	77.59	0011 Teacher interacts effectively with families	82.59	0012 Teacher interacts with educational community	79.14	0013 The teacher adheres to legal requirements in Texas	71.03
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Teacher Certification: TExES Certification Examination: Content Exam	The initial teacher certification performance goal is 100% of candidates passing by the second attempt. Texas certification exams are reported on a scale of 100 to 300, with a score of 240 established as the minimum passing score.	Teacher TExES Certification Exams			
		Exam	Average Scaled Score (out of 300)	# of Tests Taken (unique students)	Pass Rate for the Year (%)
		Core Sub EC-6 ELAR	275.50	14	100.00
		Core Sub EC-6 FA/Hlth/PE	272.79	14	100.00
		Core Sub EC-6 Math	258.86	14	93.33
		Core Sub EC-6 Science	269.07	14	93.33
		Core Sub EC-6 Soc Studies	271.43	14	93.33
		History 7-12	252.00	3	100.00
		Mathematics 4-8	257.33	3	100.00
		Mathematics 7-12	282.00	1	100.00
		Music EC-12	258.00	3	66.67
		Science 7-12	245.00	1	100.00
		Science of Teaching Reading	272.62	13	100.00
		Special Education EC-12	252.00	1	100.00
		Total (EC-6 Subjects counted separately)		268.34	95
Teacher Certification: Supervisory Evaluation: T-TESS (Texas Teacher Evaluation & Support System)	Initial Teacher certification measures T-TESS success with a mean score of 2.4 (80%) across the 51 T-TESS indicators within the four domains. The four domains are Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities. On each candidate rubric, “needs improvement” is recorded as a 1, “developing” is recorded as a 2, and “proficient” is recorded as a 3.	TTESS - Teacher Certification			
		Domain	Average Score (out of 3)		
		Domain 1: Planning	2.84		
		Domain 2: Instruction	2.77		
		Domain 3: Learning Environment	2.81		
		Domain 4: Professional Practices & Responsibilities	2.94		
		Total	2.82		

Advanced Certifications: TExES Certification Exams	The Advanced Certificate performance goal is 80% of candidates passing by the second attempt. Texas certification exams are reported on a scale of 100 to 300, with a score of 240 established as the minimum passing score.	<table><tr><th colspan="4">Advanced TExES Certification Exams</th></tr><tr><th>Exam</th><th>Average Scaled Score (out of 300)</th><th># of Tests Taken (unique students)</th><th>Pass Rate for the Year (%)</th></tr><tr><td>Educational Diagnostician</td><td>264.70</td><td>10</td><td>100.00</td></tr><tr><td>Principal as Instructional Leader</td><td>244.45</td><td>21</td><td>71.43</td></tr><tr><td>Reading Specialist</td><td>270.00</td><td>1</td><td>100.00</td></tr><tr><td>School Counselor</td><td>263.50</td><td>4</td><td>100.00</td></tr><tr><td>Total</td><td>252.90</td><td>36</td><td>83.33</td></tr></table>	Advanced TExES Certification Exams				Exam	Average Scaled Score (out of 300)	# of Tests Taken (unique students)	Pass Rate for the Year (%)	Educational Diagnostician	264.70	10	100.00	Principal as Instructional Leader	244.45	21	71.43	Reading Specialist	270.00	1	100.00	School Counselor	263.50	4	100.00	Total	252.90	36	83.33
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Advanced Certifications: Practicum Field-Based Observations	As part of the observation criteria, the University field supervisor assesses an area of reinforcement (strengths) and refinement (areas for growth), and identifies the levels (distinguished, accomplished, proficient, developing, or improvement needed) based on state domains and competencies for the candidates' field of study. These performance levels are quantified (5-0) and analyzed by the advanced program directors for individual candidates and program improvement. The target for candidates is a mean of at least 90 points per observation.	<table><tr><th colspan="4">Advanced Practicum Field-Based Observations</th></tr><tr><th>Program</th><th>2024 Mean Score</th><th>2025 Mean Score</th><th>Delta Mean Score</th></tr><tr><td>MEDEL</td><td>97.66</td><td>98.21</td><td>0.55</td></tr><tr><td>MEDRE</td><td>110.00</td><td>105.00</td><td>-5.00</td></tr><tr><td>MEDSC</td><td>100.00</td><td>101.67</td><td>1.67</td></tr><tr><td>MEDSE</td><td>94.12</td><td>102.13</td><td>8.01</td></tr></table>	Advanced Practicum Field-Based Observations				Program	2024 Mean Score	2025 Mean Score	Delta Mean Score	MEDEL	97.66	98.21	0.55	MEDRE	110.00	105.00	-5.00	MEDSC	100.00	101.67	1.67	MEDSE	94.12	102.13	8.01				
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Program	2024 Mean Score	2025 Mean Score	Delta Mean Score																											
MEDEL	97.66	98.21	0.55																											
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MEDSC	100.00	101.67	1.67																											
MEDSE	94.12	102.13	8.01																											
Advanced Certifications: Defense of Degree	The scoring rubric has a possible maximum of 40 points. Candidates who score below 30 points must revise and reschedule a presentation for the following semester. Candidates whose mean score is between 30 and 35.99 points receive a proficient rating, between 36 – 38.99 receive an accomplished rating, and those who score 39 and above receive a distinguished rating. The goal is to have all candidates score above 30 points and to have 85% of candidates score at the distinguished or accomplished level.	<table><tr><th colspan="3">Defense of Degree Ratings</th></tr><tr><th>Rating</th><th># of Students</th><th>% of Total Students</th></tr><tr><td>Proficient</td><td>4</td><td>9.30</td></tr><tr><td>Accomplished</td><td>17</td><td>39.53</td></tr><tr><td>Distinguished</td><td>22</td><td>51.16</td></tr><tr><td>Total</td><td>43</td><td>100.00</td></tr></table>	Defense of Degree Ratings			Rating	# of Students	% of Total Students	Proficient	4	9.30	Accomplished	17	39.53	Distinguished	22	51.16	Total	43	100.00										
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		Program	Program Count	Philosophy		Diversity Awareness		Director-Selected		Candidate Selected		Evidence of Service Learning		Digital-age Learning & Productivity		Professionalism		Closing Reflective Statement		Artifacts and Reflections		Communication	
				Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%
		MAT(S) Total	2	3.50	88%	3.63	91%	3.75	94%	3.75	94%	3.63	91%	4.00	100%	3.88	97%	3.88	97%	3.75	94%	4.00	100%
		MEDCI Total	7	4.00	100%	3.93	98%	3.64	91%	3.75	94%	3.89	97%	3.79	95%	3.75	94%	3.79	95%	3.79	95%	3.82	96%
		MEDEL Total	14	3.91	98%	3.84	96%	3.91	98%	3.84	96%	3.76	94%	3.85	96%	3.84	96%	3.95	99%	3.89	97%	3.82	95%
		MEDSC Total	8	3.75	94%	3.75	94%	3.93	98%	3.96	99%	3.82	96%	3.79	95%	3.96	99%	3.71	93%	3.86	96%	3.96	99%
		MEDSE Total	5	3.85	96%	3.90	98%	3.90	98%	3.95	99%	3.65	91%	3.40	85%	3.65	91%	4.00	100%	3.80	95%	3.50	88%
		MEDT Total	6	3.95	99%	3.91	98%	3.82	95%	3.91	98%	3.77	94%	3.86	97%	3.73	93%	4.00	100%	3.91	98%	3.86	97%
		Advanced Total	42	3.87	97%	3.84	96%	3.85	96%	3.87	97%	3.78	94%	3.78	95%	3.81	95%	3.89	97%	3.85	96%	3.82	96%
P-12 Leadership: Superintendent TExES Certification Exams	The Superintendent Certificate performance goal is 80% of candidates passing by the second attempt. Texas certification exams are reported on a scale of 100 to 300, with a score of 240 established as the minimum passing score.	TExES 195 Exam Domains																					
		Year	001	002	003	Scale Score (out of 300)		Takers	Pass	% Pass													
		2024	66.55	72.09	68.27	240.09		11	7	63.64													
		2025	68.65	76.35	71.12	244.53		17	12	70.59													
		Total	2.10	4.26	2.84	4.44		6	5	6.95													
P-12 Leadership: Proposal Defense (All EdD K-12 Leadership candidates)	The candidate must show evidence of including all pieces of the dissertation proposal as outlined in the EdD K-12 Style manual. In addition, a rubric that is aligned to the checklist is used by the dissertation committee to determine the quality of the required elements of the proposal. Any score above 8.0 is considered successful, and candidates move forward in the dissertation writing process.	Dissertation Proposal Defense																					
		Year	Chapter 1		Chapter 2		Chapter 3		Total														
		2022-2023	2.81		2.79		2.85		8.46														
		2024-2025	2.73		2.82		2.27		7.82														
		Total	-0.08		0.03		-0.58		-0.64														
P-12 Leadership: Comprehensive Exams (All EdD K-12 Leadership candidates.)	Students receive a packet of five randomized questions. The student chooses three questions to answer. Each question is read and scored by two readers independently. The criteria for student success is a score of at least 9 out of 12 points for each question by two readers. Students must pass all three questions. If a reader scores a question below 9, a third reader is used. If, after	Comprehensive Exam Completers																					
		School Year	Comp. Takers		Pass 6 Readers		Passed		% Pass 6 Readers		% Pass												
		2024	10		6		9		60.00		90.00												
		2025	8		4		7		50.00		87.50												

	the third reader, the student does not pass the question(s), the student will receive a different question. That question/response is graded at a later time and utilizes the same process. The goal is for 80% of students to pass all three questions based on the first two readers and 90% pass rate for students with a third reader.	
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Teacher Certification: TEA State Principal Survey	State Principal Survey - The desired target for success is a 2 (sufficiently prepared) or higher in each of these responses while also having the opportunity for growth beyond state averages as the data is considered for continuous improvement. This is the most recent data we have received from TEA and represents the 2023-2024 school year.	<div><div>Perception Surveys</div><div>EPP: All</div><div>Principal Perceptions by Construct</div></div> <div><div>View by:</div><div>Year</div><div>Certification Area Grade Level</div><div>Certification Route</div><div>Race/Ethnicity</div><div>Gender</div></div> <div><div>Admission Cohort</div><div>Academic Year</div><div>2024</div><div>All</div><div>All</div><div>All</div><div>All</div><div>All</div></div> <div><div>Planning</div><div>How well were candidates prepared to plan instruction for students?</div><div><div>WELL PREPARED 45%</div><div>2.37</div><div>SUFFICIENTLY PREPARED 48%</div><div>NOT AT ALL PREP... 0%</div></div></div> <div><div>Instruction</div><div>How well were candidates prepared to implement instruction in the classroom?</div><div><div>WELL PREPARED 44%</div><div>2.35</div><div>SUFFICIENTLY PREPARED 48%</div><div>NOT AT ALL PREP... 1%</div></div></div> <div><div>Learning Environment</div><div>How well were candidates prepared to establish a positive learning environment?</div><div><div>WELL PREPARED 50%</div><div>2.43</div><div>SUFFICIENTLY PREPARED 38%</div><div>NOT AT ALL PREP... 1%</div></div></div> <div><div>Professional Practices & Responsibilities</div><div>How well were candidates prepared to meet the professional responsibilities associated with their role as an educator?</div><div><div>WELL PREPARED 56%</div><div>2.50</div><div>SUFFICIENTLY PREPARED 40%</div><div>NOT AT ALL PREP... 0%</div></div></div> <div><div>Students with Disabilities</div><div>How well were candidates prepared to address the needs of students with disabilities?</div><div><div>WELL PREPARED 40%</div><div>2.31</div><div>SUFFICIENTLY PREPARED 51%</div><div>NOT AT ALL PREP... 0%</div></div></div> <div><div>English Language Learners</div><div>How well were candidates prepared to meet the needs of students who are identified as emergent bilingual students?</div><div><div>WELL PREPARED 38%</div><div>2.30</div><div>SUFFICIENTLY PREPARED 54%</div><div>NOT AT ALL PREP... 0%</div></div></div> <div><div>INSIGHT TO IMPACT</div><div>TEA</div></div>

Teacher Certification: Impact Program Completer Survey	A score of 2 or 3, sufficiently or well-prepared, is the desired target for all EPP completers.	DBU Impact Program Completer Survey 2024-2025 School Year		
		Question: The completer from the Teacher EPP at DBU...	N	Average Score (out of 3)
		designs lessons that are appropriate for diverse learning needs?	23	2.74
		designs lessons that are aligned with the state standards?	23	2.96
		designs lessons that are relevant to students?	23	2.83
		provides appropriate feedback to students, families, or other school personnel?	23	2.48
		differentiates instruction and work with diverse student populations?	23	2.39
		organizes a safe classroom that is accessible for all students with clear routines and procedures?	23	2.83
		establishes and maintains clear expectations for student behavior in the classroom?	23	2.74
		reflects on his/her strengths and professional learning needs utilizing data from self-assessment and supervisor feedback?	23	2.74
		understands and adhere to district expectations and the Code of Ethics for professional standards?	23	2.96
		makes appropriate instructional decisions based on a student's Individualized Education Program (IEP)?	23	2.26
		collaborates with other relevant staff to meet the academic, developmental, and behavioral needs of students with disabilities?	23	2.30
		works with a diverse parent and school community population?	23	2.39
		prioritizes goals to improve professional practice and student performance?	23	2.78
		What is your overall evaluation of how well the EPP prepared you for the realities of the classroom as they exist on your campus?	23	2.70
		Mean Total	23	2.65

Teacher Certification: Candidate Work Sample (CWS) & Advanced Candidate Work Sample (ACWS)	The evaluation of the CWS/ACWS uses a holistic scale (0 unacceptable, 1 acceptable, 2 target). Candidates who score from 1 to 2 in each area are considered successful. Any CWS/ACWS not meeting requirements must be resubmitted to earn the performance standard “meets requirements” needed to pass clinical teaching or internship.		Advanced Candidate Work Sample		
			Rubric Category	CWS Average (out of 2)	ACWS Average (out of 2)
			Analysis of Student Learning	1.77	1.68
			Assessment Plan	1.86	1.72
			Contextual Factors	1.67	1.70
			Design for Instruction	1.94	1.96
			Instructional Decision-Making (CWS only)	1.97	-
			Instructional Enrichment & Remediation (ACWS only)	-	1.95
			Learning Goals & Objectives	1.97	1.95
			Reflection & Self-Evaluation	1.92	1.91
			Writing Skills	1.92	1.84
			Mean Total	1.88	1.84
Advanced Certifications TExES Certification Exams	The Advanced Certificate performance goal is 80% of candidates passing by the second attempt. Texas certification exams are reported on a scale of 100 to 300, with a score of 240 established as the minimum passing score.		Advanced TExES Certification Exams		
			Exam	Average Scaled Score (out of 300)	# of Tests Taken (unique students)
			Educational Diagnostician	264.70	10
			Principal as Instructional Leader	244.45	21
			Reading Specialist	270.00	1
			School Counselor	263.50	4
			Total	252.90	36
					83.33

Advanced Certifications Practicum Field Based Observations	As part of the observation criteria, the university field supervisor assesses an area of reinforcement (strengths) and refinement (areas for growth) and identifies the levels (distinguished, accomplished, proficient, developing, or improvement needed) based on state domains and competencies for the candidates' field of study. These performance levels are quantified (5-0) and analyzed by the advanced program directors for individual candidates and program improvement. The target for candidates is a mean of at least 90 points per observation.	<table><tr><th colspan="4">Advanced Practicum Field-Based Observations</th></tr><tr><th>Program</th><th>2024 Mean Score</th><th>2025 Mean Score</th><th>Delta Mean Score</th></tr><tr><td>MEDEL</td><td>97.66</td><td>98.21</td><td>0.55</td></tr><tr><td>MEDRE</td><td>110.00</td><td>105.00</td><td>-5.00</td></tr><tr><td>MEDSC</td><td>100.00</td><td>101.67</td><td>1.67</td></tr><tr><td>MEDSE</td><td>94.12</td><td>102.13</td><td>8.01</td></tr></table>	Advanced Practicum Field-Based Observations				Program	2024 Mean Score	2025 Mean Score	Delta Mean Score	MEDEL	97.66	98.21	0.55	MEDRE	110.00	105.00	-5.00	MEDSC	100.00	101.67	1.67	MEDSE	94.12	102.13	8.01																																																																																																																																																																																																																		
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MEDT Total	6	3.95	99%	3.91	98%	3.82	95%	3.91	98%	3.77	94%	3.86	97%	3.73	93%	4.00	100%	3.91	98%	3.86	97%																																																																																																																																																																																																																							
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P-12 Leadership: Superintendent TExES Certification Exams	The Superintendent Certificate performance goal is 80% of candidates passing by the second attempt. Texas certification exams are reported on a scale of 100 to 300, with a score of 240 established as the minimum passing score.	<table><tr><th colspan="8">TExES 195 Exam Domains</th></tr><tr><th>Year</th><th>001</th><th>002</th><th>003</th><th>Scale Score (out of 300)</th><th>Takers</th><th>Pass</th><th>% Pass</th></tr><tr><td>2024</td><td>66.55</td><td>72.09</td><td>68.27</td><td>240.09</td><td>11</td><td>7</td><td>63.64</td></tr><tr><td>2025</td><td>68.65</td><td>76.35</td><td>71.12</td><td>244.53</td><td>17</td><td>12</td><td>70.59</td></tr><tr><td>Total</td><td>2.10</td><td>4.26</td><td>2.84</td><td>4.44</td><td>6</td><td>5</td><td>6.95</td></tr></table>	TExES 195 Exam Domains								Year	001	002	003	Scale Score (out of 300)	Takers	Pass	% Pass	2024	66.55	72.09	68.27	240.09	11	7	63.64	2025	68.65	76.35	71.12	244.53	17	12	70.59	Total	2.10	4.26	2.84	4.44	6	5	6.95
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P-12 Leadership: Proposal Defense (All EdD K-12 Leadership candidates)	The candidate must show evidence of including all pieces of the dissertation proposal as outlined in the EdD K-12 Style Manual. In addition, a rubric that is aligned to the checklist is used by the dissertation committee to determine the quality of the required elements of the proposal.	<table><tr><th colspan="5">Dissertation Proposal Defense</th></tr><tr><th>Year</th><th>Chapter 1</th><th>Chapter 2</th><th>Chapter 3</th><th>Total</th></tr><tr><td>2022-2023</td><td>2.81</td><td>2.79</td><td>2.85</td><td>8.46</td></tr><tr><td>2024-2025</td><td>2.73</td><td>2.82</td><td>2.27</td><td>7.82</td></tr><tr><td>Total</td><td>-0.08</td><td>0.03</td><td>-0.58</td><td>-0.64</td></tr></table>	Dissertation Proposal Defense					Year	Chapter 1	Chapter 2	Chapter 3	Total	2022-2023	2.81	2.79	2.85	8.46	2024-2025	2.73	2.82	2.27	7.82	Total	-0.08	0.03	-0.58	-0.64															
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P-12 Leadership: Comprehensive Exams (All EdD K-12 Leadership candidates.)	Students receive a packet of five randomized questions. The student then selects three questions to answer. Each question is read by two readers and scored independently. The criteria for student success is a score of at least 9 out of 12 points for each question by the two readers. Students must pass all three questions. If a reader scores a question below 9, a third reader is used. If the third reader scores the question below 9 points, the student does not pass the question. If, after the third reader, the student does not pass the question(s), the student will receive a different question. That question/response is graded at a later time and utilizes the same process. The goal is for 80% of students to pass all three questions based on the first two readers and 90% pass rate for students with a third reader.	<table><tr><th colspan="6">Comprehensive Exam Completers</th></tr><tr><th>School Year</th><th>Comp. Takers</th><th>Pass 6 Readers</th><th>Passed</th><th>% Pass 6 Readers</th><th>% Pass</th></tr><tr><td>2024</td><td>10</td><td>6</td><td>9</td><td>60.00</td><td>90.00</td></tr><tr><td>2025</td><td>8</td><td>4</td><td>7</td><td>50.00</td><td>87.50</td></tr></table>	Comprehensive Exam Completers						School Year	Comp. Takers	Pass 6 Readers	Passed	% Pass 6 Readers	% Pass	2024	10	6	9	60.00	90.00	2025	8	4	7	50.00	87.50																
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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.

Teacher Certification:

The initial program demonstrates strong outcomes, with all but one student passing certification exams by their second attempt and individualized plans in place for those who do not pass on the first attempt. Program data reflect steady growth across all levels with no significant concerns. Lesson planning and presentations continue to improve, with targeted support for Secondary and Music candidates and greater emphasis on assessment, rubric consistency, and formative feedback. While PPR results remain stable, the assessment is outdated and slated for revision. Emphasis will continue to be placed on CWS performance, where candidates excel. Content data reveal small gaps in areas such as geography and Euclidean geometry, which are not well represented in current degree plans. Strategies under consideration include embedding deficits into existing coursework, piloting the new PPR, and exploring opportunities to add or expand content-area offerings. Moving forward, the program is focused on strengthening front-end lesson plan development, maintaining consistent assessment practices, enhancing communication among faculty and candidates, and aligning content preparation more intentionally with certification exam expectations to ensure sustained growth and success.

In response to findings from the Impact Student Survey and the TEA Surveys, the initial teacher certification team has taken concrete steps to strengthen preparation in these areas, including the addition of two new required courses (EDUC 4311 Students with Disabilities in the General Education Classroom and EDUC 4323 Classroom Discipline for the 21st Century), doubling instructional time in EDUC 4312 Teaching Special Populations, and asking pedagogy faculty to intentionally embed strategies related to differentiation, learning environments, and diverse student needs across their courses. These targeted actions ensure continued alignment with state expectations while addressing identified areas for growth from both graduate and principal feedback.

Traditional undergraduate students participated in a pilot course called the Dallas Baptist University Experience (DBUE). The DBUE was piloted in five colleges of the University for the purpose of all first-year DBU students to understand a liberal arts education through a Biblical worldview, which included a common experience and curriculum for all students. The curriculum includes the competencies of Biblical worldview, civic and community engagement, critical thinking, personal development, and communication.

The Special Education Curriculum Revision for Special Education Specialist which incorporated the new standards for Special Education Specialist certifications was approved and all programs were renewed by TEA, including post-baccalaureate and alternative education options for certification.

The EPP conducted a “mock audit” of all student folders for compliance with the Texas Administrative Code and a review of all new legislative changes to the TAC impacting EPP admission, retention, success, and certification procedures.

Advanced Certification:

Accomplishments, Efforts, and Innovations: During the 2024-25 school year, the EPP applied for and was approved by TEA to offer a School Counselor Alternative Certification Program beginning in the Fall of 2026. Redesign of the cost structure for all alternative education certification programs created a price-point which was competitive with local universities (public and private) as well as for-profit companies offering alternative certification programs. The University also increased the scholarship amounts for employees of school districts who seek a graduate certification to 33%-40% off tuition. These generous scholarship offers were designed to increase enrollment. The Graduate Impact Program was established to follow alumni of each certification program for three years as they move into their specialized fields. These students will serve as focus groups for continuous improvement review, and DBU will continue to provide guidance and field-support to alumni serving in new positions. TExES certification exam scores indicated continued strength of instructional programs

and provided targets for needed improvements. To tell the story of success and grow the graduate programs within the DBU College of Education, intentional recruiting efforts included site visits, virtual meetings, conferences, prayer campaigns, and international support for global school partners were designed and implemented. A series of newsletters were developed and shared with current students to increase engagement with current students and alumni. The EPP conducted a “mock audit” of all student folders for compliance with the Texas Administrative Code and a review of all new legislative changes to the TAC impacting EPP admission, retention, success, and certification procedures.

Challenges:

Challenges are present and reflect the changing educational landscape. Supporting students seeking MEDEL Principal Certification and low enrollment numbers in some degree programs/certification areas top the list of challenges. Low enrollment in the Master of Education in Reading program resulted in an action to sunset the Reading Specialist certification program beginning in Fall of 2026. Several new legislative changes have resulted in the need to review and redesign the process for collecting required documents/acknowledgements in a concurrent admissions process for both the University and the EPP.

P-12 Leadership Certification: Superintendent Certification /Doctoral

The EdD K-12 program has rearranged the course sequence to add an alternative superintendent certification pathway at the front of the degree course sequence. This will allow students to sit for the superintendent certification exam closer to when they have the course content. Secondly, the superintendent internship class now spans two semesters, which gives students more time to apply the concepts and learning. We have also created more structure when it comes to the experiences students can choose as their projects and observations. Thirdly, we have streamlined the submission process by making everything electronic. This will ensure more accurate data gathering. In yet another change, the program has eliminated the master’s level statistics prerequisite and instead added another research methods class to the doctoral course requirements. Finally, the program added a facilities course to teach students about the most current design of instructional spaces that also incorporates safety and security, bond elections and bond management, community involvement in the bond process, construction management, and communication of progress to the community.

The EPP conducted a “mock audit” of all student folders for compliance with the Texas Administrative Code and a review of all new legislative changes to the TAC impacting EPP admission, retention, success, and certification procedures.