

## **Measure 2: Satisfaction of Employers and Stakeholder Involvement (Initial & Advanced)**

The EPP has chosen the following instruments to measure Satisfaction of Employers and Stakeholder Involvement:

- CAEP Initial Programs Employer Survey 2025 Elementary Education
- CAEP Initial Programs Employer Survey 2025 Secondary Education
- CAEP Advanced Programs Employer Survey
- Employer Focus Group

As mentioned above, Tables 5 through 7 displayed in Measure 1 component reported the initial program employer surveys. The following tables report the Employer survey for the advanced programs.

### Satisfaction of Employers of AY 2024-2025 Program Completers (Advanced Level)

#### *Descriptions and Procedures*

The EPP monitors employer feedback through a survey that is sent electronically every January or early February. The same procedures used for the distribution of the Employer Surveys to employers of initial program completers were used for the employers of advanced program completers. There were six MSED in the Literacy and Language Arts Program with 1 completing the survey (16%). There were 10 completers in the MSED Special Education program, and two completers responded to the survey (20%) with employer information, however no employer responded despite numerous phone calls and emails. There were seven completers of the 092 program internship in AY 2024-2025 with five program completers responding to the survey with employer information and one employer responded (20%). A focus group interview was held consisting of employers of programs to supplement the lack of survey responses (see Appendix).

#### *Results*

The one employer who responded to the survey from the MS Literacy & Language Arts Employer rated the majority of indicators as Exemplary with a mean of 3.9. This rating was slightly higher than the mean of 3.3 for AY 2023-2024. The one employer who rated the 092 Certificate in Intermediate Administration and Supervision scored completers as either Proficient or Exemplary across all indicators for a mean of 3.5. This high rating was consistent with the AY 2023-2024 092 Certificate in Intermediate Administration and Supervision Employer survey mean of 3.8. This data was supplemented with an advanced program focus group employer session.

Table 8. CAEP Advanced Programs MSSED Literacy & Language Arts Employer Survey AY 2024-2025 (1 Respondent)

CAEP Advanced Programs Employer Survey 2025			
Academic Year	Content Indicator	Mean	Range
2024-2025	1. Integrates appropriate standards into instruction.	4.0	(4)
	2. Adapts instruction to diverse students.	4.0	(4)
	3. Adapts instruction to differences in learning.	4.0	(4)
	4. Facilitates critical thinking, problem solving and /or other higher-level thinking.	4.0	(4)
	5. Motivates students to learn.	4.0	(4)
	6. Communicates well with students.	4.0	(4)
	7. Applies classroom management practices	4.0	(4)
	8. Interacts well with parents and community members.	4.0	(4)
	9. Assesses student learning.	4.0	(4)
	10. Grows professionally through reflection.	4.0	(4)
	11. Collaborates well with peers.	4.0	(4)
	12. Creates effective learning environments.	4.0	(4)
	13. Uses professional ethics.	4.0	(4)
	14. Integrates technology into their instruction.	4.0	(4)

CAEP Advanced Programs Employer Survey 2025			
Academic Year	Content Indicator	Mean	Range
	15. Reaches employment milestones (i.e., promotion, tenure) at rates comparable to graduates of other teacher preparation programs.	3.0	(3)
Overall Mean=3.9			

Note. All items were rated on a 4-point scale including 1 = *Below Standard*, 2 = *Developing* ability to meet the standard, 3 = *Proficient* at fully meeting the standard, and 4 = *Exemplary* performance by going beyond the expectations for the standard)

Table 9. CAEP Advanced Programs 092 Intermediate Administration and Supervision Employer Survey AY 2024-2025(1 Respondent)

CAEP Advanced Programs Employer Survey 2025			
Academic Year	Content Indicator	Mean	Range
2024-2025	1. The administrator/educational leader: Is able to develop, articulate, implement, and steward a vision characterized by respect for students, their families, and community.	3.0	(3)
	2. The administrator/educational leader: Is able to plan for appropriate curriculum and instruction at the school and/or district level.	3.0	(3)
	3. The administrator/educational leader: Is able to monitor curriculum and instruction at the school and/or district level.	3.0	(3)
	4. The administrator/educational leader: Is able to manage school and/or district-based operations.	4.0	(4)

**CAEP Advanced Programs Employer Survey**

**2025**

Academic Year	Content Indicator	Mean	Range
	5. The administrator/educational leader: Is able to manage school and/or district-based resources and budgets.	3.0	(3)
	6. The administrator/educational leader: Is able to manage, interpret and use data for school improvement.	4.0	(4)
	7. The administrator/educational leader: Is able to manage building and/or district scheduling.	3.0	(3)
	8. The administrator/educational leader: Collaborates effectively with faculty, parents, and community members.	4.0	(4)
	9. The administrator/educational leader: Acts ethically demonstrating integrity and fairness.	4.0	(4)
	10. The administrator/educational leader: Is able to use problem-solving to formulate sound strategies to deal with educational dilemmas.	4.0	(4)
	11. The administrator/educational leader: Is able to advocate for the diverse needs of students, parents, and faculty.	4.0	(4)
	12. The administrator/educational leader: Is able to create a school climate and culture that facilitates the growth and development of all students.	4.0	(4)
<b>Overall Mean=3.5</b>			

*Note.* All items were rated on a 4-point scale including 1 = *Below Standard*, 2 = *Developing* ability to meet the standard, 3 = *Proficient* at fully meeting the standard, and 4 = *Exemplary* performance by going beyond the expectations for the standard

### Analysis (Strengths/Areas for Improvement) for the Overall Programs based on the Aggregate Data

\*The analysis is limited due to the small sample size; however, patterns are consistent with previous cohorts.

#### *Strengths*

- Employers of completers from both initial and advanced gave satisfactory ratings to most of the indicators, evincing a high degree of employer satisfaction. No indicators were rated below satisfactory.
- Most employers continued to rate completers' use of assessment data at a satisfactory level which is a sign of continuous improvement from cohorts previously.
- The mean scores for the MSED in Literacy and Language Arts program and the 092 Certificate in Intermediate Administration and Supervision continues to indicate employer satisfactory educator preparation with means ranging from 3.0 to 4.0 on a 4-point scale ranging from 1 to 4, where 1 indicates being below standard and 4 indicates fully meeting the standard and going beyond the minimal requirements.

#### *Areas of Improvement*

- Relative weaknesses for the Elementary Education program completers were in the areas of developing online learning expectations, collaborating with special educators, and communicating with parents/community members.
- Relative weaknesses for the Secondary Education program completers was in the area of developing online learning expectations.
- The EPP must continue to make efforts to improve employer satisfaction survey response rates. Text messages to completers did improve the Alumni Survey return rates, but a similar approach for employers was unsuccessful, probably because the EPP cannot call employers directly, but can only talk to office personnel.

### CAEP Initial Programs AY 2024-2025 Completer Satisfaction

#### *Descriptions and Procedures*

The EPP monitors program completer satisfaction through an Alumni Survey that is sent electronically every January or early February. This instrument was validated in 2016. The 2026 survey polled AY 2024-2025 program completers of all initial programs.

The survey was sent to 13 Elementary Education completers, 7 Secondary Education completers, 3 Health Education completers, and 7 M.A.T. Secondary Education completers.

### *Results*

Of the 13 AY 2024-2025 Elementary Education completers, 8 returned the survey for a response rate of 62%; of the 7 AY 2024-2025 Secondary Education completers, 2 returned the survey for a response rate of 28%; 75% of the Health Education completers returned the survey, with 5/7 MAT Secondary Education program completers responding for a 71% response rate. These response rates are at or above the CAEP minimum requirements, and they are similar to response rates obtained for the AY 2023-2024 cohort of completers that were reported in the 2025 Annual Report (81% for Elementary Education completers and 87% for Secondary Education completers, 50% for Health Education, 40% for MAT Secondary Education).

Survey results can be found in Tables 10, 10.a, 10b, and 10.c below and report mean satisfaction scores for each of the indicators rated on the survey. A rating of “2” indicates *Satisfactory*, with “0” indicating *Well Below Satisfactory*, “1” indicating *Slightly Below Satisfactory* and “3” indicating *Slightly Above Satisfactory*.

Overall mean scores on the Alumni Survey for the AY 2024-2025 Elementary Education, Secondary Education, Health Education, and MAT Secondary Education program completers were 2.37, 2.43, 3.53, and 2.0. Results were similar in AY 2023-2024 with overall means of 2.45, 2.60, 2.65 and 2.5 respectively. The survey results for Elementary Education, Secondary Education and MAT Secondary Education program completers improved from AY 2022-2023 results of 2.01, 1.63, and 1.1. Comparisons can be made with the AY 2021-2022 completers in Elementary Education, Secondary Education and Health Education, where the overall means were 2.35, 2.62, and .47, respectively.

The Elementary Education program completers’ satisfaction rating has remained consistent across all cohorts. While mean satisfaction ratings for the Secondary Education completers remained consistent across the AY 2020-2021 and the AY 2019-2020 cohorts, with overall means of 1.76 and 1.6, respectively, AY 2022-2023 Secondary Education survey mean of 1.63 was significantly lower than the 2.62 rating in AY 2020-21. It should be noted that the Secondary Education and MAT Secondary programs experienced a turnover of coordinators partly due to budget cuts at the university which resulted in lower means. In Fall 2023, a new Secondary Education and MAT Secondary Education coordinator was appointed which resulted in more positive results. The revisions to the Health Education program continue to improve completers’ satisfaction with an overall 2.65 rating. The 2023 Health Education program completers rated the program highly at 2.96 which was a significant improvement from the .47 rating of the previous cohort. This improvement was partly due to the hiring of an adjunct consistent program coordinator. The MAT Secondary Education program has also experienced a turnover of program coordinators due to budget cuts which resulted in a low satisfaction rating of 1.1 for the AY 2022-2023 cohort. However, the trend has improved with cohort AY 2024-2025 rating the program satisfactorily at 2.0. The EPP is continuing to work on improving preparation for classroom management and has made changes to course syllabi such as including

modules on classroom management in the student teaching seminar and simulations of IEP meetings in ED 405 Introduction to Special Education.

Table 10. CAEP Initial Programs Completer Survey AY 2024-2025

Table 10a. CAEP Initial Programs Alumni Survey: Elementary Education AY 2024-2025 Program Completers (8 respondents)

Academic Year	Content Indicator	Mean	Range
2025 ELEM ED	1. Integrate appropriate professional and educational standards.	2.6	(2-3)
	2. Identify and adapt instruction to diverse student learners.	3.3	(2-3)
	3. Adapt instruction to diverse student learning.	2.5	(2-3)
	4. Facilitate student critical thinking, problem solving and higher order thinking skills.	2.2	(1-3)
	5. Encourage and motivate all students to learn.	2.7	(1-3)
	6. Create effective learning environments.	2.6	(1-3)
	7. Integrate technology into classroom instruction.	2.3	(2-3)
	8. Effectively communicate with students through both oral and written modes.	2.5	(2-3)
	9. Grow professionally through reflection.	2.8	(2-3)
	10. Appropriately apply effective classroom management practices.	2.1	(1-3)
	11. Effectively interact with students, teachers, parents, and community members.	2.1	(2-3)
	12. Understand human development as it relates to the teaching-learning process.	2.2	(2-3)

Academic Year	Content Indicator	Mean	Range
	13. Demonstrate appropriate ethical and professional behavior.	2.8	(2-3)
	14. Develop sensitivity and respect for the needs and feelings of all students.	2.6	(2-3)
	15. Recognize both how the organization of the district and school can affect the individual teacher.	2.3	(2-3)
	16. Develop classroom and school leadership.	2.1	(1-3)
	17. Develop a positive disposition toward students.	2.6	(2-3)
	18. Collaborate with peers and coordinate instruction with special education teachers.	2.1	(1-3)
	19. Develop quality instructional units.	2.1	(1-3)
	20. Appropriately select and use a wide variety of instructional strategies, resource materials, and media.	2.5	(2-3)
	21. Implement, interpret and use student performance assessments for effective instruction.	2.0	(1-3)
	22. Use individual, small group and large group instructional arrangements.	2.1	(1-3)
	23. Develop online learning expectations for students.	2.1	(1-3)
<b>Overall Mean: 2.37</b>			

*Note.* All items are rated on a 4-point scale from 0 to 3, 0 = *Well Below Satisfactory*, 1 = *Slightly Below Satisfactory*, 2 = *Satisfactory*, 3 = *Slightly Above Satisfactory*

Table 10.b CAEP Initial Programs Alumni Survey Secondary Education AY 2024-2025 Program Completers (2 Respondents)

Academic Year	Content Indicator	Mean	Range
2025 SEC ED	1. Integrate appropriate professional and educational standards.	3.0	(3)
	2. Identify and adapt instruction to diverse student learners.	2.0	(2)
	3. Adapt instruction to diverse student learning.	2.0	(2)
	4. Facilitate student critical thinking, problem solving and higher order thinking skills.	2.5	(2-3)
	5. Encourage and motivate all students to learn.	2.0	(2)
	6. Create effective learning environments.	2.5	(3)
	7. Integrate technology into classroom instruction.	3.0	(3)
	8. Effectively communicate with students through both oral and written modes.	3.0	(3)
	9. Grow professionally through reflection.	3.0	(3)
	10. Appropriately apply effective classroom management practices.	2.0	(2)
	11. Effectively interact with students, teachers, parents, and community members.	2.0	(2)
	12. Understand human development as it relates to the teaching-learning process.	2.5	(2-3)
	13. Demonstrate appropriate ethical and professional behavior.	3.0	(3)

Academic Year	Content Indicator	Mean	Range
	14. Develop sensitivity and respect for the needs and feelings of all students.	2.5	(2-3)
	15. Recognize both how the organization of the district and school can affect the individual teacher.	1.5	(1-2)
	16. Develop classroom and school leadership.	2.0	(2)
	17. Develop a positive disposition toward students.	3.0	(3)
	18. Collaborate with peers and coordinate instruction with special education teachers.	2.5	(2-3)
	19. Develop quality instructional units.	2.0	(2)
	20. Appropriately select and use a wide variety of instructional strategies, resource materials, and media.	3.0	(3)
	21. Implement, interpret and use student performance assessments for effective instruction.	3.0	(3)
	22. Use individual, small group and large group instructional arrangements.	2.5	(2-3)
	23. Develop online learning expectations for students.	1.0	(0-2)
<b>Overall Mean: 2.43</b>			

*Note.* All items are rated on a 4-point scale from 0 to 3, 0 = *Well Below Satisfactory*, 1 = *Slightly Below Satisfactory*, 2 = *Satisfactory*, 3 = *Slightly Above Satisfactory*

Table 10.c. CAEP Initial Programs Alumni Survey: Health Education 2025 Program Completers (2 Respondents)

Academic Year	Content Indicator	Mean	Range
2025  Health Education	1. Integrate appropriate professional and educational standards.	3.5	(3-4)
	2. Identify and adapt instruction to diverse student learners.	4.0	(4)
	3. Adapt instruction to diverse student learning.	4.0	(4)
	4. Facilitate student critical thinking, problem solving and higher order thinking skills.	3.0	(3)
	5. Encourage and motivate all students to learn.	4.0	(4)
	6. Create effective learning environments.	4.0	(4)
	7. Integrate technology into classroom instruction.	3.5	(3-4)
	8. Effectively communicate with students through both oral and written modes.	3.5	(3-4)
	9. Grow professionally through reflection.	4.0	(4)
	10. Appropriately apply effective classroom management practices.	4.0	(4)
	11. Effectively interact with students, teachers, parents, and community members.	3.0	(3)
	12. Understand human development as it relates to the teaching-learning process.	3.0	(3)
	13. Demonstrate appropriate ethical and professional behavior.	4.0	(4)
	14. Develop sensitivity and respect for the needs and feelings of all students.	3.0	(3)

Academic Year	Content Indicator	Mean	Range
	15. Recognize both how the organization of the district and school can affect the individual teacher.	3.0	(3)
	16. Develop classroom and school leadership.	4.0	(4)
	17. Develop a positive disposition toward students.	4.0	(4)
	18. Collaborate with peers and coordinate instruction with special education teachers.	3.5	(3-4)
	19. Develop quality instructional units.	3.0	(3)
	20. Appropriately select and use a wide variety of instructional strategies, resource materials, and media.	4.0	(4)
	21. Implement, interpret and use student performance assessments for effective instruction.	3.0	(3)
	22. Use individual, small group and large group instructional arrangements.	4.0	(4)
	23. Develop online learning expectations for students.	2.0	(2)
<b>Overall Mean: 3.53</b>			

*Note.* All items are rated on a 4-point scale from 0 to 3, 0 = *Well Below Satisfactory*, 1 = *Slightly Below Satisfactory*, 2 = *Satisfactory*, 3 = *Slightly Above Satisfactory*

Table 10.d. CAEP Initial Programs Alumni Survey: MAT Secondary Education 2025 Program Completers (5 Respondents)

Academic Year	Content Indicator	Mean	Range
2025  MAT Secondary Education	1. Integrate appropriate professional and educational standards.	2.4	(2-3)
	2. Identify and adapt instruction to diverse student learners.	2	(0-3)
	3. Adapt instruction to diverse student learning.	2	(0-3)
	4. Facilitate student critical thinking, problem solving and higher order thinking skills.	3	(2-3)
	5. Encourage and motivate all students to learn.	1.8	(1-2)
	6. Create effective learning environments.	2.4	(2-3)
	7. Integrate technology into classroom instruction.	2.6	(2-3)
	8. Effectively communicate with students through both oral and written modes.	2.0	(0-3)
	9. Grow professionally through reflection.	2.4	(0-3)
	10. Appropriately apply effective classroom management practices.	1.6	(0-2)
	11. Effectively interact with students, teachers, parents, and community members.	2.4	(0-3)
	12. Understand human development as it relates to the teaching-learning process.	2.2	(1-3)
	13. Demonstrate appropriate ethical and professional behavior.	2.4	(0-3)
	14. Develop sensitivity and respect for the needs and feelings of all students.	2.0	(0-3)

Academic Year	Content Indicator	Mean	Range
	15. Recognize both how the organization of the district and school can affect the individual teacher.	2.0	(1-3)
	16. Develop classroom and school leadership.	2.2	(1-3)
	17. Develop a positive disposition toward students.	2.4	(0-3)
	18. Collaborate with peers and coordinate instruction with special education teachers.	1.2	(1-2)
	19. Develop quality instructional units.	1.8	(1-2)
	20. Appropriately select and use a wide variety of instructional strategies, resource materials, and media.	2.6	(2-3)
	21. Implement, interpret and use student performance assessments for effective instruction.	2.4	(2-3)
	22. Use individual, small group and large group instructional arrangements.	2.0	(0-3)
	23. Develop online learning expectations for students.	1.2	(0-2)
<b>Overall Mean: 2.0</b>			

*Note. All items are rated on a 4-point scale from 0 to 3, 0 = Well Below Satisfactory, 1 = Slightly Below Satisfactory, 2 = Satisfactory, 3 = Slightly Above Satisfactory*

Analysis (Strengths/Areas for Improvement) for the Overall Programs based on the Aggregate Data (Initial)

*Strengths*

- AY 2024-2025 BS in Education candidates, on average, rated many indicators as *Satisfactory* or above.

- Improvement in MAT Secondary Education completers' satisfaction continued with same rating of 2.0, which was higher from 2023 cohort rating of 1.10.
- Health Education program completers satisfactory ratings continue trend from AY 2023-2024 findings with highest rating of 3.53.
- All initial programs had completer survey data whereas in the AY 2022-2023 cohort, no MAT Secondary Education completers rated the program.
- AY 2024-2025 completers' satisfaction with their preparation regarding classroom management declined from the AY 2023-2024 BS cohort who had rated it satisfactory.

#### *Areas of Improvement*

- Relative low ratings for the areas of; *Collaborate with peers and coordinate instruction with special education teachers and develop classroom/school leadership* as well as *Developing online learning expectations for students*.
- Relative low ratings in the MAT Secondary Education program survey for preparation in classroom management, developing quality units, and developing online learning expectations for students.

#### *Action Plan for the Overall Programs based on the Aggregate Data Areas of Improvement*

- Coordinate with special education course instructors on opportunities to collaborate with special educators in the field.
- Continue to monitor implementation of classroom management modules in initial programs.

### CAEP Advanced Programs AY 2024-2025 Completer Satisfaction

#### *Descriptions and Procedures*

In 2026 the CAEP Advanced Programs Completer Survey was sent to a total of 23 2024-2025 program completers (6 of whom were graduated from the MSED Literacy and Language Arts program, 10 from the MSED Special Education Program, and 7 from the 092 Program who completed ED 665). Follow-up phone calls and text messages were also made to attempt to increase response rates. The survey has the following ratings: 0 = Well Below Satisfactory, 1 = Below Satisfactory, 2 = Satisfactory, 3 = Slightly Above Satisfactory, and 4 = Well Above Satisfactory.

*Results*

One MSED Literacy and Language Arts completer responded for a return rate of 16%. Two MSED Special Education program completers responded to the survey for a return rate of 20%. 5 of the 7 092 completers responded to the survey for a return rate of 71%. The AY 2024-2025 survey response rates are at or slightly below the CAEP minimum requirement of 20%. The response rates are slightly below the rates obtained for the AY 2023-2024 cohort of advanced program completers.

Results of the Alumni Survey filled out by 2024-2025 completers are summarized in Table 11. Rubric response options ranged from “1” *Below Satisfactory* to “4” *Well above satisfactory*. Examination of Table 11 reveals that the overall mean of the responses of the AY 2024-2025 MSED Literacy and Language Arts survey of program completers was 2.31 which was down from the previous cohort mean of 2.60. However, findings are limited as only one completer responded to the survey. Results of the MSED Special Education program completer survey remained positive with an overall mean of 3.60. The mean for the 092 program completer survey was 3.91 illustrating high satisfaction with the program.

Table 11a. CAEP Advanced Programs Alumni Survey: MSED in Literacy and Language Arts 2025 Program Completers (1 Respondent)

Academic Year	Content Indicator	Mean	Range
2025 MSED LIT	1. Integrate appropriate professional and educational standards.	2.0	(2)
	2. Identify and adapt instruction to diverse student learners.	4.0	(4)
	3. Adapt instruction to diverse student learning.	3.0	(3)
	4. Facilitate student critical thinking, problem solving and higher order thinking skills.	1.0	(1)
	5. Encourage and motivate all students to learn.	1.0	(1)
	6. Create effective learning environments.	2.0	(2)
	7. Integrate technology into classroom instruction.	2.0	(2)

Academic Year	Content Indicator	Mean	Range
	8. Effectively communicate with students through both oral and written modes.	1.0	(1)
	9. Grow professionally through reflection.	4.0	(4)
	10. Appropriately apply effective classroom management practices.	2.0	(2)
	11. Effectively interact with students, teachers, parent, and community members.	2.0	(2)
	12. Understand human development as it relates to the teaching-learning process.	2.0	(2)
	13. Demonstrate appropriate ethical and professional behavior.	3.0	(3)
	14. Develop sensitivity and respect for the needs and feelings of all students.	2.0	(2)
	15. Recognize both how the organization of the district and school can affect the individual teacher.	3.0	(3)
	16. Develop classroom and school leadership.	3.0	(3)
	17. Develop a positive disposition toward students.	3.0	(3)
	18. Collaborate with peers and coordinate instruction with special education teachers.	2.0	(2)
	19. Develop quality instructional units.	2.0	(2)
	20. Appropriately select and use a wide variety of instructional strategies, resource materials, and media.	3.0	(3)

Academic Year	Content Indicator	Mean	Range
	21. Implement, interpret and use student performance assessments for effective instruction.	4.0	(4)
	22. Use individual, small group and large group instructional arrangements.	4.0	(4)
	23. Develop online learning expectations for students.	1.0	(1)
<b>Overall Mean: 2.31</b>			

*Note.* All items were rated on a 5-point scale: 0 = Well Below Satisfactory, 1 = Below Satisfactory, 2 = Satisfactory, 3 = Slightly Above Satisfactory, and 4 = Well Above Satisfactory

Table 11b. CAEP Advanced Programs Alumni Survey: MSED Special Education 2025 Program Completers (2 Respondents)

Academic Year	Content Indicator	Mean	Range
2025 MSED SPED	1. Integrate appropriate professional and educational standards.	3.5	3-(4)
	2. Identify and adapt instruction to diverse student learners.	3.5	(3-4)
	3. Adapt instruction to diverse student learning.	3.5	(3-4)
	4. Facilitate student critical thinking, problem solving and higher order thinking skills.	3.5	(3-4)
	5. Encourage and motivate all students to learn.	3.5	(3-4)
	6. Create effective learning environments.	3.5	(3-4)
	7. Integrate technology into classroom instruction.	3.5	(3-4)

Academic Year	Content Indicator	Mean	Range
	8. Effectively communicate with students through both oral and written modes.	3.5	(3-4)
	9. Grow professionally through reflection.	3.5	(3-4)
	10. Appropriately apply effective classroom management practices.	3.5	(3-4)
	11. Effectively interact with students, teachers, parents, and community members.	3.5	(3-4)
	12. Understand human development as it relates to the teaching-learning process.	3.5	(3-4)
	13. Demonstrate appropriate ethical and professional behavior.	3.5	(3-4)
	14. Develop sensitivity and respect for the needs and feelings of all students.	1.5	(0-3)
	15. Recognize both how the organization of the district and school can affect the individual teacher.	3.5	(3-4)
	16. Develop classroom and school leadership.	3.5	(3-4)
	17. Develop a positive disposition toward students.	3.5	(3-4)
	18. Collaborate with peers and coordinate instruction with special education teachers.	3.5	(3-4)
	19. Develop quality instructional units.	3.5	(3-4)
	20. Appropriately select and use a wide variety of instructional strategies, resource materials, and media.	3.5	(3-4)

Academic Year	Content Indicator	Mean	Range
	21. Implement, interpret and use student performance assessments for effective instruction.	3.5	(3-4)
	22. Use individual, small group and large group instructional arrangements.	3.5	(3-4)
	23. Develop online learning expectations for students.	3.5	(3-4)
<b>Overall Mean: 3.44</b>			

*Note.* All items were rated on a 5-point scale: 0 = Well Below Satisfactory, 1 = Below Satisfactory, 2 = Satisfactory, 3 = Slightly Above Satisfactory, and 4 = Well Above Satisfactory

Table 11c. CAEP Advanced Programs Alumni Survey: 092 Program Completers (5 Respondents)

Academic Year	Content Indicator	Mean	Range
2025 092 Program	1. The 092 program prepared me to undertake the duties and responsibilities of an instructional leader.	3.8	(3-4)
	2. The 092 program prepared me to lead and motivate others.	3.8	(3-4)
	3. The 092 program prepared me to work collaboratively with teachers and other administrators.	4.0	(4)
	4. The 092 program prepared me to communicate effectively with students, parents/guardians.	3.8	(3-4)
	5. The 092 program prepared me to communicate effectively with community stakeholders.	3.8	(3-4)

Academic Year	Content Indicator	Mean	Range
	6. The 092 program prepared me to give effective instructional feedback to teachers.	3.8	(3-4)
	7. The 092 program prepared me to plan, develop, and adjust services to meet the needs of diverse learners.	4.0	(4)
	8. The 092 program prepared me to utilize relevant technologies.	4.0	(4)
	9. The 092 program prepared me to manage, interpret and use data for school improvement.	4.0	(4)
	10. The 092 program prepared me in the areas of professional, state and institutional standard and ethics.	4.0	(4)
	11. The 092 program prepared me in the areas of problem-solving and decision-making.	4.0	(4)
	12. The 092 program prepared me for state licensure examinations.	4.0	(4)
<b>Overall Mean: 3.91</b>			

*Note.* All items were rated on a 5-point scale: 0 = Well Below Satisfactory, 1 = Below Satisfactory, 2 = Satisfactory, 3 = Slightly Above Satisfactory, and 4 = Well Above Satisfactory

Analysis (Strengths/Areas for Improvement) for the CAEP Advanced Programs

*Strengths*

- All advanced program completers rated their preparation satisfactory on many indicators.
- The highest mean ratings of 3.0-4.0 were observed in a number of areas rated by the 092 Certificate in Intermediate Administration and Supervision program survey.

### *Areas of Improvement*

- The MSED Literacy and Language Arts program alumni survey had a few indicators rated at 1.00. However, the ratings were based on one completer response and therefore further monitoring is needed.

### *Action Plan for the CAEP Advanced Programs based on the Aggregate Data*

- Collecting cumulative data across cohorts will be important given the small number of completers and the correspondingly limited number of survey responses which makes data interpretation, drawing conclusions, and observing patterns difficult.

### Case Study of Initial Completers: Analysis of Focus Group Data

Results: Analysis of focus group interviews of both initial and advanced candidates and employers indicate the following:

- The initial completer rated his program satisfactory and rated the diverse field placements as a strength of the program. The one area for improvement was to plan more units of study to prepare for job placements.
- Majority of employers reported that our candidates were ready to use technology in the schools and were focused on building rapport with students. One employer suggested more work in using artificial intelligence in the schools and in positive behavior interventions.

### *Action Plan for the Overall Programs based on the Aggregate Data Areas of Improvement*

- Continue to monitor preparation of candidates to use artificial intelligence tools to impact student learning.
- Implement coursework in ED 206 and student teaching seminars on classroom management, specifically challenging behaviors.
- Continue to monitor advisement on certification exams and timetable to complete them.