

CAEP Standard 4: Program Impact

AY 2024-2025

Measure 1 (Initial): Completer Effectiveness (R4.1)

Completer impact in contributing to P-12 student-learning growth

Completer effectiveness in applying professional knowledge, skills, and dispositions

(Initial)

- a. Completer Survey
- b. Employer Survey
- c. Annual Evaluations

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“Educator as a Reflective Facilitator of Learning”

INITIAL COMPLETERS ON PROGRAM EFFECTIVENESS SURVEY RESULTS

This survey provides an opportunity for recent completers (one to three years after program completion) to provide feedback that will serve to improve initial teacher preparation programs at Coppin State University. The survey is administered each Spring. Only measures aligned to impact on P-12 growth are included in the table.

Spring 2025 Responses (n=9)

Measure	Spring 2025 (n=9)			
	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
1. My program adequately prepared me to motivate my students to learn.	6 (67%)	3 (33%)		
2. My program adequately prepared me to foster positive student relationships.	6 (67%)	3 (33%)		
3. My program adequately prepared me to engage each student in his/her content area.*	4 (50%)	4 (50%)		
4. My program adequately prepared me to make content meaningful to students	5 (56%)	4 (44%)		
5. My program adequately prepared me to implement a variety of instructional strategies	5 (56%)	4 (44%)		
6. My program adequately prepared me to advocate in order to meet the needs of learners, to strengthen the learning environment, and enact system change	5 (56%)	4 (44%)		
7. My program adequately prepared me for current role as a classroom teacher	6 (67%)	2 (22%)	1 (11%)	

*Only 8 responses

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Employer Survey (Initial Program – Completer Effectiveness)

The purpose of the Employer Survey of first year through the third-year teachers is to evaluate the satisfaction level of the employers of Coppin State University School of Education (SOE) teacher education program completers in the workforce as well as their preparedness (knowledge, skills, and dispositions) of these completers’ assigned responsibilities in working with P-12 students. The survey is administered each Spring. Only measures aligned to impact on P-12 growth are included in the table.

Spring 2025 Responses (n=5)

Employer Survey (Initial Program – Completer Effectiveness)					
Spring 2025 Responses (n=5)					
Measure – Planning and Preparation	Ratings				
Rate the level of ability at which the teacher model these values in her/his planning and preparation for instruction	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	
1. Demonstrates knowledge of Content and Pedagogy	1 (20%)	3 (60%)	1 (20%)		
2. Demonstrates Knowledge of Students	1 (20%)	3 (60%)	1 (20%)		
Measure – The Classroom Environment					
3. Creates an environment of respect and rapport	2 (40%)	1 (20%)	2 (40%)		
Measure – Instruction					
4. Effectively engages students in learning	1 (20%)	2 (40%)	2 (40%)		
Measure – Overall Impression	Ratings				
	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Cannot Judge (0)
Measure – Impact on Student Learning					
5. Teacher has a positive effect on student learning in the areas of academic/scholastic achievement	3 (60%)	1 (20%)	1 (20%)		
6. Teacher has a positive effect on student learning in the areas of social skills/ emotional development	3 (60%)		2 (40%)		
7. Teacher has a positive effect on student learning in the areas of psychomotor/physical development*	2 (40%)		2 (40%)		
8. Teacher has a positive effect on student learning in the areas of cognitive skills/intellectual development	3 (60%)	1 (20%)	1 (20%)		
9. Teacher has a positive effect on student learning in the areas of self-esteem/motivation to learn	3 (60%)		2 (40%)		

*Only 4 responses

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Employer Evaluations of Completers Employed as Teachers - (Initial Program – Completer Effectiveness)

The data below represent results from annual employer evaluations of program completers within one to three years of graduation for Academic Year 2024–2025. Consistent with Council for the Accreditation of Educator Preparation expectations, these data provide evidence of employer satisfaction with Coppin State University School of Education completers and their demonstrated preparedness. Overall ratings reflect the extent to which completers exhibit the knowledge, skills, and professional dispositions necessary to effectively fulfill their assigned responsibilities and positively impact and contribute to P–12 student learning growth.

Spring 2025 Responses (n=4)

School Systems

BCPSS (n=2)

BCPS (n=2)

Ratings: I=Ineffective D=Developing E= Effective HE=Highly Effective

Overall Rating	I	D	E	HE
			1 (25%)	3 (75%)