

## **CAEP Standard 4: Program Impact**

**AY 2024-2025**

### **Measure 2 (Initial and Advanced):**

**Satisfaction of employers and stakeholder involvement. (R4.2|R5.3|RA4.1)**

**Employers' satisfaction with program completers**

#### **(Initial)**

- a. Employer Survey

#### **(Advanced)**

- a. Employer Survey

Note: The Employer Satisfaction Surveys as well as the Completer Satisfaction Surveys are administered through the University's Office of Institutional Research for each completer and employer for up to three years following program completion. This systematic and sustained data collection process ensures consistency and supports the triangulation of data across stakeholder groups. The resulting evidence provides the EPP with actionable insights into employer satisfaction and the extent to which completers demonstrate the knowledge, skills, and professional dispositions necessary to positively impact P-12 student learning.

**Coppin State University**  
*“Educator as a Reflective Facilitator of Learning”*

**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 Employer Survey on completer effectiveness is administered each spring.

**Spring 2025 Responses (n=5) (1-3 years as teacher)**

Measure – Planning and Preparation Rate the level of ability at which the teacher model these values in her/his planning and preparation for instruction	Ratings			
	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	2 (40%)	1 (20%)	2 (40%)	
3. Demonstrated ability to set instructional outcomes	1 (20%)	2 (40%)	2 (40%)	
4. Demonstrates knowledge of resources	2 (40%)	2 (40%)	1 (20%)	
5. Designs coherent instruction	1 (20%)	3 (60%)	1 (20%)	
6. Designs student assessment	1 (20%)	2 (40%)	2 (40%)	
<b>Measure – Professional Responsibility</b>				
7. Reflects on teaching	1 (20%)	2 (40%)	2 (40%)	
8. Maintains accurate records	2 (40%)	2 (40%)	1 (20%)	
9. Communicates with families	2 (40%)	1 (20%)	2 (40%)	
10. Participates in a professional community	1 (20%)	4(80%)		
11. Grows and develops professionally	1 (20%)	3 (60%)	1 (20%)	
12. Shows professionalism	1 (20%)	4(80%)		
<b>Measure – The Classroom Environment</b>				
13. Creates an environment of respect and rapport	2 (40%)	1 (20%)	2 (40%)	
14. Establishes a culture of learning	1 (20%)	2 (40%)	2 (40%)	
15. Manages classroom procedures	1 (20%)	2 (40%)	2 (40%)	
16. Manages student behavior	1 (20%)	2 (40%)	2 (40%)	
<b>Measure – Instruction</b>				
17. Communicates with students	2 (40%)	1 (20%)	2 (40%)	
18. Uses questions and discussions techniques	2 (40%)	3 (60%)		
19. Effectively engages students in learning	1 (20%)	2 (40%)	2 (40%)	
20. Uses assessment in instruction	1 (20%)	2 (40%)	2 (40%)	
21. Demonstrates flexibility and responsiveness	1 (20%)	2 (40%)	2 (40%)	
<b>Measure – Overall Impression</b>	<b>Ratings</b>			
	<b>Strongly Agree (4)</b>	<b>Agree (3)</b>	<b>Disagree (2)</b>	<b>Strongly Disagree (1)</b>
				<b>Cannot Judge (0)</b>
22. Teacher completed an overall effective program	3 (60%)	2 (40%)		
<b>Measure – Impact on Student Learning</b>	<b>2 (66.6%)</b>			
23. Teacher has a positive effect on student learning in the areas of academic/scholastic achievement	3 (60%)	1 (20%)	1 (20%)	
24. Teacher has a positive effect on student learning in the areas of social skills/ emotional development	3 (60%)		2 (40%)	
25. Teacher has a positive effect on student learning in the areas of psychomotor/physical development	2 (40%)		2 (40%)	
26. Teacher has a positive effect on student learning in the areas of cognitive skills/intellectual development	3 (60%)	1 (20%)	1 (20%)	
27. Teacher has a positive effect on student learning in the areas of self-esteem/motivation to learn	3 (60%)		2 (40%)	

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**Employer Survey (Advanced Program – Completer Effectiveness)**

Employer Satisfaction Surveys as well as the Completer Satisfaction Surveys are administered through the University’s Office of Institutional Research for each completer and employer for up to three years following program completion to ensure consistency and triangulate data. This action will afford the EPP clear insights into the satisfaction of employers.

**Spring 2025 Responses (n=3)**

Measure – Overall Impression	Ratings				
This emerging leader has the knowledge and skills to adequately:	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Cannot Judge (0)
1. Use research and understand qualitative, quantitative, and/or mixed methods research methodologies	1 (33.3%)	2 (66.6%)			
2. Employ data analysis and evidence to develop supportive school environments.	1 (33.3%)	2 (66.6%)			
3. Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community, and parents.	2 (66.6%)		1 (33.3%)		
4. Use appropriate applications of technology for field of specialization.	2 (66.6%)	1 (33.3%)			
5. Apply professional dispositions, laws and policies, codes of ethics and professional standards appropriate for the field of specialization.	2 (66.6%)		1 (33.3%)		
6. Promote instructional practice that is consistent with learning development, effective pedagogy, and the needs of each child/student.	2 (66.6%)	1 (33.3%)			
7. Use data-driven instruction and research strategies to foster student engagement and maintain high expectations for the success of all students.	2 (66.6%)	1 (33.3%)			
8. Understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.	1 (33.3%)	1 (33.3%)	1 (33.3%)		