

# CAEP Accountability Measures

Academic Year 2022-2023

## Measure 2: Satisfaction of Employers and Stakeholder Involvement (Initial Programs)

### Employers' satisfaction with initial program completers (R4.2)

In 2014-2015, the Idaho Coalition for Educator Preparation (ICEP) developed and validated an employer survey to inform the continuous improvement of Idaho EPPs. The surveys were developed to measure employer satisfaction of the teachers prepared by EPPs across the state of Idaho. The survey ratings are aligned with the Danielson Framework for Teaching (FFT) observation rubric (1=Unsatisfactory, 2=Basic, 3=Proficient, and 4=Distinguished) to maintain consistency across EPPs and evaluation items. The question items are aligned with Interstate Teacher Assessment and Support Consortium (InTASC) standards. In partnership with Idaho EPPs, Boise State hosts and manages this survey each fall.

Through surveying the employers of our graduates across initial programs, Boise State intends to measure the degree to which employers are satisfied with completer preparation for assigned responsibilities working with K-12 students and their families. Overall, the 2024 Employer Survey mean scores indicate that employers are satisfied with their employee's preparation.

Table 1 presents data from the 2024 Employer Survey of 2020-2021 Initial Program Completers. The survey is sent to principals of 2021-2022 completers who are in the early months of their second year of teaching, to ensure the employer has worked with the completer for at least one full academic year. The response rate on the 2024 Employer Survey of 2021-2022 Initial Completers was 56% (95 out of 169).

**Table 1**

<b>2024 Employer Survey of 2021-2022 Initial Program Completers</b> <i>How prepared is [TeacherFirstName][TeacherLastName] on the following standards?</i>	<b>Mean</b>
1. The teacher/employee applies the concepts, knowledge, and skills of their discipline(s) in ways that enable learners to grow.	3.175
2. The teacher/employee uses instructional strategies that promote active learning.	3.165
3. The teacher/employee uses knowledge of learning, subject matter, curriculum, and learner development to plan instruction.	3.136
4. The teacher/employee uses a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records, surveys) to determine learner's strengths, needs, and programs.	3.087
5. The teacher/employee chooses teaching strategies for different instructional purposes and to meet different learner needs.	3.097
6. The teacher/employee evaluates the effects of his/her actions and modifies plans accordingly.	3.029
7. The teacher/employee can encourage learners to see, question, and interpret ideas from diverse perspectives.	3.126
8. The teacher/employee uses strategies that support new English language learners.	3.252
9. The teacher/employee helps learners assess their own learning.	3.019
10. The teacher/employee uses strategies that support learners with a wide variety of exceptionalities.	3.078
11. The teacher/employee honors diverse cultures and incorporates culturally-responsive curriculum, programs, and resources.	3.243
12. The teacher/employee has a positive effect on student achievement according to state assessments.	3.340
13. The teacher/employee uses technology to enhance learning and learning environments.	3.165
14. The teacher/employee understands the value of working with colleagues, families, and community agencies to meet learner needs.	3.214
15. The teacher/employee uses self-reflection as a means of improving performance.	3.146
16. The teacher/employee maintains accurate records.	3.214

n=95

Response rate: 56%

In addition, the 16 questions from the initial programs employer survey are aligned with the four InTASC areas: The Learner and Learning, Content and Pedagogical Knowledge, Instructional Practice and Professional Responsibility. This analysis provides an aggregate view of the survey results, and for purposes of continuous improvement and data conversations, allows for a simpler comparison across alumni and employer satisfaction.

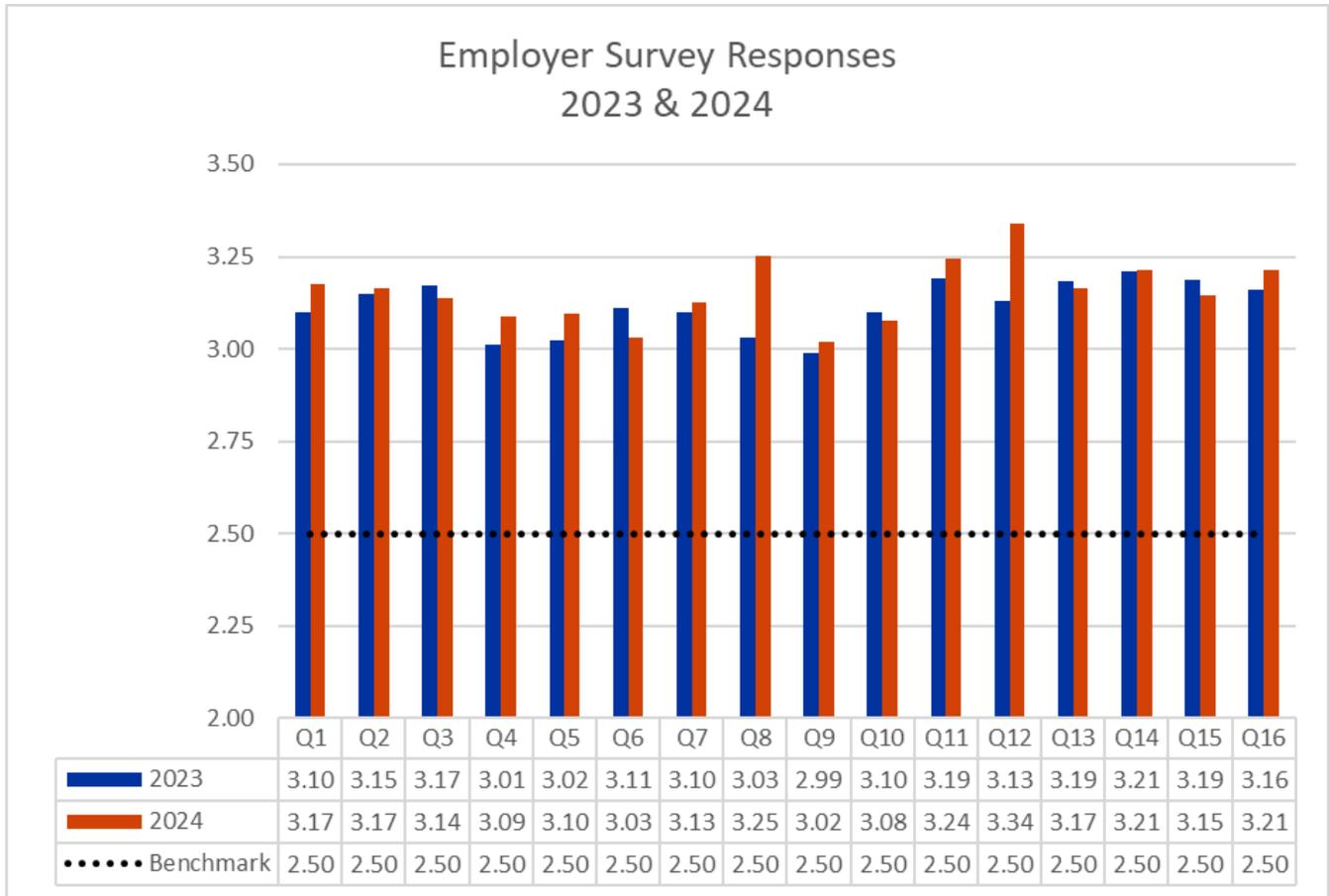
Table 2 reports the percentage of responses on the 2024 Employer Survey of 2021-2022 Initial Completers grouped by InTASC categories.

**Table 2**

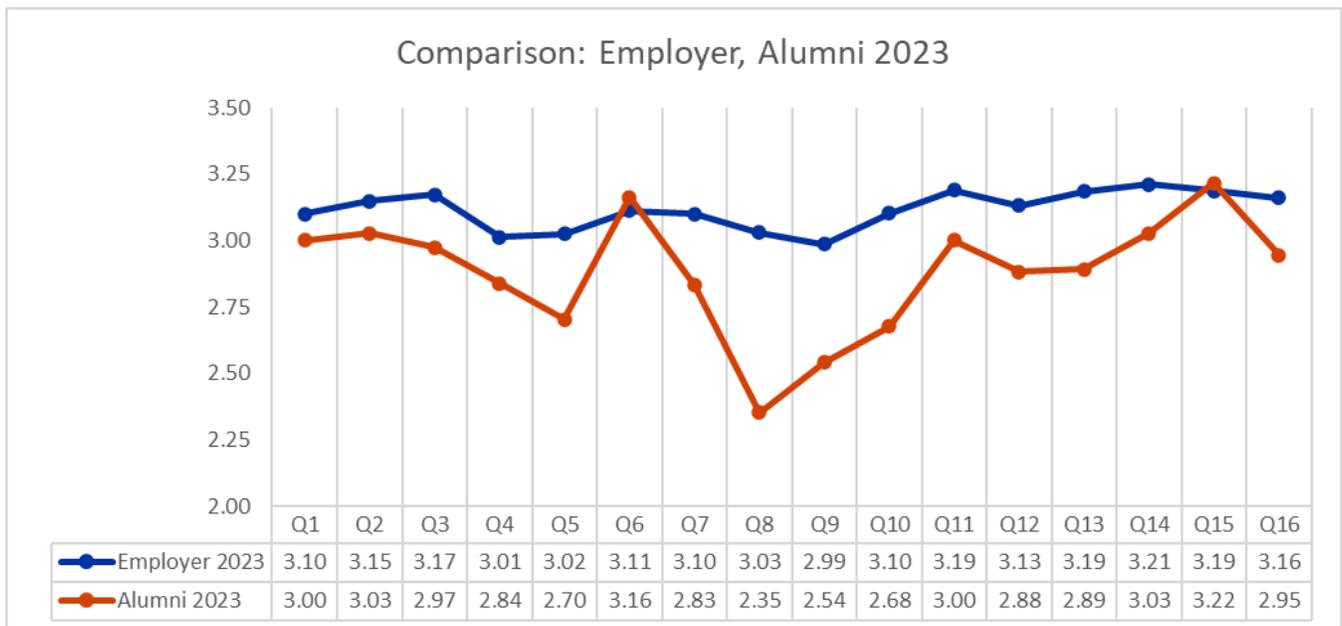
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>The Learner and Learning</b>	1%	11%	67%	21%
<b>Content and Pedagogical Knowledge</b>	0%	7%	72%	21%
<b>Instructional Practice</b>	1%	11%	65%	22%
<b>Professional Responsibility</b>	1%	8%	65%	25%

As part of our continuous improvement and planning efforts, faculty and staff review both employer and alumni survey data within the Educator Preparation Coordinating Council (EPCC) convenings. The following three figures show different visualizations EPCC has utilized to identify strengths, gaps, and trends around satisfaction with Boise State’s initial preparation programs. In Figures 2 and 3 specifically, alumni satisfaction data is layered over employer satisfaction data to recognize the distinctions of perceptions from the two groups.

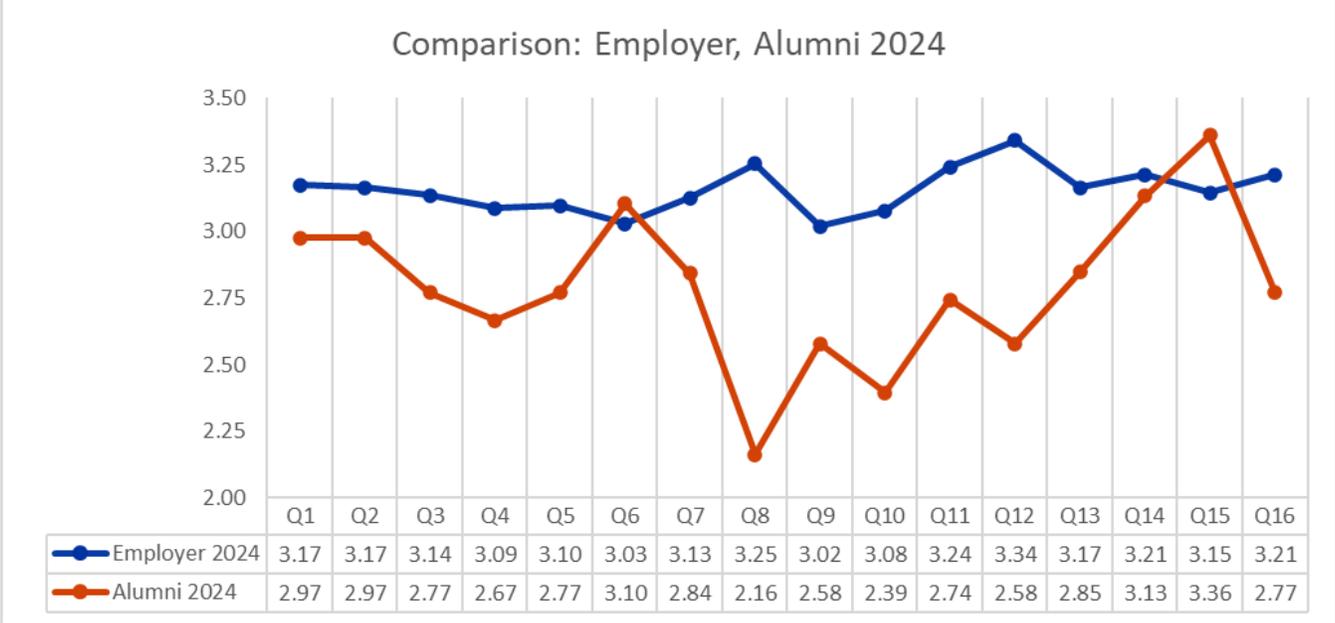
**Figure 1**



**Figure 2**



**Figure 3**



**Measure 2: Satisfaction of Employers and Stakeholder Involvement (Advanced Programs)**

**Employers’ satisfaction with advanced program completers (RA4.1)**

In the spring of 2023, Boise State’s advanced programs developed and validated an employer survey to inform the continuous improvement of their preparation programs. Following the phase-in plan, the survey was first launched in 2023; this year’s data is from the second year of survey distribution.

Through surveying the employers of our graduates across advanced programs, Boise State intends to measure the degree to which employers are satisfied with completer preparation for assigned responsibilities working in their specific capacities. Employers’ responses were rated by: 1 - Strongly dissatisfied; 2- Dissatisfied; 3 - Satisfied; 4 - Strongly satisfied.

As evident in Table 3, the 2024 Advanced Programs Employer Survey mean scores indicate that employers are satisfied with their employees’ preparation. The response rate on the 2024 Employer Survey of 2021-2022 Advanced Programs Completers of Educational Leadership, Executive Educational Leadership, and K12 Literacy Programs was 25% (11 out of 43).

**Table 3**

<b>2024 Employer Survey of 2021-2022 Advanced Programs Completers of Educational Leadership, Executive Educational Leadership, and K12 Literacy Programs</b>	<b>Mean</b>
1. As a result of their professional preparation, how satisfied are you that your employee was prepared to do the following: Collect, manage, evaluate, and apply data in a critical manner.	3.363
2. As a result of their professional preparation, how satisfied are you that your employee was prepared to do the following: Employ data analysis and evidence to develop supportive school environments.	3.272
3. As a result of their professional preparation, how satisfied are you that your employee was prepared to do the following: Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community, and parents.	3.300

n=11

Response Rate=25%

The Online Teacher Program utilizes a separate survey to ask questions specific to technology. Table 4 shows the mean scores by question for employers of completers from the Online Teaching program. All employers of this small group of graduates responded to the survey with a 100% response rate (3 out of 3). Overall, employers were unanimous in rating these questions as “strongly satisfied”.

**Table 4**

<b>2024 Employer Survey of 2021-2022 Advanced Programs Completers of Online Teacher Program</b>	<b>Mean</b>
1. As a result of their professional preparation, how satisfied are you that your employee was prepared to do the following: - Collect, manage, evaluate, and apply data in a critical manner.	4.000
2. As a result of their professional preparation, how satisfied are you that your employee was prepared to do the following: - Use appropriate applications of technology for their field of specialization.	4.000
3. As a result of their professional preparation, how satisfied are you that your employee was prepared to do the following: - Apply professional dispositions, laws and policies, codes of ethics and professional standards appropriate for their field of specialization.	4.000

n=3

Response Rate=100%

## Measure 2: Satisfaction of Employers and Stakeholder Involvement

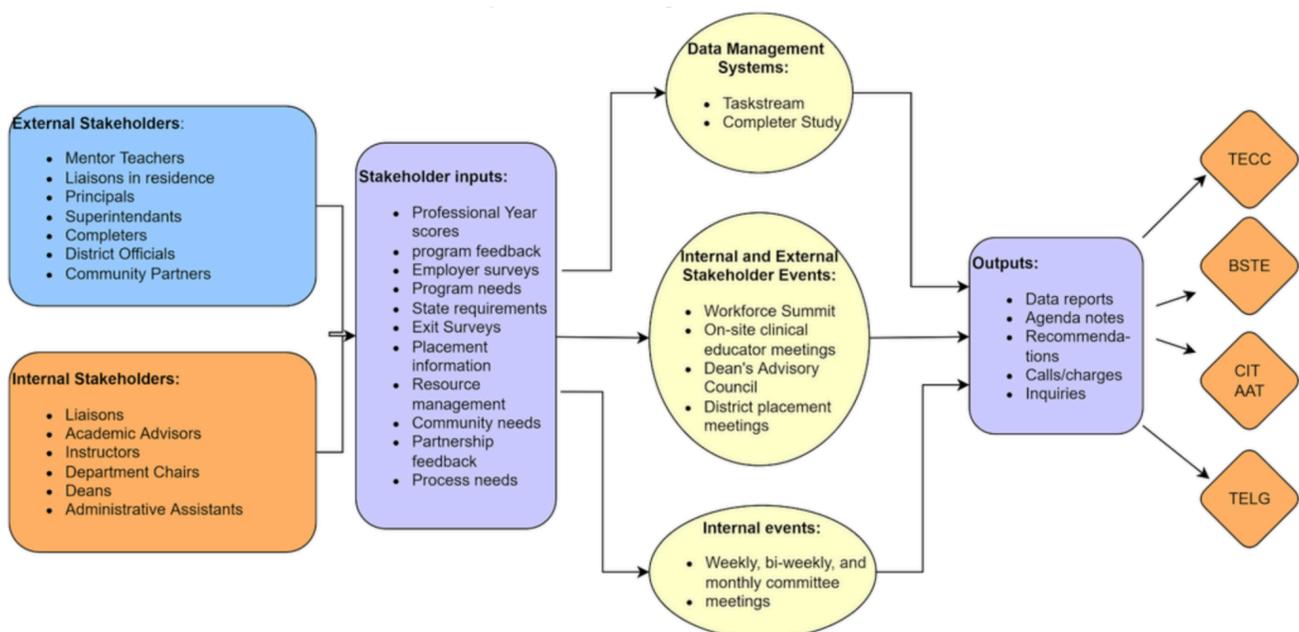
### Stakeholder Involvement (R5.3)

Boise State takes pride in our collaborative spirit and deeply values the relationships we have built with both internal and external stakeholders, and are committed to working with our partners, both new and existing, to foster a collegial environment of engaged participation. Our goals are to generate innovative ideas as well as solicit constructive feedback that is developmentally focused. Stakeholders are involved in program design, evaluation, and continuous improvement processes through a number of pathways such as workforce summits, on-site clinical educator meetings, and district placement discussions.

In July of 2022, Boise State welcomed a new Dean and the following summer, a new Associate Dean. Together with the Assistant Dean of Teacher Education, the three leaders formed the Deans' Advisory Council which has convened yearly. The group includes representatives from initial and advanced programs, K-12 administration, education technology, local and state government, the business sector, as well as College of Education staff. All perspectives are valued throughout the continuous improvement cycle, and Boise State takes care to continually foster and build new partnerships within the college and in the wider community to ensure equity and representation on this always-evolving committee.

Figure 4 shows how stakeholder interactions (in purple) flow through our continuous improvement systems.

Figure 4



This flowchart represents the system for gathering stakeholder inputs and routing them to the appropriate working groups for actionable steps towards continuous improvement. The far right diamonds denote the internal Boise State teams: Teacher Education Coordinating Council (TECC) recently changed to Educator Preparation Coordinating Council (EPCC); Boise State Teacher Education (BSTE), Continuous Improvement Team (CIT), Accreditation and Assessment Team (AAT), and Teacher Education Liaison Group (TELG). These internal teams consist of work groups and decision-making bodies that take external and internal feedback as well as data to inform continuous improvement efforts.

Boise State's Rural Student Teacher Fellowship serves as an example of a successful effort that was a result of external feedback flowing through our continuous improvement systems. What began as a question, then an idea, became a fully formed fellowship that provides \$3,800 to support an awardee's student teaching semester in a rural Idaho school. The fellowship funds can be used towards tuition and fees, housing, transportation, childcare, and other related costs. After completion of student teaching, fellows transition to a role as Rural Student Teaching Ambassadors to recruit the next cohort of fellows. This ambassador work continues for one year after completed student teaching and can be done remotely or in-person. Boise State has invited applications and awarded candidates for the Spring 2023, Fall 2023, and Spring 2024 semesters with 100% retention in the placements.