

## RA4.1 and RA4.2 Satisfaction Surveys (Employer & Completer)

The EPP implemented a multi-phase plan to establish consistent procedures for (1) collecting and maintaining completer and employer contact information, (2) administering surveys and collecting data, (3) analyzing and reporting results, and (4) sharing findings with stakeholders to inform continuous improvement. This plan has been fully implemented across all advanced programs. Advanced programs collect employer and completer satisfaction data through a systematic process aligned to CAEP RA4.1 and RA4.2. Program completers are identified through university reporting systems and verified using exit surveys completed during the final field experience. Faculty confirm employment and collect employer contact information, which is used to distribute parallel employer and completer surveys via Qualtrics. Surveys are aligned to CAEP RA1.1 proficiencies and administered no earlier than six months after program completion. The following tables summarize alignment to CAEP RA1.1 survey results for AY 2024–2025 (Tables 1 & 2). Due to small sample sizes in select programs (e.g., N = 1–2), data are aggregated across advanced programs to provide a representative analysis of employer and completer perceptions. While aggregated data demonstrate overall advanced program effectiveness, program-level data are reviewed through the EPP’s Quality Assurance System to identify trends and inform targeted improvements.

Survey results indicate positive perceptions of preparation across all RA1.1 proficiency areas for both employers and completers. Employer ratings range from 3.47 to 3.81 on a 4-point scale, with an overall mean of 3.60, reflecting strong agreement that completers are well-prepared for professional practice. Completer ratings range from 3.28 to 3.61, with an overall mean of 3.43, indicating general agreement regarding their preparation. Across both groups, the highest ratings are observed in Ethical and Professional Practice, with consistently strong performance across all areas. Employer ratings (M = 3.60) exceed completer self-ratings (M = 3.43), providing external validation of candidate preparedness and demonstrating strong alignment between program outcomes and professional expectations.

**Table 1**

*Aggregated Employer Survey Results by RA1.1 Proficiency Area (All Advanced Programs)*

Survey Items	Alignment to CAEP RA1.1 Proficiency	Mean Score
Collect data to inform professional decisions	P1 – Data Literacy	3.69
Use data validly and reliably to meet student needs	P1 – Data Literacy / P3 – Data Analysis	3.61
Use varied/variety of research methodologies to inform educational practices	P2 – Research	3.63
Present data effectively to educational stakeholders	P4 – Collaboration	3.48
Interpret data to identify inequities in educational services	P1 – Data Literacy / P2 – Research / P3 – Data Analysis	3.47
Use evidence to design programs supporting diverse learners	P3 – Evidence-Based Decision Making	3.61
Collaborate with stakeholders to improve learning for all students	P4 – Collaboration	3.60
Integrate technologies in appropriate, safe, and effective ways	P5 – Technology Integration	3.51
Engage in practices consistent with ethical, legal, and professional standards	P6 – Professional Ethics	3.81
<b>Overall Mean Score</b>		<b>3.60</b>

*Note.* N = 40. Response scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree.

**Table 2***Aggregated Completer Survey Results by RA1.1 Proficiency Area (All Advanced Programs)*

<b>Survey Items</b>	<b>Alignment to CAEP RA1.1 Proficiency</b>	<b>Mean Score</b>
Collect data to inform professional decisions	P1 – Data Literacy	3.39
Use data validly and reliably to meet student needs	P1 – Data Literacy / P3 – Data Analysis	3.50
Use varied/variety of research methodologies to inform educational practices	P2 – Research	3.56
Present data effectively to educational stakeholders	P4 – Collaboration	3.28
Interpret data to identify inequities in educational services	P1 – Data Literacy / P2 – Research / P3 – Data Analysis	3.39
Use evidence to design programs supporting diverse learners	P3 – Evidence-Based Decision Making	3.39
Collaborate with stakeholders to improve learning for all students	P4 – Collaboration	3.44
Integrate technologies in appropriate, safe, and effective ways	P5 – Technology Integration	3.33
Engage in practices consistent with ethical, legal, and professional standards	P6 – Professional Ethics	3.61
<b>Overall Mean Score</b>		<b>3.43</b>

*Note.* N = 18. Response scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree.