CAEP Accountability Measure 2a: Employer Survey at Shepherd EPP

Background and History

Beginning in 2022-2023 and moving forward, because the State of West Virginia was no longer doing so on our behalf, the EPP at Shepherd University determined to work directly with our local and regional P-12 partners to solicit their participation to collect the data and necessary related information regarding **Measure 2a** [**Component R4.2]** concerning Employer Satisfaction [and Completer Effectiveness/Impact] as related to its graduates/completers for a period of five (5) years at a time ***(Measures 1 and 2a).***

Surveys for the 2022-2023 school year were directly distributed to stakeholders within and across the region. [NOTE: The questions posed on the Employer Survey distributed directly to P-12 Partners via MS Forms by the EPP at Shepherd are the same as those presented on the surveys distributed by the WVHEPC via various sources noted above throughout the previous years; therefore, the EPP has relied on the reliability and validity already established on those instruments by the WVHEPC & WVDE. Further, to ensure the questions correspond and elicit responses specific to the criteria as required by CAEP, all questions have been carefully reviewed and tagged per CAEP and InTASC Standards accordingly.]

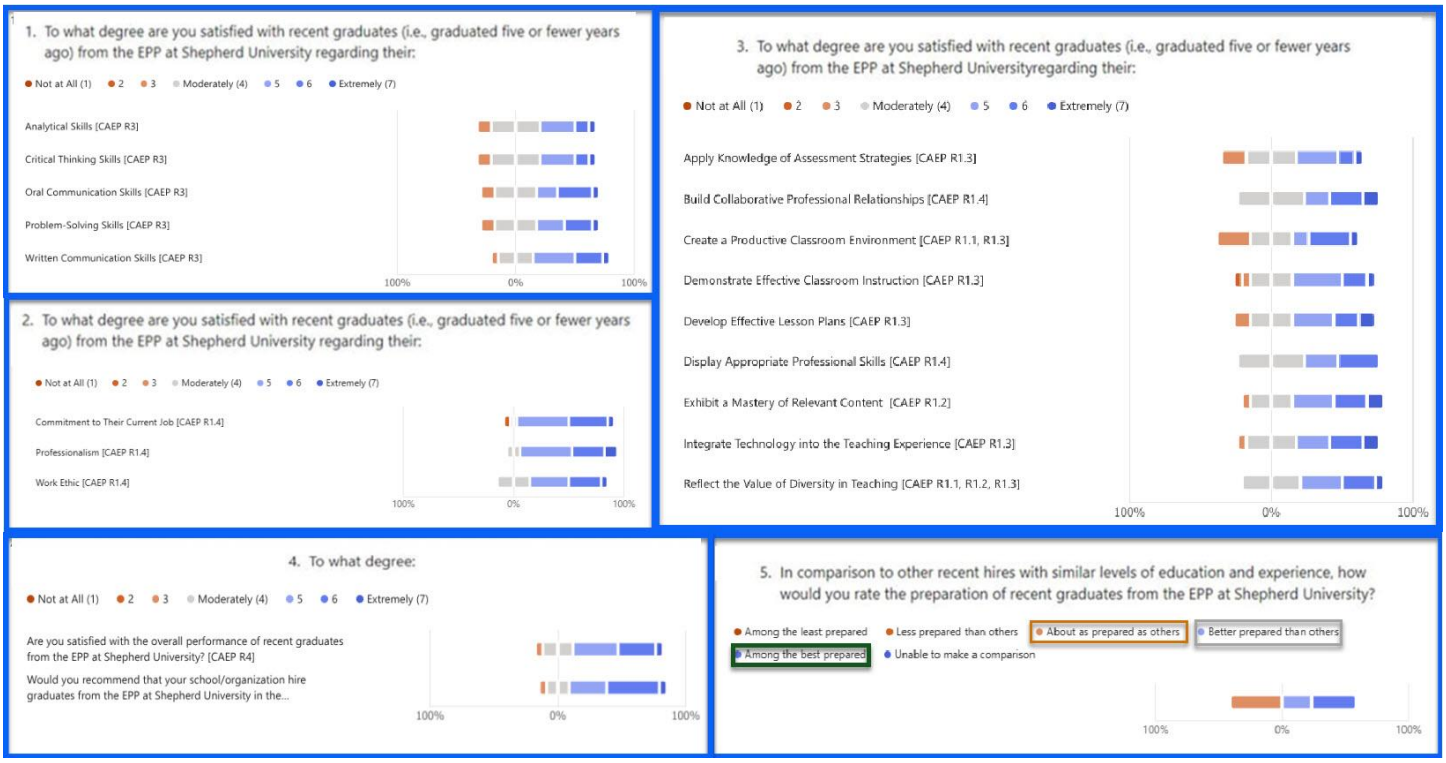
Unfortunately, the return rate was low that first year, with only 4 employers responding; however, with a response rate of only 1 during the 2021-2023 academic year, this demonstrates a 400% increase. For the 2023-2024 academic year, the response-rate total increased to 17 responses overall (an increase of 235% over the previous year). Efforts to solicit participation and increase the return rate will continue into the future, although such voluntary participation is typically difficult to incentivize.

2024-2025

For the Spring 2024 Employer Survey, respondents reported overall satisfaction with completers regarding Standard R3 (**Measure 2a** [**Component R4.2]**). In response specifically to "the quality of candidates [as] a continuous and purposeful focus from recruitment through completion…[, the EPP at Shepherd] demonstrates that development of candidate quality is the goal of educator preparation" as identified on Question 1 via the Survey. On a scale of 1-7, responses ***overall averaged at 4.74 on a 7-point scale***, with "4" indicating "Moderate" and "7" indicating "Extremely" (See below).

Regarding Standard R1 (**Measure 2a** [**Component R4.2]** and **Measure 1 / Component R4.1**), respondents reported an even stronger rate of satisfaction, with an ***overall average of 5 on the same 7-point scale*** (see below), for Questions 2-3 combined. These questions directly address Standard R1 components 2-4 as outlined herein (see below):

- **R1.2 Content**: The [EPP at Shepherd] ensures candidates are able to apply their knowledge of content at the appropriate progression levels. [The EPP at Shepherd demonstrates] candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students.
- **R1.3 Instructional Practice**: The [EPP at Shepherd] ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. [The EPP at Shepherd demonstrates] how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students.
- **R1.4 Professional Responsibility:** The [EPP at Shepherd] ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. [The EPP at Shepherd demonstrates] candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

The Spring 2024 responses indicate a statistically insignificant decrease in overall satisfaction when compared to what was realized in Spring 2023 in regard to these specific elements on the survey (see *Employer Survey Responses reported to CAEP during our Self-Study in 2024*, as outlined below). These slight differences could be attributed to the significant increase in the number of respondents who participated between the two cycles (e.g., n = 4 vs n = 17). However, these elements will continue to be monitored moving forward to determine whether such concerns are noted in future iterations of the survey and/or whether such concerns increase in the future. If so, efforts will be made to address any concerns as we continue to work closely with our P-12 partners to monitor and meet their needs accordingly.

Finally, as directly related to Standard R4 (**Measure 2a** [**Component R4.2]**), responses to the Spring 2025 Employer Survey indicate increased satisfaction with the overall performance of our candidates within the P-12 setting upon employment in our partner P-12 schools (Q4), with ***an overall average of 5.15 on the 7-point scale***. Indeed, many respondents indicate that the candidates completing programs within the EPP at Shepherd are "Better prepared than others" or "Among the best prepared," while others indicate our candidates are "about as prepared as others" when compared to other recent hires with similar levels of education and experience (Q5). [See below]