CAEP Standard 4

Advanced Program Completer Data; MEASURE 2

Nicholls State University

CAEP 2024 Annual Report

Measure 2: Advanced Satisfaction of Employers and Stakeholder Involvement

RA4.1 Satisfaction of Employers

The Educational Leadership Employer Satisfaction Survey assesses the satisfaction of supervisors/employers who have direct contact with completers from the Educational Leadership M.Ed. program. The assessment was created in Google Forms and distributed via email. The EPP collects employer contact information directly from graduates before they exit the program. The program coordinator distributes the link directly to supervisors, accompanied by a brief message explaining the purpose of the survey and how the data will be used. If supervisors are no longer the supervisors for the identified candidates, they are asked to respond via email so that the EPP can update its records. To achieve a representative sample, at least one follow-up email is sent to employers who do not respond to the first request. In Fall 2022-Spring 2023, there was a 50% response rate from five employers of 10 program completers.

Supervisors complete identifying information such as name, position, school, and district. Then, they also complete identifying information for the candidate. Using a Likert scale ranging from "strongly disagree" to "strongly agree," supervisors evaluate completers on 9 items using National Educational Leadership Preparation (NELP) and Professional Standards for Educational Leaders (PSEL) indicators. Using the same Likert scale, supervisors also identify whether they would hire the teacher again and the positive impact of the teacher on his/her students. The survey also contains additional comment sections for supervisors to provide additional information about the teacher's employment milestones.

Analysis and Interpretation

Ratings of "strongly agree" or "agree" are considered as adequate performance. In Fall 2022-Spring 2023, 80% of employers who completed the survey "strongly agreed" or "agreed" that program completers were meeting the expectations of the National Educational Leadership Preparation (NELP) and Professional Standards for Educational Leaders (PSEL) indicators. One employer selected scores of "agree" and "neutral." Holistically, employer responses are representative that program completers are adequately prepared for the demands of their roles at the time of program completion. The EPP will continue to monitor the results of the Advanced Employer surveys.
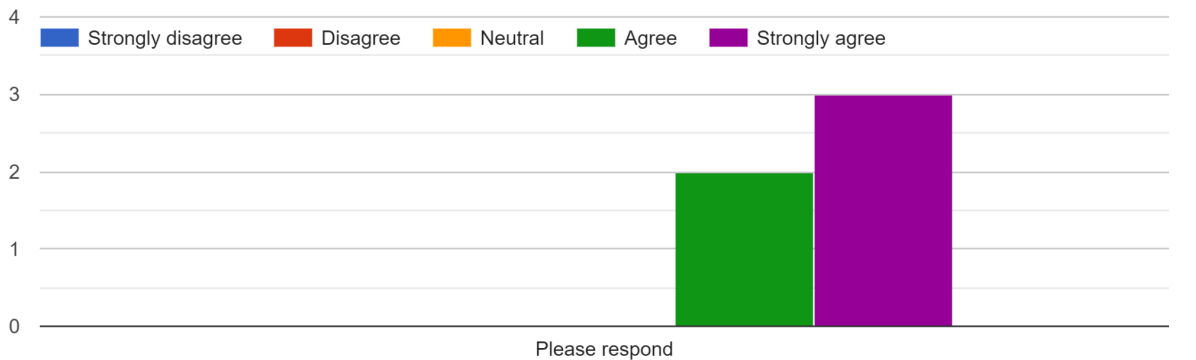
The candidate/graduate's understanding and ability to demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community (NELP 1.1, 2015 PSEL 1a-g).
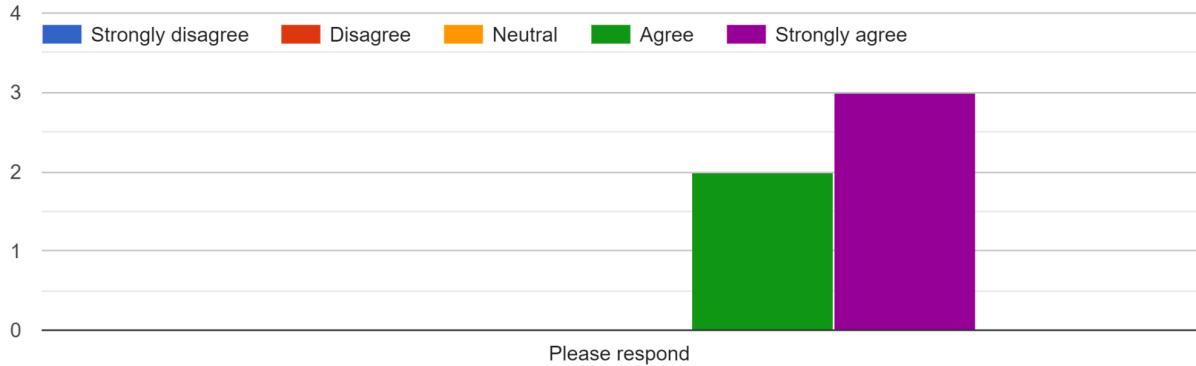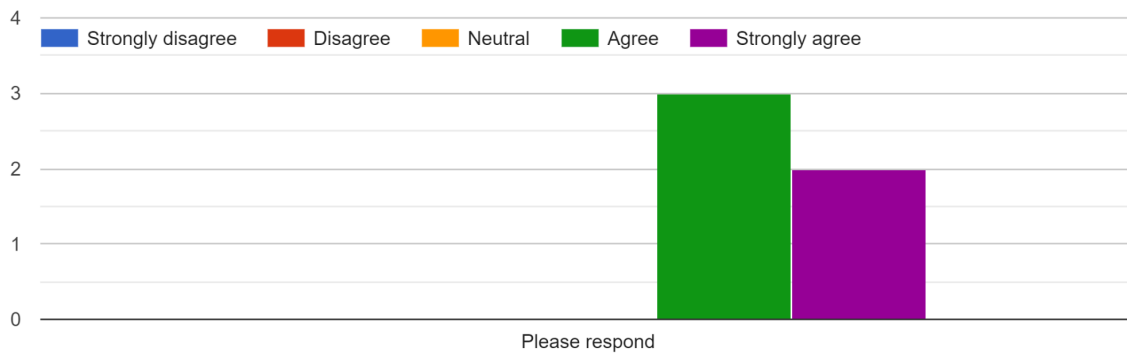

The candidate/graduate's understanding and ability to demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation (NELP 1.2, 2015 PSEL 10a, b, d, g, h, j).
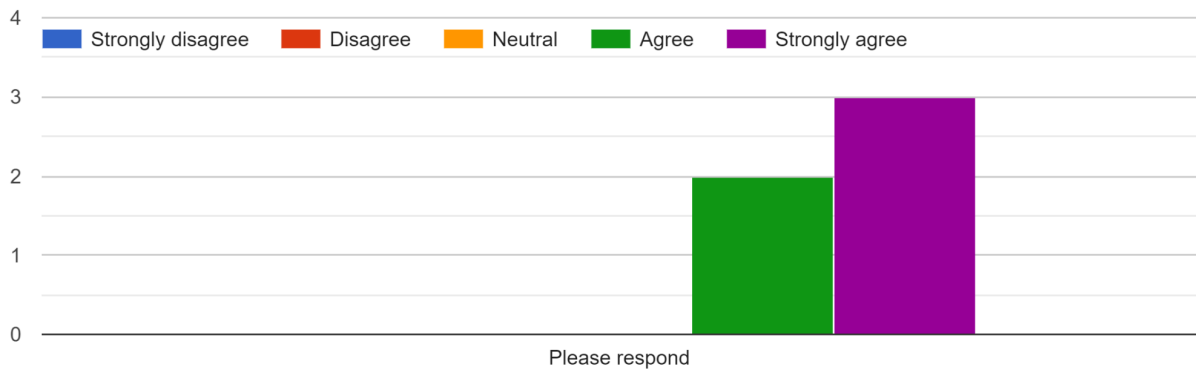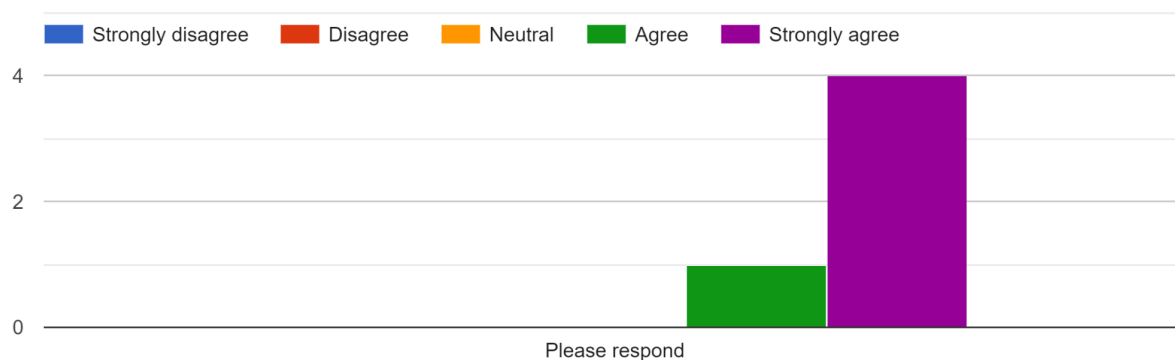

The candidate/graduate's understanding and ability to demonstrate the capacity to reflect on, communicate about, cultivate, and model dispositions and professional norms (e.g., equity, fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning, digital citizenship) that support the educational success and well-being of each student and adult (NELP 2.1, 2015 PSEL 2b, c, d and 3h).
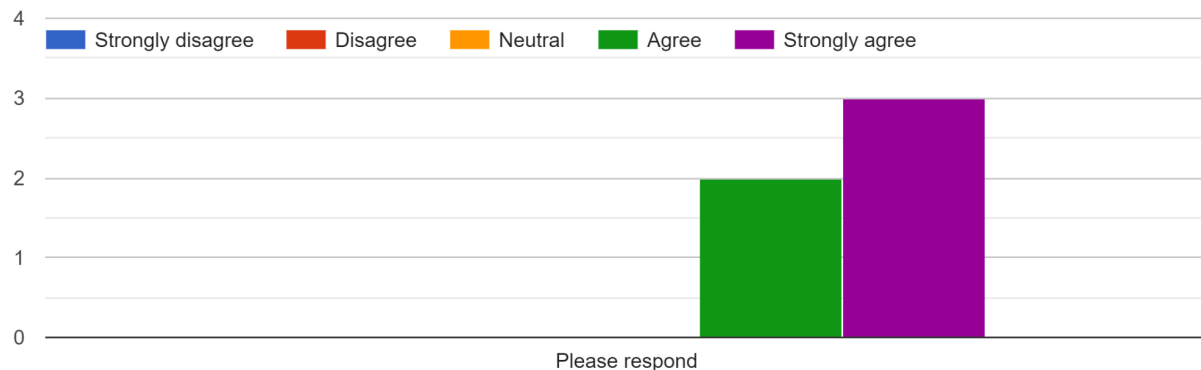
The candidate/graduate's understanding and ability to demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions (NELP 2.2, 2015 PSEL 9h).
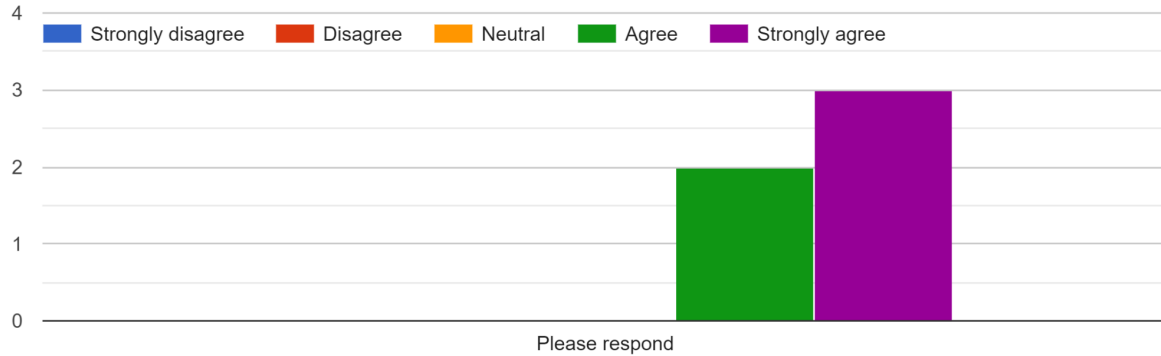

The candidate/graduate's understanding and ability to demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others (NELP 2.3, 2015 PSEL 2a, e, f).
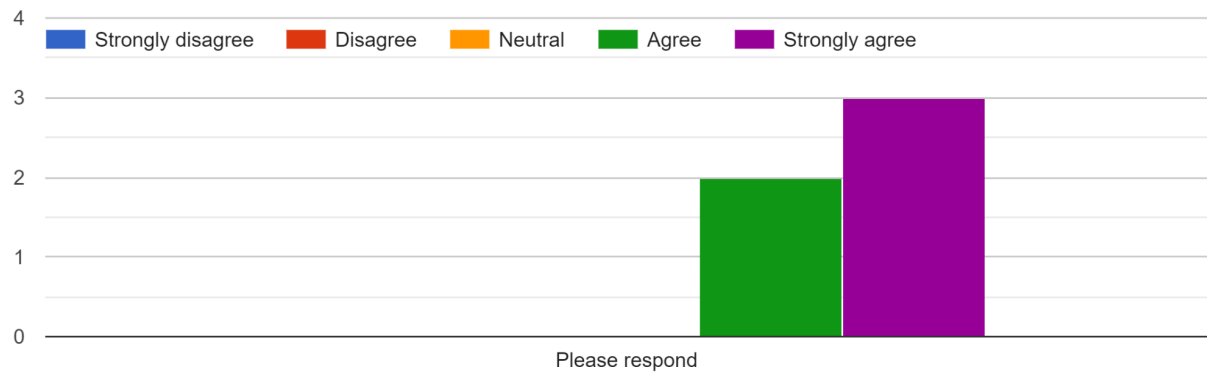

The candidate/graduate's understanding and ability to demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture (NELP 3.1, 2015 PSEL 3a, 5a, b, d, f).
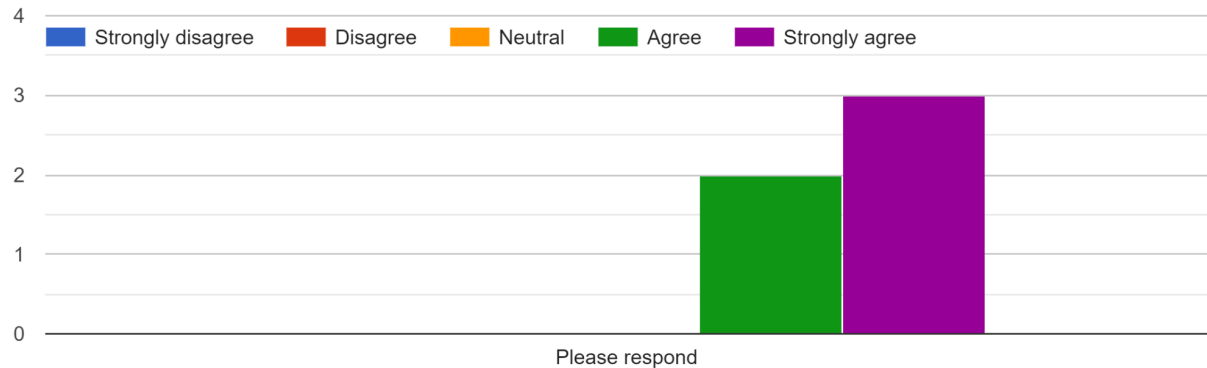
The candidate/graduate's understanding and ability to demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student (NELP 3.2, 2015 PSEL 3c, e, g, h, 5e).
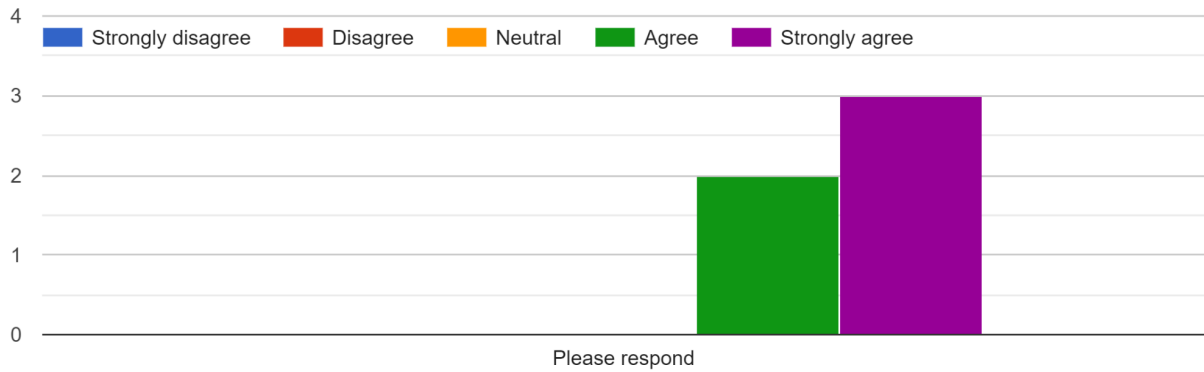

The candidate/graduate's understanding and ability to demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff (NELP 3.3, 2015 PSEL 3b, d, g, 5e, 7b).
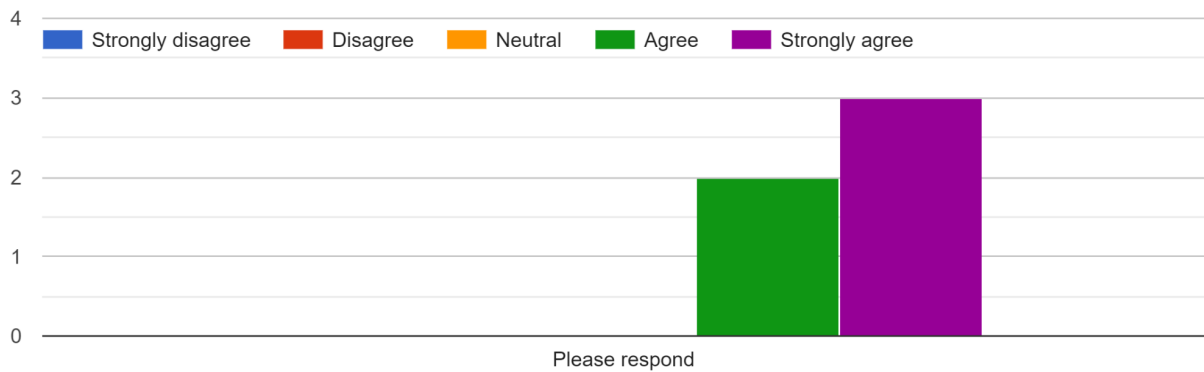

The candidate/graduate's understanding and ability to demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula, programs, and other supports for academic and nonacademic student programs (NELP 4.1, 2015 PSEL 4e, 5c).
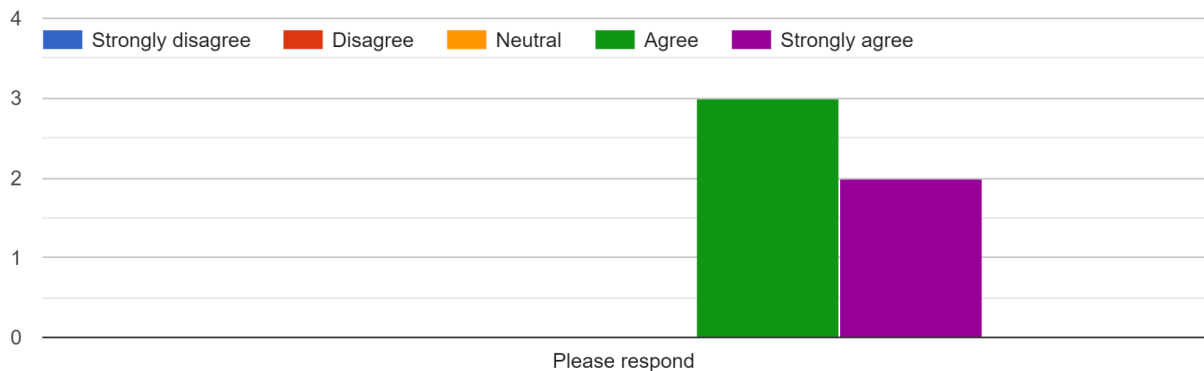
The candidate/graduate's understanding and ability to demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and nonacademic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and nonacademic systems (NELP 4.2, 2015 PSEL 3h, 4c, d).
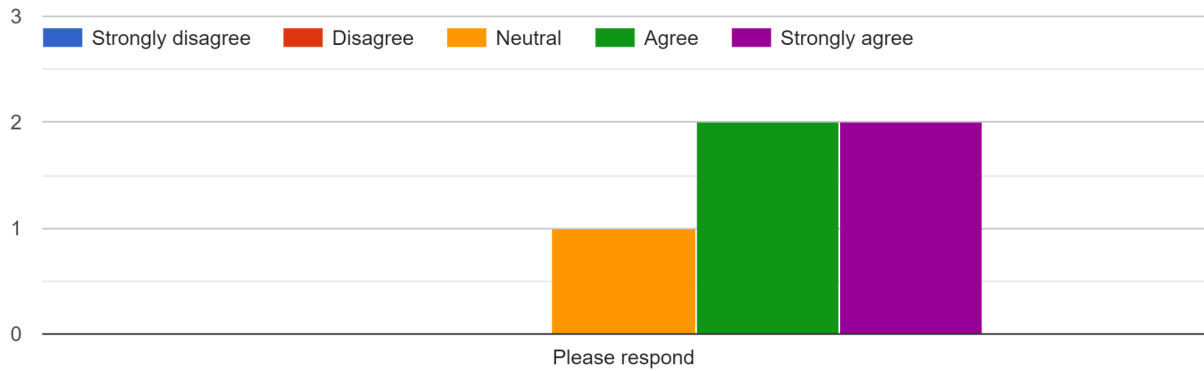

The candidate/graduate's understanding and ability to demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being (NELP 4.3, 2015 PSEL 3g, h, 4f, g).
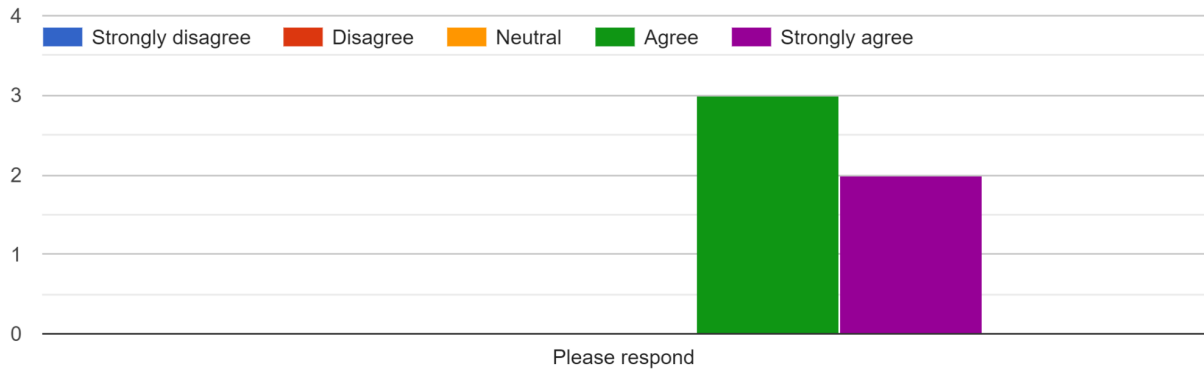

The candidate/graduate's understanding and ability to demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner (NELP 4.4, 2015 PSEL 3h, 4a, b).
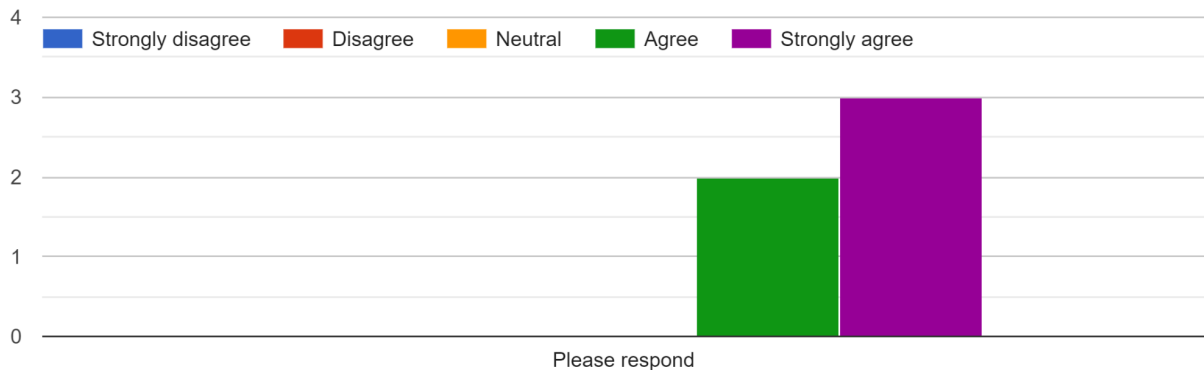
The candidate/graduate's understanding and ability to demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school (NELP 5.1, 2015 PSEL 3b, g, 8a, b, c).
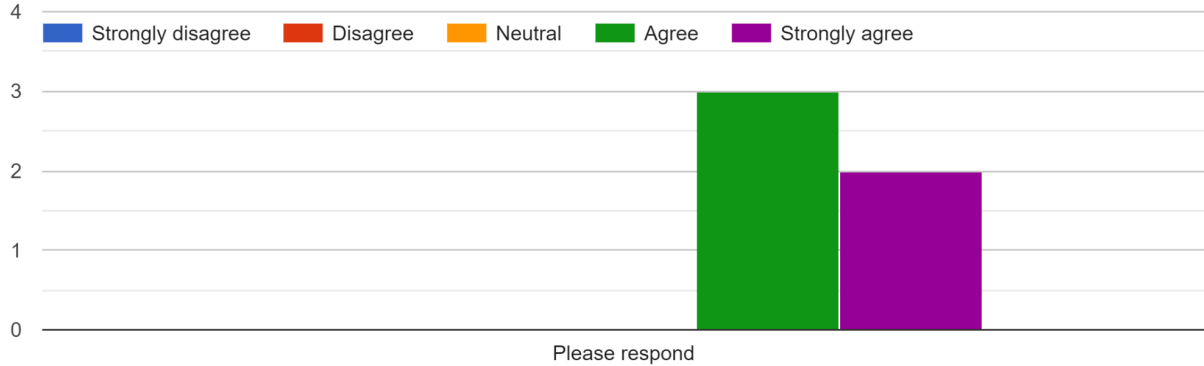

The candidate/graduate's understanding and ability demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development (NELP 5.2, 2015 PSEL 3g, 8b, c, d, e, j).
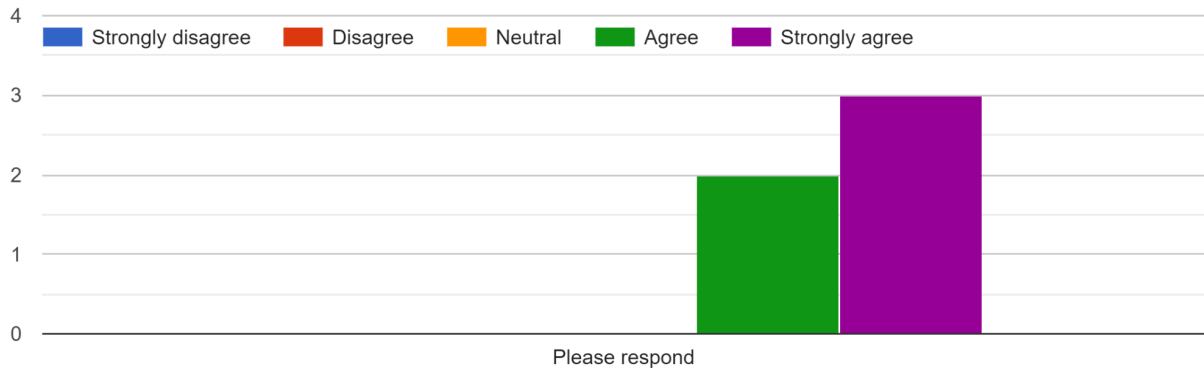

The candidate/graduate's understanding and ability to demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community (NELP 5.3, 2015 PSEL 8h, i).
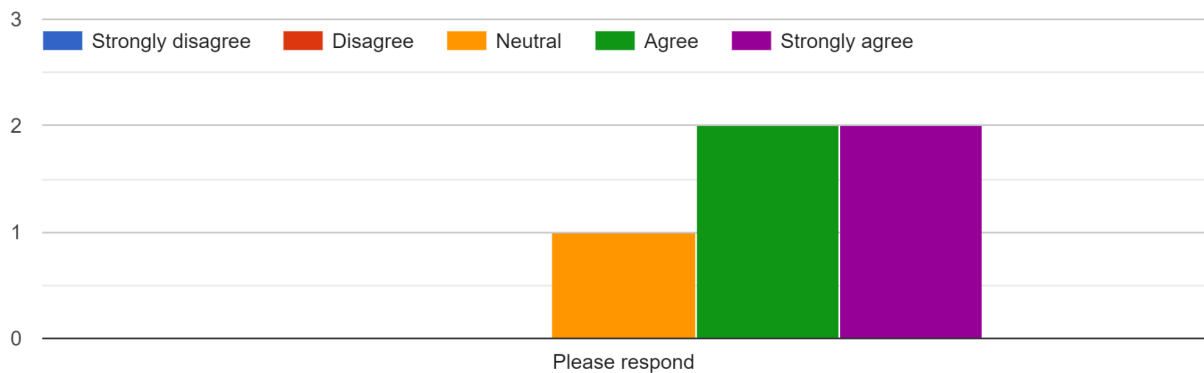
The candidate/graduate's understanding and ability to demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school (NELP 6.1, 2015 PSEL 4e, 9b, f, g).
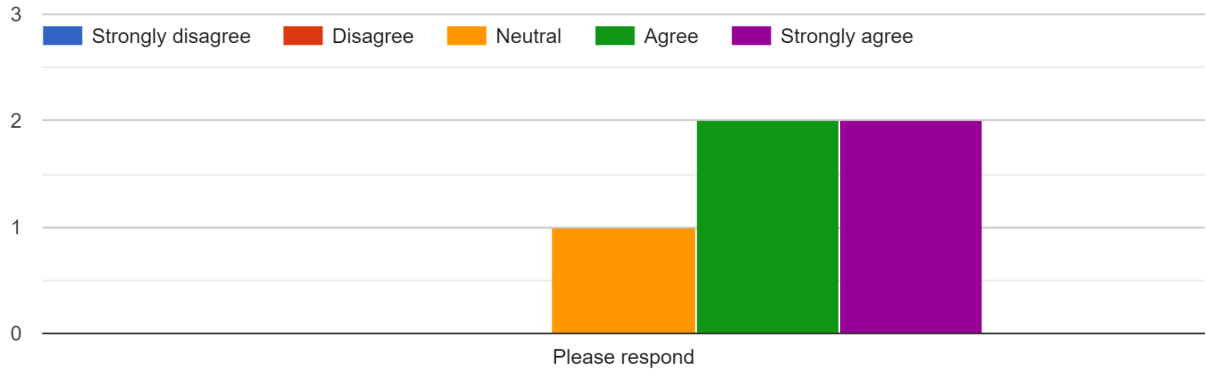

The candidate/graduate's understanding and ability to demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development (NELP 6.2, 2015 PSEL 3h, 9c, d).
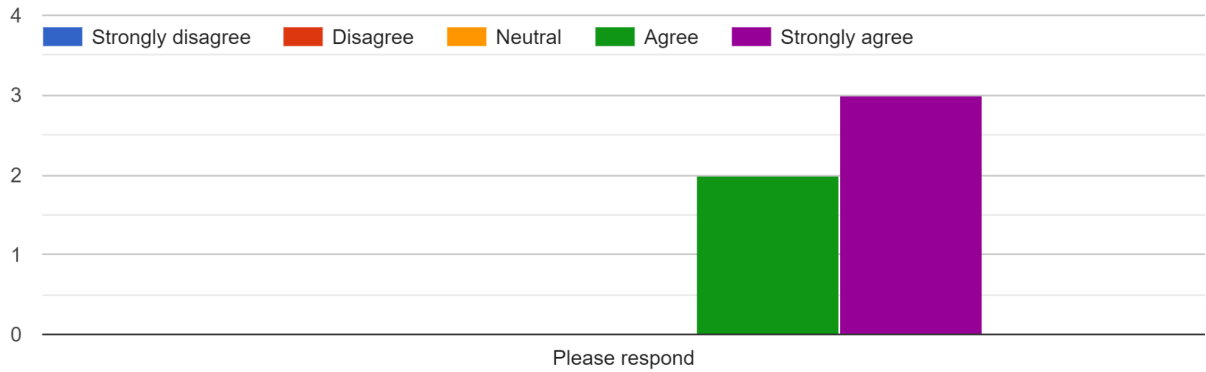

The candidate/graduate's understanding and ability to demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being (NELP 6.3, 2015 PSEL 9h).
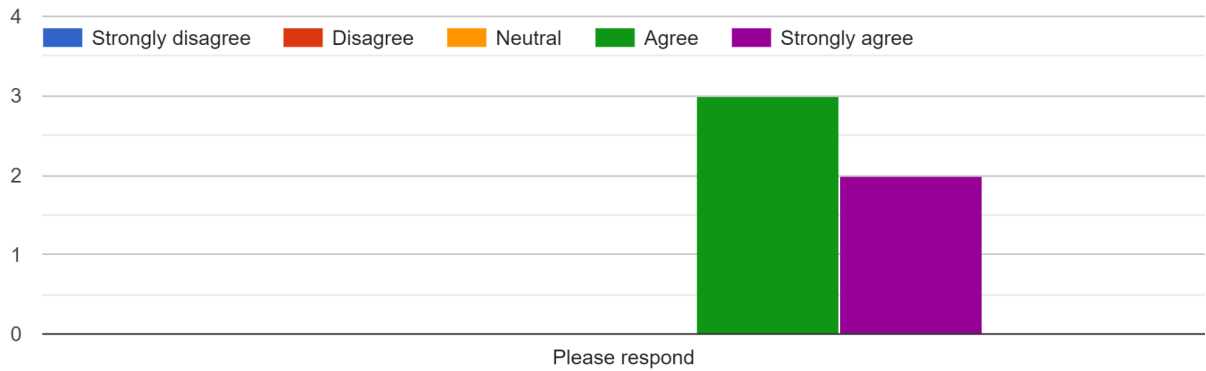
The candidate/graduate's understanding and ability to have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff (NELP 7.1, 2015 PSEL 7c, d, e, g).

The candidate/graduate's understanding and ability to have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school (NELP 7.2, 2015 PSEL 6a, b).

The candidate/graduate's understanding and ability to have the capacity to personally engage in, as well as collaboratively engage staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success (NELP 7.3, 2015 PSEL 3h, 4e, 6c, d, g, 7a, f).

The candidate/graduate's understanding and ability to understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success (NELP 7.4, 2015 PSEL 6e, f).