

CAEP Standard 4
Initial Program Employer Satisfaction Data
MEASURE 2 Nicholls State University
CAEP 2025 Annual Report

Measure 2: Initial Satisfaction of Employers and Stakeholder Involvement

Overview - To analyze satisfaction of employers, the EPP launches a survey annually to principals overseeing schools with completers. In Spring 2025, Nicholls collaborated with other universities through the state's CAEP Consortium to participate in the Louisiana Education Preparation Common Measures for Employer and Completer Satisfaction Surveys. This collaboration not only ensured that the annual surveys being distributed are valid, it also gave each Educator Preparation Provider (EPP) in the state a baseline for comparing feedback, especially from employers and stakeholders in this case. Additionally, the new common measure survey includes fewer questions than previously used by the Nicholls EPP which, according to the high response rate, seems to have reduced survey burnout.

For the new survey, for which data and analyses are provided below, it was reduced to 22 questions which includes providing the name of the completer being evaluated, grade level/content area of the completer being evaluated, program of the completer being evaluated, as well as grade level, gender, and race. The remaining surveys questions ask employers to rate on a 4-point scale Likert scale ranging from *Strongly Disagree (1)*, *Disagree (2)*, *Agree (3)* and *Strongly Agree (4)* "how well you believe the preparation program prepared your new teacher for the professional responsibilities identified in the following items." Each question is aligned to a specific Interstate Teacher Assessment and Support Consortium (InTASC) standard.

Response Rate - In February, the EPP emailed each principal a survey for every program completer employed at their institution. The email included the name of the program completer and a link to the survey. As an example, if an employer had three program completers employed at the institution, the employer received three separate emails specific to the individual program completer. The EPP finds this strategy to be effective in obtaining a response rate of 20% or more. The 2023-2024 response rate for employer satisfaction exceeded the 20% minimum with a 41% response rate.

Data Analysis - Employers completing the survey for 2023-2024 (N=23) indicated that they believe the preparation program (Nicholls) prepared their new teacher(s) for the professional responsibilities outlined in the survey. The majority of employers (87%) either *Agreed (3)* or *Strongly Agreed (4)* that the program completers are prepared in every single category outlined in the survey. Only three employers recorded a score of *Disagree (2)* and no employers recorded a score of *Strongly Disagree (3)*.

Overall, employers were most satisfied with new teachers' ability to "Practice the profession in an ethical manner" (M=3.65), "Collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility" (M=3.57), and "Manage the learning environment to engage learners actively" (M=3.57). Overall, employers were least satisfied with new teachers' ability to "Engage learners in critical thinking, creativity, and collaboration to address interdisciplinary themes and real-world, local, and global issues" (M = 3.22).

CAEP Consortium Comparison - One of the many benefits of participating with the CAEP Consortium and Common Measures such as the Employer Satisfaction Survey is to be able to compare our results with similar institutions within the state. Below are the mean scores, by InTASC Standard, for Nicholls' EPP compared to the results compared to CAEP Consortium members. Nicholls mean scores are higher than the mean scores compared to the CAEP Consortium average for all ten InTASC Standards.

Nicholls EPP Employer Satisfaction Survey Data by InTASC Standards

Performance on InTASC Standards	Items	Mean
Standard #1: Learner Development. The teacher understands how learners grow and	Q5	3.52
Standard #2: Learning Differences. The teacher uses understanding of individual differences	Q6	3.26
Standard #3: Learning Environments. The teacher works with others to create	Q7, Q8	3.57
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of	Q9	3.43
Standard #5: Application of Content. The teacher understands how to connect concepts	Q10	3.22
Standard #6: Assessment. The teacher understands and uses multiple methods of	Q11, Q12	3.41
Standard #7: Planning for Instruction. The teacher plans instruction that supports every	Q13, Q14	3.37
Standard #8: Instructional Strategies. The teacher understands and uses a variety of	Q15	3.43
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing	Q16, Q17, Q18	3.48
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership	Q19	3.39

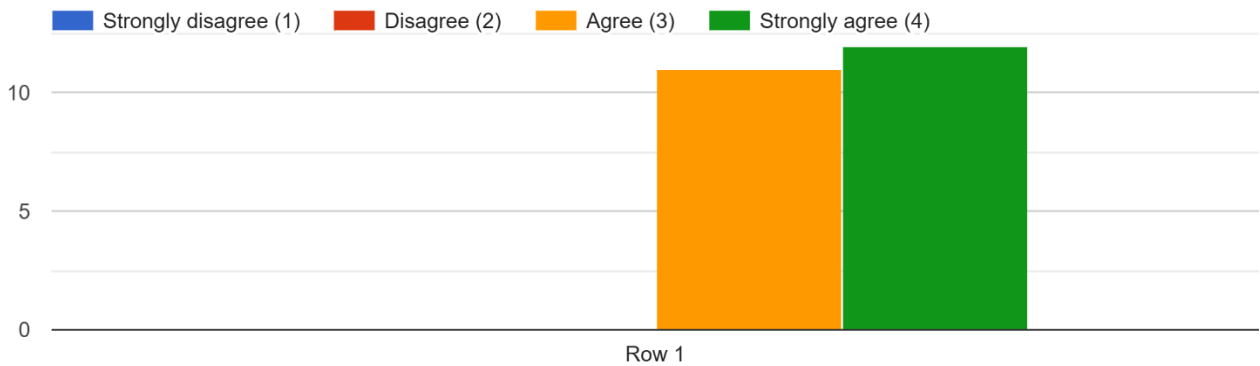
CAEP Consortium Members EPPs Employer Satisfaction Survey Data by InTASC Standards

Performance on InTASC Standards	Items	Mean
Standard #1: Learner Development. The teacher understands how learners grow and	Q5	3.43
Standard #2: Learning Differences. The teacher uses understanding of individual differences	Q6	3.25
Standard #3: Learning Environments. The teacher works with others to create	Q7, Q8	3.37
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of	Q9	3.38
Standard #5: Application of Content. The teacher understands how to connect concepts	Q10	3.21
Standard #6: Assessment. The teacher understands and uses multiple methods of	Q11, Q12	3.25
Standard #7: Planning for Instruction. The teacher plans instruction that supports every	Q13, Q14	3.28
Standard #8: Instructional Strategies. The teacher understands and uses a variety of	Q15	3.28
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing	Q16, Q17, Q18	3.35
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership	Q19	3.30

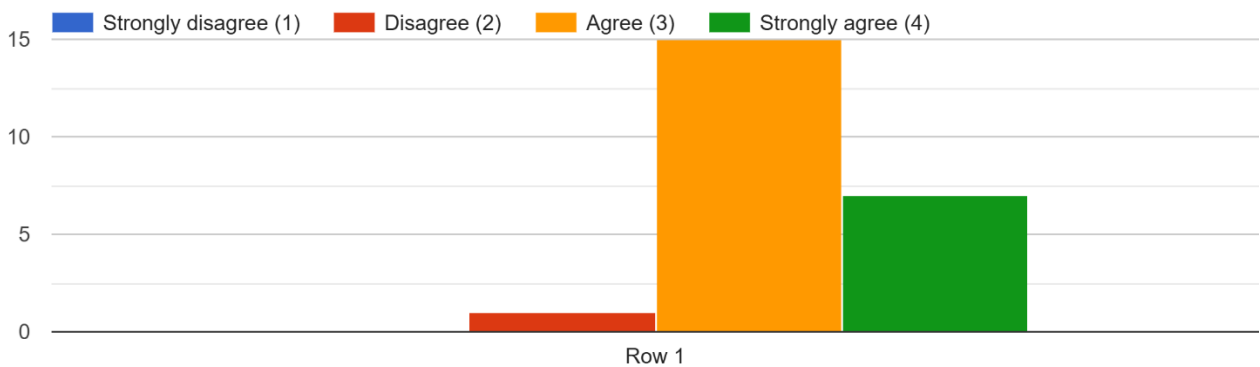
Employer Survey Responses by Question

Satisfaction with Your Program: Please provide feedback on how well you believe the preparation program prepared your new teacher for the professional responsibilities identified in the following items. On a 1-4 scale, the educator preparation program prepared the new teacher to:

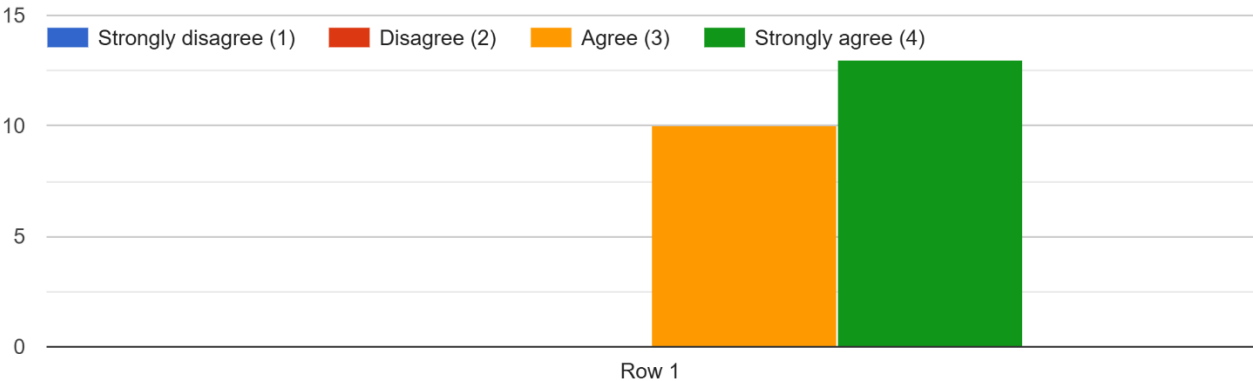
Apply principles of learner development to implement developmentally appropriate learning experiences. (InTASC 1)



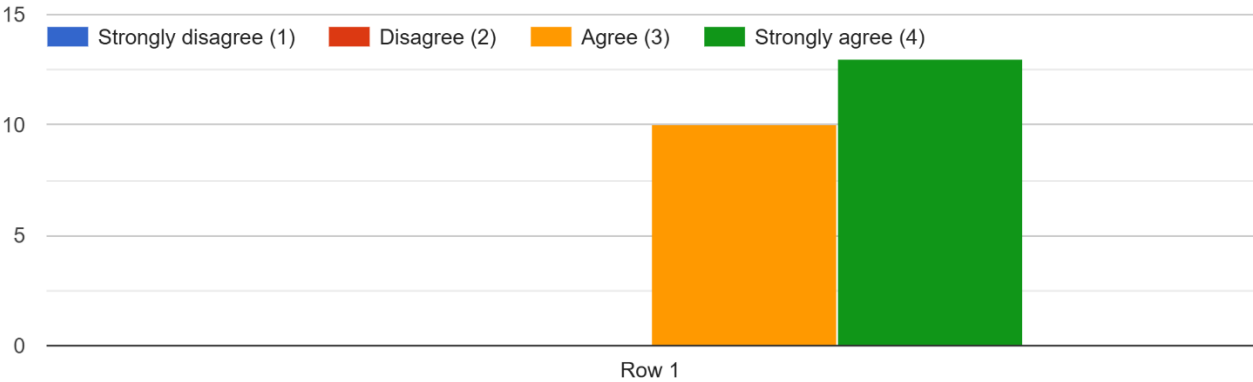
Design inclusive learning experiences aligned to Louisiana standards to accommodate for individual differences. (InTASC 2)



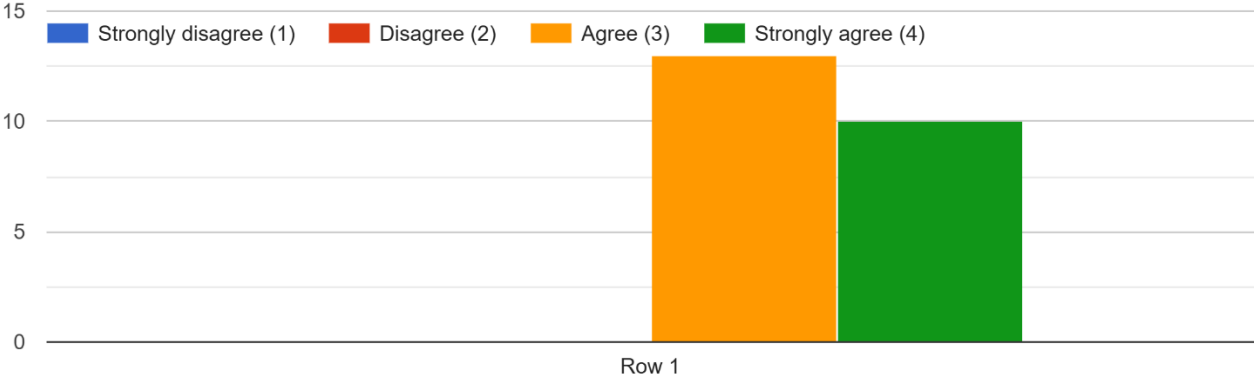
Collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility. (InTASC 3)



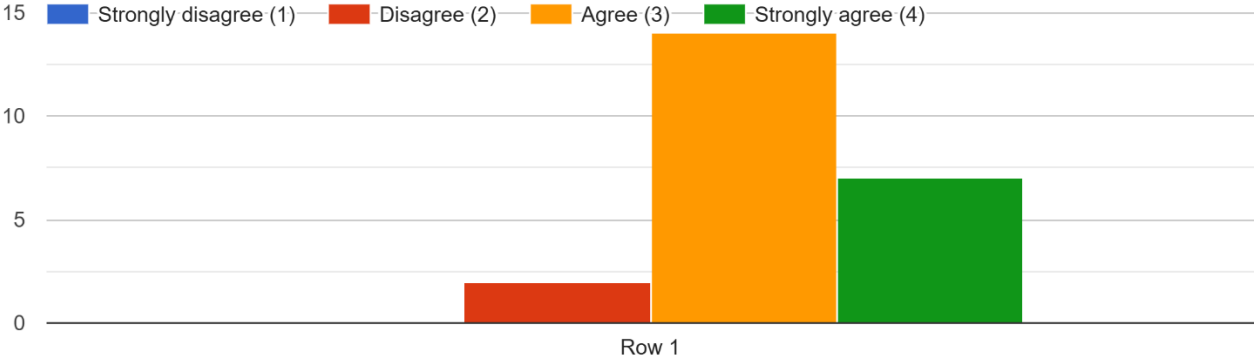
Manage the learning environment to engage learners actively. (InTASC3)



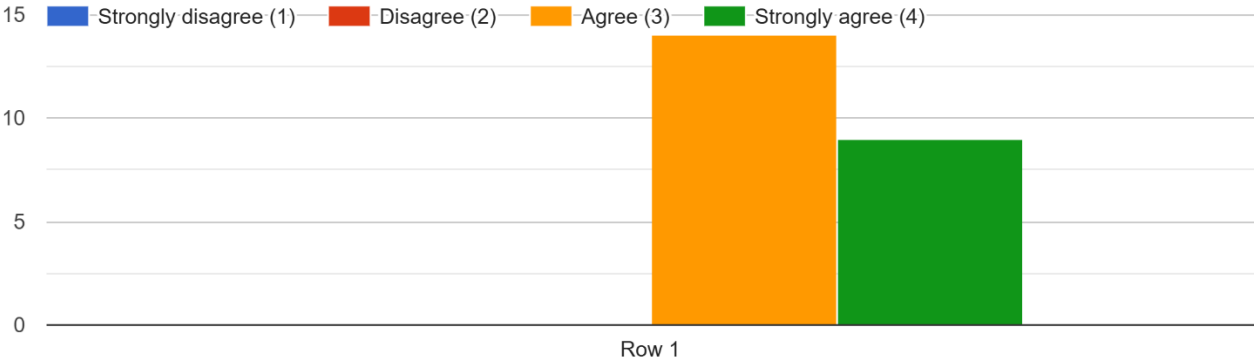
Create learning experiences relevant to the concepts of the disciplines to ensure mastery of the content. (InTASC 4)



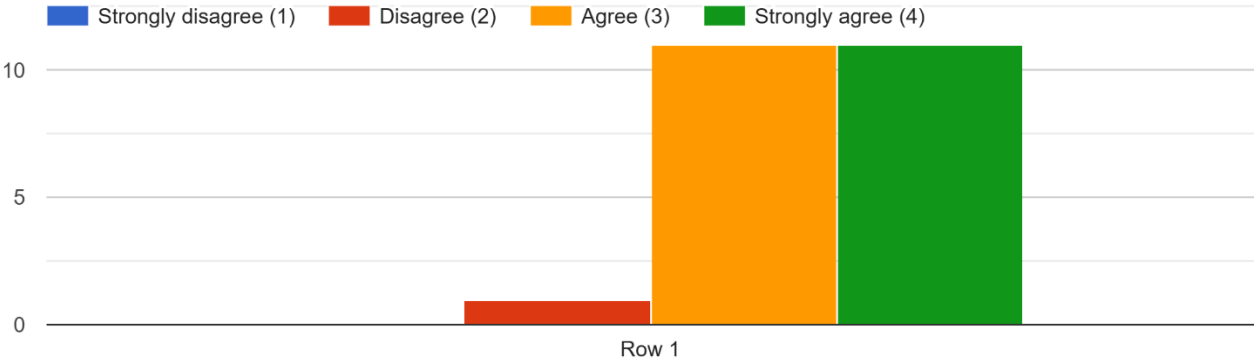
Engage learners in critical thinking, creativity, and collaboration to address interdisciplinary themes and real-world, local, and global issues. (InTASC 5)



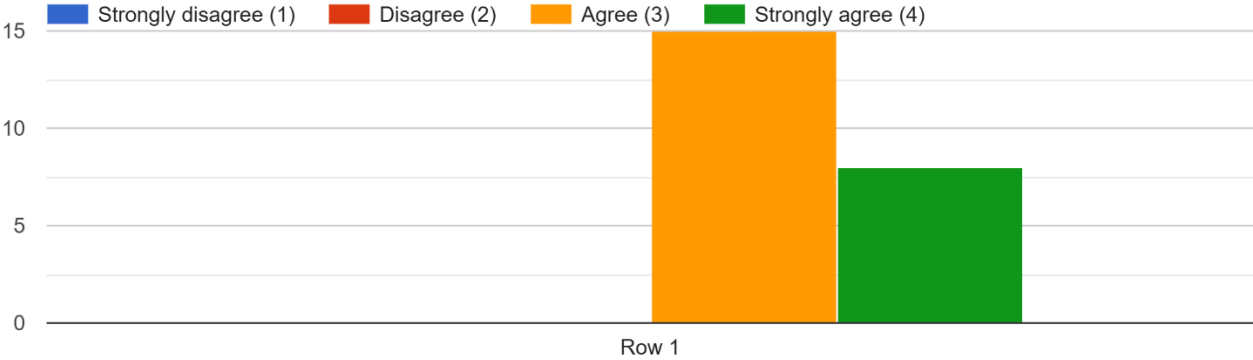
Implement multiple methods of assessment to document, monitor, and support learner progress. (InTASC 6)



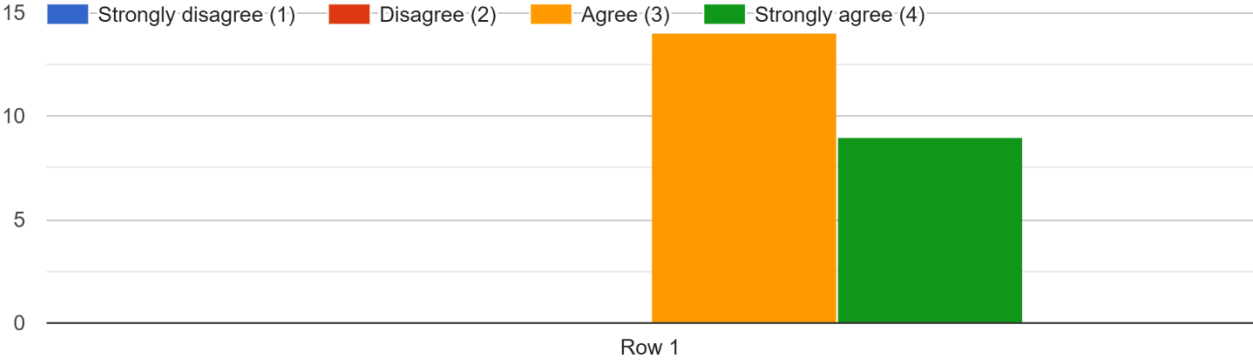
Implement assessments in an ethical manner to engage learners in their own growth. (InTASC 6)



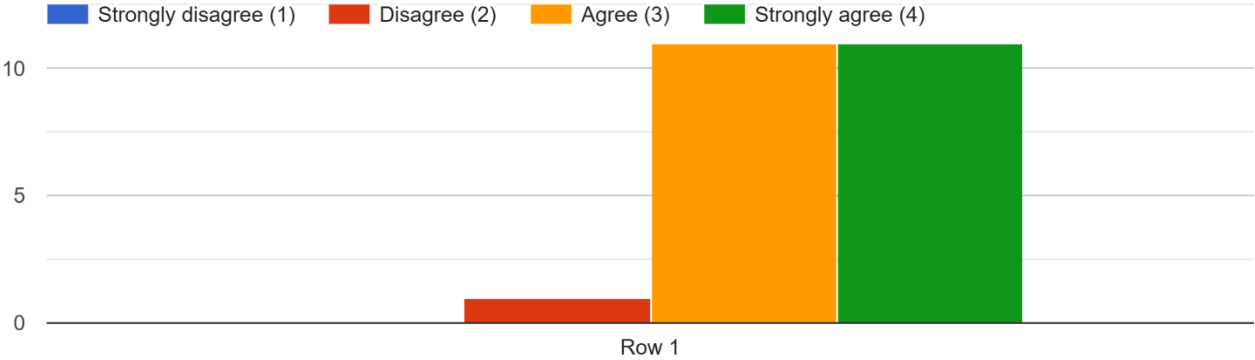
Use formative and summative assessment data to create rigorous learning experiences within a curriculum of cross-disciplinary skills. (InTASC 7)



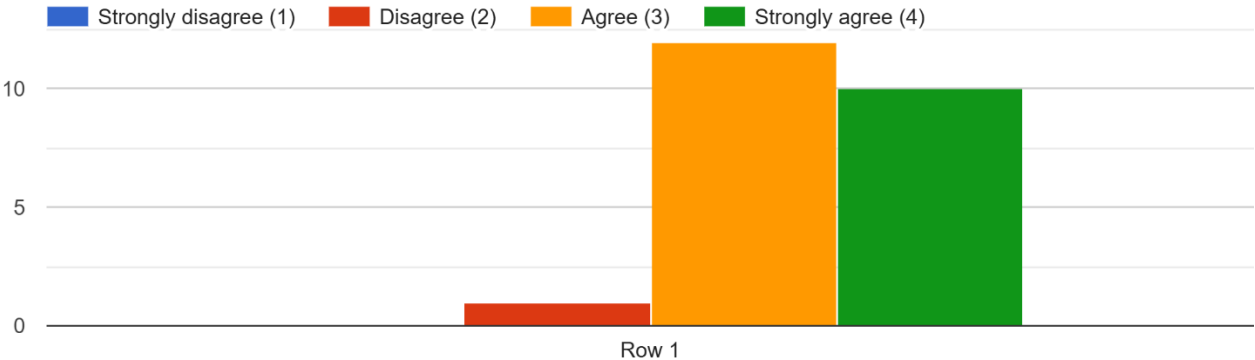
Plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs. (InTASC 7)



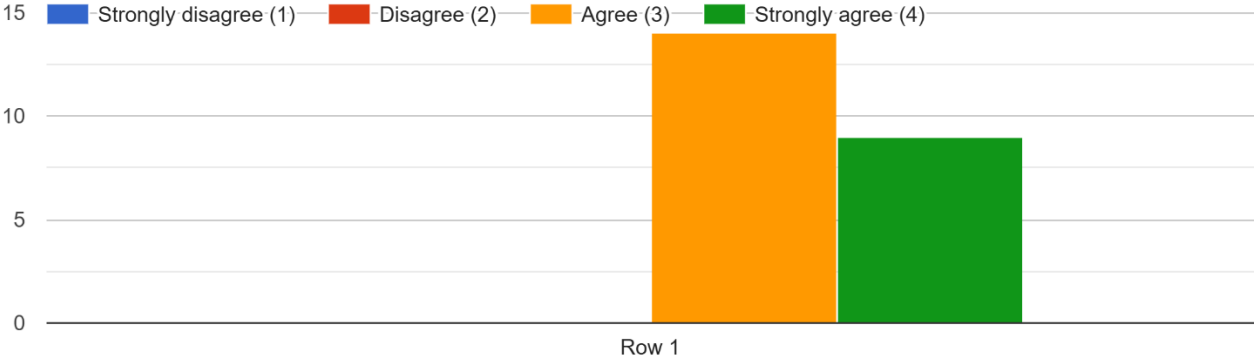
Use a variety of instructional strategies to encourage all learners to develop a deep understanding of the content. (InTASC 8)



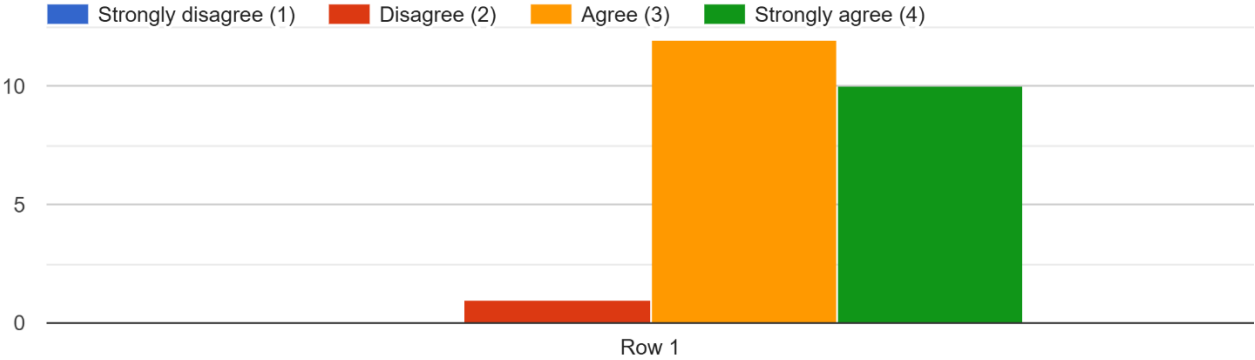
Use evidence to reflect and adapt regularly on professional practices to better meet learners' needs. (InTASC 9)



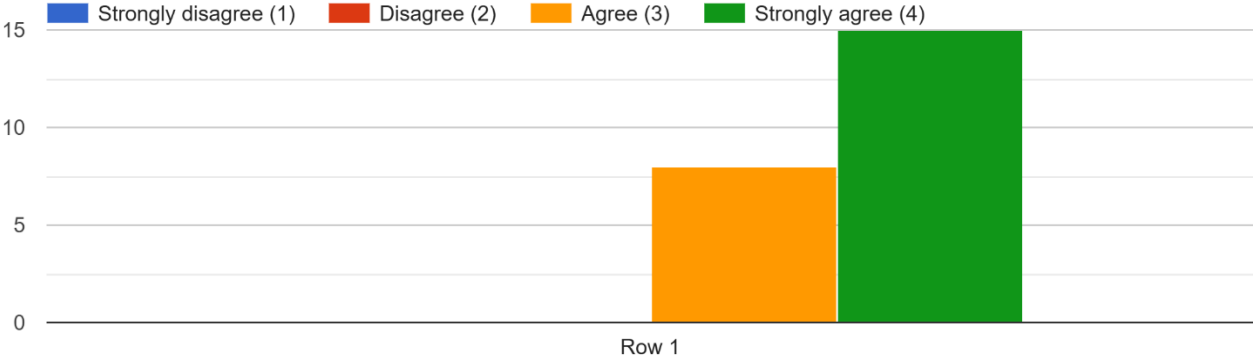
Engage in continuous professional learning to more effectively meet the needs of each learner.
(InTASC 9)



Use evidence to reflect and adapt regularly on professional practices to better meet learners' needs.
(InTASC 9)



Practice the profession in an ethical manner. (InTASC 9)



Collaborate with stakeholders including families to ensure learner growth. (InTASC 10)

