

CAEP 4.2 Completer Satisfaction Survey

Completer Satisfaction Survey

Date of Administration: End of Fall 2025

Participants: Completers

Author: WVWC Educator Preparation Program (EPP)

Description of Evidence

At the conclusion of the Fall 2025 semester, the School of Education (SoE) administrator revised and administered the Completer Satisfaction Survey. Following the CAEP definition, a "completer" is a candidate who successfully satisfied all program requirements at least six months previously and is currently employed in a professional position for which they were prepared for state licensure. Due to the targeted cohort size, data are reported in the aggregate to protect respondent anonymity. As this represents the initial cycle of a new assessment instrument, these results serve as a foundational baseline for longitudinal trend analysis rather than a definitive measure of long-term program impact. The survey will be shared again at the end of the Spring 2026 semester.

Analysis of Data

The baseline data indicates strong satisfaction across several emerging program strengths:

- Instructional Design & Standards: Completers reported high levels of preparation in instructional design, standards alignment, and assessment strategies.
- Mentorship & Professionalism: High satisfaction was noted regarding faculty mentorship and preparation in professionalism and ethics.
- Identified Growth Areas: Analysis of the qualitative and quantitative data identified three specific areas for development:
 - Increased field experiences specifically focused on specialized student populations.
 - Administrative proficiency regarding the creation and implementation of IEPs and BIPs.
 - Direct experience with specific county-level school management and data-entry platforms.

Interpretation

The baseline data from the Fall 2025 survey indicates that while completers feel prepared in instructional design and professional ethics, a gap exists between theoretical knowledge and the practical demands of the classroom.

Continuous Improvement Plan

The WVWC School of Education reviewed the survey data to develop a strategic response addressing the feedback provided by completers:

- **Bridging the Classroom Management Gap:** While completers noted high proficiency in the theoretical and legal aspects of BIPs and IEPs, they identified a need for increased confidence in practical application. To address this, the Classroom Management course will now incorporate simulated parent-teacher conferences to role-play diverse communication scenarios.
- **District Platform Integration:** Graduates expressed a desire for direct exposure to the platforms used within West Virginia school districts. The SoE is partnering with local counties to include teacher candidates in district-level training sessions, reducing the learning curve during the first year of employment.
- **Clinical Placement Review:** The survey indicated a desire for more robust preparation in supporting diverse learners. In response, in conjunction with the School of Education team, the Director of Clinical Studies will review all clinical assignments to ensure every student has at least one field placement in a classroom serving diverse populations, including variations in race, socio-economic status, special education, ELL, and gifted and talented learners.

Continuous Improvement (Standard 5)

This strategic response demonstrates the SoE's commitment to Standard 5: Quality Assurance System and Continuous Improvement. By documenting these specific curricular pivots in direct response to completer data, the EPP provides clear evidence of a functioning, data-driven feedback loop.