

CAEP R4.2 Satisfaction of Employers

Employer Satisfaction Survey (Completers 1–2 Years Post-Graduation)

Date of Administration: December 2025 - January 2026

Data Cycle: Fall 2025 - Spring 2026 Reporting Cycle

Participants: P12 Building Administrators/Employers (N=5)

Author: WVWC Educator Preparation Program (EPP)

Description of Evidence

This evidence consists of a quantitative and qualitative satisfaction survey administered to the employers of West Virginia Wesleyan College (WVWC) recent completers. The survey measures employer perceptions of graduate readiness across 18 competencies, including pedagogical skills (InTASC standards), professional dispositions, and overall comparative preparation. The survey was distributed in December 2025 - January 26 to 28 employers identified as having hired graduates from the last 1–2 years.

While the response rate yielded a low N size (N=5), preventing the disaggregation of data by specific program areas to protect respondent anonymity, the gathered data provides a consistent and high-quality snapshot of employer sentiment across the EPP.

Evidence Quality & Limitations

- **Validity:** The survey instrument is aligned with InTASC Model Core Teaching Standards and CAEP R4.2 requirements.
- **Response Rate & Disaggregation:** Out of 28 solicitations, 5 responses were received (18% response rate). Due to this low N size, the EPP is unable to disaggregate data by specific licensure or program areas to ensure the anonymity of respondents and completers.
- **Supplemental Strategy:** To address the limitations of the low N, the EPP has finalized a plan to implement employer focus groups beginning in the next assessment cycle. These focus groups will serve as a qualitative supplement to the survey data, providing deeper insights into employer satisfaction and mitigating the impact of low survey return rates.
- **Qualitative Feedback:** Written feedback from employers further validated these findings, with the majority of respondents stating they had no suggestions for improvement because graduates are already well-prepared. One employer provided actionable feedback suggesting a greater emphasis on district-specific platforms such as iReady, 95%, and PBIS to further streamline the transition into local school systems.

Analysis of Data

Despite the small sample size, the data provides a consistent and high-quality snapshot of employer sentiment. The data demonstrates that the EPP successfully prepares completers for the realities of the P-12 classroom. Employers reported a 100% satisfaction rate, with every respondent indicating that graduates either "Met" or "Exceeded" expectations across 18 core competencies. Key findings include:

- **100% Satisfaction Rate:** All respondents rated graduates as "Meets" or "Exceeds" expectations in all 18 categories.

- **Instructional Efficacy:** Employers noted high satisfaction in the ability of graduates to adapt instruction for diverse learning needs and English Language Learners (ELLs).
- **Preparation for Diverse Learners:** Aligning with InTASC Standard 2, employers confirmed that graduates possess the ability to effectively adapt instruction and assessment for diverse learning needs, including students with disabilities and English Language Learners. All respondents rated graduates as "Meeting" or "Exceeding" expectations in this critical area.
- **Cognitive and Instructional Skills:** Graduates demonstrated particular strength in high-level professional skills. 60% of employers rated graduates in the "Exceeding Expectations" category for Analytical Skills, Critical Thinking, and Problem-Solving, indicating that WVWC completers are viewed as resourceful and autonomous professionals.
- **Professional Disposition:** Employers noted a high degree of satisfaction regarding the graduates' Work Ethic and Professionalism. This is further evidenced by the fact that 100% of respondents would recommend that their school or organization hire future graduates from this program.
- **Comparative Performance:** 100% of respondents identified WVWC graduates as being "Better Prepared" or "Significantly Better Prepared" than other recent hires with similar education and experience.

Interpretation

The December 2025 data serves as evidence that WVWC completers are not only meeting the professional standards expected of novice teachers but are performing at a level that distinguishes them from their peers. The EPP continues to produce educators who are highly regarded by their supervisors for their ability to design effective learning experiences and foster productive classroom environments for all P-12 students.

Continuous Improvement Plan

To ensure a more robust data set for future CAEP reviews, the EPP will:

1. **Introduce Focus Groups:** Establish semi-structured interview sessions with P12 partners to capture qualitative evidence of completer impact.
2. **Timing Adjustment:** Evaluate the December distribution date to determine if a mid-Spring window improves response rates among building administrators.
3. **Strategic Outreach:** Engage the EPP Advisory Board to advocate for survey completion within their respective districts.

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 pivots in response to the lack of feedback, the EPP acknowledges that modifications need to be made to ensure an appropriate feedback loop is presented.