

# Boise State University

## 2025 CAEP Accountability Measures

Reporting on data from the 2023-2024 Academic Year

### Measure 2: Satisfaction of Employers and Stakeholder Involvement (Initial Programs)

#### Employers' satisfaction with initial program completers (R4.2)

In 2014-2015, the Idaho Coalition for Educator Preparation (ICEP) developed and validated an employer survey to inform the continuous improvement of Idaho EPPs. The surveys were developed to measure employer satisfaction of the teachers prepared by EPPs across the state of Idaho. The survey ratings are aligned with the Danielson Framework for Teaching (FFT) observation rubric (1=Unsatisfactory, 2=Basic, 3=Proficient, and 4=Distinguished) to maintain consistency across EPPs and evaluation items. The question items are aligned with Interstate Teacher Assessment and Support Consortium (InTASC) standards. In partnership with Idaho EPPs, Boise State hosts and manages this survey each fall.

Through surveying the employers of our graduates across initial programs, Boise State intends to measure the degree to which employers are satisfied with completer preparation for assigned responsibilities working with K-12 students and their families. Overall, the 2025 Employer Survey mean scores indicate that employers are satisfied with their employee's preparation.

Table 1 presents data from the 2025 Employer Survey of 2022-2023 Initial Program Completers. The survey is sent to principals of 2022-2023 completers who are in the early months of their second year of teaching, to ensure the employer has worked with the completer for at least one full academic year. The response rate on the 2025 Employer Survey of 2022-2023 Initial Completers was 48% (68 out of 142).

**Table 1**

<b>2025 Employer Survey of 2022-2023 Initial Program Completers</b> <i>How prepared is [TeacherFirstName][TeacherLastName] on the following standards?</i>	<b>Mean</b>
1. The teacher/employee applies the concepts, knowledge, and skills of their discipline(s) in ways that enable learners to grow.	3.162
2. The teacher/employee uses instructional strategies that promote active learning.	3.206
3. The teacher/employee uses knowledge of learning, subject matter, curriculum, and learner development to plan instruction.	3.191
4. The teacher/employee uses a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records, surveys) to determine learner's strengths, needs, and programs.	3.132
5. The teacher/employee chooses teaching strategies for different instructional purposes and to meet different learner needs.	3.279
6. The teacher/employee evaluates the effects of his/her actions and modifies plans accordingly.	3.176
7. The teacher/employee can encourage learners to see, question, and interpret ideas from diverse perspectives.	3.103
8. The teacher/employee uses strategies that support new English language learners.	3.065
9. The teacher/employee helps learners assess their own learning.	3.074
10. The teacher/employee uses strategies that support learners with a wide variety of exceptionalities.	3.119
11. The teacher/employee honors diverse cultures and incorporates culturally-responsive curriculum, programs, and resources.	3.182
12. The teacher/employee has a positive effect on student achievement according to state assessments.	3.127
13. The teacher/employee uses technology to enhance learning and learning environments.	3.132
14. The teacher/employee understands the value of working with colleagues, families, and community agencies to meet learner needs.	3.265
15. The teacher/employee uses self-reflection as a means of improving performance.	3.250
16. The teacher/employee maintains accurate records.	3.221

n=68

Response rate: 48%

In addition, the 16 questions from the initial programs employer survey are aligned with the four InTASC areas: The Learner and Learning, Content and Pedagogical Knowledge, Instructional Practice, and Professional Responsibility. This analysis provides an aggregate view of the survey results, and for purposes of continuous improvement and data conversations, allows for a simpler comparison across alumni and employer satisfaction.

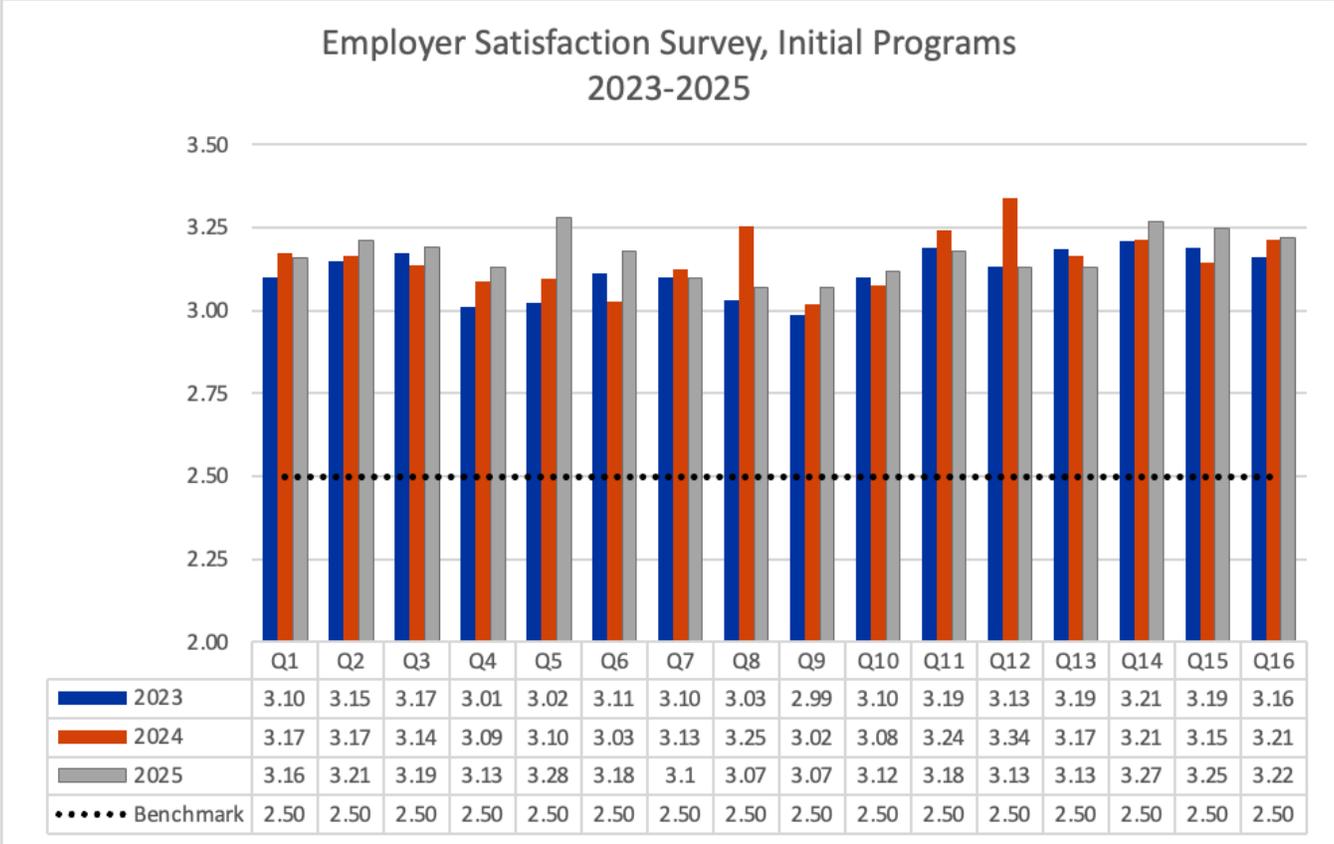
Table 2 reports the percentage of responses on the 2025 Employer Survey of 2022-2023 Initial Program Completers grouped by InTASC categories.

**Table 2**

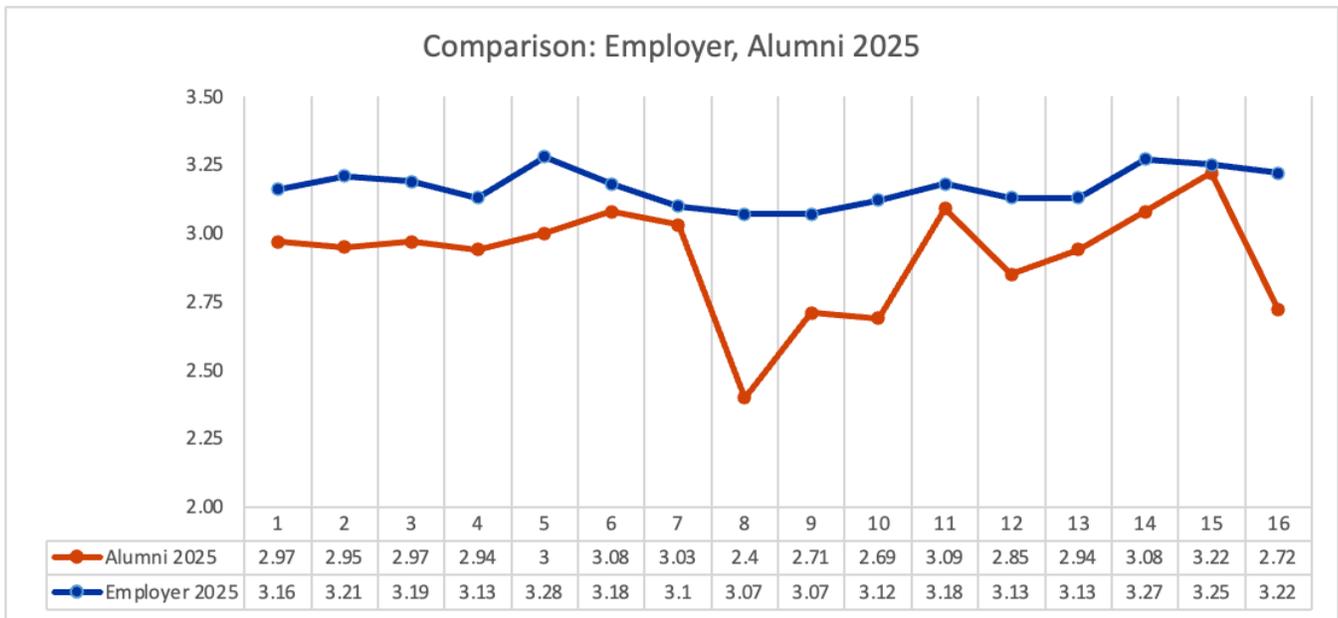
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>The Learner and Learning</b>	1%	6%	73%	21%
<b>Content and Pedagogical Knowledge</b>	1%	2%	74%	23%
<b>Instructional Practice</b>	2%	4%	71%	23%
<b>Professional Responsibility</b>	1%	3%	69%	27%

As part of our continuous improvement and planning efforts, faculty and staff review both employer and alumni survey data within the Educator Preparation Coordinating Council (EPCC) convenings. The following four figures show different visualizations EPCC has utilized to identify strengths, gaps, and trends around satisfaction with Boise State’s initial preparation programs. Figure 1 shows employer satisfaction from the span of 2023-2025 academic years, while Figures 2-4 visualize alumni satisfaction data that is layered over employer satisfaction data to recognize the distinctions of perceptions from the two groups.

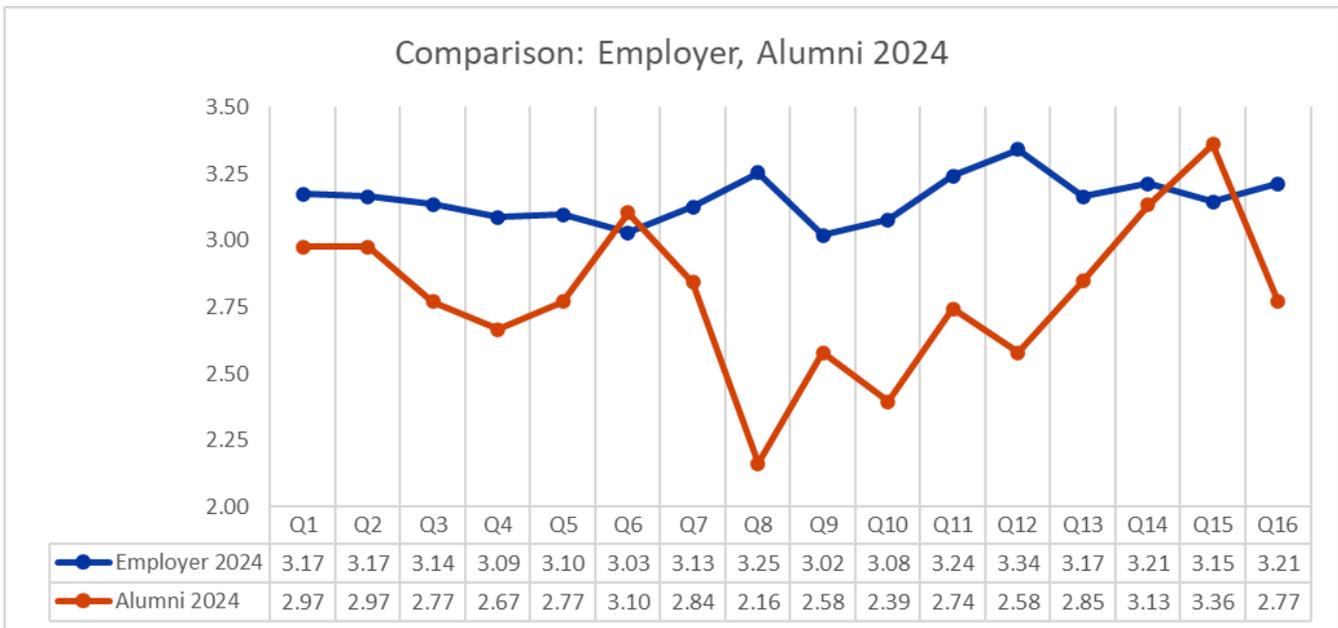
**Figure 1**



**Figure 2**



**Figure 3**



**Figure 4**



**Measure 2: Satisfaction of Employers and Stakeholder Involvement (Advanced Programs)**

**Employers’ satisfaction with advanced program completers (RA4.1)**

In the spring of 2023, Boise State’s advanced programs developed and validated an employer survey to inform the continuous improvement of their preparation programs. Following our CAEP advanced programs phase-in plan, the survey was first launched in 2023; this year’s data is from the third year of survey distribution.

Through surveying the employers of our graduates across advanced programs, Boise State intends to measure the degree to which employers are satisfied with completer preparation for assigned responsibilities working in their specific capacities. Employers’ responses were rated by: 1 - Strongly dissatisfied; 2- Dissatisfied; 3 - Satisfied; 4 - Strongly satisfied.

As evident in Table 3, the 2025 Advanced Programs Employer Survey mean scores indicate that employers are satisfied with their employees’ preparation. The response rate on the 2025 Employer Survey of 2022-2023 Advanced Programs Completers of Educational Leadership and Executive Educational Leadership Programs was 53% (10 out of 19).

**Table 3**

<b>2025 Employer Survey of 2022-2023 Advanced Programs Completers of Educational Leadership and Executive Educational Leadership Programs</b>	<b>Mean</b>
1. As a result of their professional preparation, how satisfied are you that your employee was prepared to do the following: Collect, manage, evaluate, and apply data in a critical manner.	3.6
2. As a result of their professional preparation, how satisfied are you that your employee was prepared to do the following: Employ data analysis and evidence to develop supportive school environments.	3.4
3. As a result of their professional preparation, how satisfied are you that your employee was prepared to do the following: Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community, and parents.	3.5

n=10

Response Rate=53%

In alignment with CAEP Standard RA.4, the continued employment of our superintendent program completers serves as a meaningful indicator of employer satisfaction. In the case of superintendents, the school board functions as the official employer, with contract renewal reflecting a formal and public expression of approval. The decision to renew 2022-2023 completers' contracts signals that they are meeting, or exceeding, the expectations set by their boards and communities. This ongoing endorsement suggests that our program is effectively preparing leaders who meet the expectations of their districts and communities.

## **Measure 2: Satisfaction of Employers and Stakeholder Involvement**

### **Stakeholder Involvement (R5.3)**

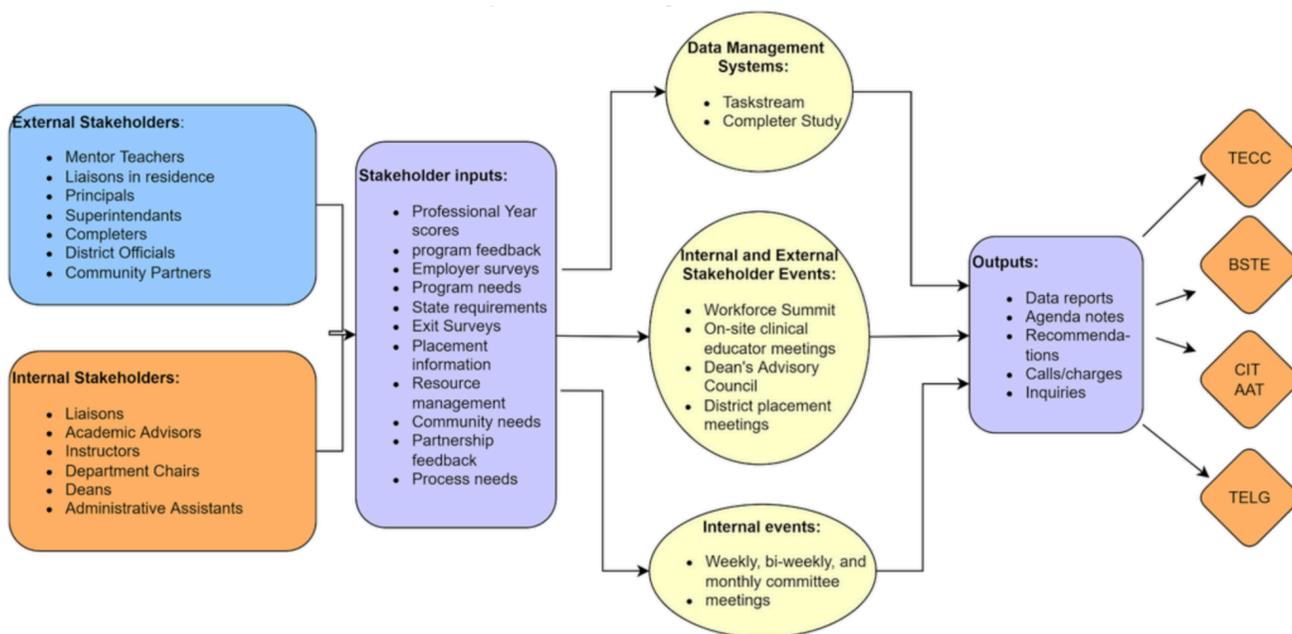
Boise State takes pride in our collaborative spirit and deeply values the relationships we have built with both internal and external stakeholders, and are committed to working with our partners, both new and existing, to foster a collegial environment of engaged participation. Our goals are to generate innovative ideas as well as solicit constructive feedback that is developmentally focused. Stakeholders are involved in program design, evaluation, and continuous improvement processes through a number of pathways such as workforce summits, on-site clinical educator meetings, and district placement discussions.

Boise State's Assistant Dean of Teacher Education hosts the annual Deans' Advisory Council. The group includes representatives from initial and advanced programs, K-12

administration, education technology, local and state government, the business sector, as well as College of Education staff. All perspectives are valued throughout the continuous improvement cycle, and Boise State takes care to continually foster and build new partnerships within the college and in the wider community to ensure equity and representation on this always-evolving committee.

Figure 4 shows how stakeholder interactions (in purple) flow through our continuous improvement systems.

**Figure 4**



This flowchart represents the system for gathering stakeholder inputs and routing them to the appropriate working groups for actionable steps towards continuous improvement. The far right diamonds denote the internal Boise State teams: Teacher Education Coordinating Council (TECC) - now the Educator Preparation Coordinating Council (EPCC); Boise State Teacher Education (BSTE), Continuous Improvement Team (CIT), Accreditation and Assessment Team (AAT), and Teacher Education Liaison Group (TELG). These internal teams consist of work groups and decision-making bodies that take external and internal feedback as well as data to inform continuous improvement efforts.

### **College of Education Restructure**

In alignment with CAEP Standard R5.3, internal stakeholders including faculty, staff, and administrators played a central role in the College of Education's restructuring process during the 2023–2024 academic year. This initiative served as a college-wide continuous improvement effort aimed at better serving students and faculty, reducing inefficiencies, and aligning with the university's Responsibility Centered Management (RCM) budget model.

Faculty and staff were invited to serve on a restructuring workgroup in Fall 2023. The group developed and presented an initial proposal at the Spring 2024 college-wide meeting, after which revisions were made based on broad internal feedback. Subcommittees were formed to carry the work forward, ensuring collaborative decision-making and meaningful participation from internal stakeholders throughout the planning and implementation process.

While this work represents a significant step in the college's continuous improvement efforts, its impact on program delivery and effectiveness will be assessed over time. Program evaluation related to the restructuring will be included in future reporting cycles as longitudinal data becomes available.

### ***Rural Student Teacher Fellowship***

Boise State's Rural Student Teacher Fellowship continues to serve as a strong example of a successful initiative shaped by external stakeholder feedback and supported through our continuous improvement processes. What began as a stakeholder-identified need has evolved into a fully implemented fellowship that supports teacher candidates during their student teaching semester in rural Idaho schools.

The fellowship provides \$3,800 per awardee to help offset costs related to tuition and fees, housing, transportation, childcare, and other living expenses. Following their placement, fellows serve as Rural Student Teaching Ambassadors for one year, engaging in recruitment efforts for future cohorts.

Now in its third year, the fellowship has invited and awarded candidates across multiple academic years and has maintained a 100% retention rate in rural student teaching placements.