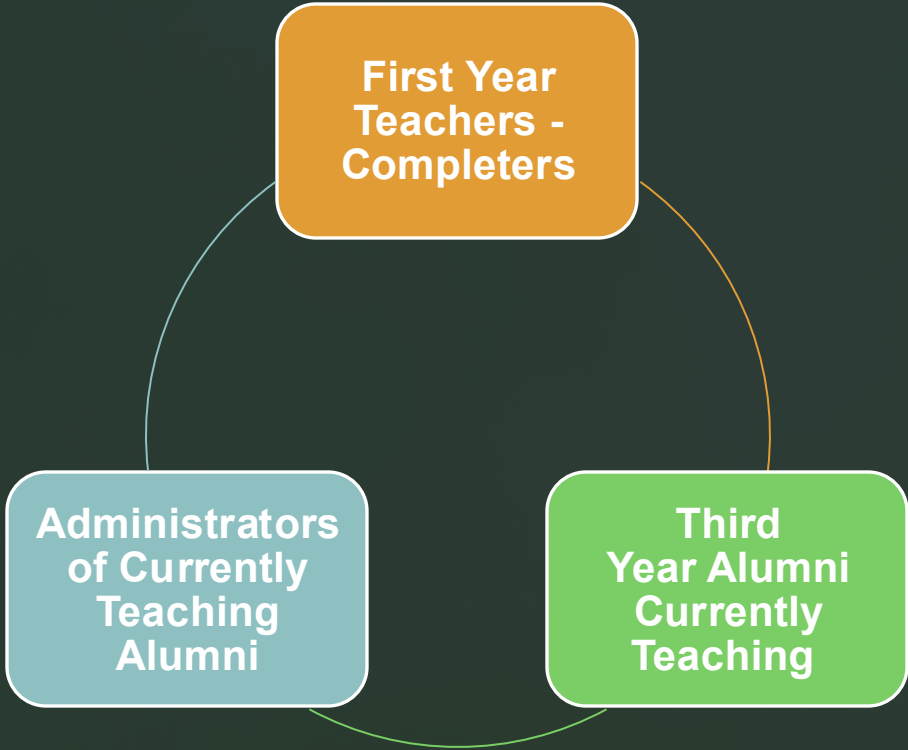


2026 Education Survey Results



Education Annual Surveys and CAEP Standards

- **1st Year Teachers Survey**
 - CAEP Standard R4.1 Completer Effectiveness
- **3rd Year Alumni Currently Teaching Survey**
 - CAEP Standard R4.3 Satisfaction of Completers
- **Administrators Survey of Alumni Currently Teaching**
 - CAEP Standard R4.2 Satisfaction of Employers

This survey provides **evidence of CAEP Standard R4.1 Completer Effectiveness**: *The provider demonstrates that program completers effectively contribute to P-12 student-learning growth and apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.*



Alumni were asked to reflect on their knowledge base, teaching strategies, implementation of technology, effectiveness of instruction, assessment of learners, classroom management, and fulfillment of professional duties.



The survey was piloted in May 2021 for Bethany's first-year teachers (graduating class of AY 2019-2020). When this group became 3rd year teachers, they were surveyed again in 2023 for comparative data. In 2022, the survey was given to 1st year teachers of the graduating class of AY 2020-2021, and they will be surveyed again as third year teachers. The 1st and 3rd Year Teacher Survey will continue as an annual assessment to be able to compare results from AY cycle to cycle and link data to program assessments, learning outcomes, and Teacher Work Sample data.

Overview: 1st/3rd Year Alumni Teachers/Completers Survey

1st Year Teachers/Completers Survey

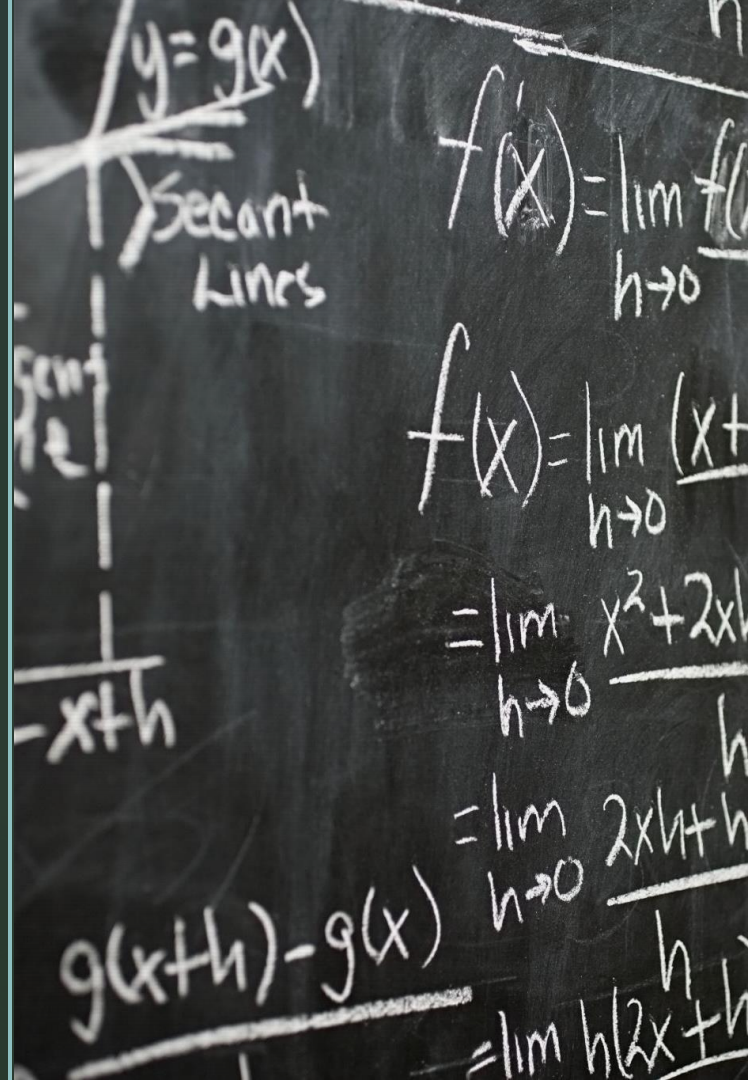
– R4.1 Completer Effectiveness

This survey was conducted from January – May 2026 through a form sent to nine first-year teachers from the December 2024 and May 2025 graduating classes.

The first-year teachers/alumni who completed the survey included one elementary teacher, one 5th-12th grade music teacher, and two high school teachers.

INTERPRETATION OF DATA – 1ST YEAR TEACHER SURVEY

- **Overall evidence** shows that completers effectively applied the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.
- The only indicator on which the alumni were divided referred to effective classroom management. 50% of respondents indicated confidence in their classroom management abilities.



Prompt: "Bethany's Teacher Education Program sufficiently prepared me to..."

6. Give accurate instruction in content knowledge, vocabulary, and interrelated concepts, skills or techniques.

● Strongly agree	2
● Agree	2
● Neutral	0
● Disagree	0
● Strongly disagree	0



7. Use a variety of strategies for critical and creative thinking, problem solving, and skill development.

● Strongly agree	2
● Agree	2
● Neutral	0
● Disagree	0
● Strongly disagree	0



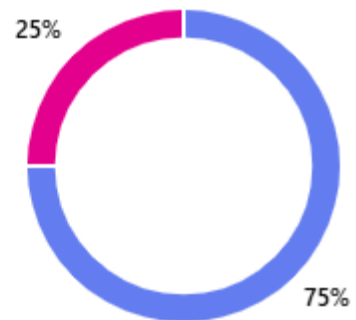
8. Implement technology and relevant resources that expand or deepen learning experiences.

● Strongly agree	2
● Agree	2
● Neutral	0
● Disagree	0
● Strongly disagree	0



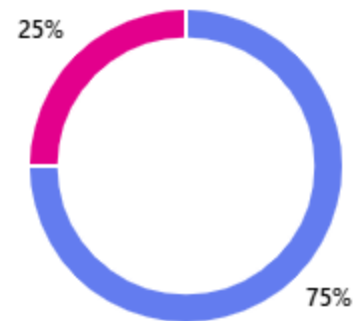
9. Use learning objectives and standards to plan instruction that are developmentally appropriate and challenging.

● Strongly agree	3
● Agree	1
● Neutral	0
● Disagree	0
● Strongly disagree	0



10. Assess learners in various ways to check for student understanding, measure progress, and inform instruction.

● Strongly agree	3
● Agree	1
● Neutral	0
● Disagree	0
● Strongly disagree	0



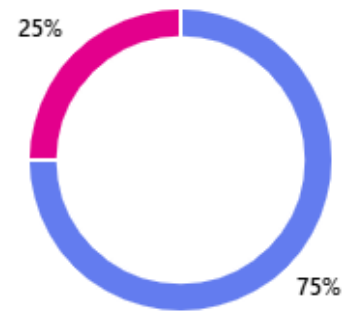
11. Develop an inclusive, safe, and respectful environment that supports student well being and learning.

● Strongly agree	4
● Agree	0
● Neutral	0
● Disagree	0
● Strongly disagree	0



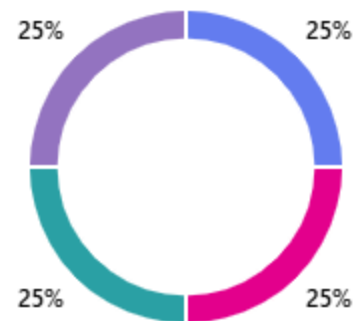
12. Show unbiased treatment of all students regardless of race, gender, culture, sexual orientation, or socio-economic status.

● Strongly agree	3
● Agree	1
● Neutral	0
● Disagree	0
● Strongly disagree	0



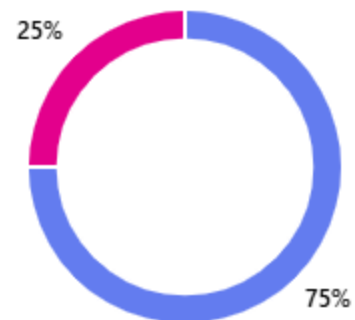
13. Use effective classroom management strategies that reinforce and address learner behavior and self-regulation.

● Strongly agree	1
● Agree	1
● Neutral	1
● Disagree	1
● Strongly disagree	0



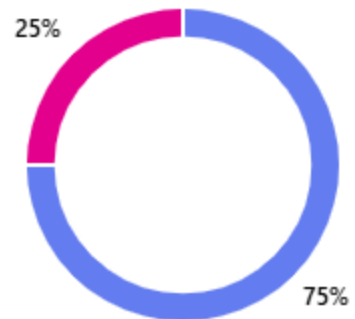
14. Build relationships through positive interactions with students, colleagues, administrators, staff, and parents.

● Strongly agree	3
● Agree	1
● Neutral	0
● Disagree	0
● Strongly disagree	0



15. Fulfill responsibilities by being dependable, prepared, reflective, and engaged in professional growth.

● Strongly agree	3
● Agree	1
● Neutral	0
● Disagree	0
● Strongly disagree	0





3rd Year Alumni Survey
CAEP Standard
R4.3 Satisfaction of
Completers

3rd Year Alumni Currently Teaching Survey

– R4.3 Satisfaction of Completers

- This survey was administered from January through May 2026 through a survey sent to a group of alumni who are currently in their third year of teaching.
- There were five alumni who responded to this survey. One has never taught. The others teach a variety of subjects from first grade through high school geometry.

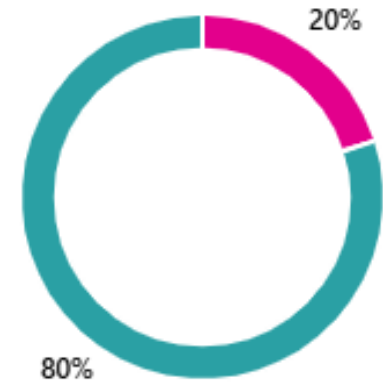
Survey directions:

▪ "As alumni of the Bethany College Teacher Education Program, we respectfully request your feedback as we strive for continuous improvement. Please complete this survey regarding your teacher education program experience, and how well you were prepared for your teaching role. Your responses will remain anonymous."

Prompt: "Bethany's Teacher Education Program sufficiently prepared me to..."

6. Give accurate instruction in content knowledge, vocabulary, and interrelated concepts, skills or techniques.

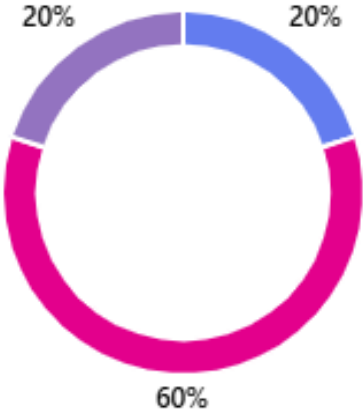
● Strongly agree	0
● Agree	1
● Neutral	4
● Disagree	0
● Strongly disagree	0



Prompt: "Bethany's Teacher Education Program sufficiently prepared me to..."

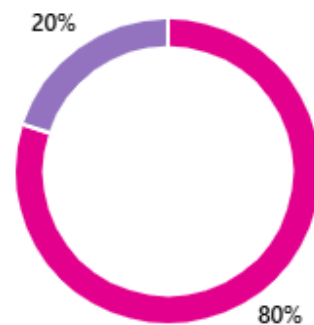
7. Use a variety of strategies for critical and creative thinking, problem solving, and skill development.

● Strongly agree	1
● Agree	3
● Neutral	0
● Disagree	1
● Strongly disagree	0



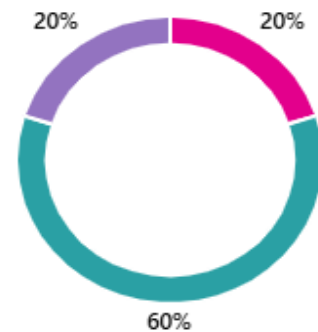
8. Implement technology and relevant resources that expand or deepen learning experiences.

● Strongly agree	0
● Agree	4
● Neutral	0
● Disagree	1
● Strongly disagree	0



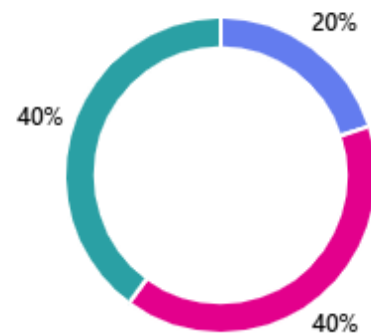
9. Use learning objectives and standards to plan instruction that are developmentally appropriate and challenging.

● Strongly agree	0
● Agree	1
● Neutral	3
● Disagree	1
● Strongly disagree	0



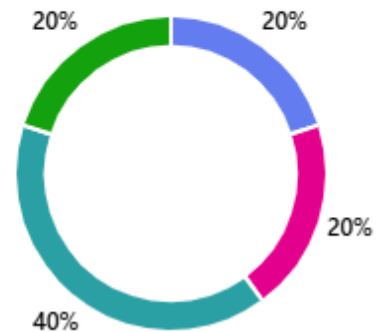
10. Assess learners in various ways to check for student understanding, measure progress, and inform instruction.

● Strongly agree	1
● Agree	2
● Neutral	2
● Disagree	0
● Strongly disagree	0



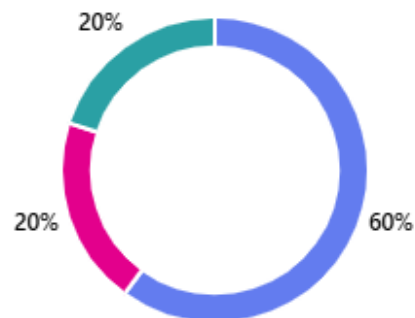
11. Develop an inclusive, safe, and respectful environment that supports student well being and learning.

● Strongly agree	1
● Agree	1
● Neutral	2
● Disagree	0
● Strongly disagree	1



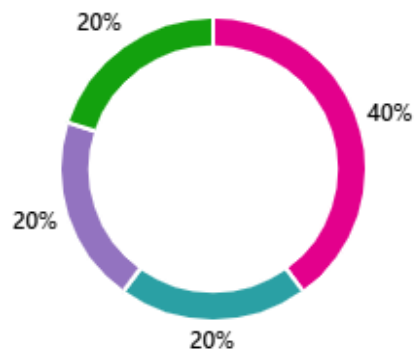
12. Show unbiased treatment of all students regardless of race, gender, culture, sexual orientation, or socio-economic status.

● Strongly agree	3
● Agree	1
● Neutral	1
● Disagree	0
● Strongly disagree	0



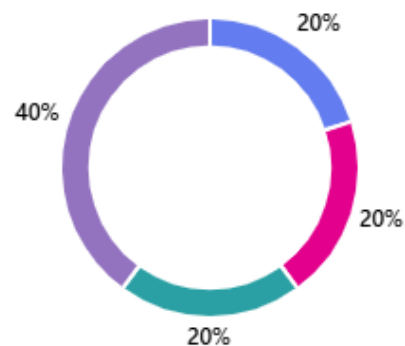
13. Use effective classroom management strategies that reinforce and address learner behavior and self-regulation.

● Strongly agree	0
● Agree	2
● Neutral	1
● Disagree	1
● Strongly disagree	1



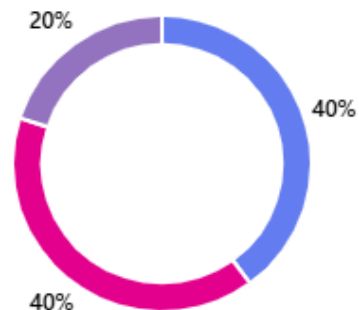
14. Build relationships through positive interactions with students, colleagues, administrators, staff, and parents.

● Strongly agree	1
● Agree	1
● Neutral	1
● Disagree	2
● Strongly disagree	0



15. Fulfill responsibilities by being dependable, prepared, reflective, and engaged in professional growth.

● Strongly agree	2
● Agree	2
● Neutral	0
● Disagree	1
● Strongly disagree	0



- The four alumni with classroom experience indicated confidence in their training in the areas of teaching strategies, technology implementation, assessment, creating an inclusive environment, showing unbiased treatment, relationship-building with stakeholders, and professional growth.
- The graduate without classroom experience marked "disagree" or "strongly disagree" on questions 8, 11, 13, 14, and 15.

Administrators Survey
CAEP Standard R4.2
Satisfaction of Employers





Administrators Survey

- This survey was administered between January-March 2026 through a form sent to a group of administrators who currently had Bethany alumni in their employment.
- There were eight administrators who responded to this survey with Bethany alumni in their employment teaching in elementary, middle level, and administrative roles.
- Survey directions:

“As an employer of a graduate of the Bethany College Teacher Education Program, we respectfully request your feedback as we strive for continuous improvement. Please complete this survey regarding your satisfaction with Bethany graduate teachers in your employment. Your responses will remain anonymous.”

Administrators Survey of Alumni Currently Teaching

“Bethany’s teacher graduates are sufficient in their job responsibilities and performance as shown by their abilities in... “

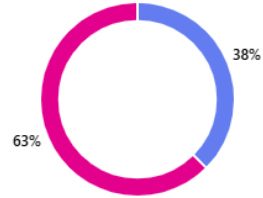
Q1: Content Knowledge

Q2: Instructional Strategies

Q3: Use of Technology

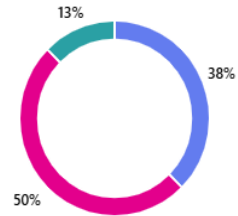
1. Give accurate instruction in content knowledge, vocabulary, and interrelated concepts, skills or techniques.

Strongly agree	3
Agree	5
Neutral	0
Disagree	0
Strongly disagree	0



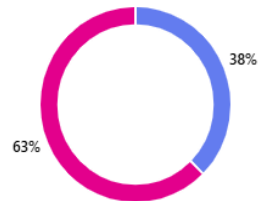
2. Use a variety of strategies for critical and creative thinking, problem solving, and skill development.

Strongly agree	3
Agree	4
Neutral	1
Disagree	0
Strongly disagree	0



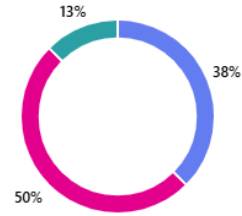
3. Implement technology, and relevant resources that expand or deepen learning experiences.

Strongly agree	3
Agree	5
Neutral	0
Disagree	0
Strongly disagree	0



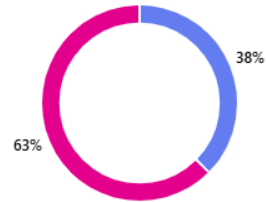
4. Use learning objectives and standards to plan instruction that are developmentally appropriate and challenging.

Strongly agree	3
Agree	4
Neutral	1
Disagree	0
Strongly disagree	0



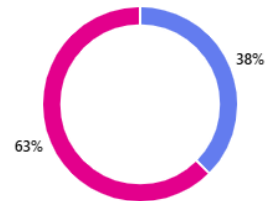
5. Assess learners in various ways to check for student understanding, measure progress, and inform instruction.

Strongly agree	3
Agree	5
Neutral	0
Disagree	0
Strongly disagree	0



6. Develop an inclusive, safe, and respectful environment that supports student well-being and learning.

Strongly agree	3
Agree	5
Neutral	0
Disagree	0
Strongly disagree	0



Q.4: Planning Instruction

Q.5: Assessment

Q.6: Learning Environment

7. Show unbiased treatment of all students regardless of race, gender, culture, sexual orientation, or socio-economic status.

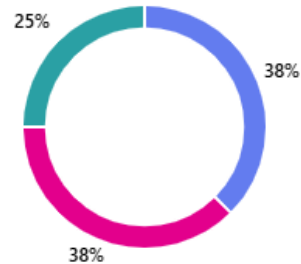
● Strongly agree	4
● Agree	4
● Neutral	0
● Disagree	0
● Strongly disagree	0



Q.7: Respects Diverse Learners

8. Use effective classroom management strategies that reinforce and address learner behavior and self-regulation.

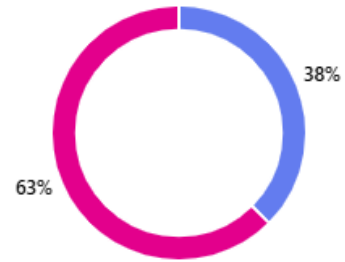
● Strongly agree	3
● Agree	3
● Neutral	2
● Disagree	0
● Strongly disagree	0



Q.8: Classroom Management

9. Build relationships through positive interactions with students, colleagues, administrators, staff, and parents.

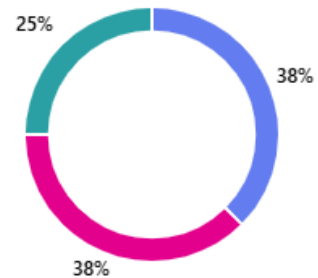
● Strongly agree	3
● Agree	5
● Neutral	0
● Disagree	0
● Strongly disagree	0



Q.9: Building Relationships

10. Fulfill responsibilities by being dependable, prepared, reflective, and engaged in professional growth.

● Strongly agree	3
● Agree	3
● Neutral	2
● Disagree	0
● Strongly disagree	0



Q.10: Professional Responsibilities

INTERPRETATION OF DATA – ADMINISTRATOR SURVEY

Evidence to the extent at which **administrators were satisfied with their employees and teachers' abilities as being sufficient in their job responsibilities and performance** was shown in the administrators' responses to survey questions on Knowledge Base, Teaching Strategies & Applications, and Professionalism.

There were no scores for “disagree” or “strongly disagree.”

Overview: Administrator Survey

The administrator survey provided evidence of **CAEP Standard R 4.2, Satisfaction of Employers:** *The provider demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families.*


The survey questions correlated with the key learning domains of the program's conceptual framework:

- 🔗 Knowledge Base: Questions #1 Content Knowledge, #3 Technology, #7 Respects Diverse Learners
- 🔗 Teaching Strategies & Applications: Questions #2 Instructional Strategies, #4 Planning Instruction, #5 Assessment, #6 Learning Environment
- 🔗 Professional Attitudes and Values: Questions #8 Classroom Management, #9 Relationships with others, #10 Professional Responsibilities

RATIONALE FOR DATA ELEMENTS: Through alignment with the program's learning outcomes, the survey provided data of employers' level of satisfaction with the completers' preparation for their job responsibilities and in working with diverse P-12 students and their families in academic and non-academic areas.



Survey Validity



Survey Validity – 1st year and 3rd Year Teachers Alumni Survey

- **The 1st and 3rd year Alumni Survey for 2026** addressed **CAEP Standard 4.1- Completer Effectiveness** and provided quantitative data. This survey was developed by the Education Department Team and the Teacher Education Coordinators (TEC) committee in March of 2021 and employed Lawshe's Method of Content Validity.
- The directions stated: *This survey will provide data for our program on Bethany graduates in the field and meet CAEP Standard 4.1. The purpose is to collect quantitative data on the teachers' impact on student learning. The Education Department Team drafted the initial survey questions to correlate with Bethany's Teacher Work Sample Tasks: Instructional Unit, Assessment, and Analysis of Student Learning.*
- TEC members rated the content validity of the proposed survey questions using Lawshe's Method by considering the NEED or IMPORTANCE of each statement by rating as: "Essential", "Useful but not essential", or "Not Necessary. This survey was refined to 10 questions and **met the critical value of .800 for Content Validity** and used a 5-point Likert Scale: (5-Strongly Agree, 4-Agree, 3- Neutral or Undecided, 2-Disagree, 1- Strongly Disagree.).
- The survey was first piloted in May 2021 for Bethany's first-year teachers (graduation class of 2019-2020). In 2022, the survey was given to 1st year teachers (graduates 2020-2021) who will be surveyed again when they are 3rd year teachers. The Education Department will continue using the 1st and 3rd Year Teacher Survey and compare results from cycle to cycle, and link data to program assessments, learning outcomes, and Teacher Work Sample objectives.

Survey Validity – Administrators Surveys

The **Alumni Survey (CAEP R4.3 Satisfaction of Completers)**, and **Administrator Survey (CAEP R4.2 Satisfaction of Employers)** were piloted in fall 2020. The surveys were developed by the Teacher Education Committee (TEC) and the Education Advisory Council using Lawshe's Method of Content Validity

The Education Department Team developed 31 potential survey questions aligned to the program outcomes, and Student Teaching Evaluation objectives. The Advisory Council used Lawshe's method to assess each item as "essential", "important but not essential", or "not essential."

The "essential" ratings were then measured on a 5-point Likert Scale to rate the understandability and clarity of the language of each of the survey items. These "essential" items were narrowed to a list of 15. At the next meeting, TEC members (a panel of 10 experts) employed Lawshe's Method of Content Validity and used a Likert scale to evaluate the remaining 15 items. The survey questions were finalized to 10 items with two optional open-ended questions.

A 5-point Likert Scale was used for quantitative data analysis. (*5-Strongly Agree, 4-Agree, 3-Neutral/Undecided, 2-Disagree, 1-Strongly Disagree.*) The alumni and administrators' surveys resulted in a **CVI total of 0.88**, which met the critical value of .800 for content validity.