

Measure 1 - Completer Effectiveness - R4.1 (2024-2025)

CAEP Standard: R.4.1 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.*

1st year and 3rd Year Teachers Alumni Survey

Teacher Education Coordinator members took part in a Lawshe's content validity method assessment for the 1st year and 3rd Year Teachers Alumni Survey.

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

The 1st and 3rd Year Teachers Alumni Survey was developed in March of 2021 by the Education Department Team as a response to feedback from the EPP's accreditation review to address CAEP 4.1- Completer Effectiveness and provide quantitative data. The Teacher Education Coordinators employed Lawshe's Method of Content Validity in a Google Survey Form. 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.

There were 10 TEC members who rated the content validity of the proposed survey questions by using Lawshe's Method. Each survey question was rated by the "need" or "importance" of that item and valued as: "Essential", "Useful but not essential", or "Not Necessary.") The survey was refined to 10 questions utilizing a 5-point Likert Scale for responses: (5-Strongly Agree, 4-Agree, 3- Neutral or Undecided, 2-Disagree, 1- Strongly Disagree.) The 1st and 3rd Year Teachers Survey met the critical value of .800 for Content Validity, which is acceptable.

Rationale for Data Elements: By aligning survey questions with the Teacher Work Sample Tasks, the survey provided value-based measurements of student growth and development that the preparation experiences were designed to achieve. The survey was first conducted for the 2019-2020 alumni cohort. The EPP will continue to survey its first and third teachers, thus providing longitudinal data of its completers' progress from student teaching through the third-year teaching.

1st Year Teachers Alumni Survey

The survey was sent out in January-May 2026 to 16 first year-teaching graduates from the 2024-2025 cohort. There were four first-year teachers who responded to this survey. One taught 5-12. Two taught 9-12. One taught in an elementary classroom. Content areas represented by the respondents included PE/Health, Vocal Music, and Art.

Interpretation of Data: 1st Year Teachers Alumni Survey

Evidence that 1st year teachers **effectively contributed to P-12 student-learning and growth and applied in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve** was shown by:

- 50% strongly agreed and 50% agreed that they gave accurate instruction in content knowledge, vocabulary, and interrelated concepts, skills or techniques.
- 50% strongly agreed and 50% agreed that they use a variety of strategies for critical and creative thinking, problem solving, and skill development.
- 50% strongly agreed and 50% agreed that they implemented technology, and relevant resources that expanded or deepened learning experiences.
- 75% strongly agreed and 25% agreed that they used learning objectives and standards to plan instruction that were developmentally appropriate and challenging.
- 75% strongly agreed and 25% agreed that they assessed learners in various ways to check for student understanding, measure progress, and inform instruction.
- 100% strongly agreed that they developed an inclusive, safe, and respectful environment that supports student well-being and learning.
- 75% strongly agreed and 25% agreed that they showed unbiased treatment of all students regardless of race, gender, culture, sexual orientation, or socio-economic status.
- 25% strongly agreed and 25% agreed that they used effective classroom management strategies that reinforced and addressed learner behavior and self-regulation. 25% responded “neutral”, and 25% responded “disagree”.
- 75% strongly agreed and 25% agreed that they built relationships through positive interactions with students, colleagues, administrators, staff, and parents.
- 75% strongly agreed and 22% agreed that they fulfilled responsibilities by being dependable, prepared, reflective, and engaged in professional growth.

3rd Year Teachers Alumni Survey

The survey was sent out in January-May 2026 to 16 third year-teaching graduates from the 2022-2023 cohort. There were 4 third-year teachers who responded to this survey. One additional alumnus responded who has not taught. Reported areas of teaching were high school math, 6-12 (unspecified content), 1st grade, and 2nd grade. The survey requested the 3rd year teachers to reflect on their teacher education program experience and how well they were prepared for their role. Their self-evaluation was based on the Bethany College student teaching evaluation.

The survey prompt was:

“As an 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.”

Interpretation of Data: 3rd Year Teachers Alumni Survey

Evidence that 3rd year teachers **effectively contributed to P-12 student-learning and growth and applied in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve** was shown by:

- 20% agreed that they gave accurate instruction in content knowledge, vocabulary, and interrelated concepts, skills or techniques. 80% responded “neutral”.
- 20% strongly agreed and 60% agreed that they use a variety of strategies for critical and creative thinking, problem solving, and skill development. 20% responded “disagree”.
- 80% agreed that they implemented technology, and relevant resources that expanded or deepened learning experiences. 20% responded “disagree”.
- 20% agreed that they used learning objectives and standards to plan instruction that were developmentally appropriate and challenging. 60% responded “neutral”. 20% responded “disagree”.
- 20% strongly agreed and 40% agreed that they assessed learners in various ways to check for student understanding, measure progress, and inform instruction. 20% responded “neutral”.
- 20% strongly agreed and 20% agreed that they developed an inclusive, safe, and respectful environment that supports student well-being and learning. 40% responded “neutral” and 20% responded “strongly disagree”.
- 60% strongly agreed and 20% agreed that they showed unbiased treatment of all students regardless of race, gender, culture, sexual orientation, or socio-economic status. 20% responded “neutral”.
- 40% agreed that they used effective classroom management strategies that reinforced and addressed learner behavior and self-regulation. 20% responded “neutral”, 20% responded “disagree”, and 20% responded “strongly disagree”.
- 20% strongly agreed and 20% agreed that they built relationships through positive interactions with students, colleagues, administrators, staff, and parents. 20% responded “neutral” and 40% responded “disagree”.
- 40% strongly agreed and 40% agreed that they fulfilled responsibilities by being dependable, prepared, reflective, and engaged in professional growth. 20% responded “disagree”.

2025-2026 Education survey results are on the Education website:
<https://www.bethanylb.edu/education-department-accreditation>