

Annual Report Section 4. Display of Annual Reporting Measures for AY2024 to 2025

<https://www.bakeru.edu/caep>

Measure 2 (Initial and Advanced): Satisfaction of Employers (R4.2, RA4.1).

Initial Program – R4.2

The 2023-2025 Survey Monkey assessment focused on completers effectiveness in applying professional knowledge, skills, and dispositions. Through Likert-style ratings of Novice, Proficient, Accomplished and Exemplary, completers selected their perceived mastery level as follows: *Learner and Learning Environment (item #1), Planning Units and Lessons (item #2), Understanding My Learners (item #4), Utilizing Methods of Teaching and Instruction (item #5), Assessing and Tracking Student Performance (item #7), Technology (item #12), Equity of all Learners (item 13).*

Of the employer details provided by the ten panelists, 40% of Employers responded to the 2024-2025 survey demonstrating completers effectiveness in applying professional knowledge, skills, and dispositions.

Initial Program Employers

Thematic Section	InTASC Standard	Spring 2021 mean	Spring 2023 mean	Spring 2025 mean
N size		*1	5	4
Q1 Learner and Learning Environment	3		2.93	2.75
Q2 Planning Units and Lessons	7		3.09	2.85
Q4 Understanding My Learners	1,2		3.20	2.58
Q5 Utilizing Methods of Teaching and Instruction	8		2.64	3.19
Q7 Assessing and Tracking Student Performance	6		2.60	2.54
Q12 Technology Integration	3,5,7,10		3.10	3.00
Q13 Equity of All Learners	1-4,7,9		2.85	2.81
OVERALL AVERAGE			2.92	2.82

*N is too small

Rating	Scale
Exemplary	3.60-4.00
Accomplished	3.20-3.59
Proficient	2.80-3.19
Novice	0.00-2.79

Both cycles are above the required 2.80 overall average, demonstrating Proficient and above. This data demonstrates completers effectiveness in applying professional knowledge, skills, and dispositions.

Spring 2025 – Initial Program findings

Utilizing a more user-friendly Survey Monkey instrument format in Spring 2025, it was noted that of the 10 first-year completer panelists, 4 employers were invited and responded representing a 40% response rate.

During spring of 2025, employers of USOE graduates/completers reported the highest level of preparation in **Utilizing Methods of Teaching and Instruction** (Q5 with a mean of 3.19:4.00).

The following strength and improvement areas were listed in the completed Employer surveys.

Utilizing Methods of Teaching and Instruction (Q5 with an overall average of 3.19:4.00).

Strengths	Improvement Opportunity
<ul style="list-style-type: none"> • Baker graduates tend to be very successful in our building • High quality of preparation • Very satisfied. She did wonderful for a first year teacher. We are lucky to have her. • I have a small sample size but my Baker completer is wonderful and has grown a ton over the year. 	<ul style="list-style-type: none"> • The biggest area for growth would be in lesson design.

The indicator with the lowest score was reported in **Assessing and Tracking Student Performance** (Q7 with a mean of 2.54: 4.00) by Employers in Spring 2025.

Suggestions	Improvement Opportunity
<p>What are some suggestions you have for program improvement in the area of Assessing and Tracking Student Performance?</p>	<ul style="list-style-type: none"> • A better understanding of how tier one, two and three operate in the classroom. Further, how Gen Ed and SPED students work into those tiers, and how SPED students may still get Gen Ed interventions if not tied to their SPED-identified needs. • Ms. X was very prepared.
<p>As an employer or evaluator, please share your thoughts about the quality of preparation of Baker graduates?</p>	<ul style="list-style-type: none"> • Baker graduates tend to be very successful in our building. The biggest area for growth would be in lesson design. • I have a small sample size but my Baker graduate is wonderful and has growth a ton over the year.

Spring 2023 – Initial Program findings

Utilizing a Survey Monkey instrument format in Spring 2023, Baker University continued using the Teacher Strengths Survey Instrument (TSS) questions (previously developed and validated by KAPCOTE institutions). Of the 15 first-year completers, 5 employers were invited and responded representing a 33.33% response rate.

During spring of 2023, employers of USOE graduates/completers reported the highest level of preparation in **Understanding My Learners** (Q4 with a mean of 3.20:4.00).

The following strength and improvement areas were listed in the completed surveys.

Understanding My Learners (Q4 with a mean of 3.20:4.00) by Employers in Spring 2023

Strengths	Improvement Opportunity
<ul style="list-style-type: none">• There is a strong understanding of the SEL needs of students.• Well prepared to deal with all levels.• Understanding Complex learners• Our teacher reached out for support to help her understand the needs of the students if they were struggling in her class.• None	<ul style="list-style-type: none">• Ability to make meaningful relationships with students that have appropriate school relationships.• Does well in understanding the levels of the different learners and how to reach them.• None• Review IEPs and 504 information that can help with understanding learners• None

The indicator with the lowest score was reported in **Assessing and Tracking Student Performance** (Q7 with a mean of 2.60: 4.00) by Employers in Spring 2023.

Strengths	Improvement Opportunity
<ul style="list-style-type: none">• Communication.• Common Assessments, how do they drive what happens within your classroom?	<ul style="list-style-type: none">• How to pull data and what to do with it next.• How to examine data to best meet the needs of students and drive instruction.• Look at a variety of grade levels and school districts in regard to tracking student performance (checklists, standards-based, grades, policies, etc.)

Program Impact: For 2023-24 academic year, EPP added ED 361 *Research and Data Analysis in Education*, 3 hours. This course focuses on the collection and evaluation of data to inform teaching practices and improve student learning. Candidates develop understanding of how to make sense of data and to make decisions on how to support student learning or progress and monitor whether learning is occurring. Students develop data literacy and improve their skills in making decisions about designing tests, analyzing test results (both formative and summative) and monitoring progress that is made. The candidate is exposed to the use of multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.

Monitored Employer Data Response

The table below indicates employer program data collected during AY2020-2025. The challenge has been low response rates.

Program	Role	N size	Poll results	Format	Date
USOE-Teacher	Employer	*1	yes	Focus group	Spring 2021
GSOE-Building Leader	Employer	4	yes	Focus group	Spring 2021
USOE-Teacher	Employer	*0	Not saved	Focus group	Spring 2022
GSOE-High Incidence	Employer	*0	Not saved	Focus group	Spring 2022
GSOE-Building Leader	Employer	*0	Not saved	Focus group	Spring 2022
GSOE-District Leader	Employer	*0	Not saved	Focus group	Spring 2022
USOE-Teacher	Employer	5	Yes-panel	Survey Monkey	Spring 2023
GSOE-High Incidence	Employer	*1	Yes	Survey Monkey	Spring 2023
GSOE-Building Leader	Employer	*0	0	Survey Monkey	Spring 2023
GSOE-District Leader	Employer	*0	0	Survey Monkey	Spring 2023
USOE-Teacher	Employer		Yes-panel	Survey Monkey	Spring 2025
GSOE-High Incidence	Employer	*0	0	Survey Monkey	Spring 2025
GSOE-Building Leader	Employer	*0	0	Survey Monkey	Spring 2025
GSOE-District Leader	Employer	*1	1	Survey Monkey	Spring 2025

Through trial and error, the EPP is working on continuous improvement from lessons learned such as the barriers of saving ZOOM poll question data and transcripts of the focus group interview for further software interpretation; along with logistics involved in locating volunteers to respond to ZOOM focus group interview. Focus interview groups during spring 2022 were not successful as a result of low turnout, a new facilitator, and failure to collect poll data and record interviews with transcriptions. The Survey Monkey format delivers concrete data details and removes uncontrollable variables of inconsistent zoom poll setup skills needed by each pollster/interviewer, and additional interpretation needed by research analyst.

The EPP continues its efforts to finetune its collection from target audiences for feedback from employers utilizing GSOE Program “Survey Monkey” questions indicated below. Our process consists of exporting graduates by specific years and programs from our institution’s student database. Additionally, the downloaded KSDE Individual Graduate Data by year can provide details on educators employed in Kansas in tandem with specific employers contact information. It has been suggested that details be included on specific numbers of graduates by program approached, accepted, and responded to determine realistic response percentages.

Advanced Program – RA4.1

District Leadership

EdDP12 Employer Program Standards	Question Number	Spring 2021 mean	Spring 2023 mean	Spring 2025 mean
1. Mission, Vision, and Improvement	1, 2	0.00	0.00	5.00
2. Ethical Decisions & Professional Norms	13	0.00	0.00	5.00
3. Equity, Inclusiveness & Cultural Responsiveness	8	0.00	0.00	5.00
4. Learning and Instruction	5	0.00	0.00	5.00
5. Community and External Leadership	9, 10	0.00	0.00	5.00
6. Operations and Management	4	0.00	0.00	5.00
7. Policy, Governance and Advocacy	14	0.00	0.00	5.00
OVERALL AVERAGE		0.00	0.00	5.00
N size		*0	*0	*1

*N is too small

Experienced low N size and other challenges to be able to clearly demonstrate completer effectiveness in applying professional knowledge, skills, and dispositions.

Rating for EdDP12	Likert Scale
Strongly Agree	4.01-5.00
Agree	3.01-4.00
Neither agree/disagree	2.01-3.00
Disagree	1.01-2.00
Strongly Disagree	0.00-1.00

Building Leadership

MSSL Employer Program Standards	Question Number	Spring 2021 mean	Spring 2023 mean	Spring 2025 mean
1. Mission, Vision, and Improvement	1, 2	3.75	0.00	5.00
2. Ethical Decisions & Professional Norms	13	3.34	0.00	5.00
3. Equity, Inclusiveness & Cultural Responsiveness	8	3.13	0.00	5.00
4. Learning and Instruction	5	3.75	0.00	5.00
5. Community and External Leadership	9, 10	3.44	0.00	5.00
6. Operations and Management	4	2.81	0.00	5.00
7. Policy, Governance and Advocacy	14	3.75	0.00	5.00
OVERALL AVERAGE		3.42	0.00	5.00
N size		4	0	*1

*N is too small

Experienced low N size and other challenges to be able to clearly demonstrate completer effectiveness in applying professional knowledge, skills, and dispositions.

Rating for EdDP12	Likert Scale
Strongly Agree	4.01-5.00
Agree	3.01-4.00
Neither agree/disagree	2.01-3.00
Disagree	1.01-2.00
Strongly Disagree	0.00-1.00

High Incidence Disability Learning

MSSE Employer Program Standards	Question Number	Spring 2021 mean	Spring 2023 mean	Spring 2025 mean
1. Understands Historical, Philosophical & Legal Foundations and Special Education	1	0.00	5.00	0.00
2. Uses variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring and technology considerations	9	0.00	5.00	0.00
3. Uses IEPs, learning environments, individual learner characteristics, assessment, teacher knowledge of subject matter and technology for effective instructional planning and implementation.	2	0.00	5.00	0.00
4. Uses a variety of evidence-based instructional strategies; including effective adaptations, learner performance, and transitions to promote learning & improve learner outcomes	3	0.00	5.00	0.00
5. Demonstrates effective communication skills to enhance collaboration and consultation among school professionals, to improve learner outcomes while planning for & implementing effective instruction and services; to implement the IEP, deliver instruction, and evaluate IEP implementation; and, to plan for & implement effective transition services	15,16	0.00	5.00	0.00
6. Understands the critical elements of language & literacy; identifies and uses evidence-based interventions to meet the instructional needs specific to reading, writing, math and other content areas; and includes the principles of universal design for learning and the use of technology to support literacy and to make data-based decisions.	4	0.00	5.00	0.00
7. Demonstrates knowledge and skill in the use of problem solving models, including Positive Behavioral Interventions/Supports (PBIS) within the Multi-Tier System of Support (MTSS) framework; conducts Functional Behavioral Assessments (FBA) and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrates cultural sensitivity in the development & use of social skills curricula; and promotes the self-determination skills of learners.	5,10	0.00	5.00	0.00
8. Family & Community Engagement – The special educator understands the importance of family & community engagement in SPED process; includes families in SPED program development & implementation; legal rights of families; and works to actively engage & empower families as partners in education of the learner.	13,14	0.00	5.00	0.00
OVERALL AVERAGE		0.00	5.00	0.00
N size		0	*1	0

*N is too small

Experienced low N size and other challenges to be able to clearly demonstrate completer effectiveness in applying professional knowledge, skills, and dispositions.

Rating for EdDP12	Likert Scale
Strongly Agree	4.01-5.00
Agree	3.01-4.00
Neither agree/disagree	2.01-3.00
Disagree	1.01-2.00
Strongly Disagree	0.00-1.00

Advanced Program – RA4.1

Spring 2025 – Advanced

As a result of the low N size and other challenges in past years trying to improve response rates, strategies at this time have been more deliberate in creating the list of graduates and employers. It has evolved into a multi-step process.

1. Exporting students by program and graduation date using the EPP student database.
2. Utilizing data provided by the Registrar’s Office, an exported Formstack database of the Intent to Graduate form completed by graduates (to locate current emails and employer) was assembled.
3. Accreditation director locates graduates through their district/school website to verify the job and employer name and contact information.
4. Triangulating contact information using the above three steps, a csv file is created by program along with a concise email request in Survey Monkey.

During spring 2025, the EPP initially sent:

- 15 MSSL Employer Survey Monkey *personalized* email invitations on Feb 20, 2025 – including specifically the graduate, year graduated, and position. As of 4/18/2025, one has completed the survey. Being anonymous, this is not easily tracked. RESPONSE RATE: 6.7%.
- 14 EdDP12 Employer Survey Monkey *personalized* email invitations on Feb 20, 2025 – including specifically the graduate, year graduated, and position. As of 4/18/25, only one has completed the survey. Being anonymous, this is not easily tracked. RESPONSE RATE: 7.1%.
- The EPP is not following up yet with the MSSE program since it has not experienced graduates for the last two years. The program's first graduates are scheduled for December 2025. It is anticipated that AY26-27 will be the first year on the job that will be measurable.

EPP faculty and Education Advisory Council (EAC) members met on April 10, 2025, from 2:00-3:00 pm. Results from brainstorming the poor results are captured in the following bullets:

- Pre-Networking. First, it is critical that the target audience receiving the feedback survey have context and clear communication explaining how their feedback informs good program decisions and keeps the EPP in good standing to continue offering dynamic options to meet their school and district needs for student learning. Clearly focusing on the importance of specific responses and how it helps can bump the request to a top priority on the list of targeted employers (rather than an automatic “delete” response).
- Delivery Options. Educators are inundated with junk mail which can automatically run into SPAM or district firewalls. For pre-networking purposes, consider other pathways such as email, SMS message, social media, personalized notes, and visits to buildings, and encouraging phone calls to employers with specifics (individual graduates).
- Timing Considerations. Members honestly said that if they received such a survey, during busy times it’d probably be the last item on their “To Do” list. It was suggested to try to conduct the survey during lulls, i.e. snow days, winter break, MLK day, holidays and breaks.

EPP faculty reviewed copies of the advanced completer and employer instruments to determine possible causes of the low response rate. The 17-question format may be contributing to the current survey not being a user friendly assessment (over the recommended 12 minimum). Questions were tightened up and reduced.

Spring 2021 - Advanced

During the spring 2021 collection, the Graduate School of Education validated survey questions using the ZOOM format targeting standards through three theme areas for District (Ed.D.PK12) and Building (MSSL) Leadership programs in *Support Learners & Learning Environment; Demonstrate Collaboration; and Demonstrate Professional Responsibility. The Master of Science in Special Education program survey questions targeted three theme areas of Understanding Special Education and Support Learners & Learning Environment; Support Instruction & Interventions; and Collaboration & Professionalism. After responding to anonymous ZOOM poll questions on theme areas, probing questions followed to locate additional details. The survey format noted utilized specific program standards which were measured through corresponding questions using a Likert scale:*

Strongly Disagree=1 Disagree=2 Neither Agree/Disagree=3 Agree=4 Strongly Agree=5

Results from the GSOE (MSSL – Building Leadership) Spring 2021 Focus Group ZOOM polls rating their level of **employer** satisfaction on building leadership program preparation in the 7 standards using a Likert Scale on a 5-point scale are shown in the table below. The following feedback was gathered through our unique approach of utilizing anonymous ZOOM polls and follow up clarifying questions.

Strongly Disagree=1 Disagree=2 Neither Agree/Disagree=3 Agree=4 Strongly Agree=5

Standard	GSOE MSSL Leadership Employer Focus Group	Spring 2021 Mean Score on 5-point scale
	<i>N-size</i>	<i>4</i>
1	Mission, Vision, and Improvement	3.75
2	Ethics and Professional Norms	3.34
3	Equity, Inclusiveness, & Cultural Responsiveness	3.13
4	Learning and Instruction	3.75
5	Community and External Leadership	3.44
6	Operations and Management	2.81
7	Building Professional Capacity	3.75

During Spring 2021, the 4-person focus group responses from the MSSL building leadership supervisor group had the highest mean of 3.75 for Standard 1: Mission, Vision & Improvement; Standard 4: Learning & Instruction; and Standard 7: Building Professional Capacity. The lowest mean of 2.81 represented Standard 6: Operations & Management. Both Completers and Supervisors ranked Standard 6 with the lowest mean. We will continue to monitor responses from future groups to determine what patterns emerge.

Through qualitative analysis of the transcript using MAXQDA, our in-house statistician uncovered strengths evidenced by the following themes and sample direct quotes.

Theme	Category	N	Sample Direct Quote
Collaboration, Instruction, and Intervention	Strength 1: Providing training to promote collaboration with stakeholders (e.g., parents)	2	<ul style="list-style-type: none"> I think there were some really great opportunities provided for the candidates. I think it's important, as I was speaking before, to give you these different perspectives and collaboration to provide candidates with a certain amount of diversity training. And how that pertains to how they talk about that impact and the intent of different people in our organization, I think that would be very useful to different candidates, as they talk about interventions for students and, or course, collaborating with parents. (Employer 1) Well, I think that the work that's happening like make it important, who I work with, it's important they know that like stakeholder engagement is important, and then you know I mean like. (Employer 4)
Overall Impression of Baker Program	Strength 1: Producing prepared graduates through rigorous MSSL program	2	<ul style="list-style-type: none"> The product of the MSSL program, I am, like pleased to see that some of the processes that I thought were rigorous at the time are still in effect. (Employer 2) Yeah, I'm also a product of the program, feels very prepared and different experiences I remember Jackson going to the different levels and looking at the different opportunities and how different, they were from elementary to middle to high school, great experience for me. I'm even talking to those administrators and what their day is structured and looks like. (Employer 1)

Theme	Category	N	Sample Direct Quote
Overall Impression of Baker Program	Improvement 1: Providing more training on handling budget & communicating budget to stakeholders.	2	<ul style="list-style-type: none"> But I think it'd be really great if you were to prepare candidates for a budget meeting or a yearly budget meeting where they were given their budget for the year, and they had to share how they plan to spend that. (Employer 1) I would echo what Taylor said, now that I've listened to that thinking that was one of the steepest learning curves I think I had as I became a building administrator was the budgetary piece. And being prepared for changes in budget and keeping that in there's a communication component to budget that I think can get lost. Just managing the numbers, I think everybody can get to a point where they can understand it competently and do that, but boy, being able to communicate to especially your staff at the building in the local level. (Employer 2)
	Improvement 2: Providing more training in diversity.	2	<ul style="list-style-type: none"> I think that would be really beneficial for candidates to as well, offering that diversity experience but also offering some training in diversity. Especially in what's going on currently within our social media as well as within our country, I think that would be very beneficial for candidates. (Employer 1)

			<ul style="list-style-type: none"> It was like valuing the viewpoints of others. I think any additional work that your program provides around like race and having conversations around race and like different religions and how-to kind of navigate all these different conversations and be respectful of all beliefs. (Employer 4)
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Note N = the number of participants mentioning the category. Total sample included four employers. Names mentioned in the direct quotes are pseudonyms.

This information was initially shared with EdDPK12 faculty on February 2, 2022 and MSSL/MSSE faculty on March 1, 2022. This information was also shared with USOE faculty during its March 2, 2022 monthly department meeting. Findings were also shared with stakeholder groups during spring 2022 meetings.

Improvement areas being considered:

- Provide more training on handling budget and communicate budget to stakeholders.
 - *Instructor for this topic is revising syllabus and rubric.*
 - *DED9001 spends two nights on this.*
 - *Will continue to monitor feedback to see if this surfaces again.*
- Provide more training on diversity.
 - *This topic has been further developed in the June 2020 Building and District Leadership standards – causing DED9004 Curriculum, DED9002 Special Populations, DED9001 Direct Field Experience, and DED9013 Ethics courses to focus more on diversity in revised syllabi and rubrics.*
 - *Impacted courses in the Building Leadership MSSL program revised their curriculum, syllabi, and rubrics during 2020-21, i.e. changing course name to MSL 5040 Inclusive & Equitable Culture: Student Services.*