



CAEP Standard R4.2 – Employer Satisfaction and Stakeholder Involvement

American College of Education (ACE) conducts an employer survey every two years, with the most recent survey completed in 2024. After the results were collected and analyzed, they were shared with both the Initial and Advanced Program Advisory Boards. The boards reviewed the findings and determined next steps for programmatic improvements based on the data. These results are included below as part of the 2024 CAEP annual report.

The results from the 2024 Employer Survey are as follows:

- **Initial Level:** Employers were asked to indicate their agreement with the statement, "ACE completers from the teacher preparation program..."
- **Advanced Level:** Employers were asked to indicate their agreement with the statement, "ACE completers from the Educational Leadership program understand and demonstrate the capacity to effectively lead and manage in the following areas..."

2024 Initial Program Employer Satisfaction Data

InTASC Competency Domain	N	% Agree or Strongly Agree	Mean Rating (out of 5)
Understand learner development	7	86%*	4
Understand and address learning differences	7	86%*	4.3
Create environments that support individual and collaborative learning, and that encourage positive social interaction and active engagement	7	100%	4.6
Understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach	7	86%*	4.1
Engage learners in critical thinking, creativity, and collaborative problem solving	7	100%	4.4
Use multiple methods of assessment	7	71%*	3.9



Plan instruction that supports every student in meeting rigorous learning goals	7	71%**	4
Use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and to apply knowledge in meaningful ways	7	100%	4.3
Engage in ongoing professional learning and use evidence to continually evaluate their practice	7	71%*	3.7
Seek opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members	7	86%*	4

*2024 - 1 candidate rated as “neither agree nor disagree”

**2024 - 2 candidates rated as “neither agree nor disagree”

2024 Advanced Program Employer Satisfaction Data

Principals are responding to statements divided into three domains (knowledge, disposition, and performance) and reflect elements of both national professional standards (NCATE/CAEP) and the Model Core Teaching Standards, Interstate Teacher Assessment and Support Consortium (InTASC). EPPs are expected to meet these standards in order to prepare educators for licensure (511 IAC 13-1-1).

NELP Competency Domain	N	% Agree or Strongly Agree	Mean Rating (out of 5)
School mission and vision	35	94%	4.3
School improvement processes that include data use	35	91%	4.4
Professional dispositions and norms	35	94%	4.3
Ethical and legal decisions	35	91%	4.4
Model ethical behavior and cultivate ethical behavior in others	35	89%	4.3
High-quality, technology-rich curricula programs and other supports	36	89%	4.2
Resources and services that support equity, digital literacy, and the school's academic and non-academic systems	35	89%	4.3
Formal and informal culturally responsive and accessible assessments	35	83%	4.2



Curriculum, instruction, technology, data systems, and assessment practices	35	94%	4.3
Engagement with diverse families in strengthening student learning	36	92%	4.3
Relationships with diverse community members, partners, and other constituencies	35	94%	4.4
Communication within the larger organization and community	35	89%	4.2
Management, communication, technology, school-level governance, and operation systems	35	86%	4.1
Data-informed and equitable resourcing plan	35	89%	4.2
Laws, rights, policies, and regulations	35	89%	4.2
Recruiting, selecting, and hiring activities	36	69%	3.9
Collaborative professional culture designed to promote school improvement, teacher retention, and student success	35	86%	4.3
Professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success	35	89%	4.3
Staff supervision, support, and evaluation	35	83%	4.2

Stakeholder Involvement

American College of Education (ACE) fosters stakeholder engagement through advisory committee activities that represent the diverse states where ACE candidates reside. Advisory committees are established for both initial and advanced program levels and include practicing educators, school leaders, and other education stakeholders who provide feedback on program design, candidate preparedness, and emerging needs in P–12 education.

During the 2024–2025 academic year, advisory board meetings included representation from stakeholders across a range of P–12 roles. These stakeholders participated in structured discussions focused on program improvement, data collection strategies, and alignment with current educational priorities. Meeting agendas included an overview of advisory board roles, introductions, and focused discussions on key continuous improvement areas.



Stakeholders for initial programs reviewed the use of focus groups as a data collection tool to better capture candidate experiences and inform CAEP-related evidence. Program updates were also shared regarding revisions to literacy coursework to strengthen alignment with the Science of Reading, ensuring candidates are prepared with evidence-based instructional practices. In addition, stakeholders contributed to discussions on completer impact data collection, offering recommendations such as implementing pre- and post-assessments, exploring standardized measures, and improving communication with candidates prior to program completion to support future data collection efforts.

For advanced programs, the Advisory Board met on March 18 and August 26, 2025. During these meetings, members reviewed Spring 2025 program assessment data for the M.Ed. in Educational Leadership and the Certificate in Principal Preparation, along with program, enrollment, retention, student satisfaction, student right-to-know, and student performance data. Stakeholders also reviewed institutional updates and provided input, questions, and recommendations to support ongoing program improvement.

Stakeholder input across both initial and advanced programs directly informs program-level decision-making and future planning. These collaborative processes ensure that stakeholder perspectives strengthen alignment with professional standards, enhance data-informed decision-making, and support continuous improvement across all programs.