

Measure 2: Satisfaction of Employers and Stakeholder Involvement Initial and Advanced Levels (R4.2, RA4.1, R4.3, RA4.2, R5.3, RA5.3)

Initial and Advanced Programs | Academic Years 2024–2026

Concordia University Chicago’s Educator Preparation Programs (EPP) regularly engage employers and educational stakeholders to evaluate the effectiveness, preparedness, and professional performance of program completers. In alignment with CAEP Measure 2, employer feedback is used as a key source of evidence to inform ongoing program improvement across initial and advanced licensure programs.

Initial Licensure Programs

Employer Satisfaction Survey Design

Employer satisfaction data were collected through surveys distributed to school principals supervising Concordia University Chicago (CUC) graduates employed in public and private schools. Survey items were aligned with Danielson’s Framework for Teaching, Marzano’s Art and Science of Teaching, and Goleman’s Working with Emotional Intelligence. Principals rated graduates on a 5-point Likert scale addressing instructional practice, professional responsibility, collaboration, and relational competencies.

2025 Employer Satisfaction Results

In March 2025, the survey was distributed to 59 principals. Twenty-six responses were received (44%). Employer ratings were strongly positive, with item means ranging from 3.84 to 4.61.

The highest scores were:

- Appreciates and relates well to people from varied backgrounds. (4.61)
- Celebrates success by providing students with recognition for their achievements, progress, and effort. (4.53)
- Recognizes adherence to rules and procedures. (4.53)
- Insists on doing what is fair and ethical even when it is not easy. (4.46)
- Areas with comparatively lower ratings suggest opportunities for growth. These were the items scored below 4:
 - When appropriate (as opposed to routinely) designs homework to deepen students’ knowledge of informational content or, practice a skill, strategy, or process. (3.84)
 - Extends their influence beyond their classrooms by leading and contributing to school events, projects, and initiatives. (3.89)
 - Understands the bigger context of political forces that impact their school. (3.96)

2026 Employer Satisfaction Results

In February 2026, the survey was sent to 67 principals. Seventeen responses were received (11%). Results showed consistently high ratings, ranging from 4.19 to 4.75, with evidence of growth in instructional practice and professional dispositions.

The highest rated items were:

- Is open for feedback from others (4.75)
- Celebrates student success by recognizing achievements, progress, and effort (4.69)
- Appreciates and relates well to people from varied backgrounds (4.69)
- Recognizes adherence to rules and procedures (4.56)
- Uses multiple methods of assessment to monitor student progress (4.56)
- Fosters a culture of learning in the classroom (4.56)

Advanced Licensure Programs

Employer Feedback Collection

Employer satisfaction data for advanced programs were collected in Spring 2026 through semi-structured interviews with district superintendents who directly supervised recent graduates of the Educational Leadership program. These employers were selected based on their direct evaluative responsibility and ongoing professional interaction with program completers.

Interview protocols focused on graduates' preparedness for leadership roles, instructional and organizational leadership capacity, ethical practice, collaboration, and responsiveness to district and community needs.

Employer Perspectives and Findings

Across interviews, superintendents consistently reported high levels of satisfaction with program completers. Employers characterized graduates as confident, reflective leaders who were well prepared to assume building-level administrative responsibilities. Graduates were described as effective even while completing licensure coursework concurrently with leadership appointments.

Key strengths identified by employers included:

- Effective use of data to guide instructional improvement and decision-making, including implementation of PBIS and MTSS frameworks
- Ability to foster collaborative leadership cultures within schools and districts
- Strong skills in supporting teacher development through coaching, supervision, and professional learning
- Commitment to ethical leadership, equity, and student-centered decision-making

- Capacity to address complex organizational, instructional, and relational challenges
- Employers further noted that graduates demonstrated resilience, professionalism, and a readiness for continued growth, positioning them as emerging leaders within their districts.

Advanced program faculty review employer interview data annually as part of the EPP's Quality Assurance System. Findings are used to examine program coherence, leadership preparation, and alignment with professional leadership standards. Employer feedback contributes to ongoing discussions related to curriculum design, field-based experiences, and leadership skill development.