

Initial Programs (ITP)

Measure 2 (Initial): Satisfaction of Employers (R4.2)

Standards Alignment: This compendium, entitled *Satisfaction of Employers*, provides evidence to support:

Component R4.2 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.

Assurance of Alignment: The alignment of evaluation measures and assessment tasks with CAEP standards, relevant program-specific standards, and ISTE technology standards is overseen by the Director of the Office of Technology, Assessment, and Compliance (TAC), who also serves as the CAEP Coordinator. This process is conducted in close collaboration with Program Chairs and the Chair of Clinical Studies. The TAC Office ensures continued compliance with applicable Delaware state laws and policy regulations, including [Regulation 290](#) and [House Bill 143](#).

All standards and alignments are managed through the Watermark Student Learning & Licensure (SL&L) platform. The platform is maintained by the TAC Data Analyst and Administrative Coordinator, ensuring that updates to standards, program competencies, course content, or assessment tools are efficiently integrated and consistently applied across all programs.

Introduction

In alignment with CAEP Standard R4.2, Wilmington University demonstrates that employers are satisfied with the preparation of program completers for their assigned responsibilities in P–12 educational settings, including their ability to work effectively with diverse P–12 students and their families. This component focuses on employer perceptions of completer readiness across core domains of professional practice that correspond directly to the knowledge, skills, and dispositions articulated in Standard R1 (R1.1 The Learner and Learning, R1.2 Content, R1.3 Instructional Practice, R1.4 Professional Responsibility, and technology integration).

Employer satisfaction serves as a critical external validation of program effectiveness, providing evidence that completers are adequately prepared to meet real-world expectations and professional responsibilities upon entry into the field. Employer survey items reflect employer perceptions of completers' preparedness to carry out their assigned instructional, professional, and collaborative responsibilities in P–12 settings, consistent with licensure expectations.

Evidence Overview

The evidence presented in this compendium documents employer perceptions of completer preparation using a state-administered Educator/Supervisor Perception Survey. These surveys are designed to elicit employer feedback aligned explicitly to CAEP R1 domains, including learner and learning, content knowledge, instructional practice, professional responsibility, and technology integration. The full set of employer survey questions used for this analysis is provided in [Appendix R4.2](#).

Initial Programs (ITP)

Measure 2 (Initial): Satisfaction of Employers (R4.2)

Employer satisfaction data are collected and analyzed across multiple data cycles to ensure representative samples across programs and licensure areas. Survey instruments are reviewed regularly through Wilmington University's Quality Assurance System and in partnership with the Delaware Department of Education to ensure alignment, clarity, and usefulness for continuous improvement.

Primary Evidence Sources

The primary source of evidence for R4.2 consists of Employer Satisfaction Survey data administered by the State of Delaware and collected across three consecutive academic years:

- ✓ 2022–2023
- ✓ 2023–2024
- ✓ 2024–2025

Wilmington University receives program-level raw data from the state for analysis and continuous improvement purposes.

Employer Population and Sampling Frame

For the purposes of R4.2, employers are defined as P–12 administrators or designated supervisors (e.g., principals, assistant principals, district leaders, or instructional supervisors) who directly oversee Wilmington University program completers during their initial years of professional practice.

Employer survey administration is conducted annually by the state and includes supervisors of completers across Wilmington University's Initial Licensure programs, representing multiple licensure areas and grade bands. Wilmington University receives raw, de-identified employer response data from DDOE for institutional analysis.

Representativeness is demonstrated through cumulative data collected across three cycles, rather than reliance on a single administration year. This multi-year approach ensures that employer feedback reflects a broad and stable cross-section of programs, school contexts, and professional roles and mitigates limitations associated with annual response variation.

Purpose and Use of Evidence

Employer satisfaction data are used to:

- Evaluate the perceived sufficiency of completer preparation for job responsibilities;
- Examine employer perceptions of completer readiness to work with diverse P–12 students and their families;
- Inform program-level and Wilmington University-wide continuous improvement efforts;
- Contribute to triangulated evidence of program impact alongside completer effectiveness (R4.1) and completer satisfaction (R4.3).

Initial Programs (ITP)

Measure 2 (Initial): Satisfaction of Employers (R4.2)

Items aligned to Learner and Learning (R1.1) and Professional Responsibility (R1.4) specifically capture employer perceptions of completers' ability to support diverse learners and engage effectively with students' families across varied cultural and socioeconomic contexts.

Findings from the state-administered employer satisfaction surveys are reviewed annually by Wilmington University leadership and program faculty and are used to identify strengths, monitor trends across preparation cycles, and guide data-informed decisions related to curriculum, clinical practice, and professional expectations.

Instrument Alignment to R1

Employer satisfaction for R4.2 is measured using a state-administered Educator/Supervisor Perception Survey, developed in partnership with the Delaware Department of Education. While Wilmington University does not administer the survey, Wilmington University receives raw, de-identified item-level data for all responding employers.

Survey items are embedded as column headers within the state-provided dataset and collectively function as the survey instrument for purposes of analysis and alignment. Each item reflects observable aspects of completer preparation and professional practice and aligns directly with domains articulated in CAEP Standard R1. This alignment ensures employer feedback addresses the same constructs evaluated throughout the preparation program and supports coherent interpretation across standards.

R1 Alignment — Employer Survey Items

R1.1 — The Learner and Learning: Learner development, learning differences, inclusive environments

Aligned survey items include employer perceptions of completers' ability to:

- Account for individual differences in abilities and backgrounds
- Plan instruction for students from diverse racial, ethnic, and socioeconomic backgrounds
- Understand barriers to learning (e.g., trauma, home life, socio-emotional factors) and respond appropriately
- Ensure safe and inclusive learning environments
- Develop relationships with students from different cultural or socioeconomic backgrounds
- Persist in ensuring the success of all students

These items provide direct evidence of employer satisfaction with completer preparation related to learner development, learning differences, and inclusive practice with diverse P–12 students.

R1.2 — Content: Content knowledge and application

Initial Programs (ITP)

Measure 2 (Initial): Satisfaction of Employers (R4.2)

Aligned survey items include employer perceptions of completers' ability to:

- Know the content they teach, including state and national standards
- Design instruction aligned with curriculum frameworks and standards
- Use content knowledge to design accurate, coherent, and sequenced learning experiences
- Design or modify formative assessments aligned to content goals
- Relate content to meaningful and relevant topics for students

These items reflect employer perceptions of completers' content mastery and ability to apply content knowledge in instructional contexts.

R1.3 — Instructional Practice: Assessment, planning, instructional strategies, differentiation

Aligned survey items include employer perceptions of completers' ability to:

- Use effective research-based instructional strategies and resources
- Use formative and summative student performance data to guide instruction
- Engage and motivate students in learning
- Anticipate misconceptions and adjust instruction accordingly
- Implement differentiated instruction to meet learner needs
- Use questioning and discussion techniques effectively

These items provide evidence of employer satisfaction with completers' instructional planning, delivery, assessment use, and responsiveness to learner needs.

R1.4 — Professional Responsibility: Professional learning, collaboration, ethics, family engagement

Aligned survey items include employer perceptions of completers' ability to:

- Reflect on teaching practice to improve instruction
- Communicate effectively with families in culturally responsive ways
- Collaborate with families, colleagues, and other professionals
- Maintain accurate and timely student records
- Engage in professional development, coaching, and mentoring
- Establish and manage classroom procedures and student behavior respectfully

These items address professional responsibility, ethical practice, collaboration, and engagement with families and school communities.

Initial Programs (ITP)

Measure 2 (Initial): Satisfaction of Employers (R4.2)

Technology Integration (Embedded Across R1 Domains)

Employer perceptions of completer preparation to:

- Integrate technology into instruction and learning experiences to achieve learning goals

This item supports evidence of technology integration embedded within instructional practice and professional responsibility.

Use of Alignment for Analysis

This alignment ensures employer satisfaction data are directly comparable to candidate performance evidence presented in Standard R1 and supports coherent interpretation across program impact measures. Employer perceptions are analyzed by domain and across multiple cycles to evaluate consistency, identify strengths, and inform continuous improvement efforts.

Note on sample size: Employer respondent counts represent the number of unique employers providing feedback for each program and survey year. **Domain-level n-values shown in subsequent tables reflect the total number of valid item-level responses contributing to each domain mean and should not be interpreted as the number of individual respondents.**

Response Rates

Employer and completer survey data are administered by the Delaware Department of Education, and as such, response rates are outside of the EPP's direct control. These surveys are designed to capture perceptions across the educator workforce and are distributed broadly across stakeholders.

Response rates are interpreted in the context of statewide administration and program size and are analyzed across multiple cycles to ensure stability and consistency of findings. Rather than relying on a single administration, the EPP examines patterns across three cycles of data to support valid interpretation.

In addition, survey findings are considered alongside other measures of candidate performance, including clinical evaluations and assessment data, ensuring that conclusions are based on a triangulated body of evidence. This approach mitigates the impact of variable response rates and supports the use of survey data as one component of a comprehensive evaluation system.

Initial Programs (ITP)

Measure 2 (Initial): Satisfaction of Employers (R4.2)

Bachelor of Science Early Care & Education (Birth–Grade 2)

Table 1

Employer Respondent Summary - Unique employers providing feedback for this program

Survey Year	Employer Respondents
2022–2023	2
2023–2024	4
2024–2025	6

Table 2

*Employer Satisfaction by Domain and Year - State-administered Educator/Supervisor Perception Survey
Scale: 1 = Not Well at All → 4 = Very Well*

Domain	2022–2023 Mean (n)	2023–2024 Mean (n)	2024–2025 Mean (n)
R1.1 Learner & Learning	4.00 (n=8)	3.69 (n=16)	3.42 (n=24)
R1.2 Content	3.29 (n=14)	3.25 (n=28)	3.43 (n=42)
R1.3 Instructional Practice	3.46 (n=28)	3.43 (n=56)	3.48 (n=84)
R1.4 Professional Responsibility	3.60 (n=10)	3.65 (n=20)	3.50 (n=30)
Technology Integration	3.00 (n=2)	3.50 (n=4)	3.50 (n=6)

Employer satisfaction results for the B.S. Early Care & Education (Birth–Grade 2) program demonstrate consistently high perceptions of completer preparedness across the three-cycle period. Across domains aligned to CAEP Standard R1, mean scores range from 3.00 to 4.00 on a four-point scale, reflecting employer ratings predominantly within the “Moderately Well” to “Very Well” categories.

In R1.1 (Learner & Learning), employer ratings were particularly strong in the earliest cycle (M = 4.00 in 2022–2023) and remained high as the respondent pool expanded, with mean scores of 3.69 in 2023–2024 and 3.42 in 2024–2025. Although mean scores declined slightly as participation increased from 2 to 6 employers, ratings remained well above the proficiency threshold, indicating sustained employer confidence in completers’ ability to support diverse learners and create inclusive early learning environments.

Employer perceptions related to R1.3 (Instructional Practice) remained stable across all three cycles, with mean scores of 3.46, 3.43, and 3.48, respectively. This consistency suggests that employers perceive Early Care & Education completers as well prepared to implement developmentally appropriate instructional strategies and engage young learners effectively.

Mean scores for R1.2 (Content) increased over time, rising from 3.29 in 2022–2023 to 3.43 in 2024–2025, reflecting improving employer perceptions of completers’ content knowledge and alignment of instruction with early learning standards. Similarly, Professional Responsibility (R1.4) ratings remained strong across cycles, with mean scores ranging from 3.50 to 3.65, indicating employer satisfaction with completers’ professionalism, collaboration, reflection, and engagement with families.

Initial Programs (ITP)

Measure 2 (Initial): Satisfaction of Employers (R4.2)

Ratings related to technology integration, while based on smaller item counts typical of early childhood settings, increased from 3.00 in 2022–2023 to 3.50 in both subsequent cycles, suggesting stable and improving employer perceptions of age-appropriate technology use to support instruction.

Overall, the consistency and strength of mean scores across domains, combined with increasing employer participation over time, provide evidence that employers perceive B.S. Early Care & Education (Birth–Grade 2) completers as well prepared to meet instructional, professional, and relational responsibilities in diverse P–12 settings.

Initial Programs (ITP)

Measure 2 (Initial): Satisfaction of Employers (R4.2)

Bachelor of Science Elementary Education (K–6)

Table 3

Employer Respondent Summary - Unique employers providing feedback for this program

Survey Year	Employer Respondents
2022–2023	10
2023–2024	15
2024–2025	14

Table 4

*Employer Satisfaction by Domain and Year - State-administered Educator/Supervisor Perception Survey
Scale: 1 = Not Well at All → 4 = Very Well*

Domain	2022–2023 Mean (n)	2023–2024 Mean (n)	2024–2025 Mean (n)
R1.1 Learner & Learning	3.15 (n=40)	3.02 (n=60)	3.27 (n=56)
R1.2 Content	3.14 (n=70)	2.85 (n=105)	3.27 (n=98)
R1.3 Instructional Practice	3.06 (n=140)	2.87 (n=210)	3.22 (n=196)
R1.4 Professional Responsibility	3.10 (n=50)	2.99 (n=75)	3.33 (n=70)
Technology Integration	3.20 (n=10)	3.13 (n=15)	3.29 (n=14)

Results for the B.S. Elementary Education (K–6) program indicate consistent and improving perceptions of completer preparedness across three cycles. Across domains, mean scores generally fall within 3.0 to 3.3, reflecting employer perceptions of preparation at the “Moderately Well” to “Very Well” levels.

In R1.1, employer ratings increased from a mean of 3.02 in 2023–2024 to 3.27 in 2024–2025, following a slightly higher baseline of 3.15 in 2022–2023. This pattern suggests strengthening employer confidence in completers’ ability to support diverse learners and foster inclusive learning environments as representation increased across cycles.

Employer perceptions related to R1.2 and R1.3 demonstrated modest variation across cycles. Mean scores in Content declined from 3.14 (2022–2023) to 2.85 (2023–2024) before rebounding to 3.27 in 2024–2025. A similar pattern was observed in Instructional Practice, with mean scores increasing from 2.87 in 2023–2024 to 3.22. These improvements coincide with expanded employer participation and suggest increasing confidence in completers’ instructional readiness and application of content knowledge.

Ratings associated with Professional Responsibility (R1.4) increased steadily across cycles, rising from 2.99 in 2023–2024 to 3.33 in 2024–2025, indicating strong employer satisfaction with completers’ professionalism, collaboration, reflection, and engagement with families. Technology integration ratings remained stable and positive across all years, with mean scores ranging from 3.13 to 3.29, reflecting consistent employer perceptions of technology use to support instruction.

Overall, the upward movement in mean scores across multiple domains in the most recent cycle, combined with stable respondent representation, provides evidence that employers perceive Elementary Education completers as well prepared to meet instructional, professional, and relational responsibilities in diverse P–12 settings.

Initial Programs (ITP)

Measure 2 (Initial): Satisfaction of Employers (R4.2)

Bachelor of Science Middle Level Education (6–8)

Table 5

Employer Respondent Summary - Unique employers providing feedback for this program

Survey Year	Employer Respondents
2022–2023	2
2023–2024	4
2024–2025	3

Table 6

Employer Satisfaction by Domain and Year - State-administered Educator/Supervisor Perception Survey

Scale: 1 = Not Well at All → 4 = Very Well

Domain	2022–2023 Mean (n)	2023–2024 Mean (n)	2024–2025 Mean (n)
R1.1 Learner & Learning	3.12 (n=8)	3.00 (n=16)	3.08 (n=12)
R1.2 Content	3.00 (n=14)	3.00 (n=28)	3.10 (n=21)
R1.3 Instructional Practice	2.93 (n=28)	2.91 (n=56)	3.07 (n=42)
R1.4 Professional Responsibility	3.00 (n=10)	2.90 (n=20)	3.27 (n=15)
Technology Integration	3.00 (n=2)	3.25 (n=4)	3.33 (n=3)

Results for the B.S. Middle Level Education (6–8) program indicate stable and improving perceptions of completer preparedness across the three-cycle period. Across domains, mean scores range from 2.90 to 3.33, reflecting employer ratings consistently at or above the “Moderately Well” level.

In R1.1 (Learner & Learning), mean scores remained stable across cycles, with ratings of 3.12 in 2022–2023, 3.00 in 2023–2024, and 3.08 in 2024–2025. This pattern indicates sustained employer confidence in completers’ ability to support diverse learners and maintain inclusive learning environments.

Employer perceptions related to R1.2 (Content) were similarly stable, with mean scores holding at 3.00 and increasing slightly to 3.10 in 2024–2025. These results suggest consistent employer satisfaction with completers’ content knowledge and alignment of instruction to middle-level curriculum standards.

Mean scores for R1.3 increased from 2.91 in 2023–2024 to 3.07 in 2024–2025, following a comparable baseline of 2.93 in 2022–2023. This upward trend reflects improving perceptions of instructional effectiveness, classroom management, and instructional strategies appropriate for early adolescents.

The most notable growth occurred in R1.4 (Professional Responsibility), where mean scores increased from 2.90 in 2023–2024 to 3.27 in 2024–2025, indicating strengthening employer confidence in completers’ professionalism, collaboration, reflection, and engagement with students and families. Technology integration ratings also increased over time, with mean scores rising from 3.00 to 3.33.

Overall, while based on a modest number of employer respondents typical of specialized licensure areas, the consistency and upward movement in mean scores across multiple domains provide evidence that employers perceive B.S. Middle Level Education (6–8) completers as well prepared and increasingly effective in meeting instructional and professional responsibilities in diverse P–12 settings.

Initial Programs (ITP)

Measure 2 (Initial): Satisfaction of Employers (R4.2)

Master of Education Elementary Studies (K–6)

Table 7

Employer Respondent Summary - Unique employers providing feedback for this program

Survey Year	Employer Respondents
2022–2023	8
2023–2024	9
2024–2025	10

Table 8

*Employer Satisfaction by Domain and Year - State-administered Educator/Supervisor Perception Survey
Scale: 1 = Not Well at All → 4 = Very Well*

Domain	2022–2023 Mean (n)	2023–2024 Mean (n)	2024–2025 Mean (n)
R1.1 Learner & Learning	3.38 (n=32)	3.39 (n=36)	3.00 (n=40)
R1.2 Content	3.12 (n=56)	3.32 (n=63)	3.03 (n=70)
R1.3 Instructional Practice	3.20 (n=112)	3.35 (n=126)	2.90 (n=140)
R1.4 Professional Responsibility	3.30 (n=40)	3.44 (n=45)	3.02 (n=50)
Technology Integration	3.50 (n=8)	3.67 (n=9)	3.20 (n=10)

Results for the M.Ed. Elementary Studies (K–6) program indicate overall positive perceptions of completer preparedness, with mean scores across domains generally falling within the “Moderately Well” to “Very Well” range across the three-cycle period.

In R1.1 (Learner & Learning), employer ratings remained stable and strong across the first two cycles (M = 3.38 and 3.39) before declining modestly to 3.00 in 2024–2025. Despite this decrease, ratings continue to reflect employer satisfaction with completers’ ability to support diverse learners and create inclusive learning environments.

Employer perceptions related to R1.2 (Content) and R1.3 (Instructional Practice) show a similar pattern. Content knowledge ratings increased from 3.12 in 2022–2023 to 3.32 in 2023–2024, followed by a slight decline to 3.03 in the most recent cycle. Instructional Practice ratings peaked at 3.35 in 2023–2024 before decreasing to 2.90 in 2024–2025. These shifts coincide with changes in respondent composition and survey participation across cycles and will be monitored through ongoing program review.

Ratings for Professional Responsibility (R1.4) remained strong across cycles, with mean scores ranging from 3.02 to 3.44, indicating continued employer satisfaction with completers’ professionalism, collaboration, reflection, and engagement with families. Technology integration ratings remained consistently positive across all three years, with mean scores ranging from 3.20 to 3.67, suggesting employer confidence in completers’ use of instructional technology to support learning.

Overall, employer satisfaction data for the M.Ed. Elementary Studies (K–6) program demonstrate that completers are well prepared to meet instructional, professional, and relational responsibilities in elementary P–12 settings. Observed variation in mean scores across cycles will be monitored through the Quality Assurance System to inform ongoing program review and continuous improvement.

Initial Programs (ITP) Measure 2 (Initial): Satisfaction of Employers (R4.2)

Master of Arts Secondary Teaching (6–12)

Table 9

Employer Respondent Summary - Unique employers providing feedback for this program

Survey Year	Employer Respondents
2022–2023	3
2023–2024	3
2024–2025	3

Table 10

*Employer Satisfaction by Domain and Year - State-administered Educator/Supervisor Perception Survey
Scale: 1 = Not Well at All → 4 = Very Well*

Domain	2022–2023 Mean (n)	2023–2024 Mean (n)	2024–2025 Mean (n)
R1.1 Learner & Learning	3.83 (n=12)	3.67 (n=12)	3.92 (n=12)
R1.2 Content	3.57 (n=21)	3.57 (n=21)	3.81 (n=21)
R1.3 Instructional Practice	3.64 (n=42)	3.55 (n=42)	3.76 (n=42)
R1.4 Professional Responsibility	3.87 (n=15)	3.33 (n=15)	3.73 (n=15)
Technology Integration	4.00 (n=3)	3.33 (n=3)	3.67 (n=3)

Results for the M.A. Secondary Teaching (6–12) program demonstrate consistently high levels of satisfaction with completer preparation across all three survey cycles. Across domains aligned to CAEP Standard R1, mean scores range from 3.33 to 4.00 on a four-point scale.

In R1.1 (Learner & Learning), employer ratings remained high across cycles, with mean scores of 3.83, 3.67, and 3.92, respectively. These results indicate strong employer confidence in completers' ability to support diverse learners and create inclusive, engaging learning environments at the secondary level.

Employer perceptions related to R1.2 (Content) and R1.3 (Instructional Practice) were similarly strong and stable. Content knowledge ratings increased from 3.57 in the first two cycles to 3.81 in 2024–2025, while Instructional Practice ratings increased from 3.55 to 3.76 in the second two cycles. These patterns suggest strengthening employer confidence in completers' application of subject-area content and instruction.

Ratings for Professional Responsibility (R1.4) remained high across all cycles, with a temporary dip in 2023–2024 (M = 3.33) followed by a rebound to 3.73 in 2024–2025. This rebound indicates sustained satisfaction with completers' professionalism, collaboration, reflective practice, and engagement.

Employer perceptions of technology integration were consistently positive, with mean scores ranging from 3.33 to 4.00, reflecting strong satisfaction with completers' use of instructional technology to support learning in secondary classroom contexts.

Overall, the consistently high mean scores across domains and cycles, combined with stable employer participation, provide compelling evidence that employers perceive M.A. Secondary Teaching (6-12) completers as well prepared to meet instructional, professional, and relational responsibilities in diverse P–12 secondary settings.

Initial Programs (ITP) Measure 2 (Initial): Satisfaction of Employers (R4.2)

Master of Education Special Education (K–12)

Table 11

Employer Respondent Summary - Unique employers providing feedback for this program

Survey Year	Employer Respondents
2022–2023	5
2023–2024	16
2024–2025	20

Table 12

Employer Satisfaction by Domain and Year - State-administered Educator/Supervisor Perception Survey
Scale: 1 = Not Well at All → 4 = Very Well

Domain	2022–2023 Mean (n)	2023–2024 Mean (n)	2024–2025 Mean (n)
R1.1 Learner & Learning	2.75 (n=20)	3.39 (n=64)	3.21 (n=80)
R1.2 Content	2.77 (n=35)	3.19 (n=112)	3.01 (n=140)
R1.3 Instructional Practice	2.80 (n=70)	3.23 (n=224)	3.08 (n=280)
R1.4 Professional Responsibility	2.68 (n=25)	3.30 (n=80)	3.12 (n=100)
Technology Integration	2.80 (n=5)	3.38 (n=16)	3.25 (n=20)

Results for the M.Ed. Special Education program, inclusive of both traditional and alternative routes, indicate substantial improvement in employer perceptions of completer preparedness across the three-cycle period. Mean scores across CAEP Standard R1 domains increased from the initial cycle and stabilized at or above the “Moderately Well” level in subsequent years.

In R1.1 (Learner & Learning), mean scores increased from 2.75 in 2022–2023 to 3.39 in 2023–2024 and remained strong at 3.21 in 2024–2025, reflecting growing employer confidence in completers’ ability to support students with diverse learning needs in inclusive and specialized settings.

Perceptions related to R1.2 (Content) and R1.3 (Instructional Practice) demonstrated similar improvement. Content knowledge ratings increased from 2.77 to 3.19 before stabilizing at 3.01, while R1.3 ratings rose from 2.80 to 3.23 and remained positive at 3.08 in the most recent cycle.

Professional Responsibility (R1.4) showed the most pronounced growth, increasing from 2.68 in the initial cycle to 3.30 in 2023–2024 and remaining strong at 3.12 in 2024–2025, indicating increased employer satisfaction with professionalism, collaboration, documentation practices, and engagement with families and multidisciplinary teams.

Technology integration ratings also improved across cycles, increasing from 2.80 to 3.38 and stabilizing at 3.25 in the most recent year.

Overall, the upward trajectory in mean scores across domains, combined with increased employer participation over time, provides evidence that employers perceive Special Education completers as increasingly well prepared to meet instructional, professional, and collaborative responsibilities in diverse P–12 settings.

Initial Programs (ITP)

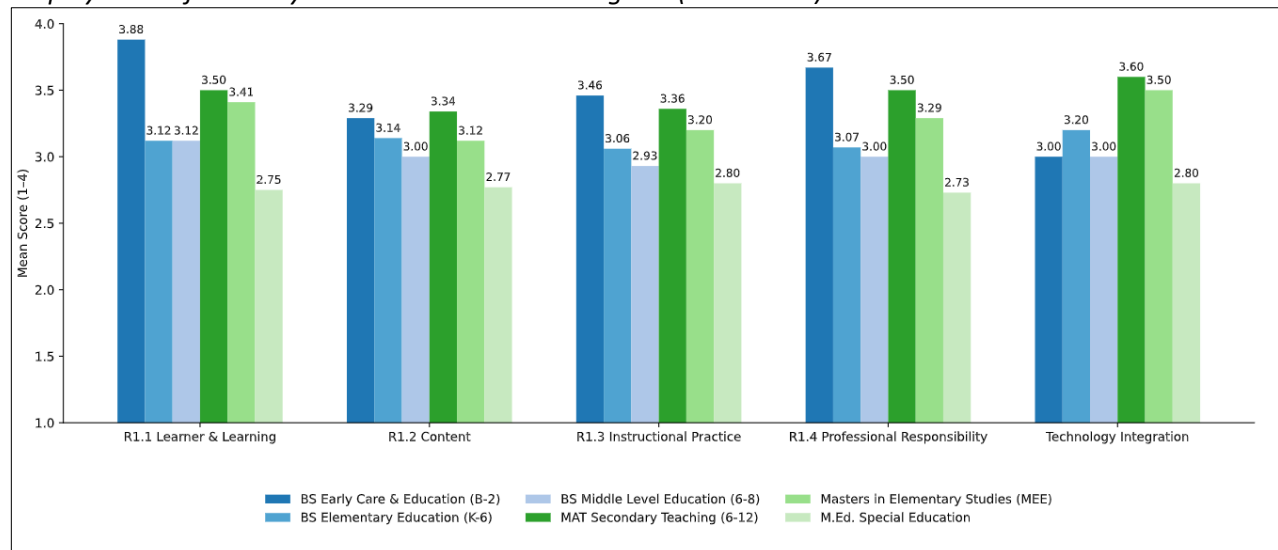
Measure 2 (Initial): Satisfaction of Employers (R4.2)

Cross Program Analysis

Figures 1-3 present cross-program employer satisfaction results by academic year (2022–2023, 2023–2024, and 2024–2025). Each figure displays mean ratings by CAEP R1 domain and program on a four-point scale (1 = Not Well at All to 4 = Very Well). Programs are represented consistently across figures using a common color palette to support visual comparison over time. Mean scores are shown above each bar, while respondent counts and item-level detail are reported in accompanying program-level tables.

Presenting results by year allows for transparent examination of stability, variation, and emerging trends in employer perceptions without masking year-specific differences through aggregation. Together, these figures provide a cross-program view of employer satisfaction that informs the synthesis and continuous improvement analyses that follow.

Figure 1
Employer Satisfaction by CAEP R1 Domain and Program (2022-2023)



Initial Programs (ITP)

Measure 2 (Initial): Satisfaction of Employers (R4.2)

Figure 2

Employer Satisfaction by CAEP R1 Domain and Program (2023-2024)

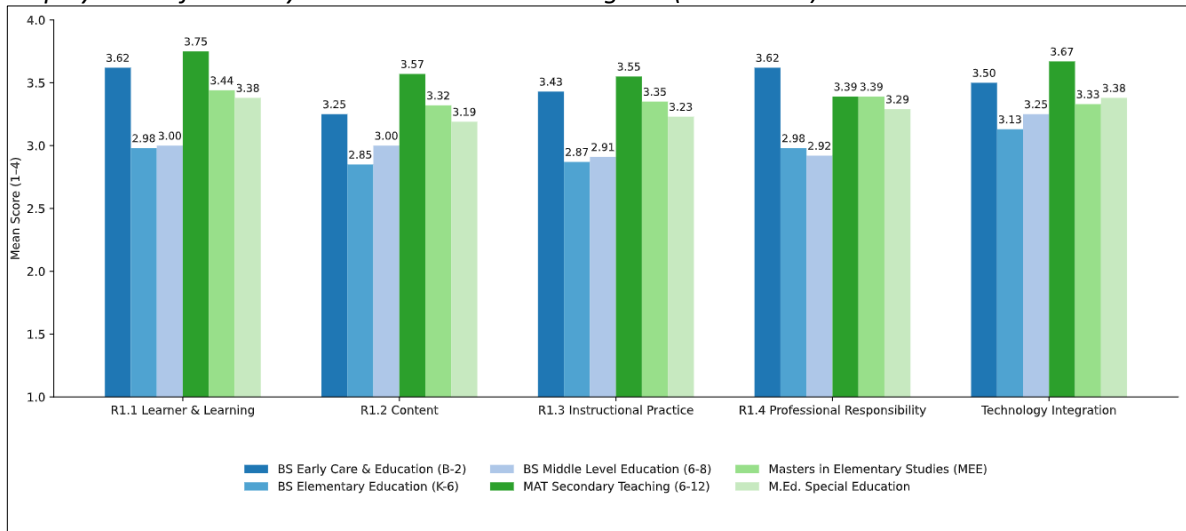
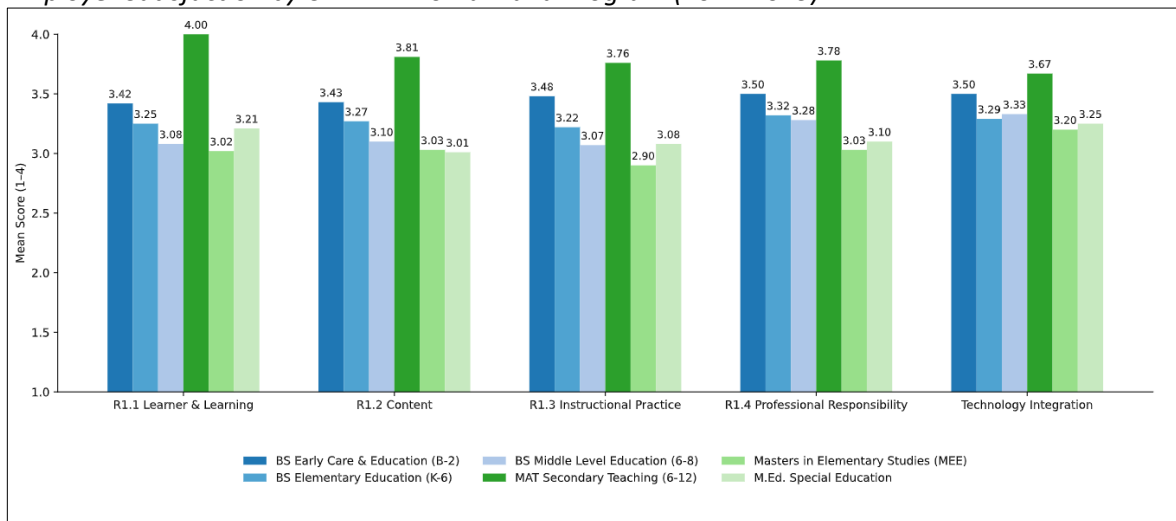


Figure 3

Employer Satisfaction by CAEP R1 Domain and Program (2024-2025)



The cross-program synthesis that follows examines patterns and variation in employer satisfaction across programs and years, highlighting areas of consistent strength, emerging improvement, and implications for ongoing program review and continuous improvement.

Cross-Program Synthesis

Across the three annual survey cycles (2022–2023, 2023–2024, and 2024–2025), employer satisfaction data demonstrate consistently positive perceptions of completers preparation across Wilmington University’s initial licensure programs, with mean scores clustering at or above the “Moderately Well” level across CAEP R1 domains. Viewed collectively, the year-by-year cross-program figures indicate

Initial Programs (ITP)

Measure 2 (Initial): Satisfaction of Employers (R4.2)

stability over time, modest variation by program and domain, and several areas of strengthening employer confidence.

Across all programs and years, employer ratings for Instructional Practice (R1.3) and Professional Responsibility (R1.4) emerge as particular strengths. In each cycle, mean scores in these domains generally fall in the low-to-mid 3.0 range, indicating that employers perceive completers as prepared to implement effective instructional strategies, manage classrooms appropriately, collaborate with colleagues, reflect on practice, and engage professionally with students and families. These findings are consistent across undergraduate and graduate initial pathways, suggesting coherence in expectations for instructional and professional readiness across Wilmington University.

Employer perceptions related to Learner and Learning (R1.1) and Content Knowledge (R1.2) also remain consistently positive across programs, with limited year-to-year fluctuation. While mean scores vary modestly by program and cohort, no program demonstrates persistent underperformance in any domain. Instead, observed variation appears attributable to cohort size, program structure, and respondent composition, rather than systemic differences in preparation quality. In several programs, small increases over time suggest growing employer confidence as curricular refinements and assessment alignment efforts take hold.

Across all three years, Technology Integration ratings remain uniformly positive across programs, reinforcing employer perceptions that completers are prepared to use instructional and assistive technologies to support learning in diverse P–12 settings. Although technology is reported separately, its consistent performance across programs and cycles strengthens alignment between employer satisfaction (R4.2) and completer self-reported readiness (R4.3), as well as evidence presented in CAEP Standard R1 related to instructional practice and professional responsibility.

Importantly, the use of year-specific cross-program figures allows for transparent interpretation of employer feedback without masking variability through aggregation. Taken together, the figures demonstrate that employer satisfaction is stable and sustained across time, with no evidence of declining preparedness in any licensure area. Where minor fluctuations occur, they are isolated and do not persist across cycles, reinforcing confidence in the overall effectiveness of program preparation.

Overall, the cross-program employer satisfaction evidence provides compelling support that Wilmington University completers are well prepared to meet instructional, professional, and relational responsibilities in diverse P–12 contexts. These findings, considered alongside program-level analyses and completer satisfaction results, inform targeted continuous improvement efforts and contribute to a coherent, evidence-based Quality Assurance System.

Initial Programs (ITP)

Measure 2 (Initial): Satisfaction of Employers (R4.2)

Key Findings

Employer satisfaction data across three annual survey cycles demonstrate consistently positive perceptions of completer preparation across Wilmington University's initial licensure programs. Mean scores across CAEP Standard R1 domains remain at or above the "Moderately Well" level for all programs and years, indicating employer confidence in completers' readiness to meet instructional, professional, and collaborative responsibilities in diverse P–12 settings.

Instructional Practice (R1.3) and Professional Responsibility (R1.4) emerge as the strongest and most stable domains of employer satisfaction across programs and cycles. Employers consistently report confidence in completers' instructional effectiveness, professionalism, collaboration, reflective practice, and engagement with students and families.

Employer perceptions related to Learner and Learning (R1.1) and Content Knowledge (R1.2) remain positive across programs, with modest variation attributable to cohort size, licensure context, and respondent composition rather than systemic differences in preparation quality. Technology Integration is also rated positively across all programs and years, reinforcing employer perceptions that completers are prepared to use instructional and assistive technologies to support learning in diverse P–12 settings.

Year-by-year analysis confirms overall stability in employer satisfaction over time, with no evidence of declining preparedness in any licensure area. Where minor fluctuations occur, they are isolated to individual cycles and do not persist across years.

Continuous Improvement

Employer satisfaction evidence (R4.2) is examined alongside completer effectiveness data (R4.1) and completer satisfaction data (R4.3) to triangulate program outcomes. Alignment across these measures strengthens confidence in program effectiveness, while areas of divergence prompt focused review. This integrated use of evidence reflects Wilmington University's systematic approach to continuous improvement.

Employer satisfaction data are reviewed annually through the Quality Assurance System (QAS) by program faculty, Program Chairs, and the Office of Technology, Assessment, and Compliance. This review process is used to validate areas of strength, confirm alignment with program outcomes, and identify opportunities for targeted refinement grounded in multi-cycle trends rather than single-year results.

Given the consistently positive and stable nature of employer feedback, continuous improvement efforts focus on sustaining documented strengths, monitoring modest variation where it appears, and refining alignment among coursework, clinical practice, and employer expectations as programs evolve.

Initial Programs (ITP)

Measure 2 (Initial): Satisfaction of Employers (R4.2)

Targeted Areas for Continuous Improvement

- **Sustain strengths in Instructional Practice and Professional Responsibility (R1.3, R1.4):** Continue and refine high-impact practices related to clinical preparation, collaboration, reflective practice, and professional dispositions to ensure consistent expectations across programs and clinical contexts.
- **Refine support for Learner and Learning (R1.1):** Maintain focused review of instructional strategies and clinical expectations that support diverse learners, inclusive practices, and culturally responsive engagement with students and families across programs.
- **Monitor Content Knowledge alignment (R1.2):** Examine alignment between coursework, clinical experiences, and employer expectations in programs where modest variation appears to ensure sustained instructional readiness across cohorts.
- **Strengthen coherence of technology integration:** Continue refining expectations for purposeful, instructionally grounded use of instructional and assistive technologies across coursework and clinical practice, aligned with ISTE standards and program outcomes.
- **Enhance employer participation and cross-program review:** Sustain and expand employer survey participation and continue cross-program analyses to strengthen representativeness, identify shared trends, and support coordinated program refinement.

Initial Programs (ITP)

Measure 2 (Initial): Satisfaction of Employers (R4.2)

Appendix R4.2 – Delaware Educator/Supervisor Perception Survey

(Reconstructed from State-Provided Data Files)

Purpose: The Delaware Educator/Supervisor Perception Survey is a state-administered survey used to collect feedback from P–12 supervisors regarding their satisfaction with the preparation of recent educator completers. Wilmington University receives program-level data from this survey through its partnership with the Delaware Department of Education and uses the results to evaluate employer satisfaction in alignment with CAEP Standard R4.2.

Respondents: Employers of Wilmington University graduates working in Delaware schools.

Response Scale: Respondents rate each item using the following four-point scale:

- 4 = Very Well
- 3 = Moderately Well
- 2 = Minimally Well
- 1 = Not Well at All

Survey Questions by Domain

Employer respondents are asked to rate how well program completers demonstrate the following knowledge, skills, and professional responsibilities.

Learner and Learning (R1.1)

- Supports the learning needs of students with diverse backgrounds
- Uses strategies responsive to individual learning differences
- Establishes safe, inclusive, and supportive learning environments
- Builds positive relationships with students

Content Knowledge (R1.2)

- Demonstrates strong knowledge of subject-area content
- Aligns instruction with state or national content standards
- Uses assessment data to inform instructional decisions

Instructional Practice (R1.3)

- Implements effective instructional strategies
- Engages students actively in the learning process
- Differentiates instruction to meet student needs
- Uses instructional time effectively

Initial Programs (ITP)

Measure 2 (Initial): Satisfaction of Employers (R4.2)

Professional Responsibility (R1.4)

- Demonstrates professional and ethical behavior
- Collaborates effectively with colleagues
- Communicates appropriately with students and families
- Reflects on practice to improve instruction
- Maintains accurate records and documentation

Technology Integration

- Uses technology to support instruction
- Integrates technology to enhance student learning

Use of Results

Survey results are reviewed annually by program faculty, Program Chairs, and the Office of Technology, Assessment, and Compliance as part of Wilmington University's **Quality Assurance System (QAS)**. Results are analyzed at both the program and cross-program levels and are used to confirm alignment with CAEP Standard R1 expectations, evaluate employer satisfaction under **R4.2**, and inform continuous improvement efforts connected to **Standard R5**.

Evidence Note

*These item-level fields are included in state-provided Delaware Educator Perception Survey data files (2023–2025). Wilmington University does not modify or administer this survey but uses state-reported results as an **external, proprietary measure** aligned with CAEP Component R4.2.*