



CAEP Accountability Measure 4: Ability of Completers to be Hired in Education Positions For Which They Have Prepared

Evidence A: Completer (Alumni) Survey

Overview, Administration, and Purpose

The EPP has administered an alumni survey for many years and utilizes feedback to enhance candidate preparation. In 2024, the survey form was vetted by faculty and TEAC (external advisory group) to ensure relevance and survey quality. There are 21 survey prompts aligned with InTASC standards. In these question prompts, candidates are asked to rate how well they felt prepared for their teaching role, including the use of technology for student learning.

Completers are asked to rate their responses as follows:

well prepared- upon completion of my education preparation program, I feel I had a thorough understanding and the required knowledge and skills
sufficiently prepared- upon completion of my educator preparation program, I feel I had a general understanding and the required knowledge and skills.
not sufficiently prepared- upon completion of my educator preparation program, I feel I had limited understanding and partially required knowledge and skills.
not at all prepared- upon completion of my educator preparation program, I feel I had little to no understanding and lacked required knowledge and skills.

Completers who graduated from the initial program certification areas in 2022, 2023, and 2024 were sent a link to a Google survey form via email in Spring 2025 as to survey for three completer years for three cycles of data. The EPP has been intentional in collecting permanent contact information at the time of graduation to be able to maintain contact with completers. As such, almost 100% of the completers in those years were sent survey completion requests. Those who sent a survey request included Early Childhood,

Elementary, Middle Level, Secondary, and Physical Education completers representing all programs with completers in the three most recent academic years. The Google Survey form is found in Appendix A.

Data Analysis and Implications for Program Improvement

The response rate for the Spring 2025 survey of three years of completers is 47%. 14 completers responded to the survey, four completed the program in 2022, six in 2023, and three in 2024. All are employed as teachers. One is a substitute teacher, and all others are teachers of record. These teachers represent five South Carolina school districts and three out-of-state school districts. While the survey is confidential, respondents did identify their school in addition to their school district. Due to low n, all three completers year data are aggregated for analysis. Eight are elementary, three are middle school, and four are high school teachers. Two are Early Childhood, seven are Elementary, two are Physical Education, one Secondary English (note for the last three academic year cycles of Key Assessment data for the SSR, this completer is not present because they graduated in the 2021-22 academic year, and two are Secondary Social Studies. Respondents are representative of all EPP certification area programs and completers in the last three years, except for Middle Level [Evidence 66].

Completer satisfaction with teacher preparation related to InTASC's Learner and Learning Standards 1, 2, and 3 is determined by eight rating prompts. InTASC 4 and 5 for Content Knowledge and Application are evaluated with two rating prompts, and Instructional Practice Standards 6, 7, and 8 through eight prompts. Professionalism, InTASC Standards 9 and 10, is addressed through three prompts. 100% of completers rated their teacher preparation program training for Instructional Practice as Well Prepared and Sufficiently Prepared to *implement discipline management strategies and varied instruction that integrates critical thinking, inquiry and problem solving; respond to needs of students by being flexible in approach and differentiating instruction to meet needs of all students; engage and motivate students through learner centered instruction; use results of formative assessments data to guide instruction; integrate effective modeling, questioning, and self-reflection; provide quality feedback to students; and use technology to make learning more active and engaging for students*. 100% of completers rated their teacher preparation as Well Prepared and Sufficiently Prepared to *teach to their content* (InTASC 4). All completers rated their preparation to *exhibit professionalism* as Well Prepared and Sufficiently Prepared (InTASC 10). Completer lowest ratings were provided for Learning and Learning InTASC standards with 13-20% reporting Not Sufficiently Prepared or Not Prepared for *having students with disabilities in their classroom, understand and adhere to federal and state laws that govern special education services, make appropriate decisions*

to meet learning needs of students with disabilities, differentiate instruction to meet emotional and behavioral needs of students with disabilities, collaborate with others in meeting academic, developmental and behavioral needs of students with disabilities. In addition, 20% identified a rating of Not Sufficiently Prepared or Not Prepared to work with families, guardians, and community engagement (InTASC 10). To address these gaps, a new professor of Special Education was hired in the Fall 2024 to launch the new Special Education program. As part of this change, EDU 232 — Inclusive, Equitable, and Differentiated Instructional Practices (a core course in the education program) was revised and now includes a stronger emphasis on the role of context (personal, classroom, school, community, social, cultural, and economic) in teaching and learning to address these areas of lower completer satisfaction ratings.

In addition to the survey rating prompts, completers are given the opportunity to share additional feedback. The feedback included feeling well prepared to enter the classroom, that the program emphasized the importance of developing relationships which has helped in being an effective educator to the community served, and that professors are like family.

In summary, the survey findings affirm that the EPP's Teacher Education Program continues to prepare its graduates effectively through their own report of satisfaction. To improve the administration of the survey to reach out to recent completers in an intentional way each year, the EPP will use one of two data sources/strategies. One hopeful complete source is the new pilot Educator Preparation Report Card data prepared by the SC Department of Education (SCDoE). As part of state legislation, the SCDoE must provide employer satisfaction data for each EPP via a standardized and validated employer survey. In November 2025, the first Report Card was released. From this 2025 pilot data, the EPP cannot determine the total number of employers and school districts that have responded or any disaggregated data on the completers for whom the employers have rated. As this pilot unfolds, the EPP will monitor its effectiveness in measuring graduate impact. Another method under consideration is a case study model. This model would focus on the completers who have undergone the State of South Carolina ADEPT evaluation in their 2nd (sometimes 3rd) year of teaching as discussed and provided as evidence in R4.1. These completers would be the pool of completers for both a redesigned completer survey and the employer survey.

Survey Data

Spring 2024 Completer Survey Summary

Survey Prompts	Well-prepared rating	Sufficiently prepared rating	Not Sufficiently Prepared rating	Not At All Prepared rating
To what extent were you prepared to effectively implement discipline management procedures? (INTASC 3)	40.00%	53.30%	0.00%	6.70%
To what extent were you prepared to build and maintain a positive rapport with students? (INTASC 3)	93.30%	0.00%	6.70%	0.00%
To what extent were you prepared to implement varied instruction that integrated critical thinking, inquiry, and problem-solving? (INTASC 7)	33.30%	66.70%	0.00%	0.00%
To what extent were you prepared to respond to the needs of students by being flexible in your instructional approach and differentiating instruction to meet the needs of all students? (INTASC 1, 2, 5, 7, 8)	66.70%	33.30%	0.00%	0.00%
To what extent were you prepared to engage and motivate students through learner-centered instruction? (INTASC 7, 8)	60.00%	40.00%	0.00%	0.00%
To what extent were you prepared to use the results of formative assessment data to guide instruction? (INTASC 6, 7)	53.30%	40.00%	0.00%	6.70%

To what extent were you prepared to integrate effective modeling, questioning, and self-reflection [self-assessment] strategies into instruction? (INTASC 7,8)	80.00%	20.00%	0.00%	0.00%
To what extent were you prepared to set clear learning goals and align instruction with standards-based content? (INTASC 7,8)	66.70%	26.70%	6.70%	0.00%
To what extent were you prepared to provide quality and timely feedback to students? (INTASC 6)	60.00%	40.00%	0.00%	0.00%
To what extent were you prepared to have students with disabilities in your classroom? (INTASC 1, 2)	26.70%	60.00%	6.70%	6.70%
To what extent were you prepared to differentiate instruction to meet the academic needs of students with disabilities? (INTASC 1, 2)	20.00%	60.00%	13.30%	6.70%
To what extent were you prepared to differentiate instruction to meet the emotional and behavioral needs of students with disabilities? (INTASC 1, 2)	40.00%	46.70%	6.70%	6.70%
To what extent were you prepared to understand and adhere to the federal and state laws that govern special education services? (INTASC 1, 2)	40.00%	40.00%	20.00%	0.00%
To what extent were you prepared to collaborate with others, such as a para educator and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities? (INTASC 10)	40.00%	46.70%	13.30%	0.00%

To what extent were you prepared to make appropriate decisions to meet the learning needs of students who have an IEP? (INTASC 1,2)	46.70%	26.70%	20.00%	6.70%
To what extent were you prepared to provide technology-based classroom learning opportunities that allow students to interact with real-time and/or online content? (INTASC 8)	71.40%	21.40%	7.10%	0.00%
To what extent were you prepared to teach students developmentally appropriate technology skills? (INTASC 8)	60.00%	26.70%	13.30%	0.00%
To what extent were you prepared to use technology to make learning more active and engaging for students? (INTASC 8)	66.70%	33.30%	0.00%	0.00%
To what extent were you prepared to model and teach the forms and functions of academic vocabulary in content areas? (INTASC 4)	57.10%	42.90%	0.00%	0.00%
To what extent were you prepared to exhibit professionalism? (INTASC 9)	73.30%	20.00%	0.00%	0.00%
To what extent were you prepared to work with families, guardians, and community engagement? (INTASC 10)	53.30%	26.70%	13.30%	6.70%

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Evidence B: Newberry College Teacher Education Completers Employment Chart

Overview

The “Total Number of Completers Employment Chart – Total Numbers” summarizes graduate outcomes across three academic years, including employment in and out of field, unknown status, and graduate school enrollment. It also highlights how many graduates secured positions within their field in South Carolina and provides percentages to show overall employment success.

Analysis

The data indicates consistently strong employment outcomes, with most completers obtaining jobs in their field each year. The percentage of graduates employed in their field increased from 70% in 2022–2023 to 90% in 2023–2024, before slightly decreasing to 76% in 2024–2025. Employment within South Carolina shows some variation, peaking at 80% in 2023–2024 and dropping to 66.7% in 2024–2025. Although the number of completers declined in 2023–2024, employment success remained high, suggesting program effectiveness. Additionally, very few graduates pursued further education or had unknown outcomes, indicating that most transitioned directly into the workforce.

Data Chart

Total Number of Completers Employment Chart- Total Numbers								
Year	Number of Completers	Employed in Field	Employed out of Field	Unknown	Graduate School	Employed in the Field in SC	% Employed in the field in SC	% Employed in field
2022-2023	20	14	2	3	1	14	70%	70%

2023-2024	10	9	1	0	0	8	80%	90%
2024-2025	21	16	1	3	1	14	66.70%	76%