

## CAEP Measure 2: Advanced Programs Satisfaction of Employers and Stakeholder Involvement (RA4.1)

### School Leadership

#### Satisfaction of Employers

Based upon placement and retention rates, the School Leadership faculty concluded that employers have a high level of satisfaction with its program graduates. An Employer Survey was piloted in 2020 and 2021 with a 62% response rate. This employer satisfaction survey is sent during the completer's third and fifth years after graduation.

In early 2024, the program sent requests to the employers of 36 of our graduates from 2019-2022 who are currently in assistant principal or principal positions, and asked their employers to rate graduates on their job effectiveness with respect to each of the Utah Educational Leadership Standards. 22 of 36 (61%) were rated by their employers. Overall, employers rate completers very high in their level of preparation in the seven educational leadership standards. There seems to be very little difference in how employers rate graduates when comparing graduates by differences in demographics.

Utah Effective Leadership Standard (UEL)	Perceived Preparation by Supervisor Response Mean (Scale 1-4)
Visionary Leadership	3.82
Teaching and Learning	3.77
Management for Learning	3.77
Community Engagement	3.86
Ethical Leadership	4.00
School Improvement	3.73
Equity and Cultural Responsiveness	3.95

#### Stakeholder Involvement

School Leadership meets with their Partnership Advisory Councils (PACs) twice a year. The Partnership Advisory Councils are integral to the creation of mutually beneficial experiences for the EPP and the public-school partners. Partnership Advisory Councils are comprised of representatives from the university, employers, alumni, co-teachers, and current students. During PAC meetings, council members discuss employer satisfaction with completer preparation, data on candidate competency, aspects of the program that are working effectively, areas for improvement within the partnership and the School Leadership program, and high need areas in the public schools.

## **School Psychology**

### Satisfaction of Employers

The Employer Survey was redesigned and has undergone a content validity process. Recent data continues to indicate that graduates from the School Psychology program are well-received by employers. Survey responses reflect high levels of satisfaction with candidate preparation during their time in the program.

In the 2025 Quality Assurance System process, a total of nine employer responses were collected. Respondents represented primarily traditional school-based placements and had worked with BYU graduates for varying lengths of time. Overall competency ratings averaged 3.85 on a 1–5 scale, where 3 represents average competence and 4 represents advanced competence, indicating performance trending toward advanced levels. The median score was 4, with ratings ranging from 2 (developing competence) to 5 (expert competence).

Employers consistently rated candidates highly across domains, particularly noting strengths in applied skills, professionalism, and readiness for practice. Areas identified for continued growth included expanding experience with evidence-based counseling practices, functional behavior assessments (FBA), and behavior intervention plan (BIP) development. These suggestions reflect evolving field demands rather than deficiencies in preparation. As in prior years, some variability in specific technical skills (e.g., specialized assessment approaches such as Cross Battery Assessment) was noted, though employers recognized that such methods are not universally used across districts and are often developed further on the job.

Qualitative feedback remained strongly positive. Employers emphasized that BYU graduates are consistently well-prepared and competitive with or exceeding the performance of graduates from other programs. Comments highlighted appreciation for the program's balanced training model, noting that over-specialization in other programs can limit broader competency development, whereas BYU graduates demonstrate strong, well-rounded preparation for school-based practice.

Overall, employer feedback continues to affirm the strength and effectiveness of the School Psychology program in preparing competent, adaptable practitioners.

### Stakeholder Involvement

School Psychology has created a Partnership Advisory Council with annual meetings. The Partnership Advisory Council comprises university faculty, employers, and district representatives. As part of the history of this group, the School Psychology program, in collaboration with local school districts, created an additional Supervisor Leader Program that included one school psychology practitioner from each partnership district and two university faculty who teach practicum and internship courses. The group worked collaboratively with BYU faculty to improve training practices for both supervisors and students alike. The Supervisor Leader Group met six to seven times per calendar year for at least two years and

engaged in tasks such as: reviewing course syllabi, updating supervisor training manuals and presentations, facilitating first year field experiences, and supporting field-based supervisors who need extra support or scaffolding. The primary Partnership Advisory Council of district leaders now only meets about once a year to follow up on the work of the Supervisor Leader Group. The School Psychology program coordinator and Practicum and Internship coordinator have frequent (averaging monthly) phone, email and in-person contact with Advisory Council representatives regarding practicum student performance and internship opportunities and intern performance. Finally, the School Psychology Graduate Program Coordinator participates in a monthly Special Education Professional Advisory Council for the five BYU Public School partnership school districts.