

Lewis-Clark State College

2026 CAEP Accountability Measures

Reporting on data from the 2024–2025 Academic Year

Measure 2: Satisfaction of Employers and Stakeholder Involvement

Employers' Satisfaction with Initial Program Completers (R4.2)

Lewis-Clark State College (LCSC) uses employer satisfaction data to assess the extent to which completers are prepared to carry out the full range of teaching responsibilities effectively. Employer satisfaction is measured through a **statewide employer survey** administered annually to all Idaho Educator Preparation Programs (EPPs).

In 2014–2015, the Idaho Coalition for Educator Preparation (ICEP), in collaboration with Idaho EPPs, developed and validated a common employer survey to support continuous improvement efforts across the state. The survey items are aligned with the **Danielson Framework for Teaching (FFT)** performance levels:

- Unsatisfactory (1),
- Basic (2),
- Proficient (3),
- Distinguished (4)

These are mapped to the **Interstate Teacher Assessment and Support Consortium (InTASC) standards**. Boise State University hosts and manages the centralized distribution of this survey on behalf of Idaho EPPs, and results are disaggregated by institution and returned to the originating EPP.

The employer survey is distributed to principals and supervisors of LCSC completers who are employed in K–12 settings. This timing allows employers to evaluate completers based on sustained professional interaction. LCSC uses these data to evaluate employer satisfaction with completer preparation and to inform program-level continuous improvement discussions.

Employer Survey Results

Table 1 presents data from the **2024–2025 Idaho Statewide Employer Survey** for LCSC initial program completers.

Table 1
2024–2025 Employer Survey of LCSC Initial Program Completers

Indicator	Mean
Applies concepts, knowledge, and skills to support learner growth	3.23
Uses instructional strategies that promote active learning	3.23
Uses knowledge of learning, subject matter, and curriculum to plan instruction	3.15
Uses a variety of assessments to determine learner needs	3.15
Chooses strategies to meet diverse learner needs	3.23
Evaluates effects of instruction and modifies plans	3.00
Encourages learners to interpret ideas from diverse perspectives	3.15
Uses strategies to support English language learners	3.14
Helps learners assess their own learning	3.15
Uses strategies to support learners with exceptionalities	3.23
Incorporates culturally responsive curriculum and resources	3.38
Positively affects student achievement	3.36
Uses technology to enhance learning	3.15
Works collaboratively with families and community agencies	3.46
Uses self-reflection to improve performance	3.23
Maintains accurate records	3.38

Scale: 1 = Unsatisfactory, 2 = Basic, 3 = Proficient, 4 = Distinguished
n = 13 | Response Rate = 43%

Interpretation and Use of Results

LCSC faculty and staff review employer satisfaction data to identify strengths, gaps, and trends related to completer preparation. Particular attention will be given to any indicators with mean scores below the *Proficient* level, consistent with LCSC's continuous improvement expectations.

Data review will occur within established program governance structures, and findings will inform decisions related to curriculum alignment, clinical experiences, internship seminars, and candidate support systems. Any identified areas of concern will be addressed through targeted programmatic actions and monitored in subsequent reporting cycles.

Limitations

As in prior years, employer survey response rates may vary depending on employer availability and survey participation. Although the survey is distributed centrally by Boise State University for all Idaho EPPs, LCSC also conducts institutional follow-up to encourage participation. Response rate and representativeness will be considered when interpreting results.

Stakeholder Involvement (R5.3)

LCSC's Teacher Education programs maintain long-standing, collaborative partnerships with K–12 school districts in **north central Idaho and southeastern Washington**. Stakeholder involvement is an essential component of program design, evaluation, and continuous improvement.

Advisory Board Engagement

The **LCSC Teacher Education Advisory Board**, composed of district administrators, practicing teachers, and LCSC faculty and administrators, meets **at least once annually**. Advisory Board members review program data, discuss workforce needs, and provide recommendations to strengthen candidate preparation.

The Fall 2024 Advisory Board Meeting highlighted meaningful progress across elementary, online, and secondary programs. Stakeholders expressed strong support for the year-long internship model and the program's responsiveness to feedback.

Discussion emphasized the importance of:

- Strengthening alignment with state priorities
- Expanding recruitment pathways
- Deepening classroom readiness
- Enhancing district collaboration
- Refining internship placement systems

The meeting reflected a collaborative commitment to continuous improvement and preparation of highly qualified educators equipped to meet Idaho's evolving educational needs.

Agendas and meeting minutes will be maintained as evidence of stakeholder participation and will be used to document how external feedback informs program decisions.

[Advisory Board Meeting Presentation Fall 2024](#)

Use of Stakeholder Feedback for Continuous Improvement

Feedback gathered through Advisory Board meetings, clinical partners, and district administrators will be reviewed by program faculty and leadership. Stakeholder input will inform:

- Curriculum revisions and instructional priorities
- Internship and clinical experience expectations
- Professional development opportunities for candidates
- Programmatic responses to evolving state and district contexts

Actions taken in response to stakeholder feedback will be documented and evaluated for effectiveness in future reporting cycles.

Summary

Employer satisfaction data and structured stakeholder engagement provide LCSC with evidence aligned to **CAEP Standards R4.2 and R5.3**. These processes demonstrate LCSC's systematic approach to collecting, analyzing, and applying external feedback to support continuous improvement and ensure completers are prepared to meet the needs of K–12 learners.