

## 2026 CAEP Accountability Measure 1: Completer Effectiveness

CAEP Standard 4.1 asks institutions to provide evidence that program completers “A. effectively contribute to P-12 student-learning growth AND B. apply in P-12 classrooms the professional knowledge, skills, and dispositions the preparation experiences were designed to achieve.” The State of Maryland does not provide student-learning growth data to IHEs, and the districts with which Towson University works do not allow the EPP to collect and analyze classroom assessment data. Therefore, we use self-reported information from program completers to document completers’ impact on student learning and application of professional knowledge, skills, and dispositions. The participants in 2025-2026 were recruited from program completers who graduated in 2023 or 2024 and who held a teaching position in the 2024-2025 school year.

### Number of Participants (2025-2026): 7

### Programs Represented (2025-2026): 4

- Elementary Education/Special Education dual (BS)
- World Language (BS)
- Early Childhood (MAT)
- Secondary Social Studies (MAT)

### Teacher Evaluations

Participants were invited to share information about their teacher evaluations from the last two years, either by uploading copies or summarizing the information themselves. The six participants who provided this information reported earning scores of effective or higher on their teacher evaluations.

### Impact on Student Learning

Participants were asked, “Choose a lesson or unit that you taught recently where you had a positive impact on student learning. What did students learn, and how do you know? What did your assessment data show?” All seven participants described recent lessons where they used formative assessment techniques to confirm that their students were meeting or making progress toward meeting the lesson objectives.

- Reducing the gap between class performance and district-wide performance on a math unit assessment
- Improving student writing scores, with the majority of students scoring 90% above on the final exam for a unit
- Observing student success in both formal assessments and formative assessment activities in class, including students collaborating to drive their own learning

## **Additional Completer Effectiveness Data**

### **Impact on Student Learning – Survey Responses**

Both TU alumni and their employers overwhelmingly report that TU alumni impact student learning growth. 100% of alumni survey respondents indicated that they agreed or strongly agree with the statement, “This past year, I have had a positive impact on student learning growth.” Alumni respondents cited evidence such as growth in student test scores, students meeting literacy standards, improvement in students’ behavior and socialization in the classroom, improvements in student engagement and attitude toward learning, and meeting their annual Student Learning Objectives.

Approximately 90% of employer survey respondents indicated that they agreed or strongly agree with the statement, “This past year, TU alumni have had a positive impact on student learning growth.” This question was first added to the alumni and employer surveys in 2024-2025. However, this trend is consistent with the feedback from alumni and employers in interviews and focus groups from previous years. Employer respondents cited evidence such as assessment data showing student growth in reading and ELA, positive relationships with students, and parental involvement.

### **Application of Professional Knowledge, Skills, and Dispositions – Survey Responses**

The EPP identified five additional items on the Employer and Alumni Surveys aligned directly with the effectiveness of graduates' instruction on P-12 student learning and development and their ability to apply professional knowledge, skills, and dispositions in the classroom:

1. Create a respectful environment that supports learning for all students
2. Effectively teach the required content
3. Implement a range of assessments to measure progress of learners and improve instruction
4. Plan for the diverse needs of students
5. Implement effective instruction that engages students in learning

Respondents can indicate that the skills are:

- Demonstrated on a regular basis as part of the teaching routine
- Demonstrated on several occasions, but is not a part of the teaching routine
- Demonstrated on very few occasions
- Not demonstrated on any occasion
- No opportunity to demonstrate

On the 2025 administration of the Alumni Surveys, 97-100% of alumni reported applying these five skills either on a regular basis or on several occasions.

On the 2025 administration of the Employer Survey, 92-100% of employers reported that TU alumni applied these five skills either on a regular basis or on several occasions.