

2025 CAEP Accountability Measure 1: Completer Effectiveness – Towson University

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, TU uses self-reported information from program completers to document completers’ impact on student learning and application of professional knowledge, skills, and dispositions. The participants in 2024-2025 were recruited from program completers who graduated in 2022 or 2023 and who held a teaching position in the 2023-2024 school year.

Number of Participants (2024-2025): 5

Programs Represented (2024-2025):

- Elementary Education (BS)
- Early Childhood Education (BS)
- Secondary English (BS)
- Special Education (BS)
- 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 four participants who provided this information reported earning scores of 3 (effective) or higher on their teacher evaluations.

Student Learning Outcomes

All five participants reported earning scores of 3 (effective) or higher on last year’s SLOs.

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 five 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.

Additional Completer Effectiveness Data

The EPP identified five 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 2024 administration of the Alumni Surveys, 91-100% of alumni reported applying these five skills either on a regular basis or on several occasions.

On the 2024 administration of the Alumni Surveys, 85-92% of employers reported that TU alumni applied these five skills either on a regular basis or on several occasions.