College of EDUCATION
THE UNIVERSITY OF UTAH

2026 CAEP Annual Accountability Measures
Advanced Level Program

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Measure 2. Satisfaction of Employers and Stakeholder Involvement

The following table presents data on employer satisfaction with completers of advanced-level licensure programs (M.Ed. and Ed.D.). Data include employer ratings of completers' effectiveness across key leadership competencies for the 2025–2026 academic year. Survey items are aligned to CAEP Standards 1, 4, and 5 and were completed by principal supervisors and district leaders with direct knowledge of completer performance. The response rate for this administration was 53%. Responses reflect employer perceptions of new school administrators and may not be limited exclusively to program completers.

Table 1. Employer Satisfaction Survey Results (2025–2026)

Survey Item	Emerging Effective	Effective	Highly Effective
Relationships and Collaboration	0%	100%	0%
Professionalism, Integrity, and Ethical Leadership	0%	75%	25%
Data-Informed Decision Making	25%	63%	12%
Overall Preparation for Leadership Responsibilities	12%	75%	13%

Discussion

Results from the 2025–2026 employer satisfaction survey indicate that program completers are consistently meeting expectations across key leadership competencies. Across all items, 75% to 100% of respondents rated completers as effective or highly effective, demonstrating strong overall preparation and alignment with program standards.

Strengths are most evident in the area of relationships and collaboration, where 100% of respondents rated completers as effective. Similarly, all respondents indicated that completers demonstrate professionalism, integrity, and ethical leadership at effective or higher levels, with 25% rating performance as highly effective.

Areas for continued growth are reflected in data-informed decision making and overall preparation. While a majority of respondents rated completers as effective or higher in these areas (75% and 88%, respectively), a portion of respondents (25% and 12%) identified performance at the emerging effective level. These findings suggest an opportunity to further strengthen candidates' capacity to use data strategically and to ensure consistent readiness across all aspects of leadership practice.

Qualitative feedback from open-ended survey responses (Q5) provides additional context to these findings and further supports both areas of strength and opportunities for growth. Employers consistently highlighted the strong foundational preparation of program completers, noting their growth mindset, willingness to learn, and ability to build collaborative relationships. Respondents also emphasized candidates' understanding of leadership responsibilities and their ability to apply theory to practice.

At the same time, qualitative data identified several areas for continued development. Employers noted a need for increased preparation in managing challenging student behaviors, including the use of de-escalation strategies and restorative practices. Additionally, multiple respondents emphasized the importance of strengthening candidates' confidence and skill in engaging in critical conversations with staff, families, and community members. Other areas for growth included expanding knowledge of special education processes, increasing opportunities to practice instructional leadership through observation and feedback cycles, and providing earlier exposure to operational topics such as budgeting, educator ethics, and mandatory reporting requirements. Respondents also noted the importance of supporting candidates in navigating the transition into leadership roles, including managing workload and pacing their efforts effectively.

Overall, qualitative findings reinforce quantitative survey results, particularly in areas of strength (relationships, professionalism, and foundational preparation) and identified growth (data-informed decision making and leadership confidence in complex situations). In response, the program is strengthening opportunities for applied learning in key areas, including structured practice with critical conversations, expanded focus on behavior and restorative practices, and increased emphasis on instructional leadership and feedback cycles within clinical experiences. Additional attention is being given to introducing operational topics earlier in the program to better support candidates' transition into leadership roles.

Survey results, including both quantitative and qualitative data, are reviewed regularly by faculty and stakeholders to guide program refinement, including curriculum alignment, clinical experiences, and candidate support systems.

Measure 3. Candidate Competency at Completion

The following tables provide information on the ability of advanced level licensure (MED and EDD) candidates to pass a state required Praxis 5412 exam and obtain school leadership licensure through the Utah State Board of Education. Data include pass rates, average scores, and score ranges for the 2024–2025 completer cohort, disaggregated by program (M.Ed. and Ed.D.). The state-established cut score for the assessment is 146.

Table 2. Licensure Assessment Performance of Program Completers (2024–2025)

Program	Number of Completers	Number Passing	Pass Rate	Mean Score	Score Range	Cut Score
M.Ed.	14	14	100%	168	146–179	146
Ed.D.	18	18	100%	171	146–187	146
Total	**32**	**32**	**100%**	**169**	**146 - 187**	**146**

Discussion

Results from the 2024–2025 completer cohort indicate that all candidates (100%, n = 32) successfully met or exceeded the state-required cut score of 146 on the licensure assessment, demonstrating that completers possess the foundational knowledge and competencies required for entry into school leadership roles. The overall mean score for all completers was 169, exceeding the cut score by 23 points, with scores ranging from 146 to 187.

Disaggregated by program, M.Ed. completers (n = 14) achieved a mean score of 168, with a score range of 146 to 179, while Ed.D. completers (n = 18) demonstrated a slightly higher mean score of 171 and a broader score range of 146 to 187. Both groups achieved a 100% pass rate, indicating consistent program effectiveness across pathways.

The distribution of scores suggests that, in addition to meeting minimum competency requirements, many candidates are performing well above the established standard. The slightly higher average among Ed.D. completers may reflect differences in prior professional experience or advanced preparation; however, both programs demonstrate strong alignment with state expectations for licensure readiness.

These results provide evidence of program effectiveness in preparing candidates for successful completion of required assessments and support ongoing program quality. Assessment outcomes are regularly reviewed by faculty to inform continuous improvement efforts, including curriculum alignment, instructional practices, and candidate support systems.

Measure 4. Ability of Completers to be Hired in Positions for Which They Have Been Prepared

The following table presents data on the extent to which completers of advanced-level licensure programs (M.Ed. and Ed.D.) are hired into educational leadership positions aligned with their preparation. Specifically, the data illustrate placement into (1) administrative internships, (2) assistant principal or principal roles, and (3) the total number of leadership placements upon program completion for the 2024–2025 completer cohort.

Table 3. Leadership Placement of Completers (2024–2025)

Program	**Completers**	**Internship** (n / %)	**Assistant Principal/Principal** (n / %)	**Total Placed** (n / %)
M.Ed.	14	4 (29%)	3 (21%)	7 (50%)
Ed.D.	18	2 (11%)	10 (56%)	12 (67%)
Total	**32**	**6 (19%)**	**13 (41%)**	**19 (59%)**

Distribution of Placements:

- Internship Placements: 19% (6 of 32)
- Assistant Principal/Principal Placements: 41% (13 of 32)
- Total Leadership Placement: 59% (19 of 32)

Discussion

Data from the 2024–2025 completer cohort indicate that a majority of program completers (59%, n = 19) secured positions in school leadership aligned with their preparation upon program completion. Of these placements, 19% (n = 6) were hired into administrative internship roles, while a larger proportion, 41% (n = 13), were hired directly into assistant principal or principal positions.

Disaggregated by program, M.Ed. completers (n = 14) demonstrated a 50% placement rate (n = 7), with 29% (n = 4) entering internship roles and 21% (n = 3) securing assistant principal or principal positions. Ed.D. completers (n = 18) exhibited a higher overall placement rate of 67% (n = 12), with a notable concentration of placements in assistant principal or principal roles (56%, n = 10), compared to 11% (n = 2) in internship positions.

These findings suggest that both programs are effectively preparing candidates for entry into school leadership, while also reflecting differences in career trajectories between programs. M.Ed. completers more frequently enter leadership through internship pathways, whereas Ed.D. completers are more likely to transition directly into formal administrative roles. This pattern may be associated with differences in prior professional experience, leadership readiness, or career stage at the time of program completion.

Overall, the findings demonstrate strong alignment between program preparation and employment outcomes. Placement data are reviewed regularly by faculty to inform continuous improvement efforts related to program design, clinical experiences, and candidate support, and are monitored over time to better understand longer-term career progression.