



Standard 4: Program Impact

The provider demonstrates the effectiveness of its completers’ instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

Standard RA.4 Satisfaction with Preparation

The provider documents the satisfaction of its completers and their employers with the relevance and effectiveness of their preparation.

Stakeholder engagement is maintained through programming, partnerships, and collaborative activities in support of continuous improvement of initial and advanced preparation programs.

To demonstrate that employers are satisfied with completers’ preparation for their assigned responsibilities (R4.2, RA4.1) the College regularly engages with relevant stakeholders for insight and feedback. The levels of satisfaction of employers are gained through focus group meetings with New Jersey superintendents, principals, department supervisors, and other K-12 administrators. These meetings provide a unique opportunity to gain insights into program preparation.

The most recent employer focus group was held in spring 2026 with representation from fifteen districts across the state, representing northern, central, and southern regions.

Participants	#
Superintendent	9
Assistant Superintendent	1
Principal	1
Administrators	4

Participants were asked to reflect on recent graduates from Kean’s educator initial preparation and advanced programs, who were hired in their district, within the past three years (through Spring 2026). Using a response scale (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, strongly disagree) participants are asked to indicate how well they agree or disagree with 18 statements that are aligned to CAEP, InTASC, and NJPST.

TOP LINE

The results indicate that employers generally view graduates very positively across most domains. The strongest areas are:

- Professional responsibility and ongoing learning
- Instructional flexibility
- Use of collaborative planning
- Technology integration
- Learner-centered instructional practices

Across nearly all items:

- “Strongly Agree” was the dominant response category.
- Very few negative responses were recorded overall.

Standard 4: Program Impact | Standard RA.4 Satisfaction with Preparation

SECTION I. THINKING SPECIFICALLY ABOUT KEAN GRADUATES THAT WERE HIRED IN THE PAST THREE YEARS, PLEASE INDICATE HOW WELL YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS:

The Kean University education program prepares graduates...

to understand student learning and development.
(InTASC 1; CAEP R1.1, R1.3, RA1.1)

Q1.1	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	No Response	N
	12	1	0	0	0	2	15

to know and understand the content area for which they have instructional responsibility.
(InTASC 4, 5; CAEP R1.2, RA1.1)

Q1.2	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	No Response	N
	13	0	0	0	0	2	15

to understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
(InTASC 4, 5, 7; CAEP R1.2, R1.3, RA1.1)

Q1.3	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	No Response	N
	7	6	0	0	0	2	15

to be knowledgeable about assessment types, their purposes, and the data they generate.
(InTASC 6; CAEP R1.3, RA1.1)

Q1.4	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	No Response	N
	2	8	3	0	0	2	15

...to analyze data to monitor student progress and learning.
(InTASC 6; CAEP R1.3, RA1.1)

Q1.5	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	No Response	N
	2	10	1	0	0	2	15

...to use data to plan, differentiate, and modify instruction.
(InTASC 5, 6, 7; CAEP R1.2; R1.3, RA1.1)

Q1.6	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	No Response	N
	6	5	2	0	0	2	15

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The Kean University education program prepares graduates...

... to align their instructional goals and activities with school and district priorities.

Q1.7	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	No Response	N
	9	3	1			2	15

... to differentiate instruction to support the learning needs of all students.

Q1.8	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	No Response	N
	9	4				2	15

... to treat students fairly and establish an environment that is respectful, supportive, and caring.

Q1.9	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	No Response	N
	12					3	15

... to maintain an environment that is conducive to learning for all students.

Q1.10	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	No Response	N
	12					3	15

... to communicate clearly and effectively.

Q1.11	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	No Response	N
	4	8				3	15

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SECTION II. AGAIN, THINKING SPECIFICALLY ABOUT KEAN GRADUATES THAT WERE HIRED IN THE PAST THREE YEARS, PLEASE INDICATE HOW WELL YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS:

R1.1 The Learner and Learning

RA1.1 Candidate Knowledge, Skills, and Professional Dispositions

The educator effectively collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
(InTASC 3a; NJPST 3; CAEP R1.1, RA1/1).

Q2.1	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	No Response	N
	4	9				3	15

The educator varies learning activities to involve whole group, small group and individual work, to develop a range of learner skills.
(InTASC 3p; NJPST 3; CAEP R1.1, RA1.1)

Q2.2	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	No Response	N
	11	2				2	15

R1.2 Content

RA1.1 Candidate Knowledge, Skills, and Professional Dispositions

The educator effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.
(InTASC 4a; NJPST 4; CAEP R1.2, RA1.1)

Q2.3	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	No Response	N
	7	5	1			2	15

The educator understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) they teach.
(InTASC 4j; NJPST 4; CAEP R1.2)

Q2.4	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	No Response	N
	4	8				3	15

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R1.3 Instructional Practice

RA1.1 Candidate Knowledge, Skills, and Professional Dispositions

The educator effectively plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver, as appropriate, effective learning experiences to meet unique learning needs. (InTASC 7e; NJPST 7; CAEP R1.3, RA1.1).

Q2.5	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	No Response	N
	9	3				3	15

The educator effectively engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. (InTASC 8g; NJPST 8; CAEP R.1.3).

Q2.6	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	No Response	N
	10			1		4	15

R1.4 Professional Responsibility

RA1.1 Candidate Knowledge, Skills, and Professional Dispositions

The educator engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

(InTASC 9a; NJPST 9; CAEP R1.4, RA1.1)

Q2.7	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	No Response	N
	12	2				1	15

The educator seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (InTASC 10; NJPST 10; CAEP R1.4, RA1.1).

Q2.8	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	No Response	N
	4				9	2	15

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SECTION III. OVERALL SATISFACTION

Overall, I am satisfied with the educator’s level of preparation for his/her/their assigned responsibilities:

Q3.1	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	No Response	N
	11	1				3	15

If given the authority and opportunity to do so, I would recommend these educators for a promotion:

Q3.2	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree	No Response	N
	2	12	1				15

*No responses may be due to technical issues via Zoom.

As detailed in the Assessment and Quality Control System protocol, insights are shared with internal and external stakeholders and used for continuous improvement.

The College uses the results to improve the quality of the teacher and educator preparation programs, as well as to inform business practices that support operational effectiveness. Program and course review and revision are a cyclical process where data from this instrument may be incorporated.