

CAEP Annual Report 2021

3. A.4.1 Satisfaction of employers and employment milestones

Advanced programs created assessments in 2018-19 and wrote plans for data collection that were at various stages of implementation in 2019-2020 when COVID-19 shutdown schools and the university. Despite attempts by both the Reading Specialist and Educational Diagnostician program coordinators to send their employer satisfaction survey link to fifteen plus employers the response rate was very low. These results indicated complete satisfaction. See Table 1 below. Data collection for the Principal and Superintendent programs relied on F2F meetings therefore did not occur due to COVID-19. Overall data collection was slowed due to COVID-19 but continues for all programs. See below for additional details.

Crosscutting Theme Technology:

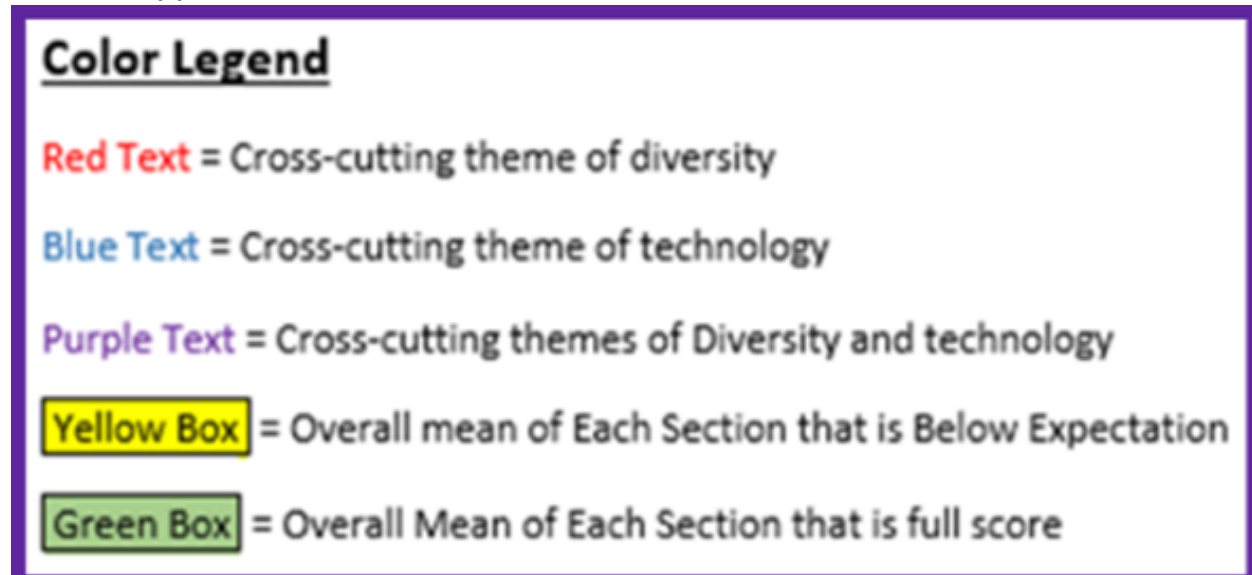
Data table sections in **BLUE** align with the cross-cutting theme Technology.

Crosscutting Theme Diversity:

Data table sections in **RED** align with the cross-cutting theme Diversity.

BOTH: Data table sections in **Purple** indicate the sections includes cross-cutting themes Technology and Diversity

Data Table(s):

A purple-bordered box containing a legend for data table sections. It lists five items: 'Color Legend' (underlined), 'Red Text = Cross-cutting theme of diversity', 'Blue Text = Cross-cutting theme of technology', 'Purple Text = Cross-cutting themes of Diversity and technology', 'Yellow Box = Overall mean of Each Section that is Below Expectation', and 'Green Box = Overall Mean of Each Section that is full score'.

Color Legend

Red Text = Cross-cutting theme of diversity

Blue Text = Cross-cutting theme of technology

Purple Text = Cross-cutting themes of Diversity and technology

Yellow Box = Overall mean of Each Section that is Below Expectation

Green Box = Overall Mean of Each Section that is full score

Table 1: Employer Satisfaction Survey of SFASU M.Ed. Reading Specialist Completer	2019-2020	
n=	1	
Elements (1-4 Point Scale)	Mean	Stdev
Please rate your satisfaction of the SFA graduates preparation in being able to fulfill the responsibilities of the following: TX I: Components of Reading: The Reading Specialist demonstrates foundational reading knowledge EC-12.	4.00	0.00
Please rate your satisfaction of the SFA graduates preparation in being able to fulfill the responsibilities of the following: TX III: Strengths and Needs of Individual Students: The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development.	4.00	0.00
Please rate your satisfaction of the SFA graduates preparation in being able to fulfill the responsibilities of the following: TX II: Assessment and Instruction: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction.	4.00	0.00
Please rate your satisfaction of the SFA graduates preparation in being able to fulfill the responsibilities of the following: TX IV: Professional Knowledge and Leadership: The Reading Specialist participates and takes a leadership role.	4.00	0.00

As data collection seemed difficult related to Employer Satisfaction a decision was made to find ways to use the EPP Advisory Council Input on Satisfaction. The following steps were taken in 2020 as a follow-up to the low survey response rate:

The EPP Advisory Board is considered a valuable source of employer satisfaction data as this council is made-up of K-12 partner school administrators who have employed SFA prepared EPP candidates for many years. In order to begin more purposeful conversation with advisory council members and advanced programs, at the February 2020 meeting advanced programs engaged in discussing of the advanced program admission GPA of 2.75 as well as admission processes to gain input from the field. It has been noted that peer institutions have different admission GPAs by advanced programs. Meaning the programs in the same EPP may not have the same admission GPA. The input and feedback from K-12 partner advisory board members was valuable and overall suggested that dropping the admission GPA to 2.5 was recommended but simultaneously they understood concerns this may bring about by the EPP as accountability measures such as test pass rates could be affected.

Additionally, EPP advisory council members were given the opportunity to provide input on benefits of partnering with the SFA EPP. The following are direct quotes from council members that strongly suggest positive levels of employer satisfaction:

- Marty Moffett, Pasadena ISD Human Resources Director
Pasadena ISD has enjoyed many amazing years of Partnership with Stephen F Austin State University. We have many amazing teachers, administrators, counselors, diagnosticians, and school psychologists that have come from this relationship with Stephen F. Austin University. I have personally been on the SFA Educator Preparation Advisory Council for the past three years. In these meetings they are always looking for ways to help their teacher candidates as well as helping us develop the best candidates for our schools. The Professors are always looking for ways to help grow their teachers and help us partner up with them. The university staff is very reflective and willing to adapt to help their students get the experiences and education that they need to be successful. I LOVE collaborating with my Lumberjack family at SFA!! Thanks Marty Moffett

- David Flowers, Huntington ISD Superintendent
 - 1) *The "relationship" is important. We can discuss the "pipeline" and communicate our needs.*
 - 2) *The "learning curve" is lessened because of the prep program training.*
 - 3) *Communication ensures district needs are met when there are shifts in education.*
 - 4) *We know the areas where there is a teacher "shortage" by looking at data.*

- Zach Crawford, Broadus ISD Principal
 - 1) *The grow your own Grant was huge. It really targeted students who wanted to be in rural schools for me.*
 - 2) *Having access to university faculty who is trained in research and can provide professional development to districts.*

3) Having an open communication that allows principals to contact the university when looking to fill vacancies or request a student teacher ahead of time.

4) Posting of job vacancies to university FB.

5) I have enjoyed partnering with SFA at Garrison and Martinsville. It was a win-win for all stakeholders.

6) I wish there was a way that rural remote schools like Broaddus could have a stronger relationship.

The following summarizes data collection efforts for advanced programs:

The Office of Assessment and Accountability obtains data on where completers are employed through an open records act request with the Texas Education Agency. This information is shared with program coordinators to check the accuracy of the information obtained. A list of completers from each advanced program is pulled from banner SFASU's student information system (SIS). This data is used to create a Qualtrics contact list and embed the data. It often takes the combination of both of these efforts to accurately determine alumni and employer contact information. Once each are determined an email distribution template is used to send the alumni as well as their employers electronic surveys prepared by each program. Emails request completion of the survey to assist with program continuous improvement. Multiple email reminders are then scheduled using Qualtrics to help with overall return rate. The CAEP Evaluation Framework for EPP Created Assessments was used to guide development of the surveys. As cycles of data are collected, the Office of Assessment and Accountability will pull the data out of Qualtrics annually and creates summary reports that include mean scores for each item and any overall survey sections. These data are shared with the program coordinator in time for the annual fall data day event so they can be used to support program improvement discussions and efforts moving forward.