**CAEP Accountability Measure 2**

**Assessment Method: Employer Satisfaction Survey (RA.4.1)**

Each advanced program developed their own unique standards-based employer satisfaction survey. The Purpose of survey is to determine the extent to which advanced program employers perceive completer preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

**Details of Assessment Administration:**

The Office of Assessment and Accountability obtains data on where completers are employed through an open records act request with the Texas Education Agency. The program coordinator sends an email out to employers requesting completion of a survey to assist with program continuous improvement.

**Directions delivered to the employer:**

An email was sent using the Qualtrics mailer, it is included below. The email was re-sent to unfinished respondents weekly.

Hello SFA Educator Preparation Program (EPP) Employer,

Your opinions are very important to SFA. We invite you to complete a brief survey designed to help us understand how well you feel SFA prepared (name of the finisher here) to be and effective (name of the ADV Program Here). Thank you *very* much for helping us gain valuable information that supports

our efforts toward continuous improvement of our EPP.

**Rating Scale:**

The following rating scale is used to determine the level of preparedness.

**1 = Not Prepared**: The SFA (Advanced Program Name Here) graduate does not demonstrate the characteristics/disposition or ability to perform this professional responsibility when provided with experience and supervision and is in need of more intense direct supervised assistance.

**2 = Minimally Prepared**: The SFA (Advanced Program Name Here) graduate has demonstrated some of the characteristics/dispositions or ability to perform this professional responsibility but on a limited basis with more opportunities needed to develop consistency or assure competency. Close supervision may continue to be needed to demonstrate this professional responsibility**.**

**3 = Adequately Prepared**: The SFA (Advanced Program Name Here) graduate has competently demonstrated the characteristic/disposition or ability to perform this professional responsibility. More experience may be beneficial but is not needed for competency attainment**.**

**4 = Highly Prepared**: The (Advanced Program Name Here) graduate has demonstrated strong skill or characteristic/disposition development of this professional responsibility and can independently perform the task with no supervision.

**Analysis and Interpretation of Results:**

**Superintendent**

This program produces approximately five finishers a year. Surveys were sent to 18 school board presidents that hired 18 SFA prepared Superintendents over the last five years. Only 1 survey was completed on a white male completer. The employer indicated the SFA prepared Superintendent was adequately prepared across both domains focused on in the survey: Domain I Leadership of the Educational Community, Domain II Instructional Leadership.

**Principal**

This program produces approximately 105 finishers a year. Surveys were sent to 15 superintendents (employers of SFA prepared principals) on 15 SFA prepared principals who completed the program in 2019-2020 and were employed in that role for the 2020-2021school year. Only 1 survey was completed on a black female completer. The employer indicated the SFA prepared Principal was adequately to highly prepared across all three domains focused on in the survey: Domain I School Culture, Domain II Leading Learning, Domain III Human Capital.

**The Educational Diagnostician, Reading Specialist, School Psychology Masters, and PhD** programs are lower enrolled programs that often produce no more than 5-10 annually. No completers from 2019-2020 were employed in 2020-2021 in the advanced certificate role SFA prepared them for. Therefore, no data was collected. The survey developed by each of these programs is included in the data tables link.

The Associate Dean and program coordinators have discussed working with the state to obtain a larger data set that would include multiple years (instead of just the previous year) and identifying select professional knowledge, skills, and dispositions to survey their employers about and/or inviting then to a focus group interview.