

CAEP Standard 4
Initial Program Completer Data; MEASURE 2
Nicholls State University
CAEP 2023 Annual Report

Measure 2: Initial Satisfaction of Employers and Stakeholder Involvement

To address Employer Satisfaction, the EPP launches annual surveys to principals aligned to the 10 InTASC standards. Employers are asked to rate EPP initial program completers employed at their institution on a 5 point Likert scale ranging from *Strongly Disagree*, *Disagree*, *Neutral*, *Agree* and *Strongly Agree* on the employees ability to fulfill the criteria of each InTASC standard. Data are disaggregated by race and gender.

Every January, the EPP emails each principal a survey for every program completer from the previous academic year who is employed in their institution. The email includes the name of the program completer and a link to the survey. If an employer has three program completers employed at the institution, the employer received three separate emails specific to the individual program completer. The EPP finds this strategy to be effective in obtaining a response rate above 20%. The EPP removed graduates who are in graduate school. For the F21-S22 survey launch, the EPP had 62 program completers; 8 of those program completers were enrolled in Graduate School and were not teaching full time so they were removed from the survey launch. Surveys were sent to the remaining 54 employers of program completers. Twenty employers returned the survey for a **Total F21-S22 Response Rate of 37%**

Overall, the employers completing the survey for 21-22 (N=20) indicated that they were satisfied/very satisfied with the EPP's program completers as teachers. Nineteen principals (95%) scored program completers as *Agree* or *Strongly Agree* for meeting the InTASC standards. One principal (5%) scored one of the EPP's program completers as unsatisfactory (Neutral, Disagree or Strong Disagree on the majority of InTASC standards. The CAEP coordinator and Director of Clinical Practice and Residency reviewed the programs (Secondary Social Studies) and performance of this program completers and did not see any deficiencies in dispositions, coursework or residency experiences during their tenure at the EPP.

Data were disaggregated by gender and race/ethnicity. Ninety five percent of graduates (19) whose principals responded to the survey were female. Five percent of graduates (1) whose principal responded to the survey was male. For race, one candidate (5%) is classified as Black African American and one candidate (5%) is classified as Asian. For statistical purposes, these 2 candidates (10%) were analyzed as Non-White to allow for greater generalizability.

The indicator that had the lowest overall mean score of 4.2 was the following InTASC standard: The teacher 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 Standard

#10: Leadership and Collaboration, CAEP R1.4 Professional Responsibility). When disaggregated by race, white program completers have a mean score of 4.3 on InTASC Standard 10 and non-white program completers have a mean score of 3.5. When disaggregated by gender, males have a mean score of 5 on InTASC standard 10 and females have a mean score of 4.5. With only one male graduate assessed and two non-white graduates assessed, the ability to generalize results is limited. As these are first year teachers, it is intuitive that leadership and collaboration would have a lower mean score as it is typically a secondary focus. The EPP continues to monitor the results of the Employer surveys to determine areas of continuous improvement.

The indicator with the highest mean score of 4.6 included the following InTASC standard: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. (InTASC Standard #3: Learning Environments, CAEP R1.1 The Learner and Learning). InTASC standard 3 was also noted as the area that program completers felt most well prepared for as indicated in the program completer surveys. When disaggregated by race, white program completers have a mean score of 4.7 on InTASC Standard 3 and non-white program completers have a mean score of 3.5. When disaggregated by gender, males have a mean score of 4 on InTASC standard 3 and females have a mean score of 4.6.