

SATISFACTION OF EMPLOYERS, EMPLOYMENT MILESTONES, AND PERSISTENCE

Satisfaction of Employers, Milestones, and Retention--Teacher Education (Initial Licensure)

Teacher Education program completers are sent alumni surveys approximately 9 months following graduation (post-graduation year 1, or PGY1) and again approximately 32 months following graduation (post-graduation year 3, or PGY3). Surveys are then sent to identified employers to gather information regarding their satisfaction with program completers' performance of assigned responsibilities. **Table 1** shows employer response rates to these employer surveys. **Table 2** shows employer responses to employer survey items, reported as average scores based on a 4-point scale*. Summary data demonstrate that employers are highly satisfied with JCU's preparation of teacher candidates.

Table 1

Completer Graduation Year	Employer Surveys Sent	Responses Received	Return Rate (%)	Average Employer Rating of Program Preparation Overall
2016-17 (PGY1, PGY3)	14, 25	5, 5	36%, 20%	3.34, 3.72
2017-18 (PGY1)	8	5	62.5%	3.77
2018-19 (PGY1)	16	7	44%	3.59

Table 2

Category	2016-17 Average Employer Rating* (PGY1, PGY3)	2017-18 Average Employer Rating* (PGY1)	2018-19 Average Employer Rating* (PGY1)
Student learning/development	3.6, 3.8	4	3.71
Respect diversity of students	3.4, 3.8	4	3.71
Content Knowledge	3.2, 3.8	3.8	3.86
Use variety of assessments	3.2, 3.6	3.6	3.57
Plan & deliver effective instruction	3.2, 3.8	3.6	3.43
Learning environment	3.8, 3.8	3.8	3.43
Collaboration	3.4, 3.8	3.8	3.71
Professional growth and development	3.6, 3.6	4	3.86
State requirements knowledge	3.0, 3.6	3.8	3.57
Differentiation	3.2, 3.6	3.4	3.14
Communicates learning goals	3.2, 3.8	3.8	3.57
Classroom management	3.4, 3.8	3.8	3.43
Uses technology	3.2, 3.6	3.6	3.71

* "The teacher education program adequately prepared my employee in the area of..."

1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

Alumni surveys also ask our graduates to report on employment **milestones** achieved in regard to leadership positions they have attained in their professional roles. Leadership positions are defined to include Teacher Leader, Department/Program Chair, Administrative Roles, and Leadership/Management in Non-Education Related Position. The table below shows leadership employment milestone data for

School Psychology Program Employer Survey Results, Milestones, and Retention (Advanced Licensure)*

School Psychology program completers are sent alumni surveys approximately 9 months following graduation (post-graduation year 1, or PGY1) and again approximately 32 months following graduation (post-graduation year 3, or PGY3). Surveys are then sent to identified employers to gather information regarding their satisfaction with program completers' performance of assigned responsibilities. **Table 1** shows employer response rates to these employer surveys. **Table 2** shows employer responses to employer survey items, reported as average scores based on a 4-point scale*. Summary data demonstrate that employers are highly satisfied with JCU's preparation of candidates. Further, anecdotal responses on employer surveys regarding completer milestones and retention indicate that JCU school psychology program completers are retained by their employers over multiple academic years.

Table 1

Completer Graduation Year	Employer Surveys Sent	Responses Received	Return Rate (%)	Average Employer Rating of Program Preparation Overall
2016-17 (PGY3)	4	2	50%	3.65
2017-18 (PGY1)	5	4	80%	3.89
2018-19 (PGY1)	3	3	100%	3.52

Table 2

Category	2016-17 Average Employer Rating* (PGY3)	2017-18 Average Employer Rating* (PGY1)	2018-19 Average Employer Rating* (PGY1)
Cognitive Assessment	4	4	3.67
Academic Assessment	4	4	3.67
Academic Interventions	4	3.75	3.33
Social/Emotional Assessment	3.5	3.75	3.67
Social/Emotional Interventions	3.5	3.75	3.33
Behavioral Assessment	3.5	4	3.67
Behavioral Interventions	3.5	4	3.67
Counseling	3.5	3	3
Consultation	3.5	3.67	3.33
Systems Change	3.5	3.5	3.33
Special Education Regulations	4	4	4
Administrative Roles	3.5	3.75	3.67
Leadership Roles	3	3.75	4
Response to Intervention (RTI)	3.5	3.75	4
Positive Behavioral Intervention and Support (PBIS)	3.5	3.75	3.67
Crisis Intervention	3	3.5	3
Research	4	3.75	4
Parent Interview	3.5	3.75	4
Parent Collaboration	3.5	4	3.67
Respect for Diversity	4	4	4
Analysis of data for decision-making	4	4	3.67

Development of partnership with families, schools, and community	4	3.75	3.33
Use information sources and technology to enhance services, including assistive technology, literature searches, and progress monitoring	4	3.75	3.67
Data-Based Decision Making and Accountability	4	4	3.67
Consultation and Collaboration	3.5	4	3.33
Interventions and Instructional Support to Develop Academic Skills	4	4	3.33
Interventions and Mental Health Services to Develop Social & Life Skills	3.5	4	3.33
School-Wide Practices to Promote Learning	3	4	3.33
Preventive and Responsive Services	3.5	4	3.33
Family–School Collaboration Services	3.5	4	3.33
Diversity in Development and Learning	4	4	3.67
Research and Program Evaluation	3.5	4	3.33
Legal, Ethical, and Professional Practice	4	4	3.67

*** “The school psychology program adequately prepared my employee in the area of...”**

1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

*Data collection for the Educational Leadership program (Advanced Licensure) will begin Spring 2021. The first cohort graduation from the program is expected Spring 2020.