

SATISFACTION OF EMPLOYERS, EMPLOYMENT MILESTONES, AND PERSISTENCE/RETENTION

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) to collect the most immediate data related to completer satisfaction, and again approximately 32 months following graduation (post-graduation year 3, or PGY3) to collect more complete data related to employment and milestones. Surveys are then sent to identified employers to gather information regarding their satisfaction with program completers' performance of assigned responsibilities (PGY1 focus), and on milestones and retention (PGY3 focus).

Table 1 shows employer response rates to these employer surveys. **Table 2** shows employer responses to employer survey items related to satisfaction with completer preparation (PGY1), reported as average scores based on a 4-point scale* with [standard deviation]. Summary anecdotal data from PGY1 and PGY3 employer surveys show a high rate of intent to retain completers as employees. Only sample sizes greater than 5 are reported; a 3-year average is provided where limited sample sizes restrict data reporting ability.

Table 1

Completer Graduation Year	Employer Surveys Sent	Responses Received	Return Rate (%)
2017-18 (PGY1, PGY3)	8, 3	5, 0	62.5%, 0%
2018-19 (PGY1)	16	7	44%
2019-20 (PGY1)	10	7	70%
3-year Average (PGY1)	34	19	55.8%

Table 2

Category	2017-18 Average Employer Rating (PGY1)	2018-19 Average Employer Rating (PGY1)	2019-20 Average Employer Rating [SD] (PGY1)	3-year Average, 2017-20 Rating [SD] (PGY1)
Student learning/development	N≤5	3.71	3.57 [.49]	3.74 [.44]
Respect diversity of students	N≤5	3.71	3.57 [.49]	3.74 [.44]
Content Knowledge	N≤5	3.86	3.57 [.49]	3.74 [.44]
Use variety of assessments	N≤5	3.57	3.57 [.49]	3.58 [.49]
Plan & deliver effective instruction	N≤5	3.43	3.57 [.49]	3.53 [.50]
Learning environment	N≤5	3.43	3.57 [.49]	3.58 [.59]
Collaboration	N≤5	3.71	3.71 [.45]	3.74 [.44]
Professional growth and development	N≤5	3.86	3.57 [.73]	3.79 [.52]
State requirements knowledge	N≤5	3.57	3.57 [.49]	3.63 [.48]
Differentiation	N≤5	3.14	3.43 [.49]	3.32 [.57]
Communicates learning goals	N≤5	3.57	3.67 [.47]	3.67 [.47]
Classroom management	N≤5	3.43	3.43 [.73]	3.53 [.68]
Uses technology	N≤5	3.71	3.71 [.45]	3.68 [.46]

* "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 2017-18, 2018-19, and 2019-20 graduates. On average, over 15% of JCU alumni reported obtaining a leadership position soon after graduation.

Graduation Year**	2017-2018	2018-19	2019-20	3-year Average
Total N, Respondents	8	26	14	48
Total N, Respondents Reporting Leadership Role	3	3	2	8
Total %, Respondents Reporting Leadership Role	37.5%	11.5%	14.2%	16.7%

**Some data unavailable due to changes in instrument and/or administration. Data reported includes PGY1 and PGY3 results combined when available in order to provide a more complete snapshot of milestones achieved by completers.

The Resident Educator Program (REP) in Ohio encompasses a robust four-year teacher development system that helps the EPP at JCU track completers **persistence and retention**. The data below show a year-to-year snapshot of the persistence of Ohio Educator Preparation Provider graduates through the REP. Data used to create this "snapshot" table are sourced not only from the current year's resident educator completion data results, but also prior year results because a Resident Educator may fail to complete all the program year requirements within the same academic year. The data show that over 95% of JCU's program completers who enter the teaching profession under Ohio's Resident Educator program continue in the residency program over four years.

Ohio EPP Program Completers Persisting in the State Resident Educator Program who were Prepared at John Carroll University

[illegible]

Advanced Licensure Program Employer Satisfaction Survey Results, Milestones, and Retention (School Psychology and Educational Leadership)

School Psychology program completers are sent alumni surveys approximately 9 months following graduation (post-graduation year 1, or PGY1) to collect the most immediate data related to completer satisfaction, and again approximately 32 months following graduation (post-graduation year 3, or PGY3) to collect more complete data related to employment and milestones. Surveys are then sent to identified employers to gather information regarding their satisfaction with program completers' performance of assigned responsibilities (PGY1 focus), and on milestones and retention (PGY3 focus). **Table 1** shows School Psychology employer response rates to these employer surveys. **Table 2** shows School Psychology employer responses to employer survey items (PGY1), reported as average scores based on a 4-point scale*** with [standard deviation]. Summary anecdotal data from PGY1 and PGY3 employer surveys show a high rate of intent to retain completers as employees. Only sample sizes greater than 5 are reported; a 3-year average is provided where limited sample sizes restrict data reporting ability.

Educational Leadership program completers are sent alumni surveys approximately 9 months following graduation (post-graduation year 1, or PGY1) to collect the most immediate data related to completer satisfaction, and again approximately 32 months following graduation (post-graduation year 3, or PGY3) to collect more complete data related to employment and milestones. Surveys are then sent to identified employers to gather information regarding their satisfaction with program completers' performance of assigned responsibilities (PGY1 focus), and on milestones and retention (PGY3 focus). **Table 3** shows Educational Leadership employer response rates to these employer surveys. **Table 4** shows Educational Leadership employer responses to employer survey items (PGY1), reported as average scores based on a 5-point scale****. Only sample sizes greater than 5 are reported; a 3-year average is provided where limited sample sizes restrict data reporting ability. NOTE: the Educational Leadership program graduated its first cohort in May 2020; initial PGY1 survey data is available for 2019-20 only. The pandemic greatly affected our ability to collect responses from both completers and employers in our licensure programs; the cohort sizes are smaller and as a result our response sizes were proportionately smaller. We expect our response rates to return to higher levels after the stressors of the pandemic placed on our completers in the field and their employers are relieved. We also plan to gather employer feedback regarding satisfaction with completers at our annual advisory committee meeting.

Table 1

Completer Graduation Year	Employer Surveys Sent	Responses Received	Return Rate (%)
2017-18 (PGY1, PGY3)	5, 4	4, 0	80%, 0%
2018-19 (PGY1)	3	3	100%
2019-20 (PGY1)	1	0	0%
3-year Average (PGY1)	9	7	77.8%

Table 2

Category	2017-18 Average Employer Rating (PGY1)	2018-19 Average Employer Rating (PGY1)	2019-20 Average Employer Rating (PGY1)	3-year Average, 2017-20 Rating [SD] (PGY1)
Cognitive Assessment	N≤5	N≤5	N≤5	3.86 [.35]
Academic Assessment	N≤5	N≤5	N≤5	3.86 [.35]
Academic Interventions	N≤5	N≤5	N≤5	3.57 [.49]

Social/Emotional Assessment	N≤5	N≤5	N≤5	3.71 [.45]
Social/Emotional Interventions	N≤5	N≤5	N≤5	3.57 [.49]
Behavioral Assessment	N≤5	N≤5	N≤5	3.86 [.35]
Behavioral Interventions	N≤5	N≤5	N≤5	3.86 [.35]
Counseling	N≤5	N≤5	N≤5	3.00 [.63]
Consultation	N≤5	N≤5	N≤5	3.50 [.50]
Systems Change	N≤5	N≤5	N≤5	3.43 [.49]
Special Education Regulations	N≤5	N≤5	N≤5	4.00 [0]
Administrative Roles	N≤5	N≤5	N≤5	3.71 [.45]
Leadership Roles	N≤5	N≤5	N≤5	3.86 [.35]
Response to Intervention (RTI)	N≤5	N≤5	N≤5	3.83 [.37]
Positive Behavioral Intervention and Support (PBIS)	N≤5	N≤5	N≤5	3.71 [.45]
Crisis Intervention	N≤5	N≤5	N≤5	3.29 [.45]
Research	N≤5	N≤5	N≤5	3.80 [.40]
Parent Interview	N≤5	N≤5	N≤5	3.83 [.37]
Parent Collaboration	N≤5	N≤5	N≤5	3.86 [.35]
Respect for Diversity	N≤5	N≤5	N≤5	4.00 [0]
Analysis of data for decision-making	N≤5	N≤5	N≤5	3.86 [.35]
Development of partnership with families, schools, and community	N≤5	N≤5	N≤5	3.57 [.49]
Use information sources and technology to enhance services, including assistive technology, literature searches, and progress monitoring	N≤5	N≤5	N≤5	3.71 [.45]
Data-Based Decision Making and Accountability	N≤5	N≤5	N≤5	3.83 [.37]
Consultation and Collaboration	N≤5	N≤5	N≤5	3.67 [.47]
Interventions and Instructional Support to Develop Academic Skills	N≤5	N≤5	N≤5	3.67 [.47]
Interventions and Mental Health Services to Develop Social & Life Skills	N≤5	N≤5	N≤5	3.67 [.47]
School-Wide Practices to Promote Learning	N≤5	N≤5	N≤5	3.67 [.47]
Preventive and Responsive Services	N≤5	N≤5	N≤5	3.67 [.47]
Family–School Collaboration Services	N≤5	N≤5	N≤5	3.67 [.47]
Diversity in Development and Learning	N≤5	N≤5	N≤5	3.83 [.37]
Research and Program Evaluation	N≤5	N≤5	N≤5	3.67 [.47]

Legal, Ethical, and Professional Practice	N≤5	N≤5	N≤5	3.83 [.37]
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*** “The school psychology program adequately prepared my employee in the area of...”

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

Table 3

Completer Graduation Year	Employer Surveys Sent	Responses Received	Return Rate (%)
2019-20 (PGY1)	4	0	0%

Table 4

Category	2019-20 Average Employer Rating (PGY1)
Enact, evaluate, communicate, and advocate for a shared Mission, Vision and core values.	N≤5
Support, establish, and monitor Continuous Improvement.	N≤5
Promote Professional Growth.	N≤5
Use and promote effective use of Technology.	N≤5
Utilize Data Literacy skills to monitor performance and drive improvement.	N≤5
Use Research to foster school improvement and leadership capacity.	N≤5
Support Partnerships.	N≤5
Engage Families.	N≤5
Communicate with the Larger Community.	N≤5
Facilitate Policies and Procedures that align with laws and regulations and promote student success.	N≤5
Monitor School Safety and Facilities.	N≤5
Execute Fiscal Planning.	N≤5
Develop and support Teacher Based Teams.	N≤5
Implement and support Professional Development opportunities.	N≤5
Participate in Staffing.	N≤5
Demonstrate integrity, respect and trust to support each student and adult.	N≤5
Know and advocate for local, state and federal ethical and legal decisions.	N≤5
Demonstrate cultural knowledge and sensitivity.	N≤5
Cultivate equity and inclusiveness.	N≤5
Create a supportive school environment.	N≤5
Demonstrate good listening skills.	N≤5
Communicate with students, staff, teachers and the community.	N≤5
Provide feedback to others.	N≤5
Articulate strengths and weaknesses.	N≤5
Receive feedback and constructive criticism.	N≤5

Meet deadlines and obligations.	N≤5
Demonstrate punctuality.	N≤5
Demonstrate preparation.	N≤5

**** **“The educational leadership program adequately prepared my employee to...”**

1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree