

CAEP Self-Study - Evidence Packet

	Packet: Employer Survey Analysis
Overview/Context Statement	<p>This packet, Employer Survey Analysis, provides evidence for the following:</p> <ul style="list-style-type: none"> • CAEP 1.1 Understanding of InTASC Standards • CAEP 1.2 Use of research and evidence to measure students' progress • CAEP 1.3 Application of content and pedagogical knowledge • CAEP 1.4 All P-12 students afforded access to college- and career-ready standards • CAEP 1.5 Model and apply technology standards • CAEP 4.1 Completer impact on student growth and learning • CAEP 4.2 Completer effectiveness via observations and/or student surveys • CAEP 4.3 Employer satisfaction • CAEP 5.1 Effective quality assurance system that monitors progress using multiple measures • CAEP 5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data • CAEP 5.3 Results for continuous program improvement are used • CAEP 5.4 Measures of completer impact are analyzed, shared and used in decision-making • CAEP 5.5 Relevant stakeholders are involved in program evaluation • CAEP Diversity Cross-Cutting Theme • CAEP Technology Cross-Cutting Theme <p>This evidence packet contains results from the EPP's July 2016 Employer Survey (CAEP 4.3, CAEP 5.5). Survey questions were aligned to InTASC Standards (CAEP 1.1). These tables are intended to demonstrate that employers perceived that EPP completers were able to apply InTASC Standards (CAEP 1.1) and content and pedagogical knowledge (CAEP 1.3) in their professional experiences, and measure candidates' impact on P-12 learning (CAEP 1.2). Additional examination included completers' demonstration of college-and career-ready standards (CAEP 1.4), abilities to accommodate diverse learners (CAEP 1.1, CAEP Diversity Cross-Cutting Theme), and effective incorporation of technology to engage learners and inform instruction (CAEP 1.5, CAEP Technology Cross-Cutting Theme). The EPP Program Outcomes (PO's) mirror InTASC Standards, therefore EPP Program Outcome 1 (PO1) is InTASC Standard 1. This alignment is included on this respective EPP survey.</p>

The EPP traditionally distributed annual employer surveys after spring graduation. However, the former EPP dean did not conduct these surveys from 2012-2015 and no formal data was accrued. The new dean has reinstated the graduate survey in July 2016. The survey was electronically distributed to 107 principals and superintendents who that have employed EPP completers during the past 5 years. In total, 19 employers fully completed the surveys and 6 were partially finished. Employers indicated whether they observed completers to ensure that data was based on observable evidence (CAEP 4.2).

Employer surveys were designed to include multiple choice, 4-point Likert scale, and opened-ended responses. Likert scale responses included the following:

- Appeared to have little to no preparation (1.0 point value)
- Appeared to have some preparation (2.0 point value)
- Appeared to have sufficient preparation (3 point value)
- Appeared to have excellent preparation (4 point value)

The EPP deemed sufficient preparation (3.0/4.0) to be the minimum expected level of preparation for Employer Survey Likert scale responses.

Specific questions were designed to assess employers' perceptions on graduates' abilities to **teach college- and career-ready standards**. The EPP deemed the following Employer Survey questions to be relevant to teaching college- and career-ready standards:

"Describe how Trine's School of Education prepared graduates that you have observed to...

- Create meaningful learning experiences by incorporating content knowledge
- Apply content to engage learners in critical thinking
- Plan instruction to support rigorous learning for all students
- Use a variety of instructional strategies to develop deep content understanding"

To gauge employers' assessment to the levels of preparation EPP graduates had specific **impacting P-12 learning**, the EPP deemed the following survey question to be applicable:

- "Describe the influence of graduates from Trine's University's teacher preparation program on students' academic growth."

Employer Surveys are one way the EPP measures the depth and breadth of effectiveness in completers' preparation to work with **diverse learners**. Two questions from the 2016 Employer Survey identified completers' levels of diversity preparation. The two statements were:

	<ul style="list-style-type: none"> • Please describe how well Trine’s School of Education prepared graduates to demonstrate an understanding of diverse cultures of learners. • Please describe how well Trine’s School of Education prepared graduates to integrate culturally relevant content to build on learners’ background knowledge. <p>Regarding employers belief that completers utilize technology standards to design, implement, and assess engaging learning experiences for P-12 learners, specific questions aligned specifically to technology. Two questions from the Employer Survey that identified completers’ levels of technology preparation included:</p> <ul style="list-style-type: none"> • “Please describe how Trine’s School of Education prepared graduates that you have observed to use technology and guide learners to apply them appropriately and effectively.” • “Please describe how Trine’s School of Education prepared graduates that you have observed to engage all learners using a range of technology tools to evaluate and apply information.”
EPP-Created Evidence Item	<p>Evidence items include:</p> <ul style="list-style-type: none"> • Data tables, and • The 2016 Employer Survey.
Data Table	<p>Data tables include:</p> <ul style="list-style-type: none"> • Table 36: College- and career-ready-aligned responses from the 2016 Employer Survey, • Table 37: Graduates’ ability to impact P-12 learning-aligned responses from the 2016 Employer Survey, • Table 38: Diversity-aligned questions from the 2016 Employer Survey, and • Table 39: Technology-aligned questions from the 2016 Employer Survey.
Reliability and Validity (CAEP 5.2)	<p>The Employer Survey was created to meet EPP-created assessment standards, as identified in the June 2016 CAEP Instrument Rubric. Each InTASC Standard was represented in at least one survey question. This tool was designed by the EPP dean and then revised by the University’s assistant vice president of academics.</p>
Trends (CAEP 5.1)	<p>Due to low completer numbers, noted trends include EPP graduates across all areas of licensure.</p> <p>College and Career-Ready-Aligned Employer Survey Strengths:</p> <ul style="list-style-type: none"> • Of the four questions analyzed, 71% to 85% of employer responses indicated that graduates appeared to have sufficient to excellent preparation.

	<ul style="list-style-type: none"> 85% of employer responses indicated that graduates observed appeared to have sufficient or excellent preparation to use a variety of instructional strategies to develop deep content understanding. This was the highest score of the four employer questions analyzed for college- and career-ready standards instruction. <p>College and Career-Ready-Aligned Employer Survey Areas of Challenge:</p> <ul style="list-style-type: none"> 29% of employer responses indicated that graduates observed appeared to have some preparation to apply content to engage learners in critical thinking. This was the lowest score of the four employer questions analyzed for college- and career-ready standards instruction. <p>College and Career-Ready-Aligned Employer Survey Trends:</p> <ul style="list-style-type: none"> On average, employers indicated that EPP graduates appeared to have sufficient or excellent preparation regarding the four employer questions analyzed for college- and career-ready standards instruction. <p>Impact on P-12 Learning-Aligned Employer Survey Strengths:</p> <ul style="list-style-type: none"> Of the respondents who observed graduates, 100% agreed that teachers who graduated from Trine University had a generally or very positive influence on students' academic growth. <p>Impact on P-12 Learning-Aligned Employer Survey Areas of Challenge:</p> <ul style="list-style-type: none"> Limited number of applicable respondents, as 32% of respondents indicated that they did not observe EPP graduates. <p>Impact on P-12 Learning-Aligned Employer Survey Trends:</p> <ul style="list-style-type: none"> On average, employers indicated that EPP graduates appeared to have a generally or very positive influence on P-12 academic growth. <p>Diversity-Aligned Employer Survey Strengths:</p> <ul style="list-style-type: none"> 64.3% of employers indicated that EPP graduates had sufficient or excellent preparation in demonstrating an understanding of diverse cultures of learners 78.5% of employers indicated that EPP graduates had sufficient or excellent preparation in integrating culturally relevant content to build on learners' background knowledge <p>Diversity-Aligned Employer Survey Areas of Challenge:</p> <ul style="list-style-type: none"> Employer Survey did not require diverse learner demographic information, which impacts a clear context of school populations these employers represent 28.6% of employers indicated that EPP graduates had less than sufficient levels of preparation to demonstrate an understanding of diverse cultures of learners <p>Diversity-Aligned Employer Survey Trends:</p> <ul style="list-style-type: none"> Of all employer respondents who observed EPP graduates, 64.3% to 78.5% identified that sufficient or excellent preparation was provided by the EPP in the indicated areas of learner diversity
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	<p>Technology-Focused Employer Survey Strengths:</p> <ul style="list-style-type: none"> • The 2016 employer survey provides a new baseline of data to compare with future employer survey results • 43% of respondents stated that completers demonstrated excellent preparation for using technology and guiding learners to apply appropriately and effectively • 31% of respondents stated that completers demonstrated excellent preparation for engaging all learners using a range of technology tools to evaluate and apply information <p>Technology-Focused Employer Survey Areas of Challenge:</p> <ul style="list-style-type: none"> • With just one year’s employer survey data, comparing across 3 cycles is not possible • An approximately 18% return rate provides a limited scope of analysis • Additional survey questions regarding technology could enhance the EPP analysis <p>Technology-Focused Employer Survey Trends:</p> <ul style="list-style-type: none"> • At least 85% of employers indicated that completers met or exceeded sufficient levels of preparation <p>Overall Employer Survey Strengths:</p> <ul style="list-style-type: none"> • 100% of employers who observed our graduates indicated that beginning teachers from Trine University are more prepared when compared to beginning teachers from other teacher preparation programs (92% generally more prepared, 8% much more prepared) • 100% of employers who observed our graduates indicated that the education from Trine’s teacher preparation program is effective (85% generally effective; 15% very effective) • 100% of employers who observed our graduates indicated that our completers provide a positive influence on P-12 academic growth (85% generally positive influence; 15 very positive influence) • 95% of employers described Trine University’s teacher preparation programs as relevant (68% generally relevant; 26% very relevant) <p>Overall Employer Survey Areas of Challenge:</p> <ul style="list-style-type: none"> • Limited number of respondents • 9 of 21 InTASC-aligned questions met sufficient levels (3.0), though 7 of those were less than 0.1 points from 3.0 <p>Overall Employer Survey Trends:</p> <ul style="list-style-type: none"> • Overall, employers indicated consistently positive feedback for graduates’ preparation to questions aligned to InTASC Standards, college- and career-ready standards, P-12 learning, diversity, and technology.
<p>Future Direction (CAEP 5.3)</p>	<p>In the 2016 Employer Survey, participants were not required to indicate completers' area of licensure, which limits how this data can be disaggregated. Future surveys and accompanying data tables will reflect licensure-specific information.</p>

<p>In 2017-2018, the EPP will invite the Stakeholder Advisory Committee (CAEP 5.5) to evaluate the Employer Survey. The most recent CAEP Evaluation Framework for EPP-Created Assessments document will be provided as a guiding resource. If deemed necessary, requested revisions will be applied to the survey, which would be distributed summer of 2018.</p> <p>Generally, the 2016 Employer Survey results identified a breadth of EPP strengths, as noted in Trends. Identifying a specific area of needed growth may be more effective from the Employer Focus Group (See Employer Focus Group Evidence Packet).</p> <p>In 2017-2018, the EPP will complete a new annual initiative, entitled the Year in Review Report. This report will provide a summarization of EPP program and candidate achievement. Included within this report will be Employer and Graduate Survey overviews (CAEP 5.4), feedback on EPP-created instruments and processes, and input for the creation or revisions of future initiatives. The Year in Review report will be available to University, EPP, and interested P-12 clinical stakeholders, and the Stakeholder Advisory Committee (CAEP 5.5) and Content Advisory Committee.</p>

Table 36: 2016 Employer Survey- Graduates' Ability to Teach College and Career Ready Standards

"Please describe how Trine's School of Education prepared graduates that you have observed."						
	Employer Responses	Could not accurately assess in observation(s)	Appeared to have little to no preparation	Appeared to have some preparation	Appeared to have sufficient preparation	Appeared to have excellent preparation
Create meaningful learning experiences by incorporating content knowledge (P04)	14	0	0%	21% (3)	64% (9)	15% (2)
Apply content to engage learners in critical thinking (PO5)	14	0	0%	29% (4)	64% (9)	7% (1)
Plan instruction to support rigorous learning for all students (PO7)	13	0	0%	23% (3)	69% (9)	8% (1)
Use a variety of instructional strategies to develop deep content understanding (PO8)	13	0	0%	15% (2)	70% (9)	15% (2)

Table 37: 2016 Employer Survey- Question Aligned to Graduates' Ability to Impact P-12 Learning

"Describe the influence of graduates from Trine University's teacher preparation program on students' academic growth."					
Employer Responses	I have not observed teachers who graduated from Trine University	Very negative influence	Generally negative influence	Generally positive influence	Very positive influence
19	32% (6)	0%	0%	58% (11)	10% (2)

Table 38: 2016 Employer Survey- Diversity-Aligned Responses

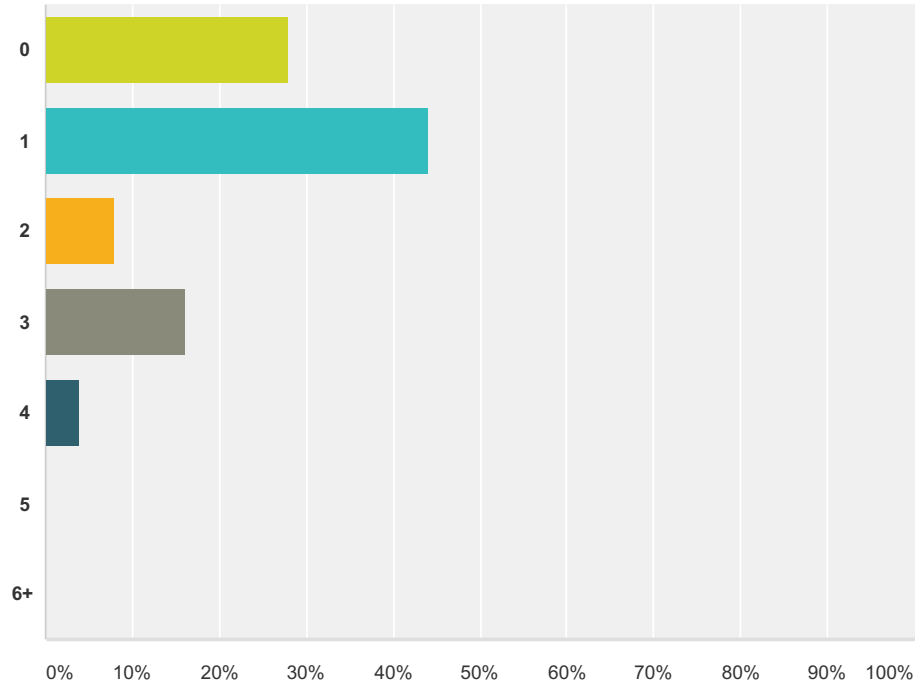
"Please describe how Trine's School of Education prepared graduates that you have observed."						
	Employer Responses	Could not accurately assess in observation(s)	Appeared to have little to no preparation	Appeared to have some preparation	Appeared to have sufficient preparation	Appeared to have excellent preparation
Demonstrate an understanding of diverse cultures of learners	14	7.1%	0%	28.6%	50%	14.3%
Integrate culturally relevant content to build on learners' background knowledge	14	7.1%	0%	14.3%	71.4%	7.1%

Table 39: 2016 Employer Survey- Technology-Focused Responses

"Please describe how Trine's School of Education prepared graduates that you have observed."						
	Employer Responses	Could not accurately assess in observation(s)	Appeared to have little to no preparation	Appeared to have some preparation	Appeared to have sufficient preparation	Appeared to have excellent preparation
Use technology and guide learners to apply them appropriately and effectively	14	0%	0%	14.2%	42.9%	42.9%
Engage all learners using a range of technology tools to evaluate and apply information	13	0%	0%	15.4%	53.8%	30.8%

Q1 How many Trine education graduates have been full time employees at your school in the past 3 years?

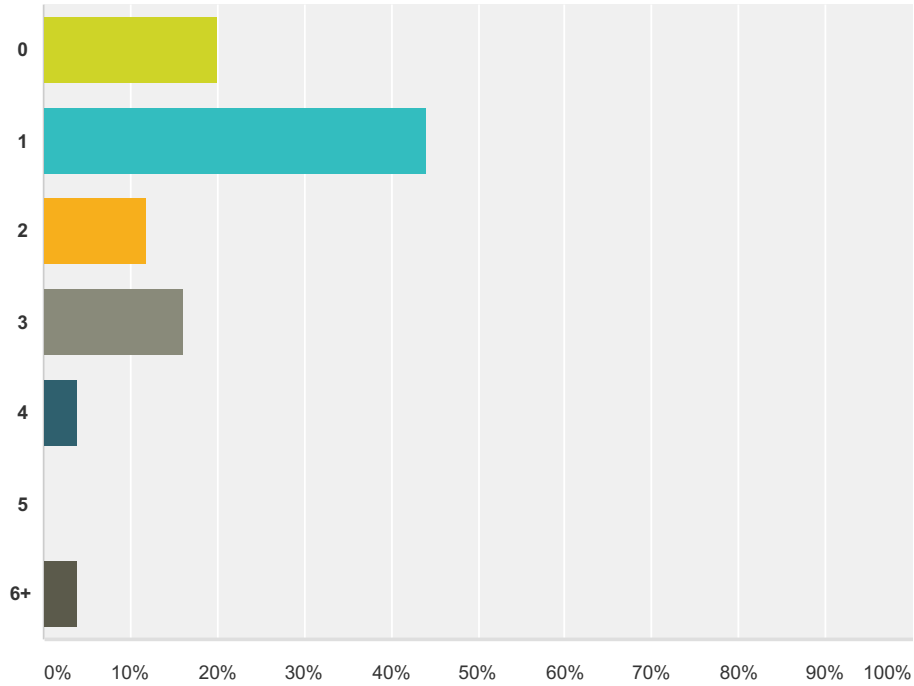
Answered: 25 Skipped: 0



Answer Choices	Responses
0	28.00% 7
1	44.00% 11
2	8.00% 2
3	16.00% 4
4	4.00% 1
5	0.00% 0
6+	0.00% 0
Total	25

Q2 How many Trine education graduates have been full time employees in their area of preparation?

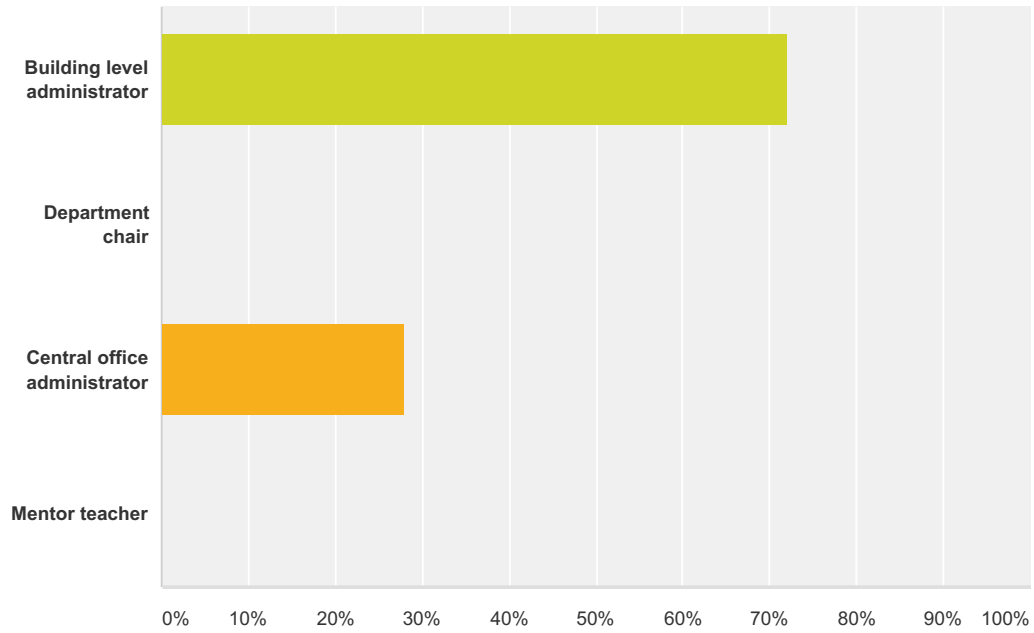
Answered: 25 Skipped: 0



Answer Choices	Responses
0	20.00% 5
1	44.00% 11
2	12.00% 3
3	16.00% 4
4	4.00% 1
5	0.00% 0
6+	4.00% 1
Total	25

Q3 Please indicate your current position.

Answered: 25 Skipped: 0

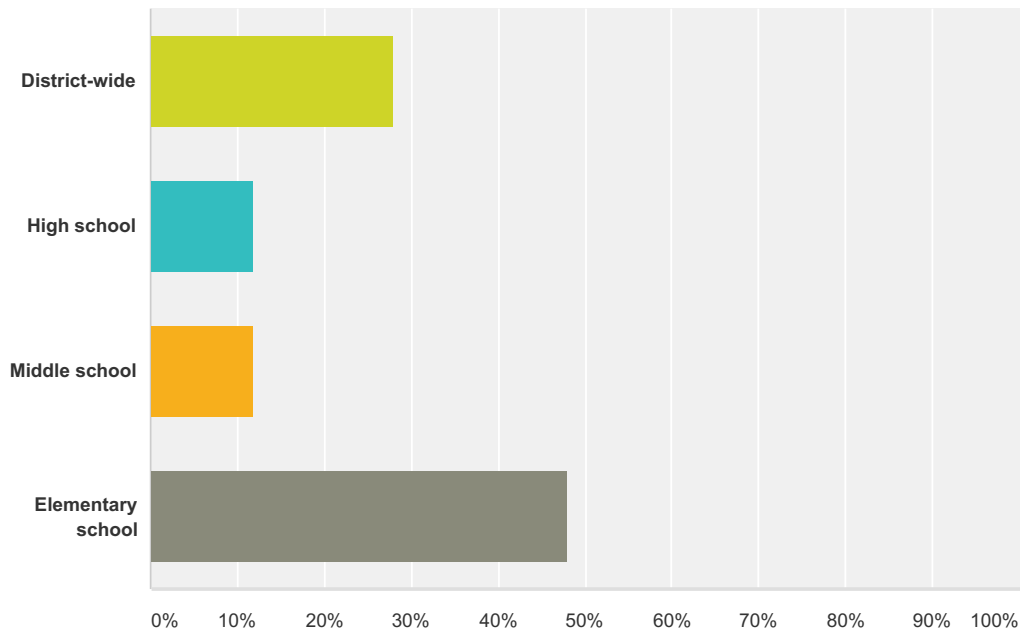


Answer Choices	Responses
Building level administrator	72.00% 18
Department chair	0.00% 0
Central office administrator	28.00% 7
Mentor teacher	0.00% 0
Total	25

#	Other (please specify)	Date
	There are no responses.	

Q4 Please indicate your current level of responsibility.

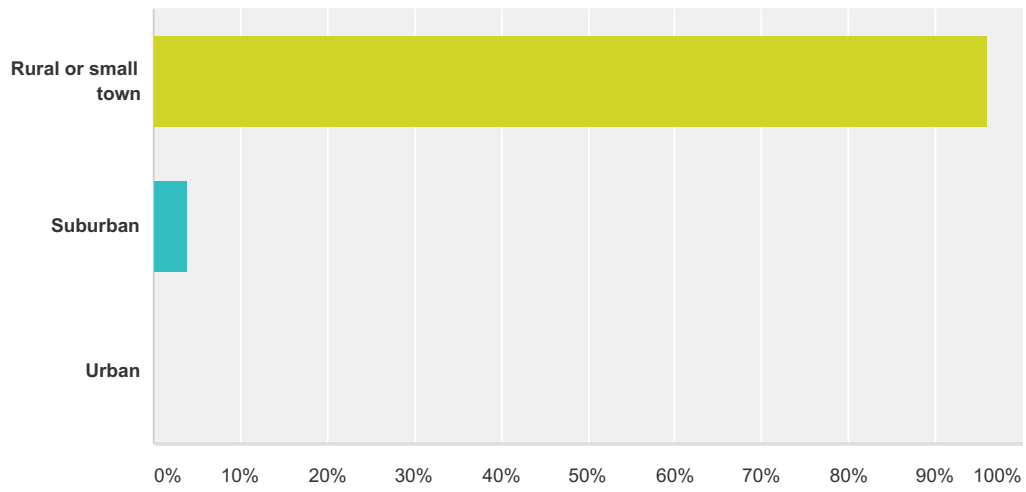
Answered: 25 Skipped: 0



Answer Choices	Responses
District-wide	28.00% 7
High school	12.00% 3
Middle school	12.00% 3
Elementary school	48.00% 12
Total	25

Q5 Please indicate the setting of your school.

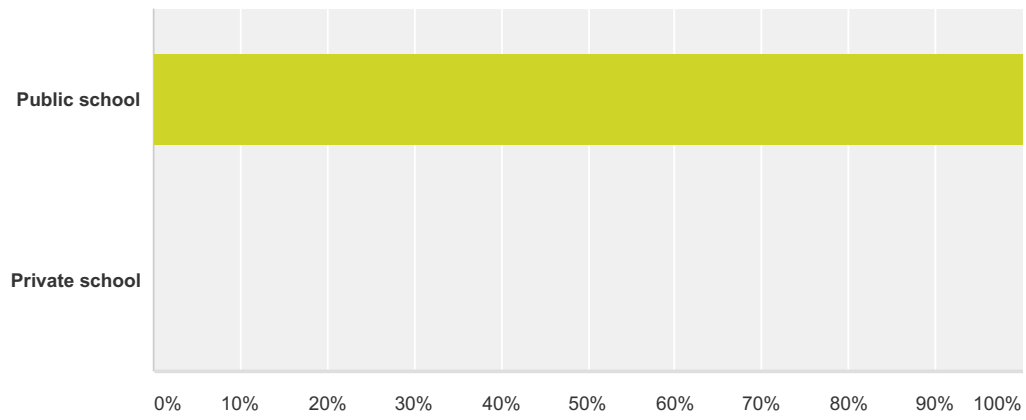
Answered: 25 Skipped: 0



Answer Choices	Responses
Rural or small town	96.00% 24
Suburban	4.00% 1
Urban	0.00% 0
Total	25

Q6 Please indicate the affiliation of your school.

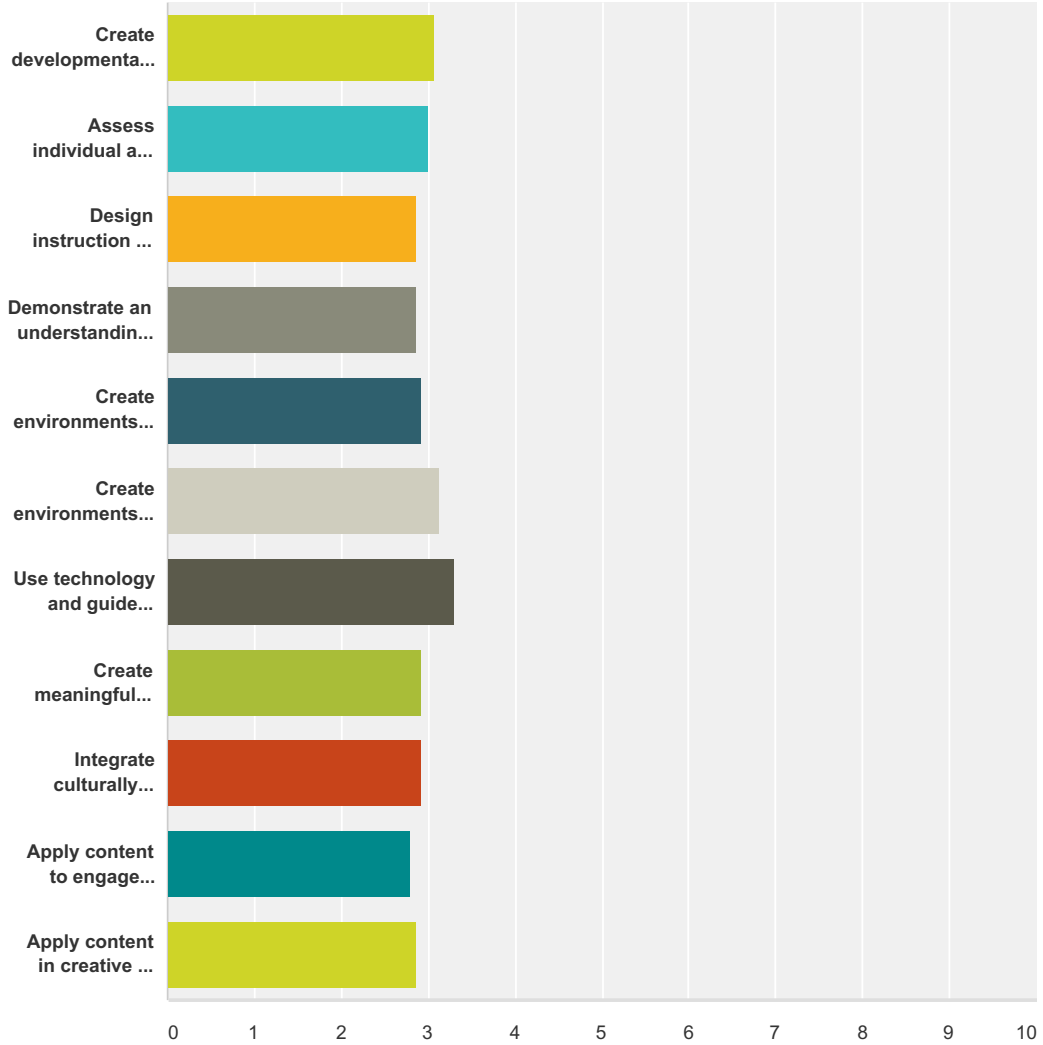
Answered: 25 Skipped: 0



Answer Choices	Responses
Public school	100.00% 25
Private school	0.00% 0
Total	25

Q7 Please describe how Trine's School of Education prepared graduates that you have observed.

Answered: 14 Skipped: 11

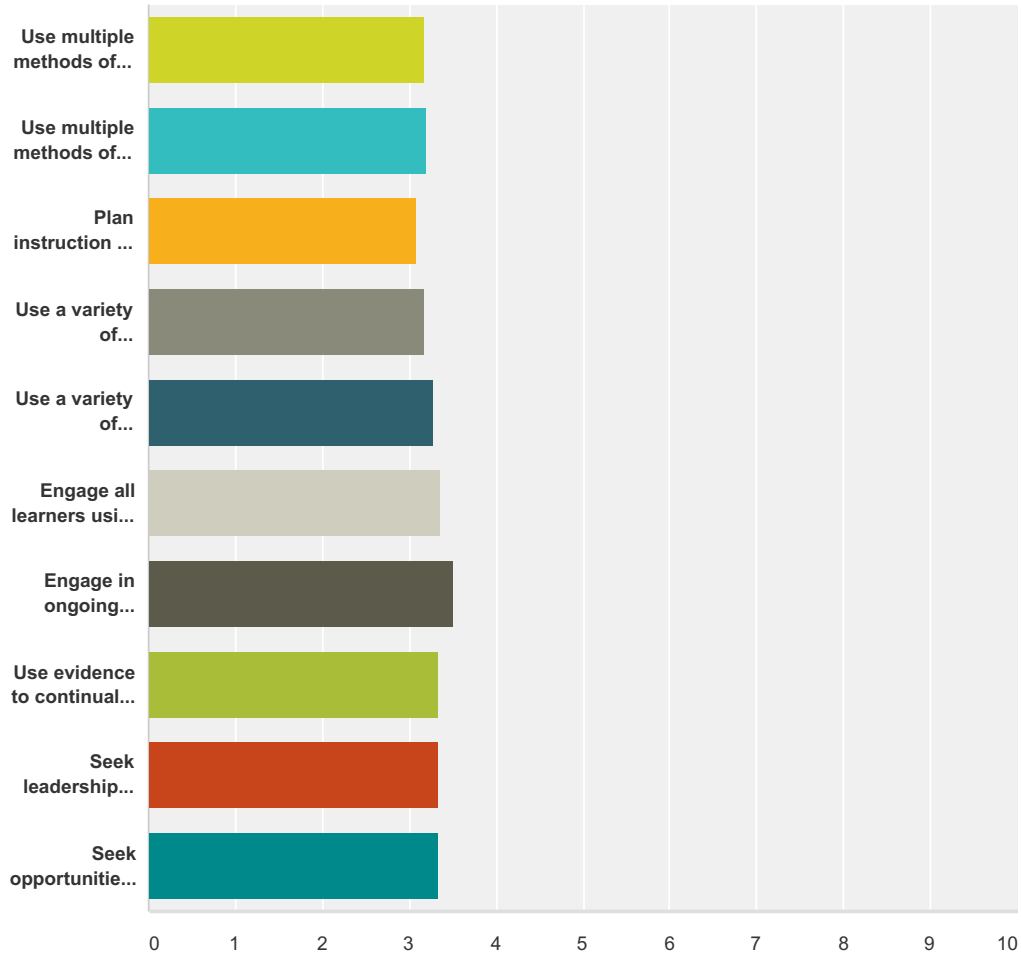


	Appeared to have some preparation	Appeared to have sufficient preparation	Appeared to have excellent preparation	Appeared to have little to no preparation	Total	Weighted Average
Create developmentally appropriate instruction that takes into account how learners grow and develop (PO1)	21.43% 3	50.00% 7	28.57% 4	0.00% 0	14	3.07
Assess individual and group performance in order to design and modify instruction (PO1)	14.29% 2	71.43% 10	14.29% 2	0.00% 0	14	3.00
Design instruction to support individual differences of learners (PO2)	21.43% 3	71.43% 10	7.14% 1	0.00% 0	14	2.86
Demonstrate an understanding of diverse cultures of learners (PO2)	30.77% 4	53.85% 7	15.38% 2	0.00% 0	13	2.85

Create environments that support individual and collaborative learning (PO3)	21.43% 3	64.29% 9	14.29% 2	0.00% 0	14	2.93
Create environments that encourage positive social interaction and engagement (PO3)	7.14% 1	71.43% 10	21.43% 3	0.00% 0	14	3.14
Use technology and guide learners to apply them appropriately and effectively (PO3)	14.29% 2	42.86% 6	42.86% 6	0.00% 0	14	3.29
Create meaningful learning experiences by incorporating content knowledge (P04)	21.43% 3	64.29% 9	14.29% 2	0.00% 0	14	2.93
Integrate culturally relevant content to build on learners' background knowledge (PO4)	15.38% 2	76.92% 10	7.69% 1	0.00% 0	13	2.92
Apply content to engage learners in critical thinking (PO5)	28.57% 4	64.29% 9	7.14% 1	0.00% 0	14	2.79
Apply content in creative and collaborative problem solving related to authentic local and global issues (PO5)	28.57% 4	57.14% 8	14.29% 2	0.00% 0	14	2.86

Q8 Please describe how Trine's School of Education prepared graduates that you have observed.

Answered: 13 Skipped: 12

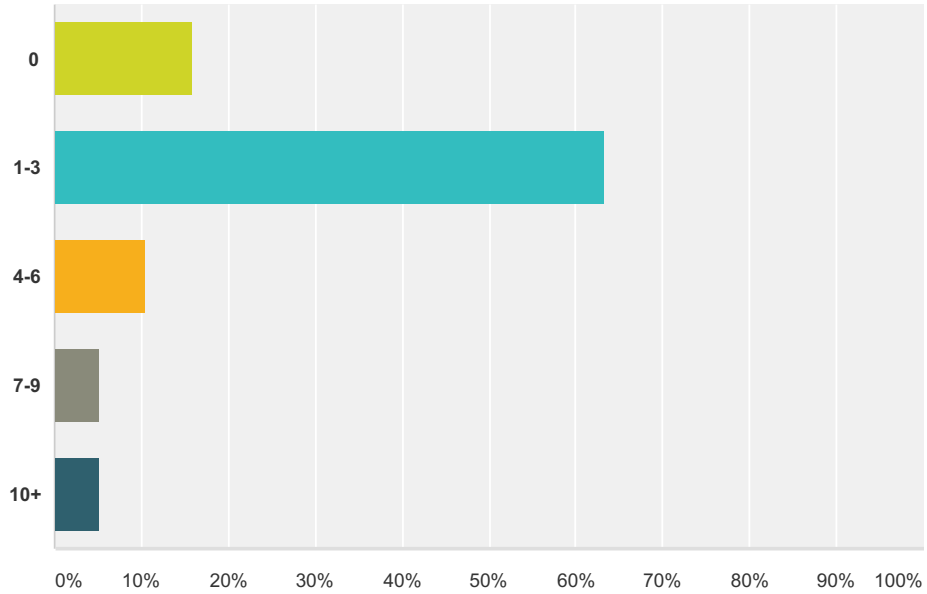


	Appeared to have sufficient preparation	Appeared to have excellent preparation	Appeared to have little to no preparation	Total	Weighted Average
Use multiple methods of assessment to monitor learning progress (PO6)	83.33% 10	16.67% 2	0.00% 0	12	3.17
Use multiple methods of assessment to guide teacher and student decision making (PO6)	80.00% 8	20.00% 2	0.00% 0	10	3.20
Plan instruction to support rigorous learning for all students (PO7)	90.00% 9	10.00% 1	0.00% 0	10	3.10
Use a variety of instructional strategies to develop deep content understanding (PO8)	81.82% 9	18.18% 2	0.00% 0	11	3.18
Use a variety of instructional strategies to build learners' skills in meaningful ways (PO8)	72.73% 8	27.27% 3	0.00% 0	11	3.27
Engage all learners using a range of technology tools to evaluate and apply information (PO8)	63.64% 7	36.36% 4	0.00% 0	11	3.36

Engage in ongoing professional learning (PO9)	50.00% 5	50.00% 5	0.00% 0	10	3.50
Use evidence to continually evaluate their teaching practice (PO9)	66.67% 6	33.33% 3	0.00% 0	9	3.33
Seek leadership roles (PO10)	66.67% 6	33.33% 3	0.00% 0	9	3.33
Seek opportunities to take responsibility for student learning through collaboration with stakeholders (PO10)	66.67% 6	33.33% 3	0.00% 0	9	3.33

Q9 Please indicate the number of Trine education graduates with whom you have had job-related contact in the past.

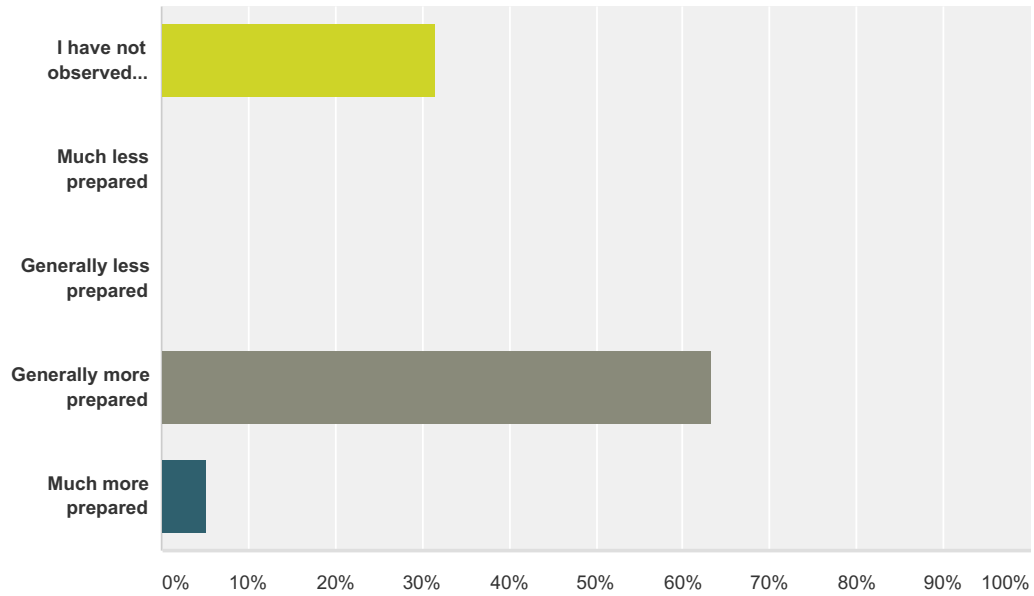
Answered: 19 Skipped: 6



Answer Choices	Responses	
0	15.79%	3
1-3	63.16%	12
4-6	10.53%	2
7-9	5.26%	1
10+	5.26%	1
Total		19

Q10 Please indicate how you feel beginning teachers from Trine University compare to beginning teachers who graduate from other teacher preparation programs.

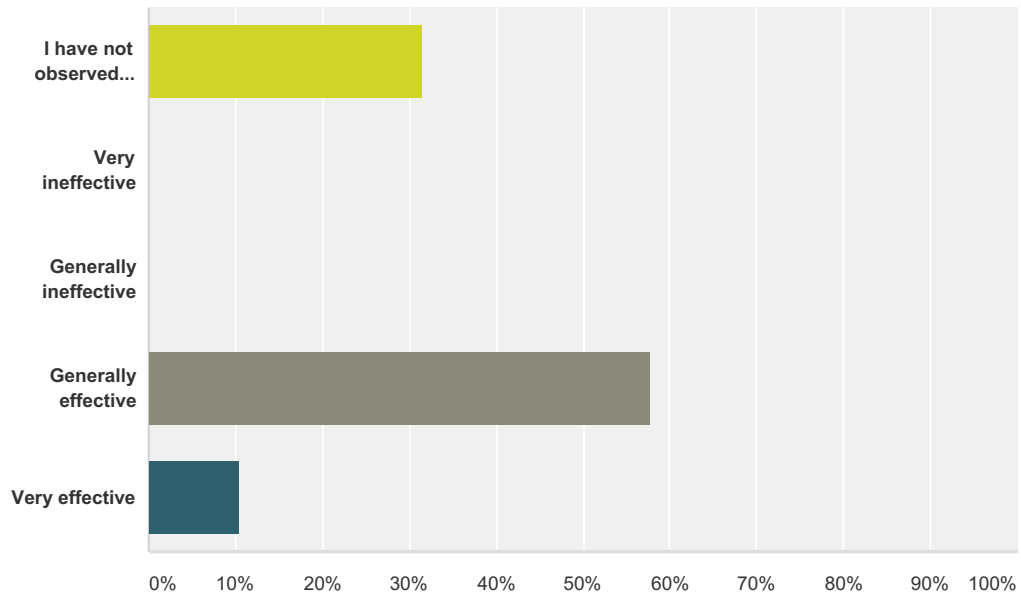
Answered: 19 Skipped: 6



Answer Choices	Responses
I have not observed beginning teachers who graduated from Trine University	31.58% 6
Much less prepared	0.00% 0
Generally less prepared	0.00% 0
Generally more prepared	63.16% 12
Much more prepared	5.26% 1
Total	19

Q11 Describe the effectiveness of an education from Trine University's teacher preparation program:

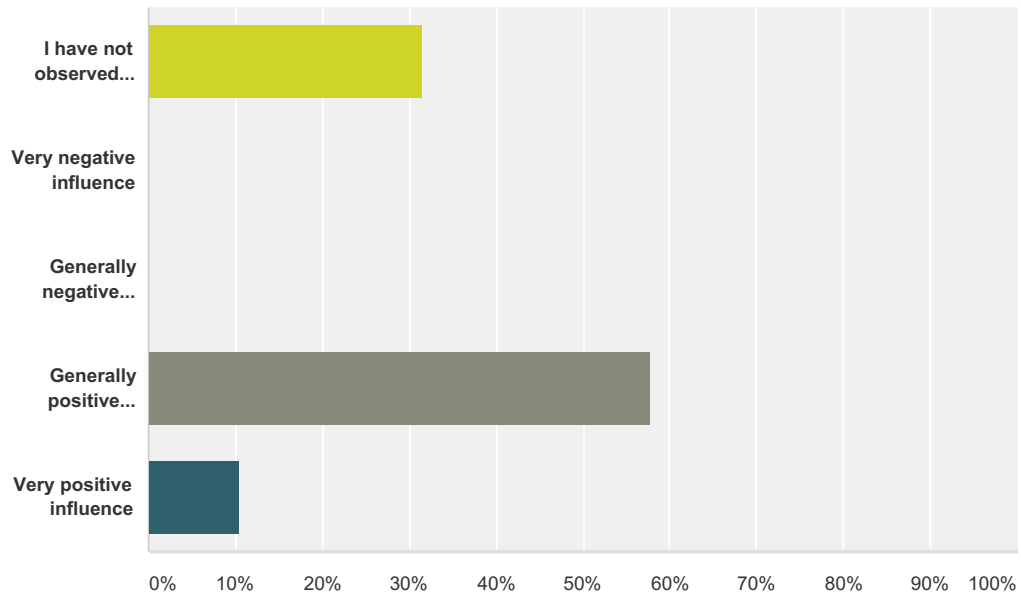
Answered: 19 Skipped: 6



Answer Choices	Responses
I have not observed teachers who graduated from Trine University	31.58% 6
Very ineffective	0.00% 0
Generally ineffective	0.00% 0
Generally effective	57.89% 11
Very effective	10.53% 2
Total	19

Q12 Describe the influence of graduates from Trine University's teacher preparation program on students' academic growth:

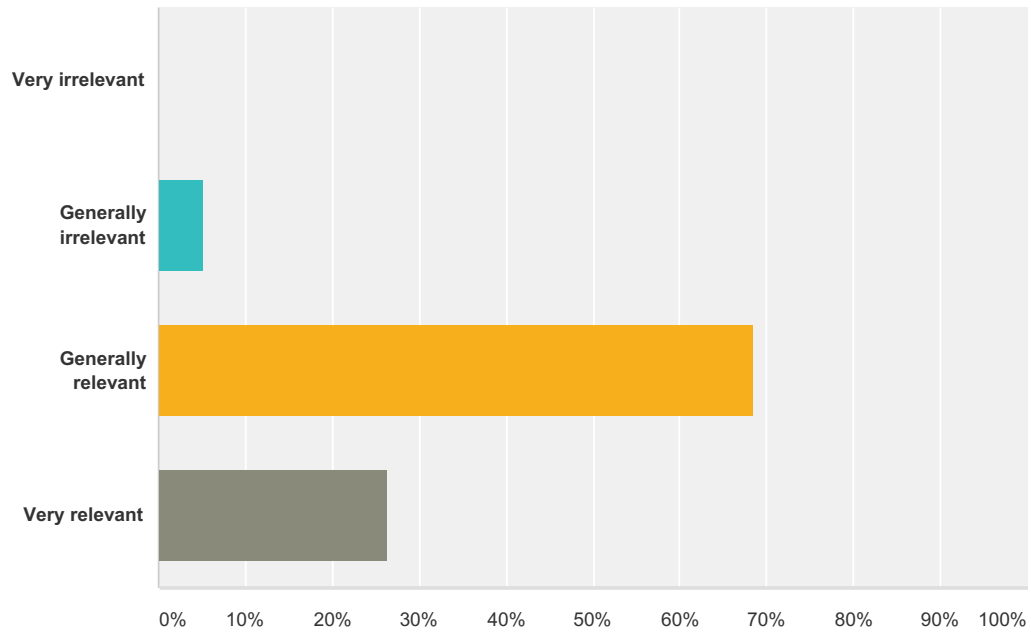
Answered: 19 Skipped: 6



Answer Choices	Responses
I have not observed teachers who graduated from Trine University	31.58% 6
Very negative influence	0.00% 0
Generally negative influence	0.00% 0
Generally positive influence	57.89% 11
Very positive influence	10.53% 2
Total	19

Q13 Describe the relevance of an education from Trine University's teacher preparation program

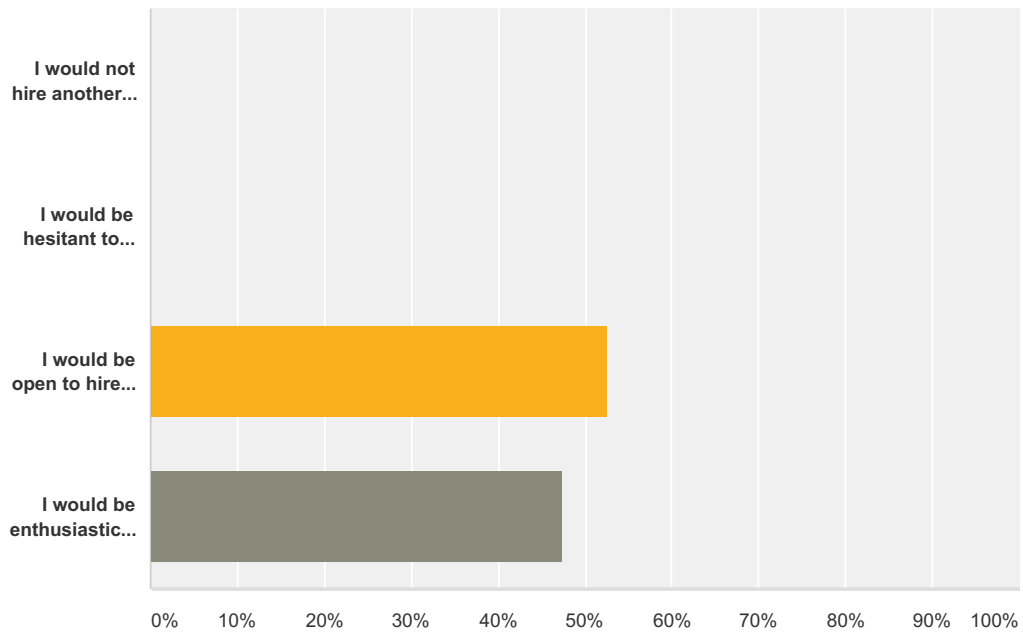
Answered: 19 Skipped: 6



Answer Choices	Responses
Very irrelevant	0.00% 0
Generally irrelevant	5.26% 1
Generally relevant	68.42% 13
Very relevant	26.32% 5
Total	19

Q14 Please indicate how you feel about hiring Trine education graduates.

Answered: 19 Skipped: 6



Answer Choices	Responses
I would not hire another graduate	0.00% 0
I would be hesitant to hire another graduate	0.00% 0
I would be open to hire another graduate	52.63% 10
I would be enthusiastic to hire another graduate	47.37% 9
Total	19

Q15 What do you feel is one strength of Trine University's teacher preparation program?

Answered: 10 Skipped: 15

#	Responses	Date
1	Openness to project-based learning	7/29/2016 11:00 AM
2	Education students receive a wide variety of experiences in many different educational settings.	7/29/2016 10:04 AM
3	I like that they are in the classroom. They visit quality schools and programs to give students a strong background.	7/29/2016 9:10 AM
4	I like the fact that they have lots of experiences in the classroom.	7/27/2016 4:37 PM
5	Many experiences in classrooms with students before student teaching.	7/26/2016 3:27 PM
6	Students have multiple experiences in a classroom setting.	7/26/2016 2:37 PM
7	Students are in the field early, giving them practical experience with veteran teachers and students.	7/26/2016 9:54 AM
8	They do an excellent job of getting students out in classrooms early in their teacher preparation process. While I can't think of any recent Trine graduates that I've worked with in the past years, I have been impressed with the students doing practicum work here.	7/25/2016 4:50 PM
9	I think Trine does a good job of setting up relevant experiences through observations, practicums, and student teaching.	7/25/2016 3:21 PM
10	I am basing my opinion on one outstanding young teacher we hired last year. She came to us very prepared and willing to try new ideas in the classroom. We strategically placed her with a Co-Teacher/Mentor who was with her through out the day. Our Trine teacher thrived under her guidance.	7/25/2016 10:08 AM

Q16 What do you feel is one area of improvement for Trine University's teacher preparation program?

Answered: 8 Skipped: 17

#	Responses	Date
1	Graduate more teachers!	7/29/2016 11:00 AM
2	Increased focus and experience integrating technology in the classroom.	7/29/2016 10:04 AM
3	I have hired one Trine graduate and my only area of concerns is that she started coaching and seemed to not be as serious about her teaching. I just interviewed one of your graduates about 3 weeks ago. He seemed to be more teacher focused and not student focused. In our interview process, we are looking for people that have the students as the primary focus. I really liked your graduate and may still be hiring him as soon as I get another opening.	7/27/2016 4:37 PM
4	Are students aware of the RISE Teacher Observation System?	7/26/2016 3:27 PM
5	Students do not always seem prepared with behavior situations or discipline ideas.	7/26/2016 2:37 PM
6	Technology integration is an important component when looking at teachers entering the field. Competence on how to use various tools that are constantly changing, using good pedagogical techniques is essential.	7/26/2016 9:54 AM
7	Nothing comes to mind at this time.	7/25/2016 4:50 PM
8	Recruit more quality applicants for us!	7/25/2016 10:08 AM

Q17 Please share any additional comments that may be helpful.

Answered: 5 Skipped: 20

#	Responses	Date
1	Always easy to work with Trine!	7/29/2016 11:00 AM
2	The student that I hired is an excellent teacher and quality individual. It is hard to know if it is her or her education that makes her a strong teacher.	7/29/2016 9:10 AM
3	I am looking forward to your students coming to Parkside. I believe we have a lot to offer your students.	7/27/2016 4:37 PM
4	Always look forward to working with Trine's Teacher Preparedness program! Your practicum and student teachers will be welcomed at Hendry park School.	7/26/2016 3:27 PM
5	I've found that the professors have done a great job of communicating with teachers who are supervising Trine students in the classroom.	7/25/2016 4:50 PM

Q18 If you have a professional education account on social media, such as Twitter, we would like to connect with you. Please list your username(s) and type of social media below:

Answered: 4 Skipped: 21

#	Responses	Date
1	https://www.facebook.com/The-Lakeland-Edge-435764686622336/ @TheLakerEdge	7/29/2016 11:00 AM
2	SusanLahrke - Twitter	7/27/2016 4:37 PM
3	I will let you know once I make changes from my PL Twitter and Remind accounts to HP.	7/26/2016 3:27 PM
4	@AmyHeavin - Twitter	7/26/2016 9:54 AM