

## **Fall 2018 Employer Survey Data Report**

### **Data Collection**

The Employer Survey data were collected in fall 2018. The online survey was created via the SelectSurvey and the link was sent to the school administrators. The Educational Experiences Coordinator assisted with the survey administration. A total of 11 school administrators (n = 11) responded to the survey.

### **Content Validity and Reliability**

The Employer Survey was updated and the items were aligned with the InTASC standards, CAEP standards, and Eastern CLOs. The validity process involves the review of the survey items by the CAEP coordinator, the Assessment Development Committee (ADC) chair, former Dean, and all education faculty.

The reliability analysis was conducted for each of the two domains of the Employer Survey. The results of the reliability analysis indicated that the Cronbach's Alpha for knowledge and skills of the Eastern graduates was .81 and the Cronbach's Alpha for the quality demonstrated by the Eastern graduates was .949, which suggested that the Employer Survey instrument had good internal consistency. More detailed results are shown in a separate report for the reliability analysis.

### **Data Analysis and the Results**

Descriptive statistics were conducted on each item in the Employer Survey data. The results showed that on average the school administrators rated the knowledge and skills of Eastern graduates good or very good. They also rated that the Eastern graduates most of the time demonstrated the quality in various areas. The mean and standard deviation of each item were provided in the table as follows.

**Part I. Rating the knowledge and skills of graduates from Eastern Connecticut State University.**

The following five-point Likert scale was used:

Excellent	5
Very Good	4
Good	3
Fair	2
Poor	1

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Knowledge of subject area	11	3	5	3.82	.603
Planning and organizing lessons and activities effectively	11	2	5	3.73	.786
Effectively involving all students in learning	11	3	4	3.82	.405
Making provisions for accommodating individual differences	11	3	4	3.45	.522
Skill in classroom management	11	3	4	3.18	.405
Working with a culturally diverse classrooms	11	2	5	3.27	.786
Developing appropriate assessment practices	11	2	4	3.18	.603
Interpreting data to make instruction changes for pupil	11	2	4	3.00	.447

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Developing and maintaining good relations with parents/guardians	11	3	4	3.27	.467
Providing his/her leadership skills for school improvement	11	2	4	3.09	.831
Valid N (listwise)	11				

**Part II. Rating the extent to which Eastern graduates demonstrate the following quality:**

The following five-point Likert scale was used:

Always	5
Most of the time	4
Often	3
Seldom	2
Never	1

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Strong knowledge base of theory, content, pedagogy	10	3	5	3.90	.568
Curiosity and intellectual enthusiasm for continued learning	10	3	5	4.40	.699
Desire to make the learning process/interventions enjoyable	10	3	5	3.90	.738
Core belief that all students can learn	10	3	5	4.10	.738

Respect for the value of diversity in our culture and a desire to work with diverse populations	10	3	5	4.00	.816
Encourage to ask reflective questions about problems and work collaborative to find solutions	10	3	5	4.00	.667
Knowledge and creativity to produce new methods	10	3	5	3.90	.568
Ability to use multiple methods of technology to enhance and develop learning opportunities	10	3	5	4.00	.667
Use a variety of instructional approaches to help students acquire and use knowledge	10	3	5	3.80	.632
Implement varied methods of assessment to document improvement and make instructional changes to meet student need	10	3	4	3.50	.527
Compassion, caring and desire to make a positive difference in the world	10	3	5	4.30	.675
Use of ethical standards to make evidence-based decisions	10	3	5	4.20	.789
Valid N (listwise)	10				

**Part III. Clinical Experiences** (only for those who have hosted our teacher candidates in their clinical preparation)

1. Regarding the strengths of Eastern's clinical program and the preparedness of the candidates, the school administrators commended the Eastern graduates on their content and pedagogy knowledge, professionalism, dedication, and preparedness for placement in schools. They also commended the clinical placements for the good planning.

2. The suggestions for clinical program improvement focused on support from Eastern, diversity of placements, student teachers' workload, and better communication between Eastern and school districts.

(1) Eastern teacher candidates need more support on field supervision, post-experience placement and alignment with course work.

(2) Place teacher candidates into schools with social, economic and racial diversity.

(3) Make the workload of student teaching clear to teacher candidates ahead of time so that they can be well prepared.

(4) Better communication is needed between Eastern and school districts.

#### **Part IV. Program Attributes**

1. The major strengths of Eastern's teacher preparation program include the following aspects: consistent and clear expectations/communications from Eastern, graduates with previous experience working with children and a passion for the profession, solid university supervisors with extensive backgrounds in education, and graduates who made a difference in their students' lives by delivering high quality lessons.

2. The suggestions for improving Eastern's teacher preparation program include planning lessons and more content knowledge. More emphasis is needed on lesson planning. In addition, classroom observations and practice are needed prior to student teaching.

3. With regard to how Eastern's education preparation program might assist schools to meet their goals for student learning, school administrators would like to see strong teaching candidates are coming into their schools and increased flexibility in amassing credits to qualify for certification, and to train teacher candidates to use a personalized mode of instruction as a means to support all students with the innovative knowledge, skills, and dispositions.