

CAEP Measure 2 (Advanced Licensure Programs)
Satisfaction of Employers and Stakeholder Involvement
Components RA4.1 and RA5.3

The Arkansas Tech University (ATU) College of Education uses and receives data and information from a number of data collection tools and processes to determine how employers feel our advanced licensure program graduates were prepared. The College also provides opportunities for shareholders to work together in improving our programs of study through multiple informal and formal contexts. The following are ways in which we collect and or receive information from shareholders, including employers, in order to improve our education programs.

1. **ATU Graduate Programs Employer Survey** – At the end of the spring semester, the ATU College of Education sends a survey to employers of our advanced licensure program graduates (at the Master’s and Specialist levels) to determine how well the employers feel our candidates were prepared.
2. **College of Education Survey with Milestones Met Data** – At the end of the spring semester, the ATU College of Education sends a survey to program graduates from our advanced licensure programs (at the Master’s and Specialist levels) to determine how the graduates are demonstrating expectations of professionals at this level.
3. **Internal and External Shareholder Involvement** – the ATU College of Education involves shareholders internally and externally primarily through the following approaches.
 - a. **Annual Shareholders Meetings** – occur during the fall and spring semesters for undergraduate initial educator licensure programs (in spring) and graduate advanced educator licensure programs (in fall). Shareholders (public school administrators and faculty, education service cooperative representatives, and university faculty and administrators) provide feedback on programs and graduates. Shareholders analyze program data and provide recommendations concerning data, assessment approaches, clinical/field experiences, and revisions to the courses and curriculum.
 - b. **Teacher Education Council** – meetings primarily occur during the summer/fall semesters to examine changes to the education programs, curriculum, and courses. The Council consists of university and public-school faculty and administrators.
 - c. **College of Education Leadership Team** – meets once per month and organizes additional meetings with school personnel to examine programs and explore potential revisions.

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2021 Data Results

ATU Graduate Programs Employer Survey

2020-2021 ATU Advanced Programs Employer Survey 1 means "not prepared" 2 means "somewhat prepared" 3 means "prepared" 4 means "well- prepared"	How well do you feel this person was prepared based on his/her respective professiona l standards in his/her area of expertise?	How well do you feel this person was prepared to positively impact student learning in his/her role of expertise?	How well do you feel this person was prepared in the use of technology in his/her area of expertise?	How well do you feel this person was prepared to use assessment results to improve student learning in his/her area of expertise?	How well do you feel this person was prepared to participate in the professional learning community particularly involving his/her area of expertise?	How well do you feel this person was prepared to communicate with various stakeholders in his/her area of expertise (e.g., parents, other professionals, etc.)?	How well do you feel this person was prepared to consider learning community diversity (e.g., student differentiation, student backgrounds, parent/guardian demographics, etc.) when participating in his/her area of expertise?
Mean	3.86	4.00	3.86	3.71	4.00	3.71	4.00
N = 7							

College of Education Survey with Milestones Met Data

Milestone*	2021 (N = 34 participants)
Completing or pursuing an additional degree or endorsement after the initial licensure teaching degree	23
Moving into a teacher, curriculum, building, or district leadership role	19
Improving of student learning within classes or school supported by data/assessment results	18
Working on teams to improve learning within the school	22
Achieving a promotion within the school or district	13
Completing a (or multiple) Conference Presentation or Publication	8
Achieving National Board Certification	4
Receiving a school or district award(s)	5
Receiving a state, regional, or national award(s)	3
Developing or creating curriculum or courses	9
Leading a Professional Learning Community	10
Conducting training/professional development for colleagues	17
Completing recognized and certified professional trainings/development	12
Facilitating/leading community or school-wide service initiatives	10
Working with/hosting student teaching interns or preservice teachers	9

Note: Thirty-four people completed the survey and checked any of the items that applied to them. Therefore, there are more responses than participants in the results (i.e., several people selected more than one response since they achieved multiple milestones).

Shareholder Involvement – Annual Shareholder Meeting

Suggested Revisions/Recommendations/ Participation Revisions Made

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| <ol style="list-style-type: none">1. Pass-rates on Praxis License Assessments are near 100% across all programs indicating effectiveness of programs.2. Manuals and Portfolios needed revision in several advanced programs.3. Revise Educational Specialist program to benefit students and better align with what other universities are doing.4. Review of new standards in advanced licensure programs.5. Agreement and recommendation to develop graduate-level certificates. | <ol style="list-style-type: none">1. Shareholders encouraged faculty to continue to develop professionals in the graduate programs.2. Faculty revised manuals and portfolios based on feedback from shareholders.3. Educational Specialist program was revised.4. Alignment began and/or continued for programs based on new standards.5. Graduate-level certificates were developed. |
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Shareholder Involvement – Teacher Education Council

Activities in 2020-2021

1. Reviewed and approved revisions to the Educational Specialist program.
2. Reviewed and approved proposed graduate-level certificates.

Shareholder Involvement – College of Education Leadership Team

Activities in 2021

1. Increased social media outreach for recruiting.
2. Worked with public schools to develop a specialized advanced licensure (graduate) MOU based on needs voiced by public school personnel and university personnel. Approved in Spring 2021.

Summary and Notes

Based upon these advanced programs' data results from surveys and shareholder meetings, it appears that employers feel our graduates are well prepared. Further, it appears that our graduates are exhibiting the professionalism expected of educators at the advanced level (based upon the milestones they have met in their first years of practice). In other words, our graduates have been prepared to move up within their careers and achieve various milestones as professionals. Shareholders made recommendations and worked to review and approve processes and programs to ensure that our advanced program preparation continues to improve and evolve. Examples of these efforts are provided in the above tables.