

**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 and Health 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 and Health 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 and Health Survey with Milestones Met Data** – At the end of the spring semester, the ATU College of Education and Health 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 and Health 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 initial 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 and Health Leadership Team** – meets once per month and organizes additional meetings with school personnel to examine programs and explore potential revisions.

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**2023 Data Results**

***ATU Graduate Programs Employer Survey***

2021-2022 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 professional 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 in this area of expertise?	How well do you feel this person was prepared to promote equitable learning environments within the classroom, school, and/or district?	How well do you feel this person was prepared in the use of technology to monitor and/or improve learning in their area of expertise?	How well do you feel this person was prepared to use technology to communicate effectively with various stakeholders?	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/guardia n demographics, etc.) when participating in his/her area of expertise?
<b>Mean (N = 3)</b>	4	3.3	3.6	3.6	4	3.6	3.6	4	4

**College of Education and Health Survey with Milestones Met Data**

Milestone*	2023 (N = 13 participants)
Completing or pursuing an additional degree or endorsement after the initial licensure teaching degree	
Moving into a teacher, curriculum, building, or district leadership role	11
Improving of student learning within classes or school supported by data/assessment results	6
Working on teams to improve learning within the school	7
Achieving a promotion within the school or district	10
Completing a (or multiple) Conference Presentation or Publication	3
Achieving National Board Certification	0
Receiving a school or district award(s)	2
Receiving a state, regional, or national award(s)	1
Developing or creating curriculum or courses	3
Leading a Professional Learning Community	5
Conducting training/professional development for colleagues	9
Completing recognized and certified professional trainings/development	6
Facilitating/leading community or school-wide service initiatives	3
Working with/hosting student teaching interns or preservice teachers	5

\***Note:** Thirteen 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***

<b><u>Suggested Revisions/Recommendations/ Participation</u></b>	<b><u>Revisions Made</u></b>
<ol style="list-style-type: none"><li>1. Pass-rates on Praxis License Assessments are at or near 100% across all programs indicating effectiveness of programs. Shareholders denoted the strength of the programs in preparing professionals</li><li>2. Be more marketable: combine programs and reduce hours.</li><li>3. Recommended increasing HQIM's for K-12 methods courses.</li><li>4. Recruiting videos discussed for programs and strategies needed for marketing.</li><li>5. Increased social media discussions needed for advanced programs to help preparation.</li></ol>	<ol style="list-style-type: none"><li>1. Shareholders encouraged faculty to encourage students to concentrate on one Praxis Content area first and add others with help.</li><li>2. Reduced the Advanced Program requirements from 36 to 30 credit hours.</li><li>3. Greater emphasis has been placed on HQIM's in initial licensure methods courses.</li><li>4. The College developed more recruiting videos to include on the website and advertising.</li><li>5. New uses of social media have been developed to include "Profile in Leadership Series."</li></ol>

### ***Shareholder Involvement – Teacher Education Council***

#### **Activities in 2022-2023**

1. Some graduate programs were reduced from 36-30 credit hours based upon the recommendations of shareholders and the Teacher Education Council.
2. The discussed and approved graduate certificates were implemented.

### ***Shareholder Involvement – College of Education and Health Leadership Team***

#### **Activities in 2023**

1. Continued to increase recruiting efforts.
2. Worked with program directors to increase shareholder involvement efforts.
3. Accessed additional graduate recruiting funds to be used for this purpose.

### ***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, which was supported by comments, survey feedback, and Praxis results. The survey data concerning the milestones achieved supports this conclusion. Candidates are practicing as strong professionals and achieving a number of milestones in their first years of practice. Various 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.