

Employer Satisfaction Surveys

Prior to the contract with Skyfactor, employer satisfaction data were collected through the Office of Curriculum and Assessment. The latest results available from the Office of Curriculum and Assessment came from the 2011 survey. After the 2011 collection, the EPP determined that the data provided through this venue was not capturing the necessary data the EPP needed to make informed decisions concerning the curriculum. The EPP began discussing what data would better tell the story of the EPP's value to completers. Follow through to develop a different means to conduct the survey was delayed due to personnel changes and unfilled positions. When awarded the Teacher Quality Partnership grant in 2014, the EPP enlisted the services of an external evaluator, Skyfactor. After careful planning and collaboration with Skyfactor, assessments were developed to better inform the EPP in areas such as alumni satisfaction. Survey results for 2011 and 2015-2016 recorded in the tables below.

2011 Employer Satisfaction Survey

In 2011, the employer satisfaction survey yielded a 33.9% response rate. Of the respondents, 50% were school principals, 30.4% were supervisors, 10.7% were directors, and 8.9% were other administrative personnel. The UTM EPP goal was to score a mean of 3.5 or better using a Likert scale of 1-5, indicating satisfaction with UTM completers. Results from the 2011 administration of the Employer Satisfaction Survey are summarized in Table 1.

These data indicated four critical areas of concern: understanding their responsibility under the Individuals with Disabilities Education Act (IDEA); using multiple assessments and data sources to interpret learning results for students; planning and providing instruction that stimulates critical thinking and the application of knowledge; and adapting programs to meet the unique needs of individual students from different cultural backgrounds.

Since 2011, SPED 440 has been added to the programs of middle grades and also has been reworked to address the needs of students identified under IDEA and curriculum based measurement using probes for Rate of Progress. TCED 303 has been completely reworked to include data analysis, TVASS analysis, the TEAM evaluation rubric. Analysis of test data is one area that administrators were eager to have addressed. Since that time, more service learning and tutoring projects have been added to classes. In one reading class the students do tutoring at Martin Housing. In TCED 450, students tutor in a middle school. Previous to this survey there were some service learning projects in classes, but this feedback caused us to look at more variety for contact with diverse populations. After 2011, we also had students more involved with Special Olympics.

Table 1: Results from 2011 Employer Satisfaction Survey

Survey question	N	Mean
Designing units of instruction that focus on state standards	42	3.98
Handling inappropriate behavior in the classroom	42	3.55
Designing instruction and assessments for students with special needs	42	3.59
Understanding their responsibility under the Individuals with Disabilities Education Act (IDEA)	42	3.44
Using technology to enhance and extend learning tasks	42	4.15
Using multiple assessments and data sources to interpret learning results for students	42	3.44
Planning and providing instruction that stimulates critical thinking and the application of knowledge	42	3.46
Collaborating with other teachers, administrators, parents, and service agencies to provide the best possible instruction for students	42	3.88
Adapting programs to meet the unique needs of individual students from different cultural backgrounds	42	3.29
Exhibiting and promoting ethical and professional behavior as a teacher	43	4
Reflecting on the effectiveness of instruction for the purpose of improving student learning	42	3.66
UT Martin graduates show competence of in-depth content knowledge	41	4.05

The ability of EPP candidates to analyze data was one area that administrators were eager to have addressed. SPED 440 was added to K-6 and 4-8 programs in Fall 2011 and was revised to address the needs of students with disabilities and provide instruction for the Response to Intervention framework which includes curriculum-based measurement using probes to determine rate of progress. The content of TCED 303 was revised to include data analysis, TVAAS analysis, and the TEAM evaluation rubric. Additional service learning and tutoring

projects have been added to classes (e.g., tutoring sessions at Martin Housing Authority, tutoring in local middle schools, working with Special Olympics). These service learning opportunities provide candidates with a greater variety of contact with diverse populations. Beginning Fall 2017, secondary candidates will be required to take SPED 470 which will focus on addressing the needs of grades 6-12 students with disabilities and provide instruction for the Response to Intervention framework which includes curriculum-based measurement using probes to determine rate of progress.

2015-16 Employer Satisfaction Survey

Table 2 summarizes the results of the Employer Satisfaction Survey administered through Skyfactor in 2015-16 at a response rate of 21.3%. The goal was to score a mean of 5.5 or better on a scale of 1 to 7, with 1 indicating not at all, 4 indicating moderately, and 7 indicating extremely satisfied. The survey included 6 questions related to employer satisfaction.

Table 2: Results from 2015-16 Employer Satisfaction Survey

Question	N	Std Dev	Mean
Q008. - To what degree do new teachers (graduated 5 or fewer years ago) from this school of education effectively: Teach in their content field	26	0.97	5.58
Q009. - To what degree do new teachers (graduated 5 or fewer years ago) from this school of education effectively: Manage their classroom	27	1.25	5.19
Q010. - To what degree do new teachers (graduated 5 or fewer years ago) from this school of education effectively: Teach students with diverse backgrounds	26	1.03	5.31
Q011. - To what degree do new teachers (graduated 5 or fewer years ago) from this school of education effectively: Use technology	26	0.81	5.73
Q012. - To what degree do new teachers (graduated 5 or fewer years ago) from this school of education effectively: Work collaboratively with others	25	0.92	5.96
Q013. Overall Evaluation - To what degree would you recommend that your school/organization hire graduates from this school of education in the future?	27	0.90	5.67

These results presented actionable data indicating two areas of weakness as perceived by employers of UTM EPP completers: classroom management and teaching students from diverse backgrounds. To address classroom management, the EPP has certified 11 faculty and staff members to deliver the Classroom Organization Management Program (COMP). This three-day workshop was offered to a total of 83 in-service teachers in the summers of 2015 and 2016. In the Fall 2015 semester, the EPP asked for teacher candidate volunteers to take the COMP certification training and nearly 1/3 of the student teachers responded. In the Spring 2016, nearly 2/3 of the student teachers responded and received the training. As the demand increased and the

response was favorable, the EPP voted for COMP training to be a mandatory component of the program. As of Fall 2016, all student teachers take the COMP training during the student teaching semester and it is delivered on campus. For more detail, survey results from participants' perceptions of COMP workshops and the analysis of the data is linked to Standard 2.

2016 Focus Group Surveys

In October 2016, focus group surveys were conducted during a CORE office regional meeting with 15 superintendents, 40% of whom were UTM completers. Collaboratively, the survey revealed that UTM graduates were most effective on use of technology with mean of 6 in a 1-7 Likert scale from least effective to most effective. Among all the attributes the lowest score was 4.93 for Teach Students in Diverse Backgrounds. In response to the question “to what degree would you recommend that your school/organization hire graduates from this school of education in the future?” the superintendents responded with 5.87 mean in 1-7 Likert scale. In comparison question of similar teachers from other institutions UTM graduates were rated slightly higher than average with 3.73 mean in 1-6 Likert scale.

October 28, 2016 Superintendents Satisfaction	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D13	D14	D15	MEAN
UTM Graduates	N	N	N	Y	N		Y	N	N	N	Y	Y	N	Y	Y	
In comparison to other recent hires with similar levels of education and experience how would you rate the preparation of graduates from this school of education?																
Preparation Level of UTM Grads (1-6)	3	4	6	3	3	3	3	4	6	5	3	4	3	3	3	3.73
To what degree do new teachers (graduated 5 or few years ago) from this school of education effectively:																
Effectively Teach in Content Field (1-7)	5	4	6	5	5	5	6	5	5	6	5	4	4	6	6	5.13
Effectively Manage Classroom (1-7)	5	4	4	5	6	5	6	6	5	4	5	4	5	6	6	5.07
Effectively Teach Students in Diverse Backgrounds (1-7)	5	4	4	5	5	5	5	6	5	5	4	4	5	6	6	4.93
Effectively Use Technology (1-7)	6	6	6	6	6	6	6	6	5	7	6	7	5	6	6	6.00
Effectively Work Collaboratively (1-7)	5	6	6	6	6	5	6	5	5	7	6	7	5	6	6	5.80
To what degree would you recommend that your school/organization hire graduates from this school of education in the future?																
Degree of Recommendation to hire UTM grads in future (1-7)	5	6	6	6	5	5	6	6	6	7	6	7	5	6	6	5.87
	Additional Comments to Improve Curriculum:															
	<ul style="list-style-type: none"> • depth of standards knowledge 															

In November of 2016, focus group surveys were conducted during a CORE office regional meeting with 12 principals, 75% of whom were UTM completers. The survey revealed that UTM graduates were most effective in use of technology with the mean of 6.08 in a 1-7 Likert scale from least effective to most effective. Among all the attributes the least score was 4.83 for the class room management. In response to the question “to what degree would you recommend that your school/organization hire graduates from this school of education in the future” the principals responded with 6.17 mean in 1-7 Likert scale. In comparison question of similar teachers from other institutions UTM graduates were rated slightly higher than average with 3.5 mean in 1-6 Likert scale.

Nov. 16, 2016 Principal Satisfaction	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	MEAN
UTM Graduates	Y	Y	N	Y	Y	N	N	Y	Y	Y	Y	Y	
In comparison to other recent hires with similar levels of education and experience how would you rate the preparation of graduates from this school of education?													
Preparation Level of UTM Grads (1-6)	5	3	3	4	3	2	3	5	3	3	2	6	3.50
To what degree do new teachers (graduated 5 or few years ago) from this school of education effectively:													
Effectively Teach in Content Field (1-7)	5	5	5	6	6	4	5	7	6	5	5	7	5.50
Effectively Manage Classroom (1-7)	5	6	6	6	7	4	4	5	6	5	2	2	4.83
Effectively Teach Students in Diverse Backgrounds (1-7)	5	6	6	5	7	3	4	6	6	5	5	7	5.42
Effectively Use Technology (1-7)	7	6	7	7	7	5	5	5	6	6	5	7	6.08
Effectively Work Collaboratively (1-7)	6	6	7	6	7	6	4	6	6	5	5	7	5.92
To what degree would you recommend that your school/organization hire graduates from this school of education in the future?													
Degree of Recommendation to hire UTM grads in future (1-7)	7	6	7	6	6	5	5	7	6	6	6	7	6.17
Additional Comments to Improve Curriculum:													

The results from these two focus group surveys were aggregated below.

Note that classroom management and teaching students with diverse backgrounds remain the two lowest scoring items in regards to effectiveness, confirming results from earlier surveys. These data support the EPP’s decision to implement COMP training for all candidates to address the classroom management issue. The EPP expects employer satisfaction scores in relation to effectiveness in classroom management to rise on future surveys as more completers with COMP training move into classrooms.

The EPP is instituting a multi-pronged approach to noted diversity issues. The EPP’s recruitment plan, the Call Me MiSTER® program, and projected adjustments to scholarships should result in attracting a more diverse candidate population, which in turn will provide opportunities for

candidates to use their own backgrounds and challenges to open discussions about issues facing diverse populations.

Survey Question	Aggregate Mean
UTM Graduates	
In comparison to other recent hires with similar levels of education and experience how would you rate the preparation of graduates from this school of education?	
Preparation Level of UTM Grads (1-6 scale)	3.63
To what degree do new teachers (graduated 5 or few years ago) from this school of education effectively:	
Effectively Teach in Content Field (1-7 scale)	5.30
Effectively Manage Classroom (1-7 scale)	4.96
Effectively Teach Students in Diverse Backgrounds (1-7 scale)	5.15
Effectively Use Technology (1-7 scale)	6.04
Effectively Work Collaboratively (1-7 scale)	5.85
To what degree would you recommend that your school/organization hire graduates from this school of education in the future?	
Degree of Recommendation to hire UTM grads in future (1-7 scale)	6.00