4.3.1. Satisfaction of Employers.

Evidence and Analysis of Satisfaction of Employers for Continuous Improvement:

To enhance the satisfaction of employers with our completers’ preparation in working with P-12 students that include milestones such as promotion and retention, the EPP uses multiple measures to determine program impact. The state requires all employers to complete and submit the *Principal Surveys for Beginning Teachers* to the Texas Education Agency (TEA). The state eventually disseminates the information to EPPs and stakeholders through the TEA website. Other measures used by the EPP to assess impact include the Texas ECOS Annual Performance Report, SBEC Online data, and the Texas Education Agency (TEA) PEIMS data that are valid and reliable state data of teacher employment and retention. Additionally, the EPP uses the summative data results of a qualitative research study conducted by the Deans of the Texas A&M University (TAMU) System Colleges of Education in regional focus groups of superintendents, partners, and stakeholders in public and private schools and the round tables of Educator Preparation Program (EPP) Advisory Council Meetings to assess employer satisfaction [See 4.1.1].

The EPP has engaged these focus groups and stakeholder meetings of our service area partner districts for continuous program improvement and to discuss: (1) overall program quality, (2) strengths and areas for improvement in candidates, programs, and preparation, (3) opportunities for partnership enhancement, and (4) to disseminate updates on statutory requirements, policies, and upcoming changes in the field of education in Texas. The Professional Learning Community (PLC) established by the EPP through these regular outreach efforts and interactive meetings have provided open lines of authentic communication for effective partnerships within our PLC [See 2.1.1].

A new and innovative measurement of employer satisfaction and program impact for the EPP is the John G. O’Brien Distinguished Chair in Education established by the John G. O’Brien family of Amarillo, Texas and West Texas A&M University. Recently invested through a national search, a distinguished faculty member has been appointed by the EPP in Spring 2016 to engage with our partners in continuous research-to-practice support and professional development for both in-service LEA personnel and WTAMU faculty [See 5.5.1].

The EPP demonstrates by using the state’s ECOS Annual Performance Report, SBEC Online data, and the TEA PEIMS data that **state measures result in valid and reliable data** and include **employment milestones such as promotion and retention**, and that **employers are satisfied** with the completers’ preparation for their assigned responsibilities in working with P-12 students.

Evidence that demonstrations the satisfaction of employers with our program graduates once hired are represented as follows:
4.3.1. Satisfaction of Employers.

Texas Education Agency (TEA) Survey of Supervising Principals of Beginning Teachers.

Response Rate. The EPP survey data for the year 2012-13 had a 72% estimated response rate based on the number of eligible first-year teacher candidates compared to the number of returned surveys by June 2013. To be eligible for inclusion in the survey, first-year teacher candidates’ certification types, missing survey items, and teachers with multiple surveys were applied to the data.

Principal Survey 2012-13 Outcomes on Performance Measure at the State Level.

The West Texas A&M University EPP MET STANDARD on ASEP Standard 2 [See Texas Education Agency Accountability System for Educator Preparation (ASEP) Reports] indicating that employers as supervising principals are satisfied with our graduates who are “Prepared” and “Well Prepared” to demonstrate a thorough understanding and had the required knowledge and skills to teach in public schools.

During the 2012-13 academic year, results from the principal survey data are based on 146 EPPs with eligible survey data. Of these EPPs, 134 of them met Standard 2 based on the recommended weighted cut-score of 67% when no confidence intervals were applied. When a 95% confidence interval was applied, all 146 EPPs meet Standard 2. The results are for the 2012-13 Standard 2 accountability of all EPPs with valid survey data met the standard. In comparison with data from 2011-12, there were 14 EPPs in the state that did not meet Standard 2 performance based on a cut score of 67% when no confidence intervals were applied. When the 95% confidence interval was applied, all EPPs exceeded the cut score.

Satisfaction of Employers as Evidenced by Employment and Five-Year Retention.

Table 1 shows the number of applicants to our educator preparation program, the number admitted, the number retained, the number of completers, and finally, employment and retention statistics. Only candidates who completed during the fiscal year shown, were employed for the first or second fiscal year after completion, and were employed for the fifth year after completion are counted as retained. Employment and retention figures indicate both teaching and non-teaching positions in the Texas public school system. Other universities in our state are included as points of reference for comparison.

Column explanations: Comp. 10-11: Employment results are based on the number of completers for the fiscal year 2010-2011. Comp. 07-08: Five-year retention results are based on the number of completers for fiscal year 2007-2008.
4.3.1. Satisfaction of Employers.

Table 1. Texas Education Agency (TEA) Annual Performance Report FY 2012-2013.

<table>
<thead>
<tr>
<th>Educator Preparation Program</th>
<th>Status within Program for FY 2012-13</th>
<th>Employment for FY 2012-13</th>
<th>Five-Year Retention for FY 2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applied</td>
<td>Admitted</td>
<td>Retained</td>
</tr>
<tr>
<td>Prairie View A&amp;M</td>
<td>628</td>
<td>402</td>
<td>619</td>
</tr>
<tr>
<td>Tarleton State University</td>
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<td>441</td>
<td>637</td>
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<td>Texas A&amp;M University</td>
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<td>552</td>
<td>428</td>
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<tr>
<td>Texas Tech University</td>
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<td>907</td>
</tr>
<tr>
<td>West Texas A&amp;M University</td>
<td>699</td>
<td>657</td>
<td>646</td>
</tr>
</tbody>
</table>

Sources: ECOS Annual Performance Report, SBEC Online data, TEA PEIMS data (9/24/2014).

Summative Data of Quantitative Research Study Conducted by the Deans of the Texas A&M University (TAMU) System Colleges of Education.

As previously presented in 2.1.3 and 4.2.1, the summative data of the quantitative research study conducted by the Deans of the Texas A&M University (TAMU) System of the Colleges of Education regarding (1) their perceptions of the strengths of our education workforce graduates, and (2) their recommendations for areas in which the preparation and performance of our graduates could be enhanced, the EPP gained valuable information regarding employer satisfaction of the quality of our candidates as in-service teachers. Unanimously, all districts represented voiced their overwhelming satisfaction and support of our graduates in working with their P-12 students. Our graduates as in-service teachers are making positive impacts on student learning and development as ethical, professional, and knowledgeable educators [See 2.1.3; and 4.2.1].

Educator Preparation Program (EPP) Advisory Council Meetings.

As previously presented, the bi-annual Educator Preparation Program (EPP) Advisory Council Meetings provide additional measures of the satisfaction of our employers through meeting agendas, minutes, and anecdotal comments and responses of Advisory Council members. From the Dean’s meetings with superintendents, administrators, and stakeholders, to the EPP’s Advisory Council Meetings,
4.3.1. Satisfaction of Employers.

Our partners and stakeholders unanimously agree that our graduates are prepared and even well prepared to teach P-12 students and to have positive impacts on student learning and development. Our areas schools look to our EPP to produce high quality teacher candidates who are confident, skilled, and reflective professionals with sound content, pedagogical, and technological knowledge and skills who demonstrate ethical and professional dispositional behavior and have positive impacts on ensuing generations of American children and youth in public and private schools.

**Multiple Evidence Sources:**

- 4.3.1a. Texas EOCS Annual Performance Summary, SBEC Online Data, and Texas Education Agency (TEA) PEIMS data (9/24/2014).
- 4.3.1b. Region 16 Campus and Regional Elementary and Secondary Teachers of the Year.
- [See 1.1.1k. Shared Vision or Conceptual Framework of the EPP].
- [See 1.1.8f. Principal Survey (In-Service), (Content)].
- [See 2.1.2d. Education Preparation Program (EPP) Advisory Council Meetings, 2013].
- [See 2.1.2e. Education Preparation Program (EPP) Advisory Council Meetings, 2014].
- [See 2.1.2f. Education Preparation Program (EPP) Advisory Council Meetings, 2015].
- [See 2.1.3. Dean, Leadership, and Superintendent Focus Groups].
- [See 4.1.1. Impact on P-12 Student Learning and Development].
- [See 4.2.1. Teacher Effectiveness].
- [See 4.2.1a. College of Education and Social Sciences (COESS) Advisory Council Meeting Minutes, April 8, 2015].
- [See 5.5.1. Stakeholders and Program Evaluation, Improvement, and Identification of Models of Excellence].