

Measure 2. (Initial and Advanced). Satisfaction of Employers and Stakeholder Involvement
(Components R4.2|R5.3|RA.4.1)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

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Initial Teacher Preparation Employer Survey

The employer survey results report below includes data collected from 2023-2024.

The Ralph C. Wilson, Jr. School of Education (SoE) at St. John Fisher University (Fisher) maintains information about its graduates' career paths and contact details. SoE conducts an annual employer survey for initial and advanced program completers to gather feedback. The Initial Teacher Preparation Employer Survey is administered one to one-and-a-half years after graduation, asking employers to rate their satisfaction with the preparation received by SJF graduates.

To boost employer participation, the EPP distributed a Qualtrics survey to alumni (one to three years post-graduation), requesting their current employment details, contact information, and willingness to be contacted in the future. This approach helped build a new employer database spanning over 20 school districts.

In line with New York State Education Law 2-d, which provides guidelines for data privacy and security, employees in New York State K-12 Public Schools are trained to avoid clicking on email links and to delete potential phishing emails. To maintain the employer contact database and foster continued collaboration with district leadership, the EPP sends personalized emails that include the graduate's name, resulting in a 21% response rate. Employers appreciated these personalized emails, which motivated them to complete the survey. This shift to personalized communication has led to valuable employer feedback and updates on employment changes.

Despite these measures, the EPP has observed a drop in responses from employers and is contemplating further improvements to the survey tool and investigating more ways to gather feedback from districts. The EPP actively seeks to create more channels to sustain connections with SoE alumni. These efforts include maintaining a social media presence and periodically emailing graduates to ask about their experiences and invite them to share updates about their current roles through photos and quotes on the EPP's events board.

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Located outside the Dean's suite in the Ralph C. Wilson, Jr. building, this board serves as an information hub for current students, keeping them abreast of upcoming events and deadlines. It also provides a glimpse into alumni activities, inspiring current students to envision their post-graduation connections.

Completer Employment Milestones (Initial)

The findings from the 21% of employer respondents highlight that the EPP excelled in preparing the 2022-2023 graduates to collaborate effectively with colleagues and utilize technology appropriately for tracking progress and communicating with stakeholders. Furthermore, the program equips graduates to address the diverse needs of learners, including students from various racial, ethnic, and cultural backgrounds.

The overall results from the fall 2024 Employer Surveys are presented in percentages, sequentially aligned with the four domains of the InTASC standards. Additionally, Diversity, Technology, and Preparation were also examined.

Initial Completers 2022-2023 Employer Survey Administered in fall of 2024

	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Mean</i>
<i>Instructional Practice</i>	3%	10%	87%	4.10
<i>Learner and Learning</i>	0%	13%	87%	4.47
<i>Content</i>	2%	11%	87%	4.20
<i>Professional Responsibility</i>	1%	6%	93%	4.38
<i>Diversity</i>	2%	11%	87%	4.24
<i>Technology</i>	7%	13%	80%	4.00
<i>Preparation</i>	0%	13%	87%	4.53

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Advanced Teacher and Leader Preparation Employer Survey 2024

The results of the employer survey, which includes data analysis from the fall of 2024 are presented below. The Advanced Teacher and Leader Preparation Employer Survey, administered by the School of Education at St. John Fisher University, is designed to evaluate employers' satisfaction with the preparation of the completers and their achievement of employment milestones such as promotion and retention.

The subsequent survey results illustrate the level of employer satisfaction with the effectiveness of the Fisher preparation program in preparing advanced completers for their job responsibilities and skills in the areas of CAEP Advanced Specialized Skills. Of the program completers 21% of employers responded. In the 2024 administration of the Advanced Employer Survey administration, trend data revealed the following:

Advanced Completers 2022-2023 Employer Survey Administered in fall of 2024

	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Mean</i>
<i>Data Literacy</i>	0%	0%	100%	5.00
<i>Research Methodologies</i>	0%	0%	100%	5.00
<i>Data Analysis</i>	0%	0%	100%	5.00
<i>Collaborative Activities</i>	0%	0%	100%	5.00
<i>Applications of Technology</i>	0%	0%	100%	5.00
<i>Professional Dispositions</i>	0%	0%	100%	5.00
<i>Diversity</i>	0%	0%	100%	5.00

Stakeholder Involvement Summary

The Quality Assurance System is overseen by the Dean of the Ralph C. Wilson, Jr., School of Education. Information that results from assessment is used for decision-making, strategic planning, program evaluation, and program improvement. The Assessment Office, as part of the SoE's QAS system, supports the development, implementation, collection, analysis, and reporting of assessment data, in concert with the University's Institutional Research Office, and shares the data with the Dean. Throughout the QAS, the EPP is

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intentional with including and gathering partners and advisory board stakeholders' feedback when engaging in outcome measure review and decision-making. Below represents the workflow for the Fisher School of Education:

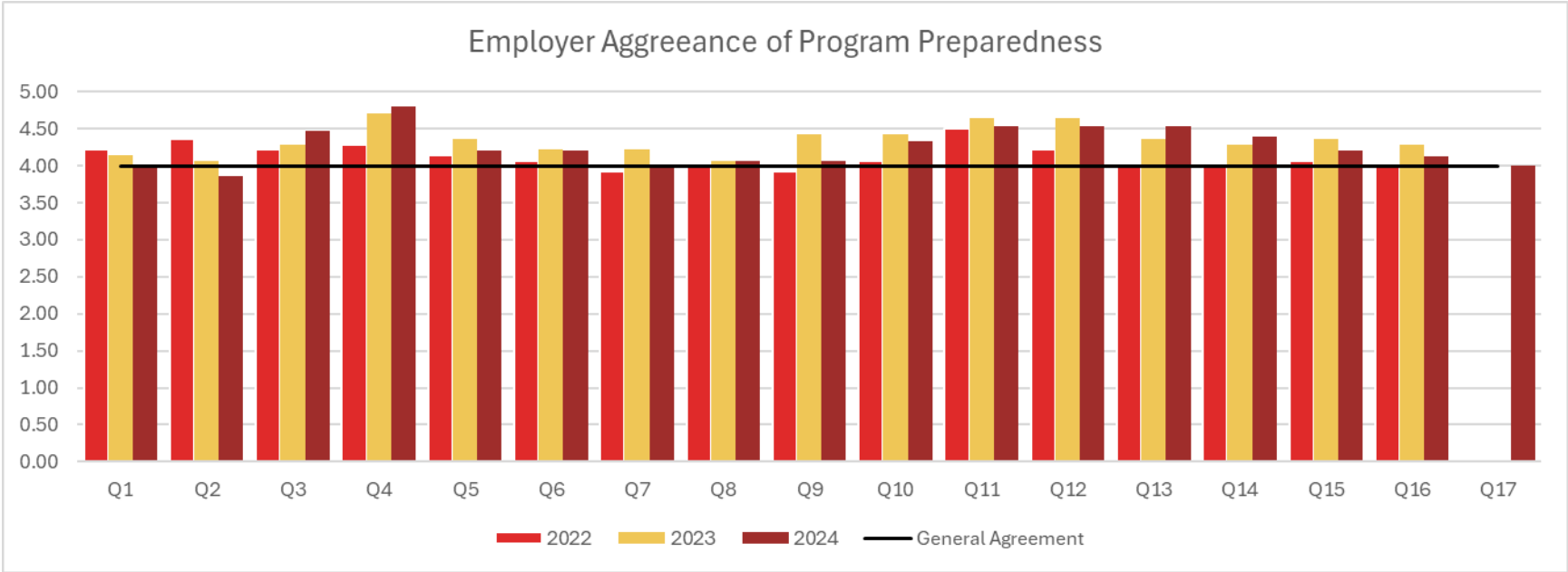
- The Dean directs the Assessment Office to disseminate the data reports in two ways: (1) at the Annual EPP Data Review Meeting in January (which includes stakeholders), and (2) during at least one Dean's Council meeting per semester.
- After reviewing the analyses from the Annual EPP Data Review Meeting Program, program chairs, with their faculty, will determine the data that will be more closely reviewed at the program level and partner/advisory board level meetings.
- At a subsequent Dean's Council meeting, program chairs will report on their program-specific 12-month plan for data review at program meetings and partner/advisory board meetings which includes EPP faculty, staff, and stakeholders, including clinical partners (including administrators and teachers), School of Arts and Sciences faculty, alumni, and candidates.
- The Dean will monitor each program's data review plan. Program Chairs will implement their 12-month plan for review, analysis, and interpretation of data at program meetings and partner/advisory board meetings leading to goals and actions for program improvement.
- Any additional data will be available at Dean's Council Meetings or as requested by the Assessment Office in response to identified program needs and/or gaps not addressed by the data sets distributed at the Annual EPP Data Review Meeting which includes partner/advisory board members.

Beyond the formal assessment activities previously mentioned, we continuously evaluate informal data and make decisions during regular departmental meetings. These meetings typically involve faculty and possibly administrative staff. They may also include advisory board members, community partners, parent representatives, current students, and alumni.

The subsequent section summarizes meetings from the EPP retreats, Annual Data Review Meetings, Departmental meetings, and Advisory Board meetings for the 2022-2023 academic year. The artifacts presented below demonstrate stakeholder participation as outlined in the EPP Quality Assurance System. They also highlight the EPP's dedication to collaborative decision-making and ongoing program enhancements.

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Appendix A. Initial Completer Employer Survey Feedback Fall of 2022, 2023, & 2024 Administrations



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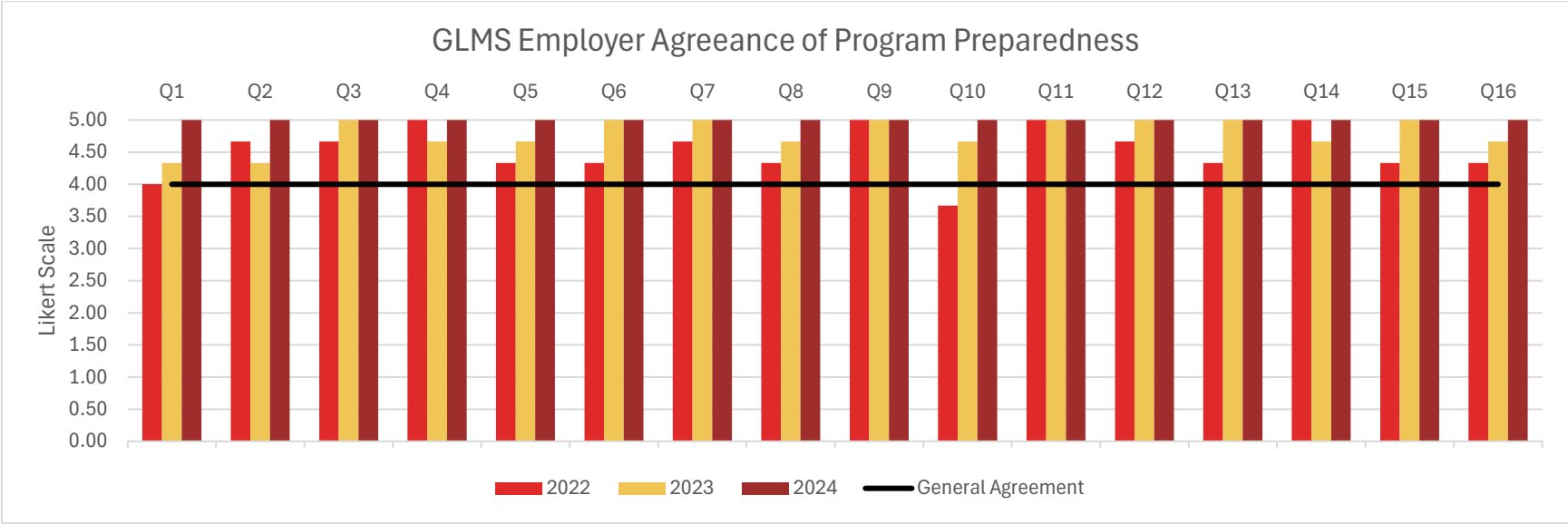
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		General Agreement					General Agreement					General Agreement		
	The program prepares completers to...	2022	2023	2024		The program prepares completers to...	2022	2023	2024		The program prepares completers to...	2022	2023	2024
Q1	use data appropriately and effectively to guide decision making	86%	79%	87%	Q7	appropriately apply research and other forms of evidence to substantiate decision making	79%	79%	87%	Q13	be prepared for their roles and responsibilities	79%	79%	87%
Q2	use data about students and their progress to inform planning and instruction	86%	71%	80%	Q8	use data and analysis to create supportive environments	86%	79%	87%	Q14	address the needs of diverse learners, including students from varied races, ethnicities and	79%	86%	93%
Q3	address the diverse needs of individual students through differentiation	79%	86%	87%	Q9	demonstrate the ability to participate in and/or lead collaborative activities	79%	79%	93%	Q15	effectively engage students and/or staff on topics and issues of race, ethnicity, and culture	79%	79%	87%
Q4	collaborate with colleagues	93%	100%	100%	Q10	demonstrate the ability to utilize technology appropriately for tracking progress and	79%	86%	93%	Q16	communicate effectively with culturally and racially diverse parents and/or guardians	79%	79%	80%
Q5	demonstrate command of their content knowledge	86%	86%	87%	Q11	adhere to ethical codes of conduct	86%	100%	93%	Q17	design and apply technology standards to maximize active, deep learning for all students			80%
Q6	apply content knowledge to meet challenges and fulfill responsibilities	86%	71%	87%	Q12	adhere to relevant laws and policies	86%	100%	93%					

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Appendix B. Advanced Completer Employer Survey Feedback Fall of 2022,2023, & 2024 Administrations



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		General Agreement		
	The program prepared completers to...	2022	2023	2024
Q1	use data appropriately and effectively to guide decision-making	0%	67%	100%
Q2	use data about students and their progress to inform planning and instruction	67%	67%	100%
Q3	address the diverse needs of individual students through differentiation	67%	100%	100%
Q4	collaborate with colleagues	100%	67%	100%
Q5	demonstrate command of their content knowledge	33%	67%	100%
Q6	apply content knowledge to meet challenges and fulfill responsibilities	33%	100%	100%
Q7	appropriately apply research and other forms of evidence to substantiate decision-making	67%	100%	100%
Q8	use data and analysis to create supportive environments	33%	67%	100%

		General Agreement		
	The program prepared completers to...	2022	2023	2024
Q9	demonstrate the ability to participate in and/or lead collaborative activities	100%	100%	100%
Q10	demonstrate the ability to utilize technology appropriately for tracking progress and communicating with stakeholders	0%	67%	100%
Q11	adhere to ethical codes of conduct	100%	100%	100%
Q12	adhere to relevant laws and policies	67%	100%	100%
Q13	prepared for their roles and responsibilities	33%	100%	100%
Q14	address the needs of diverse learners, including students from varied races, ethnicities, and cultural backgrounds	100%	67%	100%
Q15	effectively engage students and/or staff on topics and issues of race, ethnicity, and culture	33%	100%	100%
Q16	communicate effectively with culturally and racially diverse parents and/or guardians	33%	67%	100%