

TESOL Master's [Track 1] Employer Satisfaction and Program Completer Satisfaction

RA4.1: Employer Satisfaction (Spring 2024)

We developed and distributed an Employer Satisfaction Survey that yielded no data useful for analysis because it was not clear what program employers should reference. All but four responses indicated that they had hired graduates of both Advanced Programs (Leadership and TESOL) so it was impossible to know which they were referencing in their responses. The three respondents who indicated that they recently hired ENL teachers (TESOL) indicated scores of 3 or 4 out of 4 on a scale of highly ineffective to highly effective for all items. We will develop better instrument where employers can indicate more clearly positions they have hired and distribute it twice a year to collect useful data regarding employer satisfaction.

RA4.2: Satisfaction of Completers (Spring 2024)

TESOL Master's [Track 1] Program Completer Satisfaction Survey (Spring 2024)

All Completers (1-3 years after completion): N=65 Total Responses n =34 (52%)

Which of the following programs did you complete at the School of Education?

Response	Number of responses
Master's in Teaching of English to Speakers of Other Languages (TESOL)	8
Post-Master's Advanced Certificate for Leadership in Education (Building/District Level)	26

Demographic Survey:

Which category describes you best?

Response	Number of responses
Asian or Pacific Islander	5
Black	3
Latinx	3
White	21
No Info	2

Do you speak a language other than English at home?

Response	Number of responses
Yes	10
No	24

Are you currently working in P-12 school or district?

Response	Number of responses
Yes	34
No	0

What is your position/status?

Response	Number of responses
Teacher of Record (under previous initial license)	23
Teacher of Record (under license most recently completed, e.g., TESOL)	7
Director of Teaching and Learning	1
Speech teacher	1
School Administrator	2

TESOL Master’s [Track 1] Employer Satisfaction and Program Completer Satisfaction

Table 1. Advanced Program Completer Satisfaction Survey results by Race / Ethnicity

CAEP/ InTASC Standards		Race / Ethnicity	Very Effective 5	4	3	2	Very Ineffective 1
Looking back on your experiences while you were in the program you completed most recently, how effective was the program in supporting your ability to...							
RA.1	understand individual differences, diverse cultures and communities.	Asian	3 (60%)	1 (20%)	1 (20%)	0	0
		Black	3 (100%)	0	0	0	0
		Latinx	1 (33%)	2 (67%)	0	0	0
		White	9 (43%)	10 (47.5%)	2 (9.5%)	0	0
		No Info	2 (100%)	0	0	0	0
		TOTAL	18 (53%)	13 (38%)	3 (9%)	0	0
	use data effectively when making decisions.	Asian	2 (40%)	1 (20%)	2 (40%)	0	0
		Black	1 (33%)	1 (33%)	1 (33%)	0	0
		Latinx	1 (33%)	2 (67%)	0	0	0
		White	10 (48%)	9 (43%)	2 (9%)	0	0
		No Info	1 (50%)	1 (50%)	0	0	0
		TOTAL	15 (44%)	14 (41%)	5 (15%)	0	0
	effectively use research methodologies when making decisions.	Asian	3 (60%)	0	2 (40%)	0	0
		Black	1 (33%)	1 (33%)	1 (33%)	0	0
		Latinx	1 (33%)	2 (67%)	0	0	0
		White	9 (43%)	8 (38%)	4 (19%)	0	0
		No Info	0	2 (100%)	0	0	0
		TOTAL	14 (41%)	13 (38%)	7 (21%)	0	0

TESOL Master’s [Track 1] Employer Satisfaction and Program Completer Satisfaction

	employ data analysis to develop supportive, diverse, equitable, and inclusive school environments.	Asian	3 (60%)	0	2 (40%)	0	0
		Black	2 (67%)	0	1 (33%)	0	0
		Latinx	1 (33%)	2 (67%)	0	0	0
		White	9 (43%)	9 (43%)	3 (14%)	0	0
		No Info	1 (50%)	1 (50%)	0	0	0
		TOTAL	16 (47%)	12 (35%)	6 (18%)	0	0
	lead and/or participate in collaborative activities with other stakeholders (e.g., peers, colleagues, parents, administrators, community members).	Asian	3 (60%)	0	2 (40%)	0	0
		Black	3 (100%)	0	0	0	0
		Latinx	1 (33%)	2 (67%)	0	0	0
		White	12 (57%)	7 (33%)	2 (10%)	0	0
		No Info	2 (100%)	0	0	0	0
		TOTAL	21 (62%)	9 (26%)	4 (12%)	0	0
	integrate appropriate applications of technology in learning experiences and assessments, and/or leadership thereof in your school and/or district.	Asian	3 (60%)	1 (20%)	1 (20%)	0	0
		Black	2 (67%)	0	1 (33%)	0	0
		Latinx	1 (33%)	2 (67%)	0	0	0
		White	10 (48%)	6 (29%)	3 (14%)	2 (9%)	0
		No Info	0	1 (50%)	1 (50%)	0	0
		TOTAL	16 (47%)	10 (29%)	6 (18%)	2 (6%)	0
	demonstrate professional dispositions: -continuous reflection -commitment to equity and access for all students -commitment to collaborative decision-making	Asian	3 (60%)	1 (20%)	1 (20%)	0	0
		Black	2 (67%)	0	1 (33%)	0	0
		Latinx	0	3 (100%)	0	0	0

TESOL Master’s [Track 1] Employer Satisfaction and Program Completer Satisfaction

		White	12 (57%)	8 (38%)	1 (5%)	0	0	
		No Info	2 (100%)	0	0	0	0	
		TOTAL	19 (56%)	12 (35%)	3 (9%)	0	0	
	understand the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.-commitment to collaborative decision-making	Asian	3 (60%)	0	2 (40%)	0	0	
		Black	3 (100%)	0	0	0	0	
		Latinx	0	3 (100%)	0	0	0	
		White	11 (52%)	8 (38%)	2 (10%)	0	0	
		No Info	1 (50%)	1 (50%)	0	0	0	
		TOTAL	18 (53%)	12 (35%)	4 (12%)	0	0	
	RA.2	experience high quality clinical practice.	Asian	2 (40%)	1 (20%)	2 (40%)	0	0
			Black	2 (67%)	0	1 (33%)	0	0
			Latinx	0	2 (67%)	1 (33%)	0	0
White			10 (48%)	7 (33%)	2 (9.5%)	2 (9.5%)	0	
No Info			1 (50%)	1 (50%)	0	0	0	
TOTAL			15 (44%)	11 (32%)	6 (18%)	2 (6%)	0	
have opportunities to practice applications of content knowledge and skills that your preparation emphasized.		Asian	3 (60%)	1 (20%)	1 (20%)	0	0	
		Black	3 (100%)	0	0	0	0	
		Latinx	0	2 (67%)	1 (33%)	0	0	
		White	9 (43%)	8 (38%)	2 (9.5%)	0	2 (9.5%)	
		No Info	1 (50%)	1 (50%)	0	0	0	
		TOTAL	16 (47%)	12 (35%)	4 (12%)	0	2 (6%)	

TESOL Master’s [Track 1] Employer Satisfaction and Program Completer Satisfaction

	engage in problem-based tasks or research that are relevant to your specialization, your school, and/or district leadership.	Asian	2 (40%)	1 (20%)	2 (40%)	0	0
		Black	3 (100%)	0	0	0	0
		Latinx	1 (33%)	2 (67%)	0	0	0
		White	10 (48%)	7 (33%)	2 (9.5%)	2 (9.5%)	0
		No Info	1 (50%)	1 (50%)	0	0	0
		TOTAL	17 (50%)	11 (32%)	4 (12%)	2 (6%)	0
	Overall, my preparation provided the knowledge, skills, and dispositions that will enable me to have a positive impact on all learners.	Asian	3 (60%)	0	2 (40%)	0	0
		Black	2 (67%)	1 (33%)	0	0	0
		Latinx	0	3 (100%)	0	0	0
		White	10 (48%)	8 (38%)	2 (9.5%)	1 (5%)	0
		No Info	1 (50%)	1 (50%)	0	0	0
		TOTAL	16 (47%)	13 (38%)	4 (12%)	1 (3%)	0

Table 2. Advanced Program Completer Satisfaction Survey results by Program (TESOL Track 1)

CAEP/ InTASC Standards	Program	Very Effective 5	4	3	2	Very Ineffective 1
Looking back on your experiences while you were in the program you completed most recently, how effective was the program in supporting your ability to...						
RA.1	understand individual differences, diverse cultures and communities.	TESOL	4 (50%)	4 (50%)	0	0
	use data effectively when making decisions.	TESOL	3 (37.5%)	4 (50%)	1 (12.5%)	0
	effectively use research methodologies when making decisions.	TESOL	4 (50%)	3 (37.5%)	1 (12.5%)	0
	employ data analysis to develop supportive, diverse, equitable, and inclusive school environments.	TESOL	4 (50%)	2 (25%)	2 (25%)	0

TESOL Master’s [Track 1] Employer Satisfaction and Program Completer Satisfaction

	lead and/or participate in collaborative activities with other stakeholders (e.g., peers, colleagues, parents, administrators, community members).	TESOL	4 (50%)	3 (37.5%)	1 (12.5%)	0	0
	integrate appropriate applications of technology in learning experiences and assessments, and/or leadership thereof in your school and/or district.	TESOL	4 (50%)	3 (37.5%)	0	1 (12.5%)	0
	demonstrate professional dispositions: -continuous reflection -commitment to equity and access for all students -commitment to collaborative decision-making	TESOL	3 (38%)	5 (63%)	0	0	0
	understand the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.-commitment to collaborative decision-making	TESOL	3 (38%)	5 (63%)	0	0	0
RA.2	experience high quality clinical practice.	TESOL	2 (25%)	4 (50%)	2 (25%)	0	0
	have opportunities to practice applications of content knowledge and skills that your preparation emphasized.	TESOL	3 (37.5%)	3 (37.5%)	1 (12.5%)	0	1 (12.5%)
	engage in problem-based tasks or research that are relevant to your specialization, your school, and/or district leadership.	TESOL	4 (50%)	2 (25%)	1 (12.5%)	1 (12.5%)	0
	Overall, my preparation provided the knowledge, skills, and dispositions that will enable me to have a positive impact on all learners.	TESOL	3 (37.5%)	4 (50%)	1 (12.5%)	0	0

Advanced Completer Program Analysis by Race / Ethnicity:

The data analysis on race and ethnicity from Table 1 indicates variations in effectiveness ratings across different racial and ethnic groups for each program aspect. Overall, White participants tend to give higher very effective ratings compared to other racial/ethnic groups across most program aspects. Black participants gave high very effective ratings in certain aspects, such as understanding individual differences and engaging in collaborative activities. Latinx participants typically rate the program lower in effectiveness compared to other racial/ethnic groups. Asian participants show mixed ratings across different program aspects, with some aspects receiving higher very effective ratings compared to others. There are instances where participants did not provide enough information on their race/ethnicity (No Info category), but when provided, they often give varied ratings similar to other racial/ethnic groups.

In summary, there are noticeable disparities in effectiveness ratings based on race and ethnicity, with White participants generally giving higher ratings compared to other groups. This suggests a need for further investigation into potential biases or disparities within the program's effectiveness across different racial and ethnic groups.

TESOL Program Analysis:

TESOL Master's [Track 1] Employer Satisfaction and Program Completer Satisfaction

The data represents feedback on the effectiveness of the TESOL program in supporting various abilities of participants, categorized by the effectiveness ratings on a scale from 1 (Very Ineffective) to 5 (Very Effective). Overall, the program was rated relatively high in supporting abilities such as understanding individual differences, diverse cultures, and communities; using data effectively; employing research methodologies; and engaging in collaborative activities. However, there were lower ratings for aspects like demonstrating professional dispositions, experiencing high-quality clinical practice, and having opportunities to practice applications of content knowledge and skills emphasized in the program. The program should put more emphasis on creating partnerships with schools to allow candidates to develop these clinical experiences and practice skills learned in the TESOL coursework.

Overall, participants felt that the program provided them with knowledge, skills, and dispositions that will enable them to have a positive impact on all learners, although there were areas for improvement noted in certain aspects of the program, such as clinical experiences.

Leadership Program Satisfaction with Preparation (RA4.1 & 4.2)

As a small program with strong connections to the schools due to many of the leaders coming from the ELP and the relationships formed by our candidates in the cohort, we have sufficient anecdotal evidence of satisfaction with the program. This consists of:

- Referrals from our graduates, both currently in leadership positions and in the classroom
- Attendance by our graduates at program events
- Graduates' voluntary participation in our annual Share Fair
- Emails
- Program Reflections

Advanced Programs Employer Satisfaction

We developed and distributed an Employer Satisfaction Survey that yielded no data useful for analysis because it was not clear what program employers should reference. All but four responses indicated that they had hired graduates of both Advanced Programs (Leadership and TESOL) so it was impossible to know which they were referencing in their responses. The four respondents who only chose Leadership indicated scores of 3 or 4 out of 4 on a scale of highly ineffective to highly effective for all items.

We will develop better instrument where employers can indicate more clearly positions they have hired and distribute it twice a year to collect useful data regarding employer satisfaction.

Leadership Program Completer Satisfaction

Completer Satisfaction data was collected through use of a survey distributed to the last three cohorts. We received 21 responses.

Program Completer Survey Items and Responses

Please evaluate your experience while you were in the program you completed most recently (the program you indicated at the start of this survey).

On a scale of 1-5 with 1 being highly ineffective and 4 being highly effective, respond to the following.

Looking back on your experiences while you were in the program you completed most recently, how effective was the program in supporting your ability to...

Item	Mean Score N=21
1 understand individual differences, diverse cultures and communities.	4.6
2 use data effectively when making decisions.	4.6
3 effectively use research methodologies when making decisions.	4.3
4 employ data analysis to develop supportive, diverse, equitable, and inclusive school environments.	4.0
5 lead and/or participate in collaborative activities with other stakeholders (e.g., peers, colleagues, parents, administrators, community members).	4.6
6 integrate appropriate applications of technology in learning experiences and assessments, and/or leadership thereof in your school and/or district.	4.4 [2 response 2]
7 Demonstrate professional dispositions: -continuous reflection -commitment to equity and access for all students -commitment to collaborative decision-making	4.7
8 understand the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.- commitment to collaborative decision-making	4.5
9 experience high quality clinical practice	4.2 [2 response 2]
10 have opportunities to practice applications of content knowledge and skills that your preparation emphasized.	4.1

11 engage in problem-based tasks or research that are relevant to your specialization, your school, and/or district leadership.	4.4 [1 response 1]
12 Overall, my preparation provided the knowledge, skills, and dispositions that will enable me to have a positive impact on all learners.	4.4

Analysis: Most candidates responded with 4 or 5 on a scale of 1-5, indicating satisfaction with the program. There were no differences by demographic or by cohort.

Items 6 and 9 received 2 ratings of 2, and item 11 had one rating of 1.

Items 5 and 7 received the highest number of responses of 5, indicating very high satisfaction with these components.

While all mean scores were between 4.1 and 4.6, it is worth noting that there were three items in which completers were not satisfied, indicating 1 or 2 out of 5. Two of the ratings of 2 and the rating of 1 came from the same person on items 6, 9, and 11. This is therefore related to the experience of one candidate and not significant.

Higher means on items 2, 5, and 7 may reflect the program's increasing focus on use of data for equity and professional dispositions. The lowest mean on applications of technology reinforces other data indicating that there is a need for more opportunities for candidates to use technology and practice supporting technology practices in schools.