**(R4.2) Measure 2 (Initial)**: **Satisfaction of Employers and Stakeholder Involvement**

 As it does with the Completer Survey, each year the EPP sends a survey to document employers’ satisfaction and beliefs with first-year completers whom they’ve hired. In order to get an idea as to how the employers’ responses compare with the completers the same set of questions is asked. This year’s report had a return rate of 25%, or 13 of 52 surveys that were sent.

Employers were asked if they were satisfied with the EPP’s completers (Chart E). Six of them responded they were very satisfied, six of them responded they were satisfied, and one of them responded as being dissatisfied. Using the same formula for calculating the weighted averages of the responses (responses are valued at 1 = Disagree, 2 = Agree, and 3 = Strongly Agree, totaled, and then divided by the total number of responses for each item), the weighted average of all responses equals 2.38, indicating that the vast majority of employers are satisfied to very satisfied with the EPP’s completers. There was one exception to this, as the employer indicated that the individual appeared overwhelmed with having to plan and deliver instruction for all students across all content areas.

 Chart E

The employers were asked to respond to the following questions (identical to the questions submitted to completers) to determine the effectiveness of completer impact on student growth and achievement:

1. Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction
2. Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of GIFTED STUDENTS
3. Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of STUDENTS WITH DISABILITIES
4. Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of ENGLISH LANGUAGE LEARNERS.
5. Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of AT-RISK STUDENTS
6. Recognize student misconceptions and create experiences to build accurate conceptual understandings
7. Create opportunities for students to learn, practice, and master academic language
8. Use academic language in a way that encourages learners to integrate content areas.
9. Utilize strategies to create learning environments which engage students in individual and collaborative learning
10. Engage learners in understanding, questioning, analyzing ideas, and content from diverse perspectives.
11. Develop supports for literacy development across content areas.
12. Seek appropriate ways to integrate technology to support assessment practice and to assess learner needs
13. Use formative and summative data to adjust instruction to enhance learning
14. Align instructional goals and activities with state and district performance standards
15. Use ongoing analysis and reflection to improve planning and practice

The employer responses to these items are detailed in Chart F, below:

 Chart F

Data were compared for employer responses to completer responses for those items that the EPP considers to demonstrate impact on P-12 students by completers using an unpaired t-test on the weighted averages of all relevant responses (Chart G). The results indicate that themeans of Group 1 and Group 2 are not significantly different at p < 0.05

|  |  |  |
| --- | --- | --- |
|  | Completers | Employers |
| Mean | 2.3553 | 2.2163 |
| Variance | 0.0384 | 0.0518 |
| Stand. Deviation | 0.196 | 0.2276 |
| N | 15 | 15 |
| t = 1.7922 |
| Df = 28 |
| Critical Value = 2.048 |
| t< critical value  |

These data inform the EPP that employers agree with completers on completers’ perceptions of abilities to address student achievement needs. We are able to conclude that the employers and the completers are in agreement on the strengths of the EPP’s program and the areas that are in need of emphasis.

 Chart G

Employers reported that completers were doing well in all areas, but needed work especially in areas that involve planning and delivering instruction for students who have special needs and are English Language learners. This includes students who are gifted and talented.

The EPP has sought to address these issues through more emphasis on planning for and delivering instruction for students with special needs in its methods classes across all programs. It has also brought in faculty who have training in working with students whose first language is not English. That said, given this was an academic year that was still affected by a major pandemic and where students were being instructed both in the classroom and through virtual means, the EPP feels confident that improvement will be reflected in completer and student performance when the students are all back in the classrooms and instruction is not piecemealed according to who has technology, who doesn’t, and what can be done in pedagogical practice.

**Measure 2 (Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1)**

**The Specialist in School Psychology at Francis Marion University**

**Satisfaction of Employers**

The Specialist in School Psychology at FMU sent a questionnaire to 8 employers of our previous completers (academic year 2020-2021) who are in their first year as practicing school psychologists (2021-2022). The EPP received 7 responses (88% return rate); only one graduate’s employer questionnaire was not returned.

It should be noted that all eight of our candidates were offered employment in the district where they completed their internships, and six were ultimately hired immediately after their yearlong internships. This indicates that the employers were pleased with our candidates and felt that they would be a good fit for continued employment. Additionally, all eight of these employers requested interns for the 2021-2022 school year and have asked for other graduates who are not interning with them to apply for open positions. This also indirectly indicates a high level of satisfaction with our graduates.

Initially, the questionnaire asked completers to respond to 14 rating scale items determined by the EPP to give insight into completer impact on the satisfaction of employers (4.2). For the 2021-2022 academic year, an additional rating question was added to the questionnaire to address directly employer satisfaction with completers of Francis Marion University’s graduates. Three additional open-ended items were added this year to provide specific information regarding strengths, areas of improvement, and other general comments about the program. Demographic questions were also added this year to determine the name of the district, how many school psychologists are graduates of the FMU program, and how many psychologists they have in their district.

The EPP reviewed the survey items and then used Lawshe's Content Validity Formula (*Lawshe, C.H. (1975) A Quantitative Approach to Content Validity. Personnel Psychology, 28, 563-575. http://dx.doi.org/10.1111/j.1744-6570.1975.tb01393.x* ) to determine which items were associated with the duties required of school psychologists and other professional dispositions that are associated with employer satisfaction. The following items were initially identified, and employers were asked to respond to each of these items with one of the following options: Strongly Agree (SA=4), Agree (A=3), Disagree (D=2), and Strongly Disagree (SD=1):

1. Knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. (2.1)
2. Ability to interpret and report results of problem analysis/psychoeducational assessments and link results to intervention as needed (including the ability to interpret results in a fair and accurate manner, report results to others in a meaningful way that facilitates appropriate interventions, and use results for decision making that fosters positive outcomes for students/clients). (2.1)
3. Knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, schools, and systems, and methods to promote effective implementation of services. (2.2)
4. Knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curricula and instructional strategies. (2.3)
5. Core knowledge of biological, cultural, developmental and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning, and mental and behavioral health. (2.4)
6. Core knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental and behavioral health. (2.5)
7. Core knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communicates to support multitiered prevention, and evidence-based strategies for effective crisis response. (2.6)
8. Core knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental and behavioral health; and strategies to develop collaboration between families and schools. (2.7)
9. Core knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors of children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity. (2.8)
10. Core knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. (2.9)
11. Core knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. (2.10)
12. Professional integrity, involvement, and leadership(including adherence to ethical/legal standards, participation in professional development activities, and demonstration of leadership skills within the district/agency, community, and/or profession). (PROF)
13. Personal/professional work qualities needed for effective interaction with others (including respect for worth and uniqueness of all individuals of varying abilities and disabilities regardless of cultural, ethnic, socioeconomic, gender and religious backgrounds, ability to interact effectively with children, adults, and families of diverse backgrounds, and ability to establish and maintain collaborative relationships with colleagues/coworkers). (PROF)
14. How well did FMU appear to provide the training needed for you to provide quality services that positively impact children and other clients? (PROF)

Additionally, the employers were asked to respond to this item with one of the following options, using one of the following options: Strongly Satisfied (SA=4), Satisfied(A=3), Dissatisfied (D=2), and Strongly Dissatisfied (SD=1).

1. How satisfied are you with the first-year school psychologists you have employed from Francis Marion University? (Satisfaction x = 3.6, range 3 – 4, mode 4)

*Chart A CAEP Standard 4.4 Employer Satisfaction Questionnaire*, provides the results for the seven employers who returned their surveys for the eight graduates.

A survey of the employers at FMU indicates that further explicit instruction needs to address professional skills and mental health services to develop social and life skills. Specific comments from employers also addressed that while students know how to collect the data in instructional support to develop academic skills, our graduates had more difficulties in selecting appropriate interventions that could be easily translated into the online environment present during the pandemic. The EPP will continue to strengthen its program in these areas.

Demographic questionnaire information indicates, that most districts have more than one FMU graduate employed in their school districts, with percentages of FMU candidates in their workforce ranging from 10% to 80%.

**Chart A**

**CAEP Standard A4.2 Satisfaction of Employers**

**Average of Responses from 2021-2022 Employers of 2020-2021 Completers (n = 7)**