EMPLOYER SURVEY

2024

CAEP STANDARDS: R4.2

InTASC STANDARDS: 1, 2, 4, 5, 6, 7, 8, 9, 10

NH DOE 610.02: (a) (1-2), (b) (1-2), (c) (1-3), (d) (1-2)

Administration and Purpose

The Employer survey is an EPP-created survey measuring employers' satisfaction with EPP graduates who are now beginning teachers. The survey measures the perception of employers of graduates' abilities regarding the 10 InTASC standards.

The survey's components and statements are tagged and aligned to CAEP, InTASC, and New Hampshire standards and reflect the EPP's beliefs. The items are stated in terms of behaviors and produce actionable results. The data results from the survey are used to assess the quality of the teacher education programs and the way programs have prepared candidates for their roles as beginning teachers.

The EPP uses the results to improve the quality of the teacher preparation and the operational effectiveness of the EPP. The Employer Survey is administered every year. Employers are sent the survey on-line or, if on campus at meetings, they are asked to respond to it on paper. The instructions on the survey state: "As you complete this survey, please consider SNHU graduates who are beginning teachers (someone with three or fewer years of teaching experience)".

The survey is completed anonymously with individual responses kept confidential and aggregated with all other responses for reporting. The data are shared with faculty and other stakeholders at meetings and retreats.

The employer survey is conducted every year. The survey was revised in 2021. In 2024 there were 10 responses out of 50 (20% response rate).

Content of the Instrument:

The content of the employer survey is directly aligned to the InTASC standards. In addition, the survey includes an open Comments section.

Scoring

The survey is scored by calculating means from the following choices: "unprepared", "somewhat prepared", "adequately prepared", and "well prepared". Scoring is done in the following manner: "unprepared":1; "somewhat prepared": 2; "adequately prepared":3; "well prepared":4. An item is considered acceptable when the mean is "3" or above. An item is considered an area for improvement when the mean is less than "3".

Validity and Reliability

According to the CAEP Revised 2022 Standards Workbook (page 82) surveys do not need these attributes.

DATA

EMPLOYER SURVEY DATA

inTASC	NH 610s	CAEP	CRITERIA		2024 n=10 20%
				RESPONSE RATE	
1-3 DIV	ED 610.02 (a)	R1.1	LEARNER AND LEARNING	Mean	3.2
				Standard Deviation	0.72
4-5	ED 610.02 (b)	R1.2	CONTENT	Mean	3.36
				Standard Deviation	0.58
6-8 Tech	Ed 610.02 (C)	R1.3	INSTRUCTIONAL PRACTICES	Mean	3.45
				Standard Deviation	0.63
9-10	610.02 (d)	R1.4	PROFESSIONAL RESPONSIBILITIES	Mean	3.15
				Standard Deviation	0.91

inTASC	NH 610s	CAEP	CRITERIA		2024
				RESPONSE RATE	n=10 20%
1	610.02 (a) (1)	R1.1 R3.3	**1. Learner Development** Understand how learners grow and develop in order to design and implement appropriate individual and collaborative learning experiences	Mean	**3.34**
				Standard Deviation	**0.49**
2	610.02(a) (2)	R1.1 R3.3	**2. Learning Differences** Use understanding of diverse cultures and communities to create inclusive learning environments	Mean	**3.2**
				Standard Deviation	**0.75**
3	Ed 610.02 (a) (3)	R1.1 R3.3	**3. Learning Environment** Create a learning environment that encourages positive social interaction, active engagement and self-motivation	Mean	**3.3**
				Standard Deviation	**0.64**
4	610.02 (b) (1)	R1.2	**4. Content Knowledge** Understand the central concepts and structures of the discipline you teach and create learning experiences that make the discipline engaging and authentic for learners.	Mean	**3.44**
				Standard Deviation	**0.5**
5	610.02 (b) (2)	R1.2	**5. Application of Content** Use multiple methods of assessment to monitor progress and guide decision-making	Mean	**3.3**
				Standard Deviation	**0.64**
6	610.02 (c) (1)	R1.3	**6. Assessment** Plan instruction that supports every student in meeting goals by using content, pedagogy, and knowledge of learners and community	Mean	**3.3**
				Standard Deviation	**0.78**
7	610.02 (c) (2)	R1.3	**7. Planning for Instruction** Use a variety of instructional strategies to encourage learners, including technology	Mean	**3.3**
				Standard Deviation	**0.64**
8	610.02 (c) (3)	R1.3	**8. Instructional Strategies** Recognize the importance of ongoing professional learning and development	Mean	**3.7**
				Standard Deviation	**0.46**

9	610.02 (d) (a)	R1.4	**9. Professional Learning and Ethical Practice** Use evidence to evaluate one's practice, especially the impact on learners, families and the community, and adapt to meet needs	Mean	**3.3**
				Standard Deviation	**0.64**
10	Ed 610.02 (d) (2)	R1.4	**10. Leadership and Collaboration** Seek leadership roles and collaborate with learners, colleagues, families and the community to ensure learner growth	Mean	**3**
				Standard Deviation	**1.1**
DIV		R1.1	**Diversity, Equity and Inclusion** Understand issues of diversity, equity and inclusion	Mean	**3**
				Standard Deviation	**0.89**
TECH		R1.3	**Technology** Uses technology for student learning experiences	Mean	**3.5**
				Standard Deviation	**0.5**

Prepared	Year	Unprepared	Somewhat Prepared	Adequately Prepared	Well Prepared
Overall, which of the following statements best represents your perception of how the graduates of our SNHU programs are prepared to be beginning educators?	2024	0	0	4	6

Overall, how would you rate beginning teachers prepared by SNHU for teaching effectiveness?

BEGINNING TEACHER RATING	2024
Distinguised	20%
Proficient	50%
Basic	30%
Unsatisfactory	0%

How likely would you be to hire another SNHU graduate in the future?

- 2024 – 10% (1/10) respondents said that they might or might not hire another graduate, the remaining 9 respondents responded that they Probably 20% (2/10) or Definitely 70% (7/10) would hire a SNHU graduate in the future.