

MEASURE 2: SATISFACTION OF EMPLOYERS & STAKEHOLDERS INVOLVEMENT

(R4.2|R5.3|RA4.1)

SIUC Completer Satisfaction Survey

BACKGROUND

Since 2018, SIUC has collected data annually for initial programs using the Completer Satisfaction Survey. We do not receive information from ISBE stating where our completers are employed, so we send the survey link to our completers using the permanent email address they provide us at graduation. We send the email to the completers who graduated during the previous 6 months to 3 years.

CRITERIA OF SUCCESS

The ratings on this survey are as follows: *extremely confident*, *very confident*, *moderately confident*, *somewhat confident*, and *not very confident*. These “scaled choices have been qualitatively defined using specific criteria aligned with key attributes” (CAEP, 2017) rather than using a numbered scale.

QUALITY ASSURANCE

The questions on this survey use direct language from the Illinois Professional Teaching Standards (IPTTS) with which completers are very familiar. The questions are also aligned to InTASC standards. While we did not conduct a pilot of these questions with completers, these questions are directly from our Pre-Student Teaching Clinical Evaluation Rubric elements. We consulted a panel of experts in developing that rubric, conducted a pilot, and established inter-rater reliability in Fall 2017. We made modifications, as necessary, to that rubric before creating the survey in spring 2018. In addition, the questions on this survey are the same as the questions asked on the employer satisfaction survey and candidate exit survey in order to make comparisons between employer satisfaction and completer confidence at graduation and as an in-service teacher.

SUPPORT FOR IMPROVEMENT

The Completer Satisfaction Survey is administered by SIUC using Live Text, where previously it was collected using Survey Monkey. This method allows the unit to analyze data trends systematically with program coordinators, clinical supervisors, and the Teacher Education Program Advisory Board.

Completers are asked to complete a survey who are actively teaching full time in k-12 schools at the beginning of their second semester of their first through third year of teaching. For 2021-2022 academic year, 26 completers participated in the survey. The completers were 15 elementary of which 2 were SPED, 5 middle school teachers of which 2 were SPED, and 6 high school teachers of which 2 were SPED.

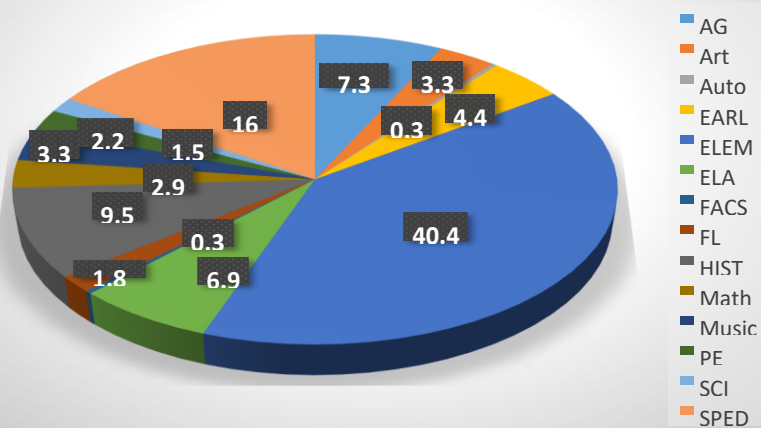
The completers completed the 17-question survey using the Live Text anonymous link they received via email. In completing the survey, there were introductory questions, however the more relevant questions in the survey correlated to their effectiveness to demonstrate knowledge, learning environment of P-12 students, instructional strategies, effective communication, informal and formal assessments, collaborative relationships, and continuous learning as is depicted in the IPTS.

Scores were rated from 5 – “*Extremely Confident*” to 1- “*Not Very Confident*” in answering the following seven questions to understand the impact the completers had on student learning. The seven questions that correlated with the IPTS.

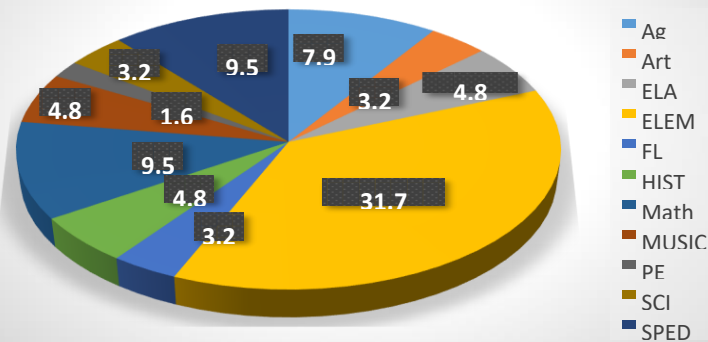
RESULTS

For the 2021 results, the response rate increased to 31% of the 205 completers emailed, and the respondents had an average of 16.26 months experience teaching, which is approximately 5 months longer than the average last cycle. The Unit feels the survey is representative of our programs, as evidenced by the pie charts, with the exception of Special Education and Math. Special Education completers, for the semesters surveyed, made up 16% of completers but made up only 9.5% of the responses. Math completers, for the semesters surveyed, made up 2.9% of completers but also represent 9.5% of the responses.

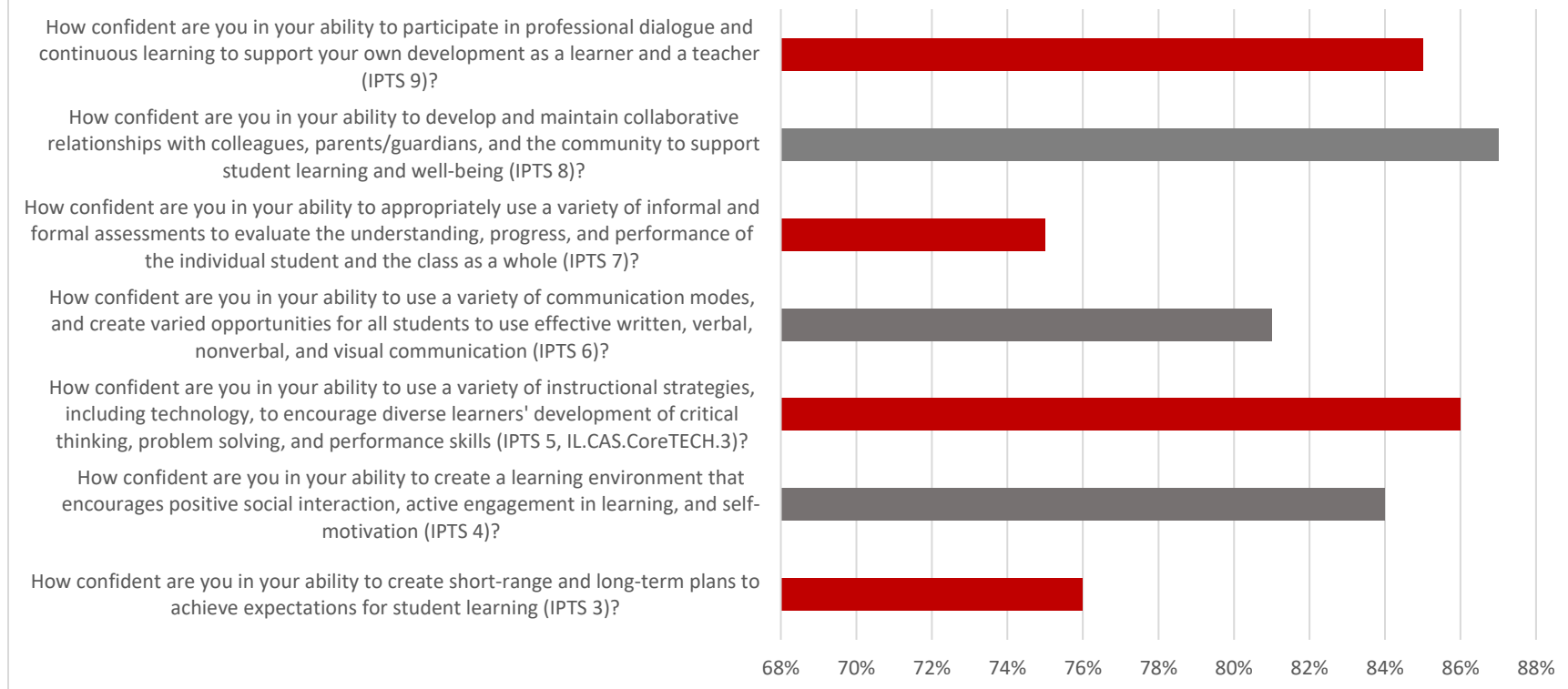
**Programs by Percentage of Completers
Spring 2021 Survey**



**Programs Represented by Respondents
Spring 2021**



Completers Impact & Effectiveness Correlating Illinois Professional Teacher Standards (IPTS) Spring 2021 - Spring 2022



A: How confident are you in your ability to create short-range and long-term plans to achieve expectations for student learning (IPTS 3)?

B: How confident are you in your ability to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (IPTS 4)?

C: How confident are you in your ability to use a variety of instructional strategies, including technology, to encourage diverse learners' development of critical thinking, problem solving, and performance skills (IPTS 5)

D: How confident are you in your ability to use a variety of communication modes, and create varied opportunities for all students to use effective written, verbal, nonverbal, and visual communication (IPTS 6)?

E: How confident are you in your ability to appropriately use a variety of informal and formal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole (IPTTS 7)?

F: How confident are you in your ability to develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being (IPTTS 8)?

G: How confident are you in your ability to participate in professional dialogue and continuous learning to support your own development as a learner and a teacher (IPTTS 9)?

ANALYSIS

The scores indicate that all areas were at 75% and above with the highest element being letter F at 86% indicated they were extremely confident in their ability to develop and maintain collaborative relationships with colleagues, parents, and community to support student learning and well-being. The lowest score of 75%, completers stated they were somewhat confident in their ability to appropriately use a variety of informal and formal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole. See the results below of the data collected on each Illinois Professional Teaching Standard question for the completers.

Completer	A How confident are you in your ability to create short-range and long-term plans to achieve expectations for student learning (IPTS 3)?	B How confident are you in your ability to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (IPTS 4)?	C How confident are you in your ability to use a variety of instructional strategies, including technology, to encourage diverse learners' development of critical thinking, problem solving, and performance skills (IPTS 5)	D How confident are you in your ability to use a variety of communication modes, and create varied opportunities for all students to use effective written, verbal, nonverbal, and visual communication (IPTS 6)?	E How confident are you in your ability to appropriately use a variety of informal and formal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole (IPTS 7)?	F How confident are you in your ability to develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being (IPTS 8)?	G How confident are you in your ability to participate in professional dialogue and continuous learning to support your own development as a learner and a teacher (IPTS 9)?
1	3	4	4	3	4	3	3
2	1	0	5	3	1	3	3
3	5	5	5	5	5	5	5
4	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5
6	4	4	5	5	5	5	5
7	3	4	3	4	3	4	4
8	4	4	5	5	5	5	5
9	4	4	4	4	5	4	4
10	4	5	5	5	4	5	4
11	4	5	4	4	3	5	5

Completer	A How confident are you in your ability to create short-range and long-term plans to achieve expectations for student learning (IPTS 3)?	B How confident are you in your ability to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (IPTS 4)?	C How confident are you in your ability to use a variety of instructional strategies, including technology, to encourage diverse learners' development of critical thinking, problem solving, and performance skills (IPTS 5)	D How confident are you in your ability to use a variety of communication modes, and create varied opportunities for all students to use effective written, verbal, nonverbal, and visual communication (IPTS 6)?	E How confident are you in your ability to appropriately use a variety of informal and formal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole (IPTS 7)?	F How confident are you in your ability to develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being (IPTS 8)?	G How confident are you in your ability to participate in professional dialogue and continuous learning to support your own development as a learner and a teacher (IPTS 9)?
12	3	4	4	2	1	4	3
13	3	5	4	3	2	5	4
14	4	4	3	4	3	4	4
15	5	5	5	5	5	5	5
16	4	5	4	5	5	4	4
17	4	4	4	4	4	4	4
18	3	3	3	3	3	3	3
19	4	4	5	4	3	5	5
20	4	5	5	4	5	5	5
21	4	4	4	4	3	4	3
22	4	4	4	3	4	3	5

Completer	A How confident are you in your ability to create short-range and long-term plans to achieve expectations for student learning (IPTS 3)?	B How confident are you in your ability to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (IPTS 4)?	C How confident are you in your ability to use a variety of instructional strategies, including technology, to encourage diverse learners' development of critical thinking, problem solving, and performance skills (IPTS 5)	D How confident are you in your ability to use a variety of communication modes, and create varied opportunities for all students to use effective written, verbal, nonverbal, and visual communication (IPTS 6)?	E How confident are you in your ability to appropriately use a variety of informal and formal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole (IPTS 7)?	F How confident are you in your ability to develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being (IPTS 8)?	G How confident are you in your ability to participate in professional dialogue and continuous learning to support your own development as a learner and a teacher (IPTS 9)?
23	3	4	4	3	4	3	3
24	4	4	5	4	4	5	4
25	3	5	5	5	5	5	5
26	3	5	4	4	3	4	5
27	3	3	2	2	1	3	3
Avg.	3.8	4.2	4.3	4.0	3.7	4.3	4.3
Percentage	76%	84%	86%	81%	75%	87%	85%

SIU Completer Survey Spring 2021-Spring 2022

1 What semester did you graduate from SIUC?

2 How many months have you been teaching since graduation?

3 What grade levels are you currently teaching?

4 What subject(s) do you currently teach?

5 Are you currently teaching in the subject area(s) for which you were prepared at SIUC?

- Yes
 No

6 Have you received a Masters Degree? If so what area?

7 Have you achieved any of the following milestones since graduating from SIUC with your initial teaching license? (Please check all that apply)

- Master's degree
 Some additional coursework
 Subsequent Teaching Endorsements
 Tenure

8 Please rate the following based on your preparation in the SIUC teacher education program:

9 How confident are you in your ability to create short-range and long-term plans to achieve expectations for student learning (IPTS 3)?

- Extremely Confident
 Very Confident
 Moderately Confident
 Somewhat Confident
 Not Very Confident

10 How confident are you in your ability to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (IPTS 4)?

- Extremely Confident
 Very Confident
 Moderately Confident
 Somewhat Confident
 Not Very Confident

11 How confident are you in your ability to use a variety of instructional strategies, including technology, to encourage diverse learners' development of critical thinking, problem solving, and performance skills (IPTS 5, IL.CAS.CoreTECH.3)?

- Extremely Confident
- Very Confident
- Moderately Confident
- Somewhat Confident
- Not Very Confident

12 How confident are you in your ability to use a variety of communication modes, and create varied opportunities for all students to use effective written, verbal, nonverbal, and visual communication (IPTS 6)?

- Extremely Confident
- Very Confident
- Moderately Confident
- Somewhat Confident
- Not Very Confident

13 How confident are you in your ability to appropriately use a variety of informal and formal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole (IPTS 7)?

- Extremely Confident
- Very Confident
- Moderately Confident
- Somewhat Confident
- Not Very Confident

14 How confident are you in your ability to develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being (IPTS 8)?

- Extremely Confident
- Very Confident
- Moderately Confident
- Somewhat Confident
- Not Very Confident

15 How confident are you in your ability to participate in professional dialogue and continuous learning to support your own development as a learner and a teacher (IPTS 9)?

- Extremely Confident
- Very Confident
- Moderately Confident
- Somewhat Confident
- Not Very Confident

16 In the areas you are Extremely Confident /Very confident, tell us what we can continue to do to ensure candidate performance in these areas and what it is about the program that attributed to this confidence?

17 In the areas you are below Very confident, tell us what we can do to increase candidate performance in these areas and what it is about the program that attributed to this lack of confidence?