IU Southeast School of Education Employer Survey
Counseling MSED Report

BACKGROUND

The Indiana University Southeast School of Education Employer Survey is administered to supervisors of Indiana and Kentucky schools that employ a graduate who received his or her degree one year ago. The survey

> Individual question response rate varies. We include partial responses in the report and, unless otherwise indicated, non-respondents are excluded in tabled data counts and percentages.

collects data regarding the supervisors' opinions of the graduates knowledge, skills, and abilities. This report is intended to provide information regarding how these data have changed from year to year and to support decision-making that facilitate change and lend to continuous improvement of the School of Education's degree programs.

OVERALL COMPLETERS AND RESPONSE RATE

The School of Education awarded 146 bachelor or master degrees in Fall 2018, Spring 2019, and Summer 2019. The Employer survey is typically administered one year after the graduate earns his or her degree. This provides the opportunity for the graduate to teach in a school and apply the knowledge, skills, and abilities learned at IU Southeast. Due to the pandemic and staffing issues, the survey administration was delayed and administered in the summer of 2022. Graduates are located through the Kentucky Education Professional Standards Board Certificate Inquiry Database and the Indiana Department of Education.

	Undergraduate	Graduate
Located in IN	42	23
Located in KY	3	11
Unable to Locate	45	22
Total Graduates	90	56

	Invited	Responded	Response Rate
Undergraduate	45	16	35.6%
Graduate	34	16	47.1%

Sara Spalding
Administered Summer 2022

GRADUATES

The School of Education awarded 18 Counseling MSED degrees in Fall 2018, Spring 2019, and Summer 2019. Ten of the graduates were located in an Indiana or Kentucky school system. Eight graduates were not located.

Table 1: Graduates:

	2020
Located in IN	6
Located in KY	4
Unable to Locate	8
Total Graduates	18

RESPONDENTS

Survey respondents consisted of 5 employers out of 10 contacted via email.

Table 2: Response Rate:

	Invited	Responded	Response Rate
2020 Administration	10	5	50%

Table 3: Respondents:

	2020 N	%
Principal	5	100%
Building Administrator	0	0%
Central Office Administrator	0	0%
Superintendent	0	0%
Other	0	0%
Total	5	100%

EMPLOYER SATISFACTION

Table 4: Employer Satisfaction: Planning and Preparation

	2020
1. The teacher/counselor/leader demonstrates knowledge of content.	100%
2. The teacher/counselor/leader demonstrates knowledge of pedagogy.	100%
3. The teacher/counselor/leader demonstrates knowledge of students.	100%
4. The teacher/counselor/leader sets instructional outcomes.	100%
5. The teacher/counselor/leader designs coherent instruction.	100%
6. The teacher/counselor/leader designs student assessment.	100%

The percentages total the "Strongly Agree" and "Agree" responses.

Table 5: Employer Satisfaction: Learning Environment

	2020
1. The teacher/counselor/leader creates an environment of respect.	100%
2. The teacher/counselor/leader establishes a culture for learning.	100%
3. The teacher/counselor/leader manages classroom procedures.	100%
4. The teacher/counselor/leader manages student behavior.	100%
5. The teacher/counselor/leader organizes physical space.	100%

The percentages total the "Strongly Agree" and "Agree" responses.

Table 6: Employer Satisfaction: Instruction

	2020
1. The teacher/counselor/leader communicates with students.	100%
2. The teacher/counselor/leader uses questioning and discussion techniques.	100%
3. The teacher/counselor/leader engages students in learning.	100%
4. The teacher/counselor/leader uses formative assessment in instruction.	100%
5. The teacher/counselor/leader uses summative assessment in instruction.	100%
6. The teacher/counselor/leader demonstrates flexibility and responsiveness.	100%

The percentages total the "Strongly Agree" and "Agree" responses.

Table 7: Employer Satisfaction: Professional Responsibilities

	2020
1. The teacher/counselor/leader communicates with families.	100%
2. The teacher/counselor/leader participates in a professional community.	100%
3. The teacher/counselor/leader develops professionally.	100%
4. The teacher/counselor/leader shows professionalism.	100%

The percentages total the "Strongly Agree" and "Agree" responses.

QUALITATIVE COMMENTS
Please note that comments appear as entered by the respondents; they are not edited for spelling and grammar.

Qualitative Comments: Continue Recommending IUS Graduates
Respondents were asked, "Will you continue to recommend IUS graduates for employment in your school/district?"
1. yes
2. Yes, Indeed
3. Yes
4. Yes
5. School attended is not a criteria. Candidates with the disposition and skills for the job are recommneded.

Qualitative Comments: Other Strengths/Weaknesses
Respondents were asked, "If there are other strengths and/or weaknesses of the program that you would like to address, please do so without identifying the teacher to whom the comments pertain."
1. He/She is seeking a leadership role currently.
2. NA

Qualitative Comments: Title/License Specialization
Respondents were asked, "What is the title of the teacher? What is the license specialization?"
1. Math Teacher
2. MS Math
3. School Counselor
4. School Counselor

Qualitative Comments: Promotion
Respondents were asked, "Has the teacher received a promotion?"
1. Not yet
2. Team Leader

Qualitative Comments: Leadership
Respondents were asked, "Has the teacher assumed any leadership roles within your school?"
1. PLC Lead, Team Leader
2. Yes
3. Works with our programing for new students.

Qualitative Comments: Effective within the Classroom
Respondents were asked, "Can you provide examples of when the teacher was particularly effective within the classroom? For example, classroom management, differentiating instruction, etc."
1. Classroom management and instructional lead. He/She does a great job at working with colleagues to get them acclimated with general and specific plans.
2. Building relationships with students. Having stations
3. Helps with orientation days, scheduling

Qualitative Comments: Effective outside the Classroom
Respondents were asked, "Can you provide examples of when the teacher was particularly effective outside of the classroom? For example, parent-teacher meetings, staff meetings, etc."
1. He/She has the desire as taking on a leadership role but it is still in the planning stages.
2. Coaching; 2nd Run Bus Leadership
3. Helps with connections in the community

Qualitative Comments: Other General Comments
Respondents were asked, "If you would like to add any general comments to this survey please do so."
1. He/She is a phenomenal educator with a strong aptitude to build positive and meaningful relationships with students. He/She will be great as a counselor in the near future.
2. None at this time

APPENDIX A
A copy of the survey instrument is found in the attachments paper clip in this PDF.