

## **CAEP Measure 2: Initial Programs Satisfaction of Employers and Stakeholder Involvement**

Data provided should be collected on employers' satisfaction with program completers

### **Satisfaction of Employers**

#### Utah Teacher Education Employer Survey (UTEES)

The UTEES is designed to measure how competent and knowledgeable completers are in the standards aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) and the Utah Effective Teaching Standards (UETS). Through a series of questions employers indicate how competent the BYU completer is in each of the standards. The UTEES is measured on a four-point scale. On questions 1 - 25 employers are asked to score the completer “based on their interactions and observation of how well she/he can do the following:” Scoring options are “Not at All,” “Minimally,” “Effectively,” and “Exceptionally.” On questions 26 - 29 employers are asked to score the completer “based on their interactions and observations on how extensive her/his understanding of...” Scoring options are “None,” “Very Little,” “Sufficient,” and “Comprehensive.” Question 30 allows the employer to express her/his satisfaction with the BYU preparation program. It asks, “Based on the abilities of your current BYU graduate, how satisfied are you with the BYU teacher preparation program?” Scoring options are on a six-point scale and include “Extremely Dissatisfied,” “Very Dissatisfied,” “Somewhat Dissatisfied,” “Somewhat Satisfied,” “Very Satisfied,” and “Extremely Satisfied.” There are also two open questions so completers can share what they specifically liked about the program and also offer any suggestions for improvement. In question 31, employers respond to the question, “In what aspects of teaching is your BYU graduate best prepared as a result of their teacher preparation program?” Question 32 asks, “What changes would you recommend we make to the program?”

As is shown in the tables below, the majority of employers of BYU completers feel they are prepared or very well prepared in their abilities and knowledge and are very satisfied or extremely satisfied with BYU education programs.

#### **Employer Rankings of 2019-2020 BYU Completers**

Abilities					
Not at all	Minimally	Effectively	Exceptionally		
3%	4%	75%	18%		
Knowledge					
None	Very Little	Sufficient	Comprehensive		
9%	0%	60%	31%		
Satisfaction					
Extremely Dissatisfied	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	Extremely Satisfied
4%	0%	3%	8%	65%	31%

#### **Employer Rankings of 2018-2019 BYU Completers**

<b>Abilities</b>			
<b>Not at all</b>	<b>Minimally</b>	<b>Effectively</b>	<b>Exceptionally</b>
3%	4%	63%	30%

Knowledge			
None	Very Little	Sufficient	Comprehensive
4%	2%	50%	44%

Satisfaction					
Extremely Dissatisfied	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	Extremely Satisfied
0%	0%	7%	7%	61%	25%

### Employer Ranking of 2017-2018 BYU Completers

Abilities			
Not at all	Minimally	Effectively	Exceptionally
17%	3%	62%	18%
Knowledge			
None	Very Little	Sufficient	Comprehensive
31%	4%	50%	15%

Satisfaction					
Extremely Dissatisfied	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	Extremely Satisfied
0%	0%	4%	8%	67%	21%

### Stakeholder Involvement

#### BYU Public School Partnership

BYU-EPP (Brigham Young University Educator Preparation Program) collaborates with the Brigham Young University-Public School Partnership (BYU-PSP) which includes a diverse group of stakeholders consisting of employers, practitioners, alumni, and school and community partners. These stakeholders contribute to quality clinical experiences, program evaluation, program improvement, and the identification of models of excellence. Stakeholders are vital to the BYU-EPP's success. The BYU-EPP regularly collaborates through the BYU-PSP. This nationally recognized partnership was formed in 1984 and is dedicated to simultaneous renewal of educator preparation and public schooling. The initial programs work closely with their partnership advisory councils (PAC) to ensure appropriate stakeholders are involved in program evaluation, improvement efforts, and identification of models of excellence. Councils representing elementary and early childhood education (EEPAC), secondary education (SEPAC), and special education (SPEDPAC) have been established to facilitate the collaboration within BYU's Initial Programs.

The BYU-PSP is comprised of Brigham Young University and the five public school districts of Alpine, Jordan, Nebo, Provo City, and Wasatch County. To show their shared commitment to teaching and learning, the six members of the BYU-PSP have established a constitution and bylaws to provide a framework to guide their collaboration. The constitution and bylaws outline the leadership structure of the BYU-PSP while setting forth the purposes of the partnership. The constitution established the following six purposes of the BYU-PSP:

1. To coordinate the development of education programs and policy at the member public school districts, assisted by the technical and administrative resources of the public-school members and

of Brigham Young University, with emphasis in the areas of (a) pre-service education, (b) in-service education, (c) curriculum development, and (d) collaborative research designed to achieve effective educational systems and academic excellence in the public schools.

2. To promote the orderly growth of knowledge concerning public education.
3. To stimulate study, research, and discussion in the field of public education.
4. To promote cooperation between students, teachers, researchers, administrators, and others concerned with public education.
5. To study the application of knowledge concerning public education to improve society and enhance quality of life.
6. To consider and deal by lawful means with common problems involved in public education and to secure cooperative action in advancing the common purposes of the members of the Association [Partnership].

The constitution and bylaws of the BYU-PSP frame the relationship between BYU and partnership districts. This framework provides the means for BYU to collaborate with the districts to offer high-quality clinical placements.

#### Stakeholder Input Component

BYU uses the stakeholder input component from partnership districts evaluation tools to obtain stakeholder input on BYU completers. The stakeholder input score is obtained through the use of surveys. Districts survey the students' parents on the effectiveness of the teacher in the classroom, and students in grades 3 - 12 fill out the survey on their teacher. The results of these surveys are combined to obtain the Stakeholder Input component. The teacher is scored on a 0-3 scale. The scale includes the options Not Effective (0), Emerging Effective (1), Effective (2), and Highly Effective (3). The 2016-2020 Teacher Impact Data Stakeholder Input scores demonstrates 88% of respondents scored their teacher (BYU completer) at the Effective level.

NOTE: Further data will be available in August 2023 as there is a year lapse in analyzing and posting the data.