

Arkansas State University

College of Education and Behavioral Science

EPP Assessment Day

One-Year Data Reports for 2020-2021



Fall Assessment Day

November 12, 2021

Name of Assessment: Employer Survey

Year: 2017-2020

Standard #: 3

Disaggregated Data

What do you see?

Domain 1:

Very Inadequate 2017 (1.87) 2018 (4.05) 2019 (3.03)
Inadequate 2017 (8.41) 2018 (4.05) 2019 (2.27)
Adequate 2017 (69.16) 2018 (78.38) 2019 (70.45)
Very Adequate 2017 (20.56) 2018 (13.51) 2019 (24.24)
2017 - 2018 went up 69.16 to 78.38 in adequate but went down to 70.45 in 2019

Domain 2:

Very Inadequate 2017 (3.74) 2018 (9.46) 2019 (4.05)
Inadequate 2017 (26.17) 2018 (22.97) 2019 (19.70)
Adequate 2017 (62.62) 2018 (63.51) 2019 (63.64)
Very Adequate 2017 (7.48) 2018 (4.05) 2019 (12.88)
in 2019 we went from 67.56 to 76.52

Domain 3:

Very Inadequate 2017 (0.00) 2018 (4.05) 2019 (2.27)
Inadequate 2017 (8.41) 2018 (9.46) 2019 (2.27)
Adequate 2017 (73.83) 2018 (75.68) 2019 (75.76)
Very Adequate 2017 (17.76) 2018 (10.81) 2019 (19.70)
91.59 to 86.49 to 95.46

Domain 4:

Very Inadequate 2017 (0.93) 2018 (5.41) 2019 (2.29)
Inadequate 2017 (7.48) 2018 (6.79) 2019 (5.34)
Adequate 2017 (70.09) 2018 (72.97) 2019 (64.12)
Very Adequate 2017 (21.50) 2018 (14.86) 2019 (28.24)
91.59 to 87.83 to 92.36

We are above 80% in Domains 1,3,4 and in Domain 2 we are below the 80%. 2017 = 69.68; 2018 = 67.56; 2019 = 76.52. However, we have increased from 69.68 to 76.42.

Data Summary

The data seems to tell us that we are doing well (adequate to very adequate in our Domains 1, 3, and 4. We need to work on Domain 2 because we are below 80%. Domain 2 is Classroom Management.

Areas of strength include Domain 1, Domain 3, and Domain 4. We have increased in all areas.

What are some areas of concern?

Domain 2 - classroom management

Classroom Management stems from experience. We think if this was taken after a few years of experience it will be higher.

Team SMART Goal and Action Steps

Teacher Candidates will increase in adequate and very adequate to at least 80% over the next two years.

What is “best practice” to achieve this SMART goal?

To provide students more classroom management strategies and training.

What steps do we need to take to achieve this SMART goal?

1. Add a module in trauma-informed learning
2. Add a module in simulation training
3. Placements for Internship with known clinicals with good classroom management

Notable performance above expectations across EPP

Instruction is at 95.46% in 2020. This is where our students are in Virtual Situations. Our students were able to provide adequate instruction.

Notable performance below expectations across EPP

Classroom Management is at 76.152% in 2020. It is hard to have adequate classroom management while in a virtual setting.

Ways to prepare students to perform better/score higher

Have classroom management simulations before Internship I

Better way to place students

Create video

Needs for faculty development to better support students

enVoy training

Trauma-informed

Area of greatest need to begin support immediately

Module in trauma-informed instruction

Placement with Clinical with proven successful management

Real-world simulations

A variety of candidate identified topic concerns (i.e. power-struggle, off-task, defiant)