

Annual Report Section 4 – 2023-2024 Display of Annual Reporting Measures <https://www.bakeru.edu/ksde-caep-annual-reporting-measures/>

Measure 2 (Initial & Advanced): Satisfaction of employers (R4.2, RA4.1).

Spring 2025 – Initial

As a result of the low N size and other challenges in past years trying to improve response rates, strategies at this time have been more deliberate in creating the list of graduates and employers. It has evolved into a multi-step process.

1. The Teacher Education department meticulously uses a department-shared Google spreadsheet listing the graduate, graduation date, district employer, school, grade/content, teacher email, principal, principal email, school phone, and additional information.
2. Next, the accreditation director locates graduates through the listed district/school website to verify the job and employer name and contact information.
3. Triangulating contact information using these information steps, a csv file is created by program along with a concise email request in Survey Monkey.

To date, the EPP initially sent: 35 USOE Employer Survey Monkey email invitations on Feb 8, 2025. Response consisted of 22 opened, 9 unopened, 4 bounced, 4 clicked through and one completed the survey resulting in a response of 3%. Further investigation indicated 22/35 or 63% opened the employer survey without completing it, as well as four clicking through the assessment resulting in one response.

When the EPP faculty and Council for Undergraduate Teacher Education (CUTE) members met on April 8, 2025, this challenge of low response rates was brainstormed. The following suggestions were offered by stakeholders to increase response rates on Employer feedback surveys:

- Create an Employer-Completer GRID to review buildings serviced and current graduates in order to facilitate networking efforts.
- Early networking as university supervisors work in schools with principals, cooperating teachers, and student teachers. “We see you have our recent graduate working for you.” Talk about a detailed survey on the way to capture what is working well and area of improvement for the Teacher Education program.
- Gather supervisor contact information from the upcoming First Year Teacher Panel meeting on April 24, 2025. Using the current employer contact details, the Teacher Education Department chair will pre-contact 1st year Completer graduate supervisors to review the importance of their feedback. Surveys can then be sent out after students are out for summer break and principals have the time to devote themselves to this important collaboration.
- EPP faculty reviewed copies of the completer and employer instruments to determine possible causes of the incomplete ratio. Between the 60 questions and the excessive open-ended questions (over the recommended 12 minimum), the current survey is not a user friendly assessment. Extensive work is needed to resolve this obstacle. This goal will be addressed during the next EPP Annual Report.

Spring 2023 - Initial

Utilizing a Survey Monkey instrument format in Spring 2023, Baker University continued using the Teacher Strengths Survey Instrument (TSS) questions mentioned earlier for Spring 2021 (which was developed and validated by KAPCOTE institutions).

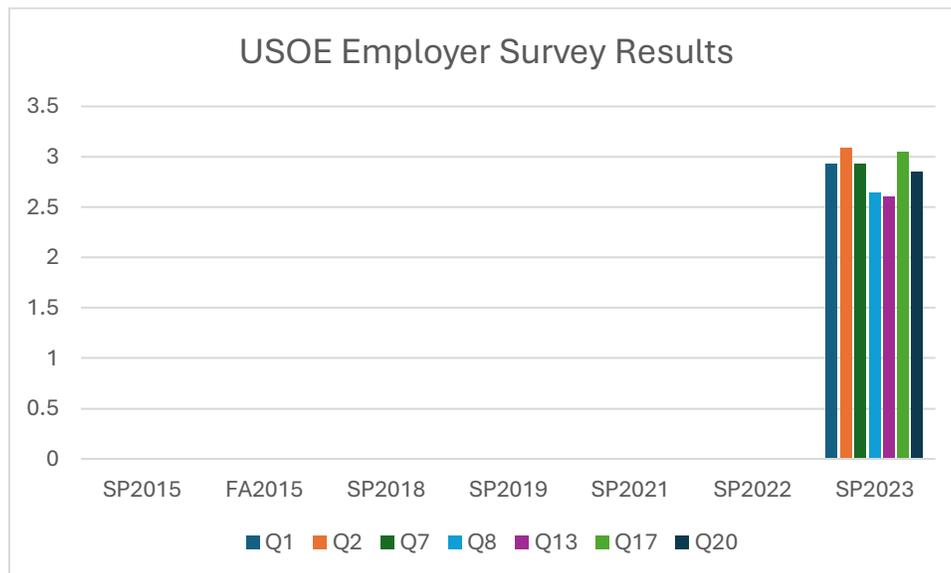
Initial Program – R4.2: Of the 15 first-year graduates, 5 employers were invited and responded representing a 33.33% response rate.

Securing data from employers in past years has been a challenge. Following the 2023 Spring Teacher Panel of First Year Teachers, the USOE chair followed up contacting direct supervisors shared by completers. Results from the USOE Spring 2023 Survey Monkey instrument reflect mean scores on 4-point scale ratings of employers for graduates’ level of preparation from the EPPs teacher preparation program in seven areas on a scale of 1 (Novice) to 4 (Exemplary) as shown in the table below.

Novice=1 Proficient=2 Accomplished=3 Exemplary=4

USOE Employer Thematic Section Survey Monkey Question #	InTASC Standard	Spring 2018	Spring 2019	Spring 2021	Spring 2023	Spring 2025
<i>N size</i>		0	0	1	5	<i>In progress</i>
Managing my Classroom - Q1	3			*	2.93	
Planning Units and Lessons - Q2	7			*	3.09	
Understanding my Learners - Q7	1, 2			*	2.93	
Utilizing methods of teaching & instruction - Q8	8			*	2.64	
Assessing & Tracking Student Performance - Q13	6			*	2.60	
Technology Integration - Q17	3,5,7,10			*	3.05	
Equity of all Learners - Q20	1,2,3,4,7,9			*	2.85	
OVERALL AVERAGE				*	2.87	

**Unable to calculate significant results because the “n” value was too low.*



During spring of 2023, employers of USOE graduate graduates reported the highest level of preparation in Planning Units and Lessons (Q2 with a mean of 3.09/4.00).

The following strength and improvement areas were listed in completed surveys:

Planning Units and Lessons (Q2 – 3.09/4.00)	
<i>Strengths</i>	<i>Improvement</i>
<ul style="list-style-type: none"> Initial lessons are strong and engaging. Well planned. Understanding interactive learning. This teacher has the desire to be prepared. She also wanted to be sure she had a clear understanding of expectations and the resource. 	<ul style="list-style-type: none"> Lesson planning is good, but not allowing for/ anticipating re-teaching is an issue. Learn to be flexible. Backward Design and focusing on the importance of lesson objectives and how they drive a lesson from beginning, middle to end! Review assessment alignment to state standards.

The indicator with the lowest score was reported in Assessing & Tracking Student Performance (Q13 with a mean of 2.60/4.00).

Assessing & Tracking Student Performance (Q13 – 2.60/4.00)	
<i>Strengths</i>	<i>Improvement</i>
<ul style="list-style-type: none"> Communication. Common Assessments, how do they drive what happens within your classroom? 	<ul style="list-style-type: none"> How to pull data and what to do with it next. How to examine data to best meet the needs of students and drive instruction. Look at a variety of grade levels and school districts in regard to tracking student performance (checklists, standards-based, grades, policies, etc.)
<p>Program Impact: For 2023-24 academic year, added ED 361 <i>Research & Data Analysis in Education</i>, 3 hours. This course focuses on the collection and evaluation of data to inform teaching practices and improve student learning. Candidates will understand how to make sense of data and to make decisions on how to support student learning or progress and monitor whether learning is occurring. Students will develop data literacy and improve their skills in making decisions about designing tests, analyzing test results (both formative and summative) and monitoring progress that is made. The candidate will be exposed to the use of multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.</p>	

Advanced Programs RA4.1

Spring 2025 – Advanced

As a result of the low N size and other challenges in past years trying to improve response rates, strategies at this time have been more deliberate in creating the list of graduates and employers. It has evolved into a multi-step process.

1. Exporting students by program and graduation date using the EPP student database.
2. Utilizing data provided by the Registrar's Office, an exported Formstack database of the Intent to Graduate form completed by graduates (to locate current emails and employer) was assembled.
3. Accreditation director locates graduates through their district/school website to verify the job and employer name and contact information.
4. Triangulating contact information using the above three steps, a csv file is created by program along with a concise email request in Survey Monkey.

To date, the EPP initially sent:

- 15 MSSL Employer Survey Monkey *personalized* email invitations on Feb 20, 2025 – including specifically the graduate, year graduated, and position. As of 4/18/2025, one has completed the survey. Being anonymous, this is not easily tracked. RESPONSE RATE: 6.7%.
- 14 EDDP12 Employer Survey Monkey *personalized* email invitations on Feb 20, 2025 – including specifically the graduate, year graduated, and position. As of 4/18/25, only one has completed the survey. Being anonymous, this is not easily tracked. RESPONSE RATE: 7.1%.
- The EPP is not following up yet with the MSSE program since it has not experienced graduates for the last two years. The program's first graduates are scheduled for December 2025. It is anticipated that AY26-27 will be the first year on the job that will be measurable.

EPP faculty and Education Advisory Council (EAC) members met on April 10, 2025, from 2:00-3:00 pm. Results from brainstorming the poor results are captured in the following bullets:

- Pre-Networking. First, it is critical that the target audience receiving the feedback survey have context and clear communication explaining how their feedback informs good program decisions and keeps the EPP in good standing to continue offering dynamic options to meet their school and district needs for student learning. Clearly focusing on the importance of specific responses and how it helps can bump the request to a top priority on the list of targeted employers (rather than an automatic “delete” response).
- Delivery Options. Educators are inundated with junk mail which can automatically run into SPAM or district firewalls. For pre-networking purposes, consider other pathways such as email, SMS message, social media, personalized notes, and visits to buildings, and encouraging phone calls to employers with specifics (individual graduates).
- Timing Considerations. Members honestly said that if they received such a survey, during busy times it'd probably be the last item on their “To Do” list. It was suggested to try to conduct the survey during lulls, i.e. snow days, winter break, MLK day, holidays and breaks.

EPP faculty reviewed copies of the advanced completer and employer instruments to determine possible causes of the low response rate. The 17-question format may be contributing to the current survey not being a user friendly assessment. EAC's planning team will be working to implement the above suggestions in the coming months and anticipate having better results to study and report on during the next EPP Annual Report.

Spring 2021 – Advanced

During the spring 2021 collection, the Graduate School of Education validated survey questions using the ZOOM format targeting standards through three theme areas for District (Ed.D.PK12) and Building (MSSL) Leadership programs in *Support Learners & Learning Environment*; *Demonstrate Collaboration*; and *Demonstrate Professional Responsibility*. The Master of Science in Special Education program survey questions targeted three theme areas of *Understanding Special Education and Support Learners & Learning Environment*; *Support Instruction & Interventions*; and *Collaboration & Professionalism*. After responding to anonymous ZOOM poll questions on theme areas, probing questions followed to locate additional details. The survey format noted utilized specific program standards which were measured through corresponding questions using a Likert scale:

Strongly Disagree=1 Disagree=2 Neither Agree/Disagree=3 Agree=4 Strongly Agree=5

Results from the GSOE (MSSL – Building Leadership) Spring 2021 Focus Group ZOOM polls rating their level of **employer** satisfaction on building leadership program preparation in the 7 standards using a Likert Scale on a 5-point scale are shown in the table below. The following feedback was gathered through our unique approach of utilizing anonymous ZOOM polls and follow up clarifying questions.

Strongly Disagree=1 Disagree=2 Neither Agree/Disagree=3 Agree=4 Strongly Agree=5

Standard	GSOE MSSL Leadership Employer Focus Group	Spring 2021 Mean Score on 5-point scale
	<i>N-size</i>	<i>4</i>
1	Mission, Vision, and Improvement	3.75
2	Ethics and Professional Norms	3.34
3	Equity, Inclusiveness, & Cultural Responsiveness	3.13
4	Learning and Instruction	3.75
5	Community and External Leadership	3.44
6	Operations and Management	2.81
7	Building Professional Capacity	3.75

During Spring 2021, the 4-person focus group responses from the MSSL building leadership supervisor group had the highest mean of 3.75 for Standard 1: Mission, Vision & Improvement; Standard 4: Learning & Instruction; and Standard 7: Building Professional Capacity. The lowest mean of 2.81 represented Standard 6: Operations & Management. Both Completers and Supervisors ranked Standard 6 with the lowest mean. We will continue to monitor responses from future groups to determine what patterns emerge.

Through qualitative analysis of the transcript using MAXQDA, our in-house statistician uncovered strengths evidenced by the following themes and sample direct quotes.

Theme	Category	N	Sample Direct Quote
Collaboration, Instruction, and Intervention	Strength 1: Providing training to promote collaboration with stakeholders (e.g., parents)	2	<ul style="list-style-type: none"> I think there were some really great opportunities provided for the candidates. I think it's important, as I was speaking before, to give you these different perspectives and collaboration to provide candidates with a certain amount of diversity training. And how that pertains to how they talk about that impact and the intent of different people in our organization, I think that would be very useful to different candidates, as they talk about interventions for students and, or course, collaborating with parents. (Employer 1) Well, I think that the work that's happening like make it important, who I work with, it's important they know that like stakeholder engagement is important, and then you know I mean like. (Employer 4)

Overall Impression of Baker Program	Strength 1: Producing prepared graduates through rigorous MSSSL program	2	<ul style="list-style-type: none"> • The product of the MSSSL program, I am, like pleased to see that some of the processes that I thought were rigorous at the time are still in effect. (Employer 2) • Yeah, I'm also a product of the program, feels very prepared and different experiences I remember Jackson going to the different levels and looking at the different opportunities and how different, they were from elementary to middle to high school, great experience for me. I'm even talking to those administrators and what their day is structured and looks like. (Employer 1)
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Theme	Category	N	Sample Direct Quote
Overall Impression of Baker Program	Improvement 1: Providing more training on handling budget & communicating budget to stakeholders.	2	<ul style="list-style-type: none"> • But I think it'd be really great if you were to prepare candidates for a budget meeting or a yearly budget meeting where they were given their budget for the year, and they had to share how they plan to spend that. (Employer 1) • I would echo what Taylor said, now that I've listened to that thinking that was one of the steepest learning curves I think I had as I became a building administrator was the budgetary piece. And being prepared for changes in budget and keeping that in there's a communication component to budget that I think can get lost. Just managing the numbers, I think everybody can get to a point where they can understand it competently and do that, but boy, being able to communicate to especially your staff at the building in the local level. (Employer 2)
	Improvement 2: Providing more training in diversity.	2	<ul style="list-style-type: none"> • I think that would be really beneficial for candidates to as well, offering that diversity experience but also offering some training in diversity. Especially in what's going on currently within our social media as well as within our country, I think that would be very beneficial for candidates. (Employer 1) • It was like valuing the viewpoints of others. I think any additional work that your program provides around like race and having conversations around race and like different religions and how-to kind of navigate all these different conversations and be respectful of all beliefs. (Employer 4)

Note N = the number of participants mentioning the category. Total sample included four employers. Names mentioned in the direct quotes are pseudonyms.

This information was initially shared with EdDPK12 faculty on February 2, 2022 and MSSSL/MSSE faculty on March 1, 2022. This information was also shared with USOE faculty during its March 2, 2022 monthly department meeting. Findings were also shared with stakeholder groups during spring 2022 meetings.

Improvement areas being considered:

- Provide more training on handling budget and communicate budget to stakeholders.
 - *Instructor for this topic is revising syllabus and rubric.*
 - *DED9001 spends two nights on this.*
 - *Will continue to monitor feedback to see if this surfaces again.*
- Provide more training on diversity.
 - *This topic has been further developed in the June 2020 Building and District Leadership standards – causing DED9004 Curriculum, DED9002 Special Populations, DED9001 Direct Field Experience, and DED9013 Ethics courses to focus more on diversity in revised syllabi and rubrics.*
 - *Impacted courses in the Building Leadership MSSSL program revised their curriculum, syllabi, and rubrics during 2020-21, i.e. changing course name to MSL 5040 Inclusive & Equitable Culture: Student Services.*

Through trial and error, the EPP is working on continuous improvement from lessons learned such as the barriers of saving ZOOM poll question data and transcripts of the focus group interview for further software interpretation; along with logistics involved in locating volunteers to respond to ZOOM focus group interview. Focus interview groups during spring 2022 were not successful as a result of low turnout, a new facilitator, and failure to collect poll data and record interviews with transcriptions. The Survey Monkey format delivers concrete data details and removes uncontrollable variables of inconsistent zoom poll setup skills needed by each pollster/interviewer, and additional interpretation needed by research analyst.

The table below indicates Employer program data collected to this point in AY2020-23. The challenge has been getting volunteers to commit and follow up with data collection.

Program	Role	N size	Poll Results	Transcript	MAXDA	Date
USOE – Teacher <i>N size too small for results</i>	Employer	1	Yes	Yes	n/a	Spring 2021
GSOE – Building Leader	Employer	4	Yes	Yes	Yes	Spring 2021
USOE – Teacher	Employer	0	Not saved	n/a	n/a	Spring 2022
GSOE – High Incidence	Employer	0	0	n/a	n/a	Spring 2022
GSOE – Building Leader	Employer	0	0	n/a	n/a	Spring 2022
GSOE – District Leader	Employer	0	0	n/a	n/a	Spring 2022
USOE – Teacher	Employer	5	Yes	Survey Monkey format		Spring 2023
GSOE – High Incidence <i>N size too small for results</i>	Employer	1	Yes	Survey Monkey format		Spring 2023
GSOE – Building Leader	Employer	0	0	Survey Monkey format		Spring 2023
GSOE – District Leader	Employer	0	0	Survey Monkey format		Spring 2023

The EPP continues its efforts to finetune its collection from target audiences for feedback from employers utilizing GSOE Program “Survey Monkey” questions indicated below. Our process consists of exporting graduates by specific years and programs from our institution’s student database. Additionally, the downloaded *KSDE Individual Graduate Data* by year can provide details on educators employed in Kansas in tandem with specific employers contact information. It has been suggested that details be included on specific numbers of graduates by program approached, accepted, and responded to determine realistic response percentages.

GSOE programs appear below indicating standards and corresponding Survey Monkey questions.

District Leadership EdDP12 Employer Program Standards		Ques No.	Spring 2018	Spring 2019	Spring 2021	Spring 2023
<i>N size</i>			0	0	0	0
1.	Mission, Vision, and Improvement	Q1,2	0	0	0	0
2.	Ethical Decisions & Professional Norms	Q13	0	0	0	0
3.	Equity, Inclusiveness, & Cultural Responsiveness	Q8	0	0	0	0
4.	Learning and Instruction	Q5	0	0	0	0
5.	Community and External Leadership	Q9,10	0	0	0	0
6.	Operations and Management	Q4	0	0	0	0
7.	Policy, Governance, and Advocacy	Q14	0	0	0	0
OVERALL AVERAGE						0.00

Likert Scale: Strongly Disagree=1 Disagree=2 Neither Agree/Disagree=3 Agree=4 Strongly Agree=5

Building Leadership MSSL Employer Program Standards		Ques No.	Spring 2018	Spring 2019	Spring 2021	Spring 2023
<i>N size</i>			0	0	3	0
1.	Mission, Vision, and Improvement	Q1,2	0	0	**	0.00
2.	Ethical Decisions & Professional Norms	Q13	0	0	**	0.00
3.	Equity, Inclusiveness, & Cultural Responsiveness	Q8	0	0	**	0.00
4.	Learning and Instruction	Q5	0	0	**	0.00
5.	Community and External Leadership	Q9,10	0	0	**	0.00
6.	Operations and Management	Q4	0	0	**	0.00
7.	Building Professional Capacity	Q3	0	0	**	0.00
OVERALL AVERAGE						0.00

Likert Scale: Strongly Disagree=1 Disagree=2 Neither Agree/Disagree=3 Agree=4 Strongly Agree=5

**Poll results and transcript were not saved from Zoom Focus Group format.

High Incidence Disability Learning MSSE Employer Program Standards		Ques No.	Spring 2018	Spring 2019	Spring 2021	Spring 2023
<i>N size ></i>			0	0	0	*1
1.	Understands Historical, Philosophical & Legal Foundations & Special Education	Q1	0	0	0	5.00
2.	Uses variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring & technology considerations.	Q9	0	0	0	5.00
3.	Uses Individual Educational Programs (IEPs), learning environments, individual learner characteristics, assessment, teacher knowledge of subject matter, and technology for effective instructional planning and implementation.	Q2	0	0	0	5.00

4.	Uses a variety of evidence-based instructional strategies; including effective adaptations, learner performance, and transitions; to promote learning and improve learner outcomes.	Q3	0	0	0	5.00
5.	Demonstrates effective communication skills to enhance collaboration and consultation among school professionals, to improve learner outcomes while planning for and implementing effective instruction and services; to implement the IEP, deliver instruction, and evaluate IEP implementation; and, to plan for and implement effective transition services.	Q15,16	0	0	0	5.00
			0	0	0	5.00
6.	Understands the critical elements of language and literacy; identifies and uses evidence-based interventions to meet the instructional needs specific to reading, writing, math and other content areas; and includes the principles of universal design for learning and the use of technology to support literacy and to make data-based decisions.	Q4	0	0	0	5.00
7.	Demonstrates knowledge and skill in the use of problem solving models, including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) framework; conducts Functional Behavioral Assessments (FBA) and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrates cultural sensitivity in the development and use of social skills curricula; and promotes the self-determination skills of learners.	Q5,10	0	0	0	5.00
			0	0	0	5.00
8.	Family and Community Engagement - The special educator understands the importance of family and community engagement in the special education process; includes families in special education program development and implementation; understands the legal rights of families; and works to actively engage and empower families as partners in the education of the learner.	Q13,14	0	0	0	5.00
			0	0	0	5.00
OVERALL AVERAGE						5.00

Likert Scale: Strongly Disagree=1 Disagree=2 Neither Agree/Disagree=3 Agree=4 Strongly Agree=5

**Unable to calculate significant results because the "n" value was too low.*