

## Response Rates

	Initial # of Employers <sup>1</sup>	Initial # of Completers Linked to Employers	# Reachable Employers <sup>2</sup>	# Completed Surveys	Employer Response <sup>3</sup>
2018	105	105	103	11	11%
2019	132	132	122	32	26%
2020	177	172	161	38	24%
2021	199	244	168	32	19%

**Notes:**

1. The initial # reflects the number of employers that could be identified from the FLDOE datafile or out-of-state verified completers. Out of state completers are asked to share the link with their supervisor.
2. The reachable # reflects the number of employers that could be identified and have valid contact information. It is assumed that out-of-state completers share the link with their supervisor (i.e., their supervisor is reachable).
3. The employer response reflects the percentage of completed surveys from reachable employers.

## Location

	2019		2020		2021	
	#	%	#	%	#	%
Escambia	Not collected		5	14	6	19
Santa Rosa	Not collected		2	5	0	0
Okaloosa	Not collected		4	11	6	19
Other Florida	Not collected		26	70	20	63
Out-of-State	Not collected		0	0	0	0

## Employer Satisfaction

	Overall Satisfaction		Rehireability		EDL Program Responsiveness to District Needs		Promoteability		Impact as Educational Leader	
	%	Mean	%	Mean	%	Mean	%	Mean	% E/HE	Mean
2019	56	8.3	94% yes <sup>1</sup>		Not asked		Not asked		Not asked	
2020	66	9.0	92% yes <sup>1</sup>		66	8.9	81% moderately/highly likely <sup>2</sup>		100	3.9
2021	33	8.3	66	9.0			55	8.9	100	3.4
% = Percent 9 or 10 rating; Scale: 0-10, where 10=Very Highly <sup>1</sup> yes/no <sup>2</sup> 4 pt likelihood scale    % E/HE = Percent effective/highly effective										

## Likelihood to Recommend EDL Program (Net Promoter)

	Detractors (Scores 0-6)		Neutrals (Scores 7-8)		Promoters (Scores 9-10)		Net Promoter Score	Mean
	%	Count	%	Count	%	Count		
2019	This question was not asked.							
2020	16	5	16	5	69	22	53	8.6
2021	11	1	22	2	66	6	66	8.8

Scale: 0-10, where 10=Very Highly

## Florida Principal Leadership Standards

%E = Percent Effective or Highly Effective

%P = Percent “on par” or better vs. other EPPs.

**“UWF Graduates demonstrate the following standards...”**  
**“How well prepared are UWF graduates compared to beginning principals who graduated from other programs?”**

Achieving results on student learning goals Standard 1		
	%E	%P
2018	100	
2019	93	
2020	97	
2021	100	89

Recruiting and retaining high quality faculty/staff Standard 4		
	%E	%P
2018	91	
2019	89	
2020	83	
2021	82	89

Cultivating and developing leadership Standard 7		
	%E	%P
2018	100	
2019	89	
2020	91	
2021	100	100

Acting with professionalism and ethical judgement Standard 10		
	%E	%P
2018	91	
2019	88	
2020	97	
2021	100	100

Prioritizing student learning and success Standard 2		
	%E	%P
2018	92	
2019	94	
2020	97	
2021	100	100

Structuring and monitoring the learning environment Standard 5		
	%E	%P
2018	100	
2019	94	
2020	96	
2021	100	100

Effectively and efficiently managing resources Standard 8		
	%E	%P
2018	91	
2019	87	
2020	95	
2021	100	100

OVERALL PREPAREDNESS		
	%P	
2021	100	

Implementing a quality instructional framework Standard 3		
	%E	%P
2018	100	
2019	90	
2020	94	
2021	100	100

Employing evidence-based decision making process Standard 6		
	%E	%P
2018	91	
2019	84	
2020	90	
2021	100	89

Communicating in a professional manner Standard 9		
	%E	%P
2018	91	
2019	88	
2020	97	
2021	100	100

## Qualitative Feedback

Please provide any comments regarding your impression of graduates from the UWF Educational Leadership program

Comments (2021)
New teachers are always excited to begin their new career. Most are great and catch on to the challenges of teaching. However, I have also received hires from UWF who should have never graduated from the program because they cannot spell or write anything to a parent that support them being a quality teacher for their child. This put many students way behind. Teaching is serious and UWF needs to recognize these severe issues among their teachers before signing off on a degree that clears theme for classrooms. Again, most have been very good.
Willingness to Grow

Please provide any comments regarding recommended improvements and/or changes for the UWF Educational Leadership program

Comments
None.

Please provide any comments regarding any general suggestions, concerns, or issues in the space provided below

Comments (2021)
I appreciate having UWF hires and will continue hiring from UWF. I am a proud graduate of UWF, and I am fully aware of the great teachers and leaders who have come from UWF.
Program equips students for success
Even though your university is located far from our school district I felt like I knew what expectations were for Michael.
Doing a great job!
Jillian is an exemplary employee. Currently, she is serving our school in a quasi-administrative role but participates actively in all administrative decisions. She doesn't currently evaluate teachers, but she engages in coaching conversations based on the evaluation rubric language. She is an asset to our team!
She's brilliant. She would be a great principal.
She is amazing and I am happy that she works at Gulf Middle School
Ms. Geuther is a part of the school's leadership team and she takes her role very seriously. She is a "class act" educator! I would hire her in a leadership role at any school site and I know she will shine.
Ms. Gekakis hasn't had the opportunity to use her leadership skills at this time. I am now at another school and no longer supervising Ms. Gekakis. I'm sure her new Principal would be glad to give her more opportunities to utilize her leadership skills in the school.
Great educator and leader!
Mary was in an administrative role prior to taking the educational leadership program at UWF. She did gain a great deal from your program, but she was rated highly effective before she ever began the degree.
Chris Coffey was a teacher at my school and has since become an administrator at another school. My answers reflected my time and experiences with him at my school and not related to his current position. While at my school I worked with him to provide leadership opportunities to help him develop for future administrative job openings. I rated him "moderately effective" only because he is new to his job. I am confident that as he settles into his new role and gains experience his effectiveness will be greater. I do not feel comfortable rating him any higher since I am no longer his supervisor and I am not able to monitor his progress

## Overview of the Evidence

### What is this item of evidence?

The Florida Department of Education does not provide detailed information to EDL programs regarding their graduates' professional performance. To collect more detailed information, UWF created an employer survey. FLDOE provides EDL programs with a data file containing the email addresses of graduates and their respective employers (principals) – if the graduate is employed in a Florida school. The OAASP also conducts an annual verification of employment for graduates who are employed out of state. Out of state completers and in-state completers who lack employer contact information (but have a valid teacher email address) are provided the employer survey link and asked to share it with their supervising principal. In the surveys sent to completers 1-3 years out, we ask our graduates if they are employed out of state. Similarly, if graduates indicate out-of-state employment, the OAASP follows up by sharing the employer survey link.

### What criteria of success have been established on the assessment?

The ratings on this survey are as follows: highly effective (4), effective (3), minimally effective (2), and ineffective (1). The EPP has set a target of “80% effective or highly effective” on each item.

### How was the quality of this evidence determined or assured?

The questions on this survey use direct language from the Florida Principal Leadership Standards (FPLS) with which administrators are very familiar. We have piloted these items with administrators and established sufficient validity and reliability evidence in spring 2018. In addition, the questions on this survey are the same as the questions asked on the Candidates' Exit Survey, 1-Year-Out Graduate Survey, and Recent Graduate Survey in order to make comparisons between employer satisfaction and completer confidence at graduation and as an in-service educational leader.

We have a reasonable understanding of how many completers are represented in these data based on the FLDOE data file that maps each completer to a principal. Previous survey processes (before 2021) sent individual surveys to principals for each specific completer. Feedback from principals was that the request for information was tedious and cumbersome at the individual level. Therefore, each principal gets one survey to collectively evaluate EDL completers. Principals are presented a list of the completers we have mapped to their school and can indicate if any of the names are incorrectly attributed to their school (occasionally information from the FLDOE has incorrect attributions). We have seen a positive impact on response rate after adopting this change in approach.

### How is the evidence used to support continuous improvement?

After the ending date of the survey, the EDL program is able to have actionable data to present to its Continuous Improvement Team (CIT) and the faculty at annual data retreats for further analysis and recommendations.

### At what point is the assessment given?

The survey is administered to employers (principals) each spring semester. The survey is administered by the OAASP using Qualtrics. The 2021 findings represent completers from 2018-19. Accordingly, 2020 = 2017-18, 2019 = 2016-17, 2018 = 2015-16

## Summary of the Evidence and Recommendations

### 2019 Cycle

#### RECOMMENDATIONS

- OAASP will continue to advocate for small incentives to participate in the survey. Presently, there are no incentives offered.
- Results will be shared with faculty via email
- Reading faculty will review data at the annual TEEL Data Retreat held by OAASP. In those meetings, faculty will review results and make recommendations/decisions for continued improvement based on findings.
- Portions of data are also presented at CIT (Continuous Improvement Team) meetings, when appropriate. CIT is comprised of faculty from all Teacher Education and Educational Leadership programs.

### 2020 Cycle

For 2020, despite sending the survey out to 161 employers along with subsequent reminder emails, we only received 38 surveys. While this was the second year in a row, the valid response rate exceeded 20%, there is still room for improvement. Because of the lower response, it is difficult to make any definitive conclusions from these data. It is encouraging that employers are satisfied with our completers in all FLPS standards with all mean scores at or above 3.0 (meets expectations) and the percentage of meet/exceed ratings are at or above the EPP established target goal of 80%. The only standard to record less than 85% meets/exceeds ratings was “recruiting, retaining and developing an effective and diverse faculty and staff.” Respondents show the greatest variance in their satisfaction in the areas of “managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment” and “recruiting, retaining and developing an effective and diverse faculty and staff” (SDs > .75). No ratings were below 2.0 (minimal effectiveness).

We also saw strong response when it comes to perceptions of program responsiveness and overall satisfaction of our graduates. Slightly more than two-thirds of employers (68.7%) were classified as “promoters,” and indicated a very strong likelihood to recommend our EDL program. 15.6% of employers were classified as “detractors.” More than 80% of employers indicated our graduates were promotable, should a position arise. More than 90% of employers indicated an intention to rehire our graduates.

#### RECOMMENDATIONS

- For the next data cycle in spring 2021, modify the data collection procedure to send one email per principal asking them to rate UWF graduates they have hired generally. Present them a list of the recent graduates (per FLDOE) to allow for any correction of error that might exist. This is hoped to reduce the assessment burden on the employer, who is offered no incentive for participation.
- For the next data cycle in spring 2021, increase efforts to share employer link with out-of-state completers asking them to forward the employer survey on to their appropriate supervisor. This should increase data quality as we will be able to capture responses from non-Florida employers.

## 2021 Cycle

### RECOMMENDATIONS

- For the next data cycle in spring 2022, ...
- For the next data cycle in spring 2022 ...

## Comparison Across Cycles

The mean scores across cycles are at or above 3.0 (meets expectations) and the percentage of meet/exceed ratings are at or above the EPP established target goal of 80% meets expectations. The means and percentages were \_\_\_\_\_ in YYYY compared to YYYY. XYZ Area remains the highest area year-over-year.

### RECOMMENDATIONS

- Continue to administer the survey.
- CIT and EPP faculty should discuss: TBD