

2022 Employer Satisfaction Survey

Employer Satisfaction Survey is predicated on understanding how our completers perform in their employment schools upon completion of educator preparation programs and the level of satisfaction from their employers. The feedback from the employers are valuable for knowing the performance of our completers and continuing improvement.

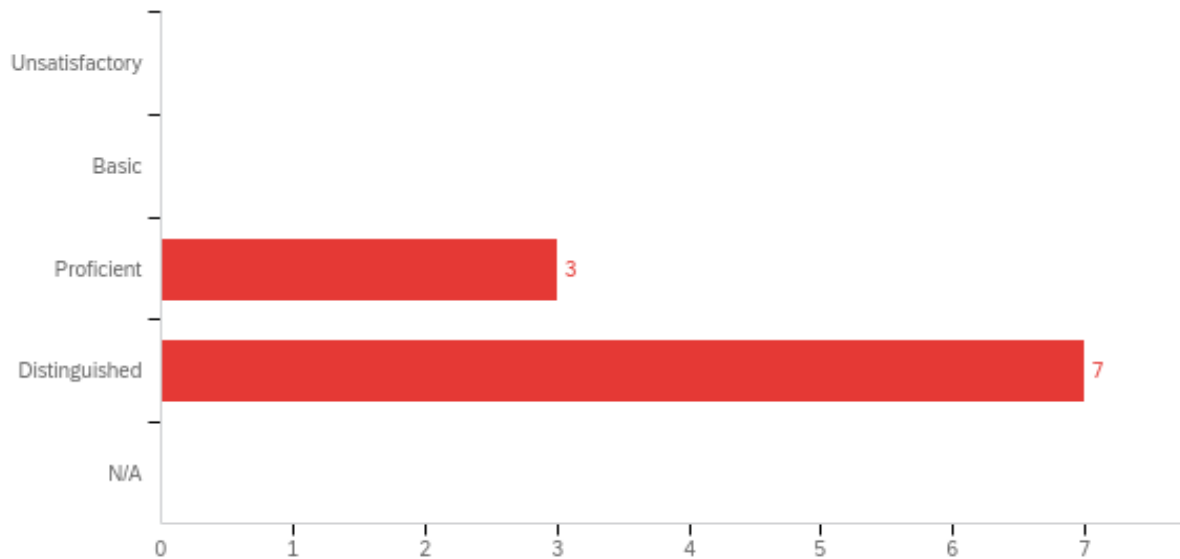
The Survey is sent to and completed by school principals whose schools employ FAMU completers after the first year of employment in the schools upon completion of educator preparation programs. This survey is administered during the fall semester and assesses the employers' satisfaction of our completer's job performance. Using a four-point Likert scale ranging from 1=Unsatisfactory, 2=Basic, 3=Proficient to four=Distinguished, employers rate their level of satisfaction of our completers.

In 2022 Employer Satisfaction Survey, employers rated our completers either Distinguished or Proficient. The response rate for the Survey was 59% (10/17). Overall, employers were satisfied with our 2020-2021 program completers.

2022 FAMU EPP Employer Satisfaction Survey Report

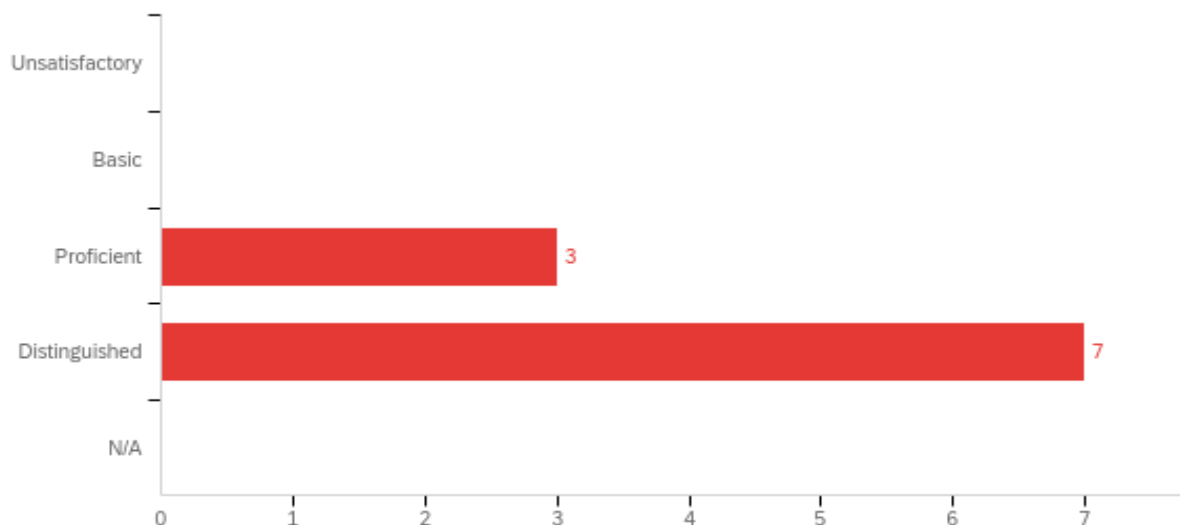
Employer Satisfaction Survey for 2020-2021 Completers

1. The teacher/employee uses instructional strategies that promote active learning.



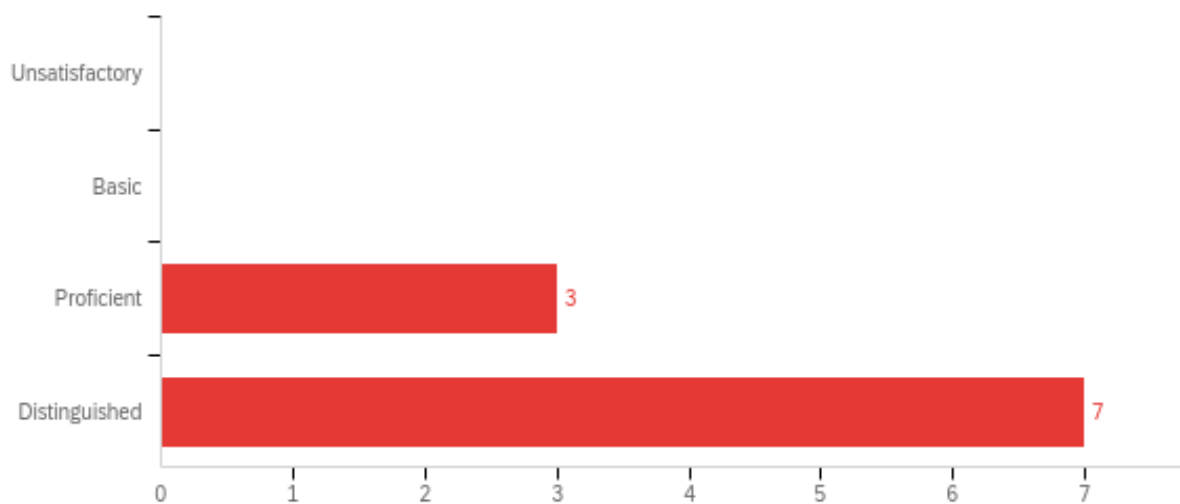
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee uses instructional strategies that promote active learning.	3.00	4.00	3.70	0.46	0.21	10

2. The teacher/employee applies the concepts, knowledge, and skills of their discipline(s) in ways that enable learners to grow.



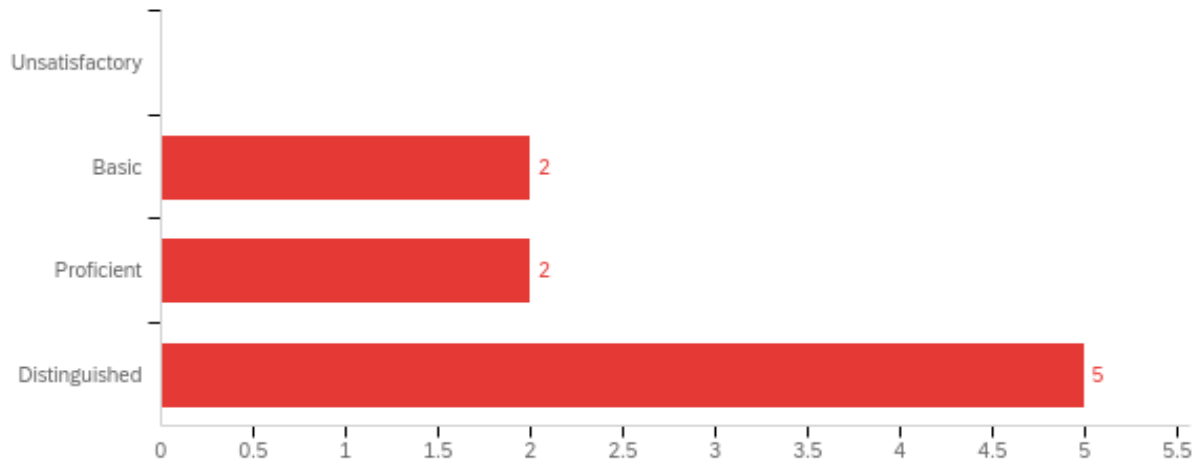
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee applies the concepts, knowledge, and skills of their discipline(s) in ways that enable learners to grow.	3.00	4.00	3.70	0.46	0.21	10

3. The teacher/employee uses knowledge of learning, subject matter, curriculum, and learner development to plan instruction.



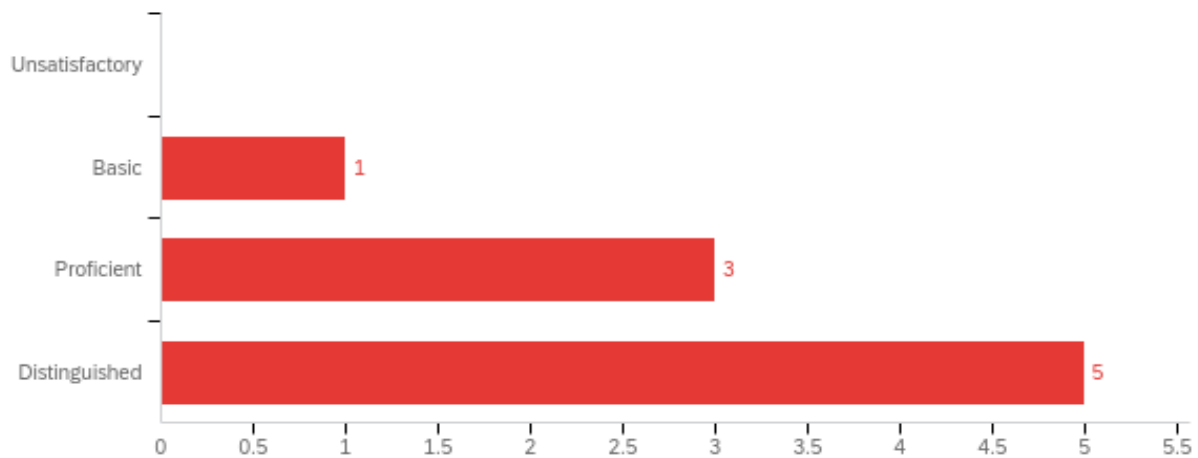
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee uses knowledge of learning, subject matter, curriculum, and learner development to plan instruction.	3.00	4.00	3.70	0.46	0.21	10

4. The teacher/employee uses a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records, surveys) to determine learner's strengths, needs, and programs



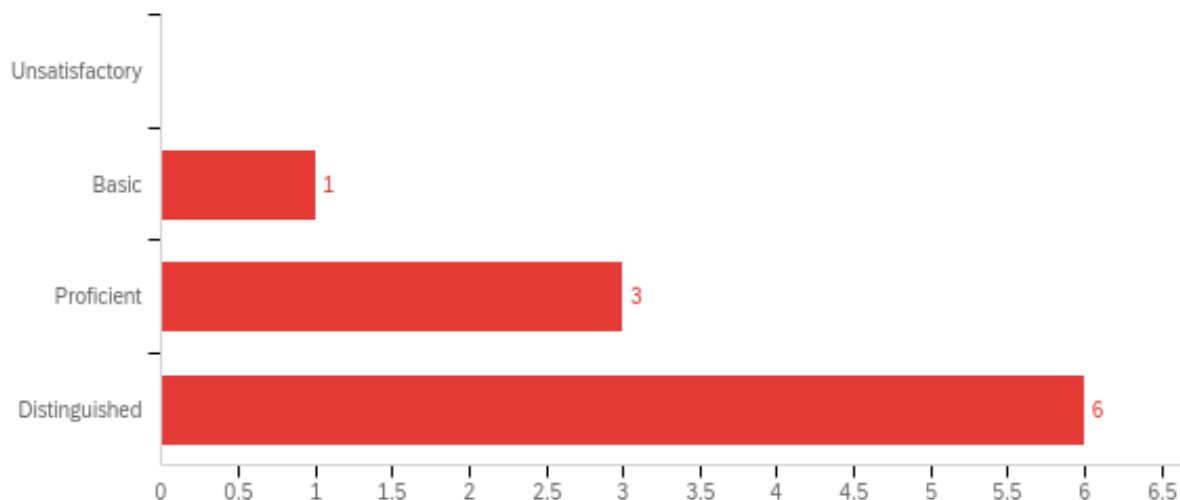
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee uses a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records, surveys) to determine learner's strengths, needs, and programs	2.00	4.00	3.33	0.82	0.67	9

5. The teacher/employee chooses teaching strategies for different instructional purposes and to meet different learner needs.



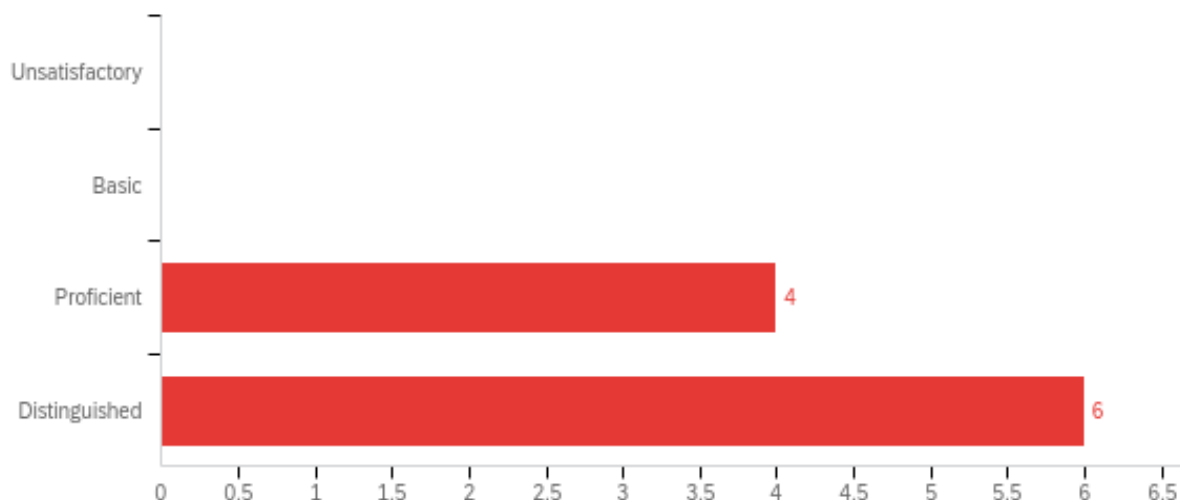
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee chooses teaching strategies for different instructional purposes and to meet different learner needs.	2.00	4.00	3.44	0.68	0.47	9

6. The teacher/employee evaluates the effects of his/her actions and modifies plans accordingly.



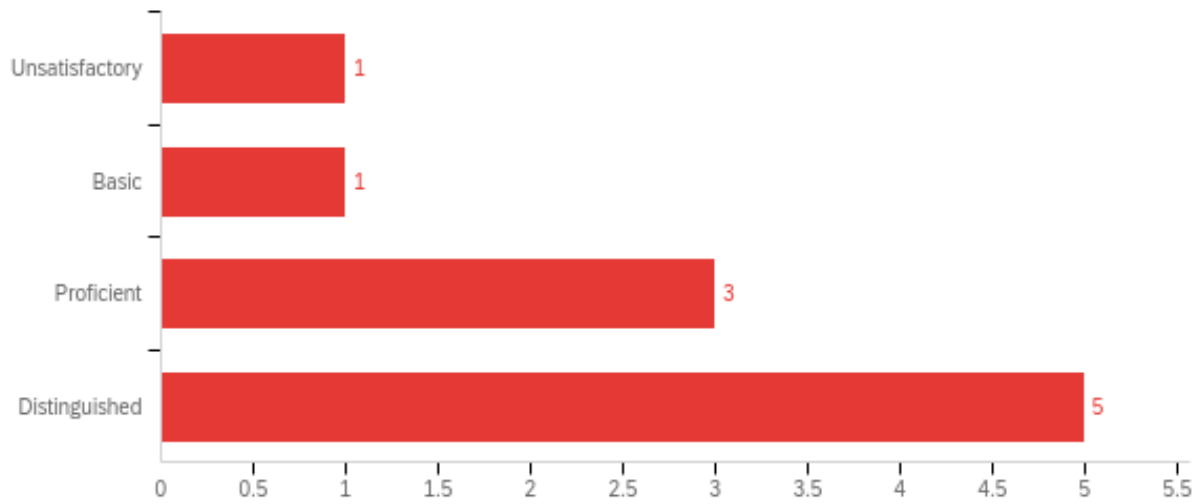
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee evaluates the effects of his/her actions and modifies plans accordingly.	2.00	4.00	3.50	0.67	0.45	10

7. The teacher/employee can encourage learners to see, question, and interpret ideas from diverse perspectives.



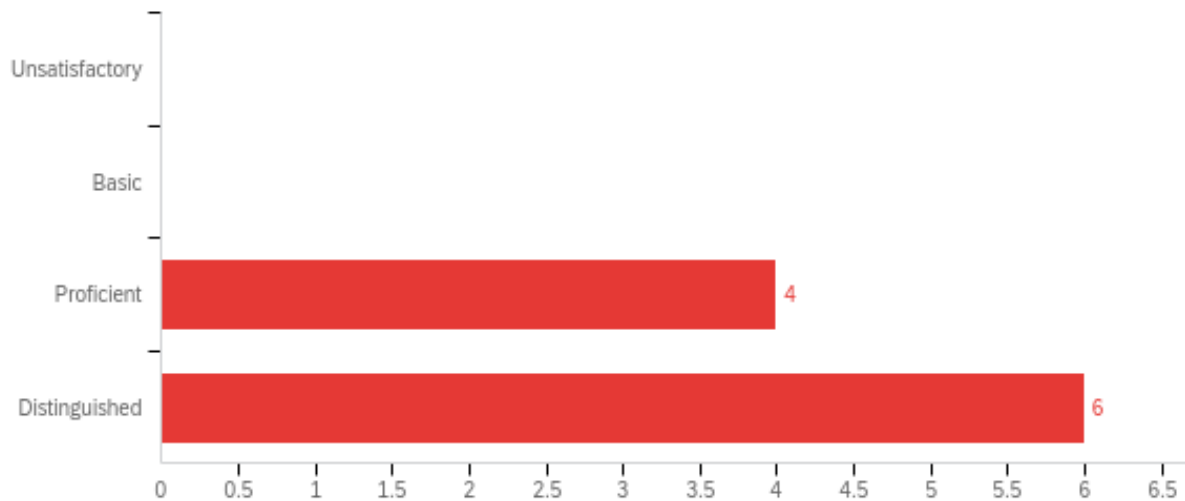
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee can encourage learners to see, question, and interpret ideas from diverse perspectives.	3.00	4.00	3.60	0.49	0.24	10

8. The teacher/employee uses strategies that support new English language learners



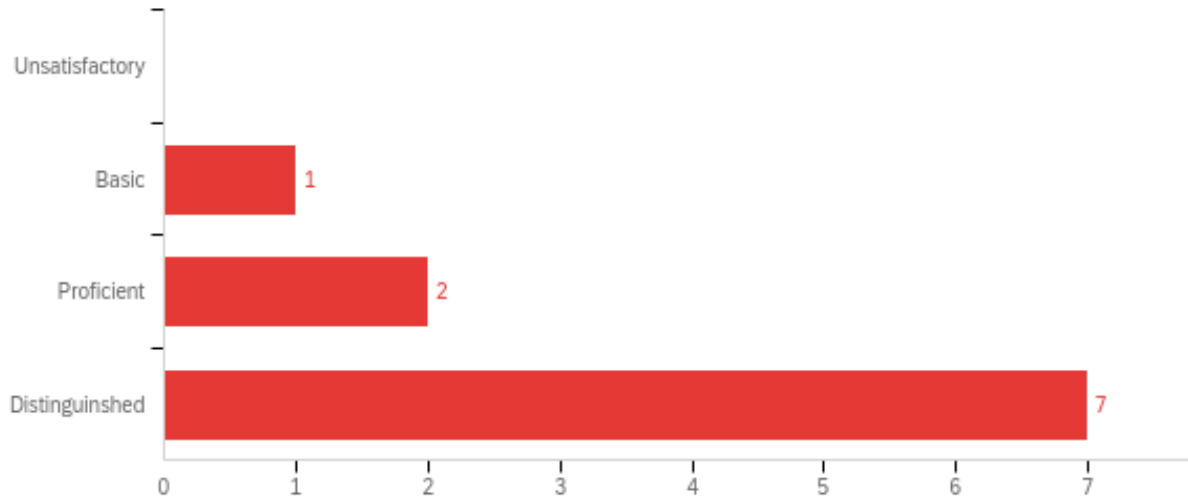
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee uses strategies that support new English language learners	1.00	4.00	3.20	0.98	0.96	10

9. The teacher/employee helps learners assess their own learning.



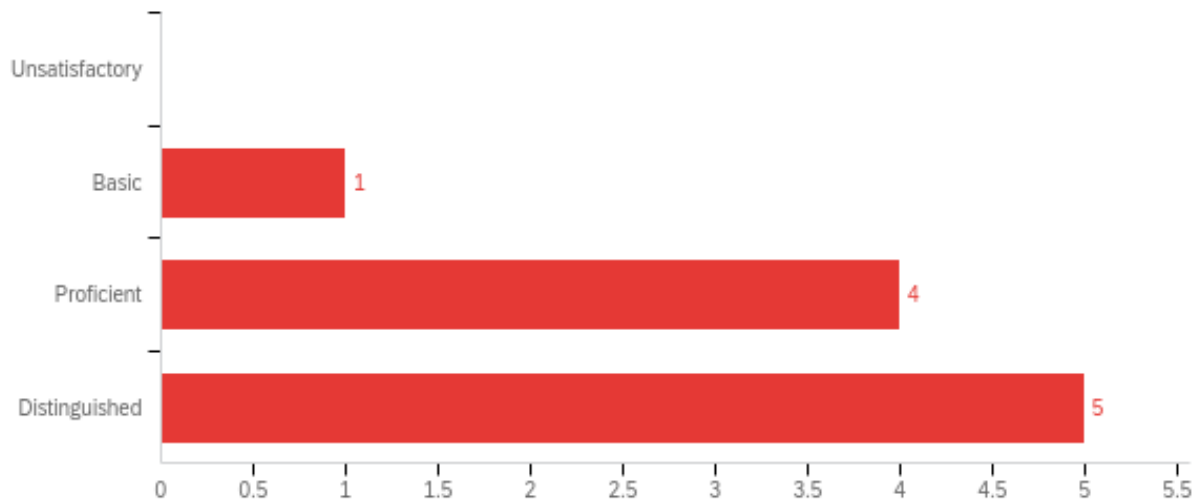
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee helps learners assess their own learning.	3.00	4.00	3.60	0.49	0.24	10

10. The teacher/employee uses strategies that support learners with a wide variety of exceptionalities.



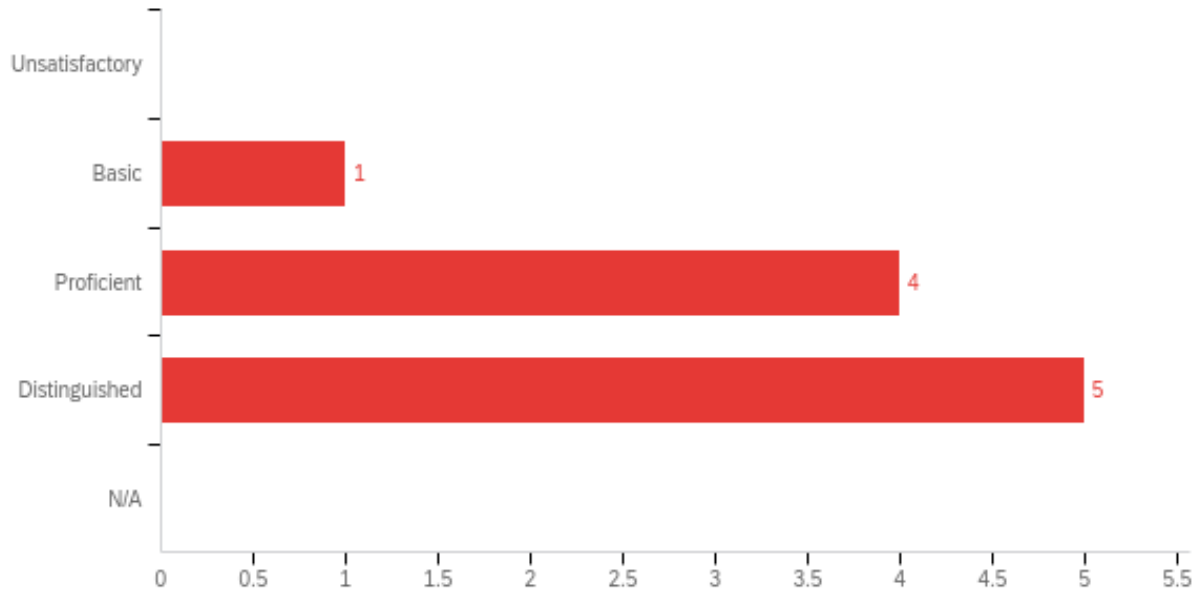
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee uses strategies that support learners with a wide variety of exceptionalities.	2.00	4.00	3.60	0.66	0.44	10

11. The teacher/employee honors diverse cultures and incorporates culturally-responsive curriculum, programs, and resources.



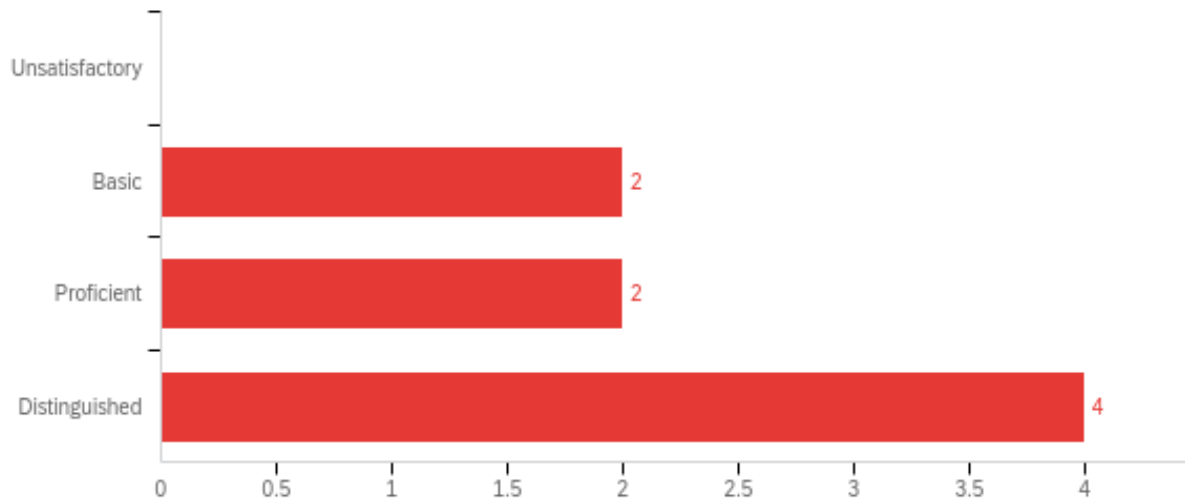
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee honors diverse cultures and incorporates culturally-responsive curriculum, programs, and resources.	2.00	4.00	3.40	0.66	0.44	10

12. The teacher/employee has a positive effect on student achievement according to state assessments.



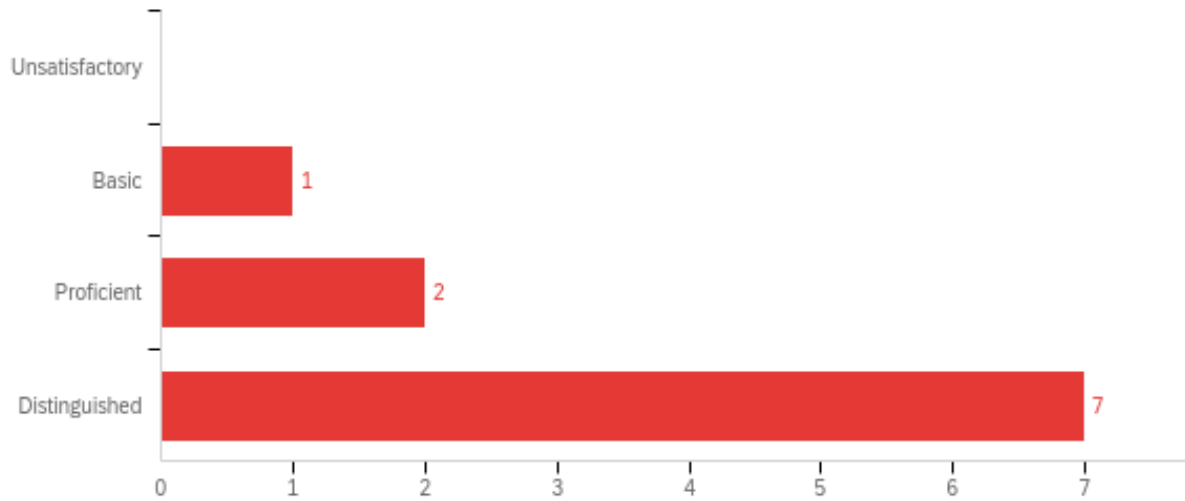
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee has a positive effect on student achievement according to state assessments.	2.00	4.00	3.40	0.66	0.44	10

13. The teacher/employee uses technology to enhance learning and learning environments.



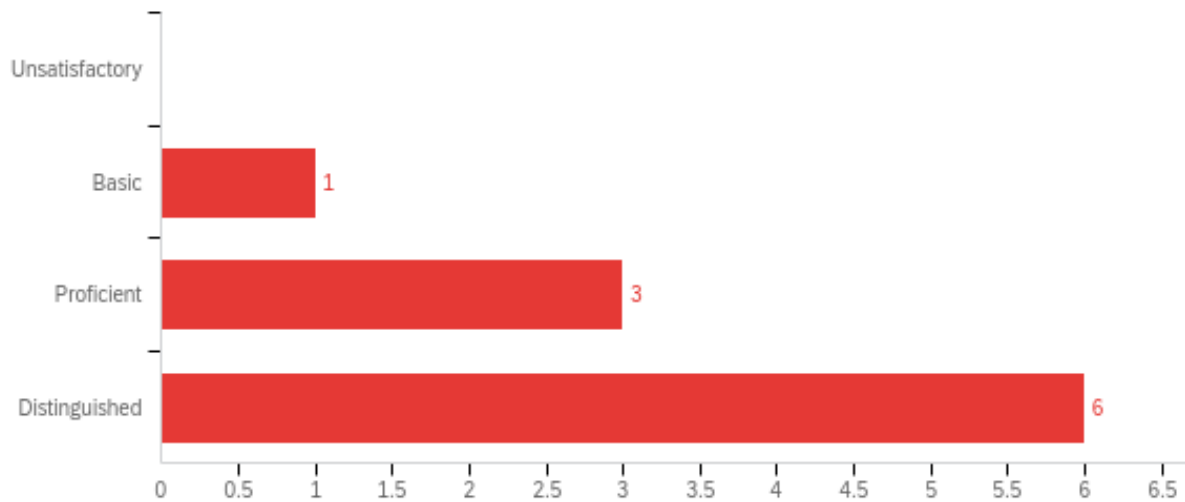
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee uses technology to enhance learning and learning environments.	2.00	4.00	3.25	0.83	0.69	8

14. The teacher/employee understands the value of working with colleagues, families, and community agencies to meet learner needs



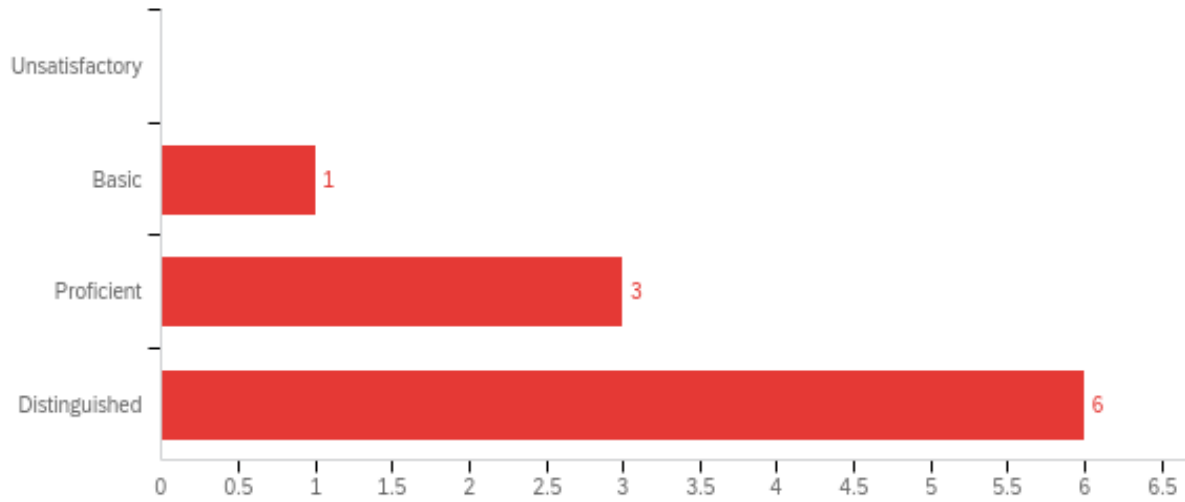
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee understands the value of working with colleagues, families, and community agencies to meet learner needs	2.00	4.00	3.60	0.66	0.44	10

15. The teacher/employee uses self-reflection as a means of improving performance.



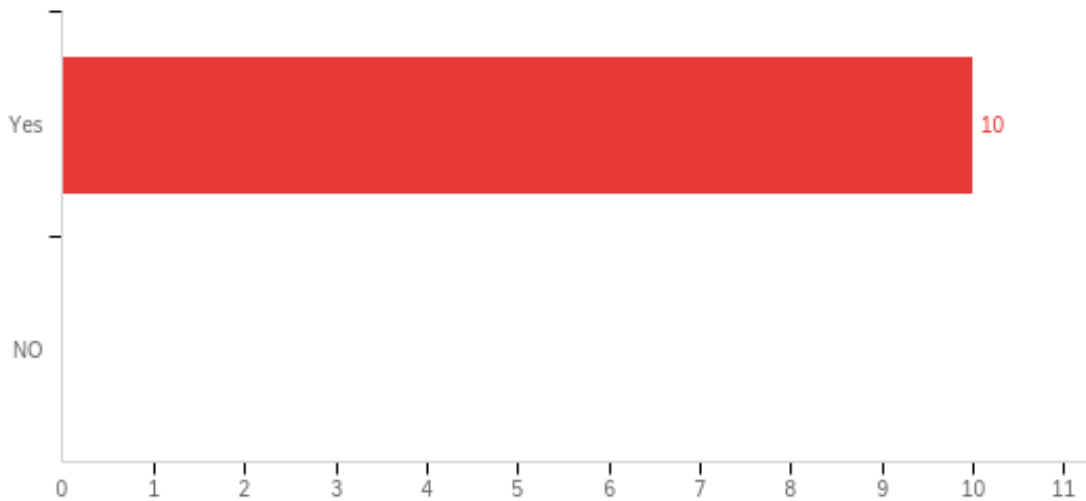
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee uses self-reflection as a means of improving performance.	2.00	4.00	3.50	0.67	0.45	10

16. The teacher/employee maintains accurate records.



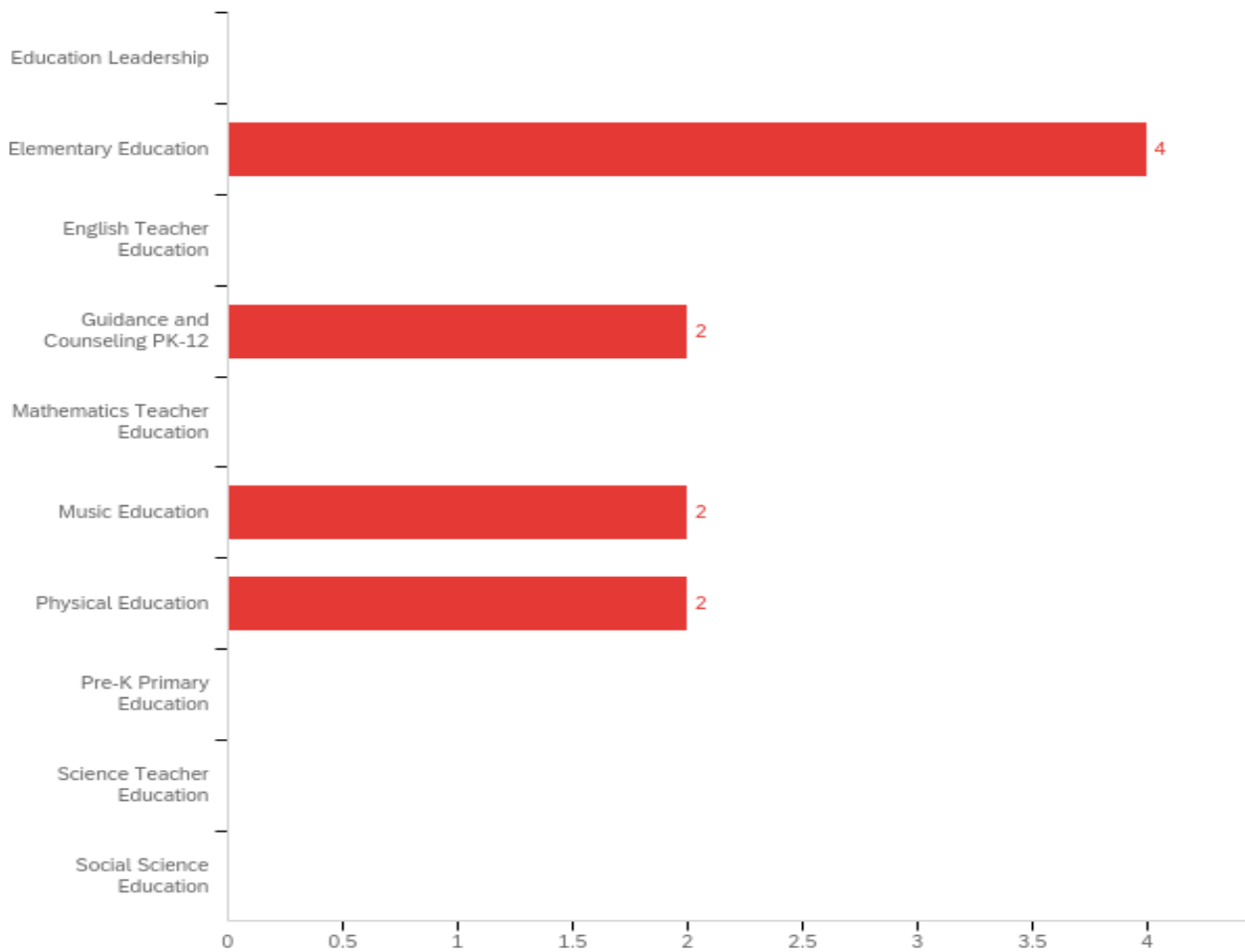
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
The teacher/employee maintains accurate records.	2.00	4.00	3.50	0.67	0.45	10

17. Have you hired teachers who are graduates of Florida A&M University Teacher Education Program within the last three years?



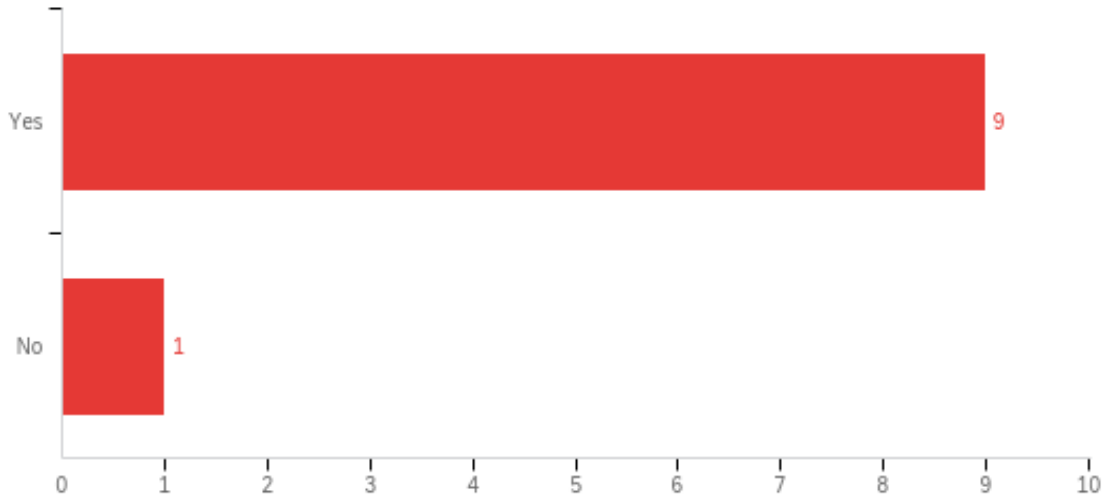
Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Have you hired teachers who are graduates of Florida A&M University Teacher Education Program within the last three years?	1.00	1.00	1.00	0.00	0.00	10

18. What Certification Area did you hire?



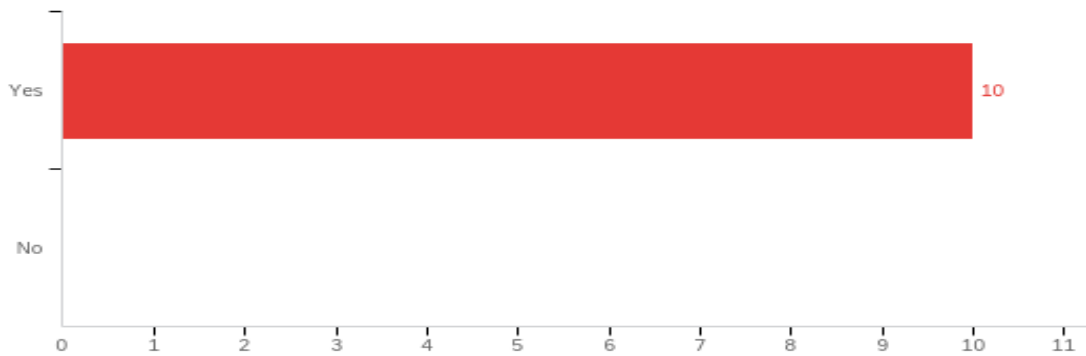
Answer	%	Count
Education Leadership	0.00%	0
Elementary Education	40.00%	4
English Teacher Education	0.00%	0
Guidance and Counseling PK-12	20.00%	2
Mathematics Teacher Education	0.00%	0
Music Education	20.00%	2
Physical Education	20.00%	2
Pre-K Primary Education	0.00%	0
Science Teacher Education	0.00%	0
Social Science Education	0.00%	0
Total	100%	10

19. Are they still employed?



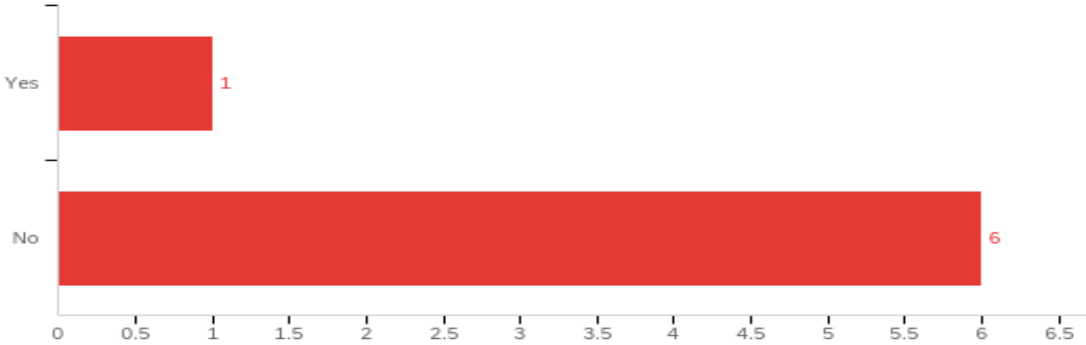
Answer	%	Count
Yes	90.00%	9
No	10.00%	1
Total	100%	10

20. Would you recommend the hiring of FAMU graduates to other districts and schools?



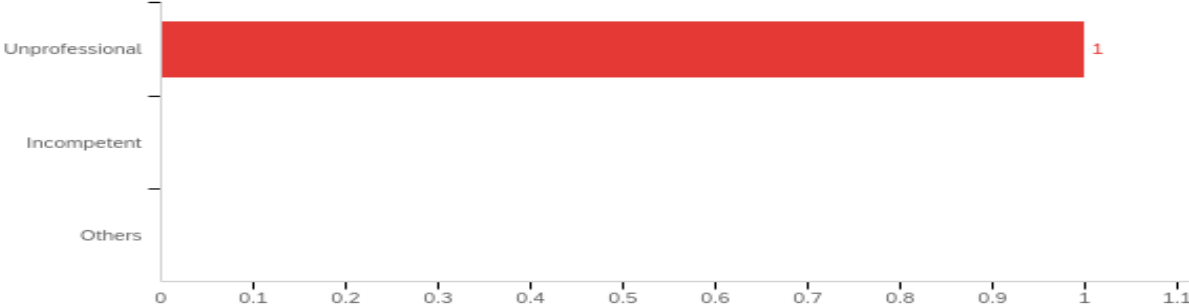
Answer	%	Count
Yes	100.00%	10
No	0.00%	0
Total	100%	10

21. Have you had an occasion to recommend dismissal of a FAMU graduate from your teaching staff within the past three years?



Answer	%	Count
Yes	14.29%	1
No	85.71%	6
Total	100%	7

22. Please indicate reason(s) for teacher's dismissal.



Answer	%	Count
Unprofessional	100.00%	1
Incompetent	0.00%	0
Others	0.00%	0
Total	100%	1

23. What do you consider to be the major strengths of teacher preparation programs?

What do you consider to be the major strengths of teacher preparation programs?

motivated, very professional

Teacher Preparation Programs that give students the most experience in schools with practicing students are the best.

Strong role model for our students and supported by the community and staff.

Having teachers work on the completion of the FTCE

Definitely prepared...came in ready to go from day one

MS. Smith is a rising leader, dedication and building relationship with students and parents are a major strength

24. What improvements would you suggest for teacher preparation programs?

What improvements would you suggest for teacher preparation programs?

Allow students to as much experience in a classroom under a practicing teacher. There are too many things that book knowledge will never prepare you.

Just continue to work on his craft and learn to adjust with educational times.

More Education focus within the Department of Music. Having student prepared to teach in all environments

Send MORE!!!!

Continue growing and remembering everything will not be perfect.

Mental Health Mandates & Character Education