Component 4.3/A.4.1
Satisfaction of employers and employment milestones

To address Component 4.3/A4.1, a three-phase study has been designed to examine employer satisfaction of Attallah College teacher education and school counseling graduates and their employment milestones. Additionally, the study aimed at collecting data regarding program completer professional qualities, strengths and weaknesses. The results of the study would inform our teacher education and school counseling program design teams where curriculum may need reviewing as well as serve to provide indicators for program improvement.

Methods
In this study, we utilize mixed, direct, and indirect, program completer data collection methods and triangulation techniques to facilitate validation of data through cross verification from multiple sources. This mixed methods study consists of three phases of data collection described below.

Data Collection
Phase one of the study involved collecting data from focus group discussions that took place in fall 2016. It included the Attallah College hosting a Community Engagement Summit, which was designed to:

- Establish and renew relationships with our community partners
- Collect their feedback on our programs and graduates (particularly on those who were working for and/or affiliated with partners)
- Develop stronger partnerships with local organizations

The event was designed and organized by the Attallah College Office of Program Assessment and Improvement (OPAI) in collaboration with programs. Program coordinators provided a list of invitees, - community leaders and partners, and their contact information. OPAI distributed a formal invitation with a link to a brief RSVP survey and followed up by phone with each individual invitee who did not respond to the survey. For purposes of this report, we will include only information relevant to the teacher education and school counseling programs.

Overall, ninety-nine community partners of teacher education and school counseling programs had been identified and invited (MAT – 55; SC – 24; SPED – 20). They represented local schools, districts, and various community organizations. Eighteen of them RSVP'd (MAT – 11; SPED – 4; SC – 3), fourteen attended (MAT – 9; SC -3; SPED – 2).

The Summit was led by the College's leadership team, including the deans and program coordinators. It consisted of welcome reception, opening remarks, and breakout sessions organized by program.

Program coordinators facilitated focus group discussions where participating partners shared their insights on quality of our graduates, current hiring practices and trends, and proposed ways to develop and strengthen partnerships between their organizations and Chapman University in general and Attallah College in particular.

The following questions guided breakout session discussions:
Graduates:

- What are our graduates doing well in their professional capacity?
- What can they improve in on in their professional capacity?
- What can our program do to (focus on, strengthen) improve our graduates as professionals?

Hiring Practices and Trends:

- What hiring trends do you see in [your field] in the next 3-5 years?
- Could you describe an ideal applicant in [your field]?
- If you had a hand in training our students, what would be the top two training objectives?

Developing stronger partnerships with organizations:

- How do we develop and strengthen sustainable, mutually beneficial partnerships?
- What role can you play/do you want to play in the development of our professionals, shaping of the field, of the profession?
- What projects, programs, etc. can we build together?
- How can Attallah College and Chapman University better serve your organization?

Phase two of the study has been conducted in spring 2018 and consisted of a social media completer employment data collection. In this phase, OPAI searched social media sites including but not limited to Facebook, LinkedIn, Google Plus and Instagram to identify Attallah College program completers from Program years 2016-17 and 2015-16. In addition, we used California Commission on Teacher Credentialing database to locate our credential graduates employment information. Once identified, researchers logged in each of the data components presented in Figure 1.

Student Graduate Information collected from social media sites
<blockquote>
a. Employer (organization)
b. Employer contact information
c. Graduate job title
d. Length of employment
e. Graduate contact information
</blockquote>

f. Previous job (if available)

Figure 1 Social Media data collection variables

Data from phases one and two will be used in Phase three of the study that will take place in fall 2018. It will consist of the execution of an employer survey designed to assess employer satisfaction with the preparation of our graduates and follow up interviews with high impact employers who hired a significant number of program completers. The data will also inform semi-structured interview protocols designed to deepen our understanding of high impact employer satisfaction of program completers as well as areas for program improvement.

More specifically, the survey will seek to assess satisfaction levels of employers with quality of Attallah College graduates in different aspects of their profession, and identifying employer expectations (the skills and dispositions that are expected of graduates). It will contain questions asking respondents to rate preparation of graduates for positions, and graduates' on various aspects and skills such as a) how important each is for Attallah College graduate in their organization to possess and b) how satisfied they are with the skill proficiency of graduates. There will also be open-ended questions requesting for suggestions for improvement of the curriculum content and methods of teaching required to prepare the Attallah College graduates for the work place.

Building on the survey data, the objective of the interviews will be to obtain in-depth qualitative information from high-impact employers regarding their views on the required skills and dispositions of our graduates, as well as strengths and shortcomings of their preparation.

Findings/Data Analysis Plans

Community Engagement Summit. Although the Summit provided a good venue for strengthening our relationships with school and community partners, the restricted participants and data provided limited insight into the questions we were hoping to address. To improve employer satisfaction data collection and make it more cost efficient, Phases 2 and 3 of this study has been designed.

Social Media. As a result of this data collection process, we identified an average of 73 percent of program completer employment data for 2015-2016 and 2016-2017 graduates. On average for both graduation years, 90% of our graduates were employed in the field they had been trained. It should be noted, however, that we were not able to locate employment information for approximately 20 – 30 percent of graduates. These missing data will be addressed via the upcoming Graduate Outcome Survey. Table 1 below provides program specific and total percentage of the graduates whose employment information we have been able to locate.

Table 1. Completer Current Employment Data

Graduation Year	Program	Number of Graduates	Percent of Graduates Found	Percent Employed in the Field They Are Trained (Of Found)	Percent Employed (Of Found)	Percent - Unavailable Data
2015-2016	MAT	47	66%	87%	100%	34%
	SC	12	92%	91%	100%	8%
	SPED	17	65%	91%	100%	35%
	TOTAL	**76**	**74%**	**90%**	**100%**	**26%**
2016-2017	MAT	38	76%	90%	100%	24%
	SC	7	71%	100%	100%	29%
	SPED	24	79%	79%	100%	21%
	TOTAL	**69**	**76%**	**90%**	**100%**	**24%**

Once program completers were identified, their contact information (email address) was logged into Attallah College program completer database. Additionally, a database of program completers' employer information was created. As previously discussed, this database will be used to identify three specific variables to support collection of impact and outcome measures. First, these data will be used to identify active program completer employers to participate in program completer survey. Second, these data will be used to identify high impact employers or those employers. The employers to fall into the significant hiring category will be targeted to participate in quality of graduate interview process. Further, these sources will be used to triangulate data. Finally, these data will be used as one method to identify CAEP outcome measure 7, the ability[1] of completes to be hired in the positions for which they have been prepared.

Employer Survey. Survey data analysis will be performed using SPSS. Descriptive statistics for satisfaction and expectation ratings will be ranked according to the mean importance score. We will be able to see with what aspects employers expressed the highest/lowest level of satisfaction in terms of the skills/competencies possessed by Attallah College graduates. A factor analysis will be performed to see if the data can be reduced to fewer components of factors specific to special skills, core professional skills, and dispositions expected by the employers. Qualitative responses will be analyzed using open coding technique.

Employer Interviews. Once qualitative data from interviews have been collected and transcribed, a thematic content analysis will be performed using both semantic and latent themes to find common patterns that are important to developing an understanding of the compatibility of our graduates' professional skills and employer expectations and satisfaction.

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[1] We interpret the term ability to mean likelihood of being hired in the position for which program completers have been trained as we perceive a recommendation for a credential with the California Commission on Teacher Credentials to indicate the ability of completer to be hired.

Braun and Clarke's (2006) six-phase guide will be used as a framework for conducting this kind of analysis (see Table 1).

Table 1. Braun & Clarke's Six-Phase Framework for Doing a Thematic Analysis

Step 1: Become familiar with the data	Step 4: Review themes
Step 2: Generate initial codes	Step 5: Define themes
Step 3: Search for themes	Step 3: Write-up

Findings from the analysis will be communicated to the program design teams and will inform program improvement decision-making processes.

References

Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.

Results
TBD