



## **Completer Employment and Immediate Future Goals, 2024-2025 EPP- Initial, Alternative and Advanced Programs**

### **PURPOSE**

Embedded within the Exit Survey, a question focusing on the employment of the completers aims to ascertain information regarding their employment status relative to their program of study, as well as other immediate future goals.

### **ADMINISTRATION**

The survey was administered in the Fall 2024, Spring 2025, and Summer 2025 semesters electronically via email to 416 Initial, Alternative, and Advanced program completers during their last semester, when they are scheduled to complete all their degree requirements for degree conferral.

The Initial and Advanced program candidates represented in this analysis encompassed a broad range of education and special education certification areas. Initial program respondents (n = 254) included candidates from Early Childhood Education and Special Education B–2 (n = 126), Childhood Education and Special Education 1–6 (n = 87), Jewish Childhood Education 1–6 (n = 1), Special Education 7–12 (n = 33), Mathematics Education (n = 2), and Adolescent Special Education 7–12 Trans B (n = 5). Advanced program respondents (n = 158) were enrolled in School Counseling (MS) (n = 97), School Leadership (MS) (n = 30), ESOL (n = 16), and Literacy (n = 15). Together, these programs represent candidates preparing for instructional, leadership, and specialized support roles across P–12 educational settings, providing a comprehensive view of preparation experiences and career pathways within the Education and Special Education fields.

### **INSTRUMENT**

Embedded within the Exit Survey, questions focusing on completer employment and immediate future goals. Seven response options were provided. Additionally, embedded within the survey, a question focuses on completer employment and immediate future goals. Four response options were provided: “Currently employed in my desired education field,” “Seeking employment in my desired education field,” “Pursuing further higher education study,” and “Starting my own business in my desired education field.”

## **VALIDITY AND RELIABILITY**

Content validity of all Candidate Learning Outcomes aligned items was established Fall 2019 via the Lawshe Method (See Exit Survey, Alumni, and Employer Lawshe Exsum).

## **ANALYSIS**

The statistical processes applied were percentages and count of the candidates as they responded to the question of employment and immediate future career goals.

## **EPP**

### **Overall Summary (EPP Initial Programs, n = 254)**

Across the EPP Initial Programs (n = 254), respondents reported consistently strong alignment between their current roles and immediate career goals, indicating that the program effectively prepared candidates to enter and succeed in their chosen fields. Overall, 95% of graduates agreed that the program prepared them to work within their field, with particularly high levels of agreement across Early Childhood Education and Special Education B–2 (97%), Childhood Education and Special Education 1–6 (96%), Special Education 7–12 (96%), and all respondents in Jewish Childhood Education 1–6, Mathematics Education, and Adolescent Special Education 7–12 Trans B (100%). Satisfaction with overall program quality was similarly high (94% overall), and fieldwork, practicum, and internship experiences were widely viewed as meaningful (84% overall), with near-universal agreement across most certification areas. Graduates also reported receiving formative and supportive feedback (95% overall) and appropriate advisement (95% overall), reinforcing the program’s role in supporting professional growth and readiness. Perceptions of support from non-instructional staff were strong overall (92%), though slightly lower in a few smaller program areas. Importantly, (96%) of respondents indicated they would recommend the program to a friend or colleague, underscoring broad confidence in the program’s quality, relevance, and effectiveness in preparing educators for their immediate and future career pathways. At the same time, career-goal data suggest a cohort in active transition: Currently employed in my desired education field (46%), seek employment in my desired education field (44%), Pursue further higher education study (5%) Start my own business in my desired education field 2% Continue or seek employment in a field other than education (2%), underscoring near-universal commitment to education career pathways and highlighting further translate strong program readiness into immediate employment outcomes.

### **Childhood Education and Special Education 1–6 (n = 87)**

Respondents in this program expressed consistently positive perceptions, with (96%) agreeing that the program prepared them for their field. Satisfaction with program quality (93%) and meaningful fieldwork experiences (95%) were high, though slightly lower than some other programs. Feedback and advisement were viewed positively, and over (92%) would recommend the program, indicating solid preparation for current teaching roles.

### **Jewish Childhood Education 1–6 (n = 1)**

Although the sample size was very small, the respondent reported (100%) agreement across all categories, including preparation for the field, program quality, fieldwork, feedback, advisement, staff support, and likelihood of recommending the program. These results suggest a highly positive individual experience.

**Special Education 7–12 (n = 33)**

Graduates of the Special Education 7–12 program reported very strong satisfaction overall. Preparation for the field (96%), program quality (96%), meaningful fieldwork (96%), and supportive feedback were all rated highly. Advisement and staff support were also viewed positively, and more than (92%) indicated they would recommend the program, demonstrating strong alignment with career readiness.

**Mathematics Education (n = 2)**

All Mathematics Education program respondents reported (100%) agreement across all indicators, including preparation, program quality, fieldwork, feedback, advisement, staff support, and recommendation of the program. While the sample size is limited, responses reflect very high satisfaction and perceived readiness for the field.

**Adolescent Special Education 7–12 Trans B (n=5)**

Respondents in this program expressed excellent perceptions of preparation, fieldwork, and instructional support, with 100% agreement that the program prepared them for the field and provided meaningful fieldwork experiences. Satisfaction with overall program quality was somewhat lower (75%).

**Overall Summary (EPP Advanced Programs, n = 158)**

Across all advanced programs, graduates reported strong alignment between program experiences and their current and immediate future career goals, reflecting high levels of readiness and support. Nearly 95% of respondents agreed that their program prepared them to work within their field, and satisfaction with overall program quality remained high (94%). Fieldwork, practicum, and internship experiences were widely viewed as meaningful (84%), and a substantial majority reported receiving formative and supportive feedback (95%), along with appropriate advisement (95%) and positive support from non-instructional staff (92%). Recommendation rates of 96% of respondents would recommend their program to a colleague, indicating strong overall confidence. At the same time, career-goal data suggest a cohort in active transition: Currently employed in my desired education field (46%) of candidates are currently employed in their desired field and (44%) seek employment in my desired education field. Response to starting my own business was (2%), and (5%) are pursuing further study. Notably, (2%) reported plans to leave the education field, underscoring near-universal commitment to education career pathways and highlighting further translate strong program readiness into immediate employment outcomes.

**School Counseling (n = 97)**

School Counseling candidates reported solid outcomes across readiness and experience indicators: (87%) agreed the program prepared them for the field and (82%) were satisfied with overall quality. Fieldwork was viewed as meaningful by (84%), with supportive feedback (82%) and appropriate advisement (80%). Perceptions of non-instructional staff support were somewhat lower (76%) and (80%) would recommend the program. On career status, (52%) are currently employed in their desired education field, (40%) are seeking employment in my desired education field, 6% are pursuing further study, and (3%) are starting a business; (0%) plan to work outside education. Combined “placed or launched” (employed + business) is (54%) the highest among Advanced programs.

### **School Leadership (MS) (n = 30)**

Graduates indicated strong readiness (88%) and especially high ratings for feedback (92%) and non-instructional staff support (79%). Overall quality (80.00%) and meaningful fieldwork (80.00%) were positive, and (83%) found advisement appropriate; (79%) would recommend the program. Career goals show (43%) employed in the desired field and (52%) seeking employment in my desired education field with (0%) pursuing further study and (4%) starting a business; (0%) intend to work outside education. The data point to strong program support and feedback, with an opportunity to translate readiness into faster placements via hiring-cycle alignment and leadership pipeline partnerships.

### **ESOL (n = 16)**

ESOL candidates reported exceptional program perceptions: (100%) felt prepared for the field and found fieldwork meaningful, while overall quality was (94%), feedback (100%), advisement (94%), and non-instructional staff support (93%); (88%) would recommend the program.

Despite top-tier readiness, employment is still in progress: (33%) are employed in the desired field (lowest among programs), (53%) are seeking, (7%) are pursuing further study, and (7%) are starting a business; (0%) plan to leave education. The results highlight a readiness–employment gap that could be closed by intensified market access (district and community-based ESL partners, adult education), targeted licensure/job-search navigation, and employer showcases timed to ESOL hiring cycles.

### **Literacy (n = 15)**

The Literacy program received very strong evaluations: (100%) felt prepared for the field; overall quality was (87%); fieldwork was meaningful for (80%); feedback (93%); advisement (100%); and non-instructional staff support (93%). A large majority (87%) would recommend the program.

Career goals are balanced: (47%) are employed in their desired field and (47%) are seeking employment in their desired field; (0%) are pursuing further study, (7%) are starting a business, and (0%) plan to work outside education, indicating strong near-term outcomes with potential to accelerate conversions through targeted employer matching (e.g., reading specialist, interventionist).

## **PROPOSED ACTIONS FOR IMPROVEMENT**

**EPP.** To improve employment across all programs by (5%), the EPP will continue disseminating job opportunities via Canvas courses (for students soon to graduate) and via emailed announcements to completers, to connect candidates with employers. We will also follow up with alumni systematically six months after degree conferral, to better capture career outcomes shortly after graduation, which the current deployment of the survey does not cover.

## INITIAL PROGRAM TABLES

Current and Immediate Future Career Goals	EPP INITIAL PROGRAMS n=254	Early Childhood Education and Special Education B-2 n=126	Childhood Education and Special Education 1-6 n=87	Jewish Childhood Education 1-6 n=1	Special Education 7-12 n=33	Mathematics n=2	Adolescent Special Ed. 7-12 Trans B n=5
Overall the program prepared me to work within my field	95%	97%	96%	100%	96%	100%	100%
I am satisfied with the overall quality of the Program	94%	97%	93%	100%	96%	100%	75%
The fieldwork/ practicum/ internship components were meaningful	84%	95%	95%	100%	96%	100%	100%
The feedback I received on my work was formative and supportive	95%	97%	93%	100%	96%	100%	100%
The advisement I received was appropriate	95%	96%	90%	100%	96%	100%	67%
The staff (non-instructional) were supportive	92%	96%	89%	100%	96%	100%	67%
I would recommend the program to a friend of colleague	96%	96%	92%	100%	92%	100%	67%

<b>Current and Immediate Future Career Goals</b>	<b>EPP INITIAL PROGRAMS n=254</b>	<b>Early Childhood Education and Special Education B-2 n=126</b>	<b>Childhood Education and Special Education 1-6 n=87</b>	<b>Jewish Childhood Education 1-6 n=1</b>	<b>Special Education 7-12 n=33</b>	<b>Mathematics n=2</b>	<b>Adolescent Special Ed. 7-12 Trans B n=5</b>
Currently employed in my desired education field	46%	44%	41%	0%	60%	100%	50%
Seek employment in my desired education field	44%	45%	52%	100%	28%	0%	25%
Pursue further higher education study	5%	8%	1%	0%	8%	0%	0%
Start my own business in my desired education field	2%	3%	1%	0%	0%	0%	0%
Continue or seek employment in a field other than education	2%	0%	4%	0%	4%	0%	25%

### ADVANCED PROGRAM TABLES

<b>Current and Immediate Future Career Goals</b>	<b>EPP ADVANCED PROGRAMS n=158</b>	<b>School Counseling (MS) n=97</b>	<b>School Leadership (MS) n=30</b>	<b>TESOL n=16</b>	<b>Literacy n=15</b>
Overall the program prepared me to work within my field	94%	87%	88%	100%	100%
I am satisfied with the overall quality of the Program	86%	82%	80%	94%	87%
The fieldwork/practicum/ internship components were meaningful	86%	84%	80%	100%	80%
The feedback I received on my work was formative and supportive	90%	82%	92%	94%	93%
The advisement I received was appropriate	89%	80%	83%	94%	100%

The staff (non-instructional) were supportive	86%	76%	79%	93%	93%
I would recommend the program to a friend or colleague	83%	80%	79%	88%	87%

<b>Current and Immediate Future Career Goals</b>	<b>EPP ADVANCED PROGRAMS n=158</b>	<b>School Counseling (MS) n=97</b>	<b>School Leadership (MS) n=30</b>	<b>TESOL n=16</b>	<b>Literacy n=15</b>
Currently employed in my desired education field	44%	51%	43%	33%	47%
Seek employment in my desired education field	48%	40%	52%	53%	47%
Pursue further higher education study	3%	6%	0%	7%	0%
Start my own business in my desired education field	5%	3%	4%	7%	7%
Continue or seek employment in a field other than education	0%	0%	0%	0%	0%