

TSU EDUCATIONAL LEADERSHIP (EDAD) — EMPLOYER SATISFACTION SURVEY

Disaggregated Data Analysis | Spring 2025 | CAEP Accountability Measure #2

I. OVERVIEW

The Spring 2025 EDAD Employer Satisfaction Survey yielded 3 responses (n=3) across six competency areas aligned to the ELCC/PSEL standards and TSU program outcomes. Respondents evaluated graduates on a 5-point scale (1 = Strongly Agree; 5 = Strongly Disagree). The low response rate is a significant limitation and restricts the generalizability of findings; however, the data serve as a baseline for continuous improvement and underscore the EPP's need to substantially increase employer participation in future administrations.

II. DISAGGREGATED RESULTS BY COMPETENCY AREA

| Competency Area | Strongly Agree | Somewhat Agree | Strongly Disagree | Mean | SD |
|-----------------------------------|----------------|----------------|-------------------|------|------|
| Q1: Inclusive Leadership | 33% (n=1) | 33% (n=1) | 33% (n=1) | 2.67 | 1.70 |
| Q2: Research-Based Practice | 33% (n=1) | 33% (n=1) | 33% (n=1) | 2.67 | 1.70 |
| Q3: Data-Informed Decision Making | 33% (n=1) | 33% (n=1) | 33% (n=1) | 2.67 | 1.70 |
| Q4: Communication & Collaboration | 33% (n=1) | 33% (n=1) | 33% (n=1) | 2.67 | 1.70 |
| Q5: Professional Dispositions | 33% (n=1) | 33% (n=1) | 33% (n=1) | 2.67 | 1.70 |
| Q6: Equity & Student Success | 33% (n=1) | 33% (n=1) | 33% (n=1) | 2.67 | 1.70 |

Scale: 1 = Strongly Agree | 2 = Somewhat Agree | 5 = Strongly Disagree. Lower mean = higher satisfaction.

III. ANALYSIS AND INTERPRETATION

Across all six competency areas, responses were evenly distributed — each item received exactly one Strongly Agree, one Somewhat Agree, and one Strongly Disagree rating — producing a uniform mean of 2.67 and standard deviation of 1.70 for every item. While two-thirds of respondents (67%) indicated some degree of agreement with graduate preparedness across all domains, the presence of one Strongly Disagree on every item signals that at least one employer holds consistent concerns about graduate readiness. **The high standard deviation (1.70) across all items reflects significant inter-rater variability**, which may indicate differences in employer context, the specific graduates evaluated, or inconsistency in how candidates are prepared across different program cohorts.

Competency areas warranting immediate program attention include Q2 (Research-Based Practice) and Q3 (Data-Informed Decision Making), which are most directly tied to the major stipulations identified in the EPP's February 2026 CAEP review regarding data use and continuous improvement. These items also align with the open-ended feedback (Q7), in which one respondent noted concerns about graduate work ethic, preparation quality relative to peer institutions, and observable passion for the profession.

IV. IMPLICATIONS FOR CONTINUOUS IMPROVEMENT

The EPP identifies three immediate actions in response to these findings: (1) implement targeted course-embedded experiences in research application and data-driven decision making within the EDAD curriculum to address the Q2 and Q3 findings; (2) establish a minimum employer survey response rate target of n=10 for Spring 2026 through deliberate outreach via advisory board and district data meeting networks; and (3) develop a structured open-ended response protocol for the next survey cycle to capture more actionable qualitative data. These results will be shared with the EDAD program faculty and advisory board at the Fall 2025 planning meeting to inform program revisions prior to the next survey administration.

Note: Due to the small sample size (n=3), findings should be interpreted with caution. Data from the Spring 2026 administration, combined with advisory board feedback and district partnership input, will provide a more robust evidence base for program decision-making.