

Summary of 2016-17 Personnel Directors Survey: Advanced Program Completers and COEPD Responsiveness

October 4, 2017

Introduction

COEPD administrators and program directors meet with a group of LEA personnel directors annually. All personnel directors from LEAs in southern and central WV are invited to attend.

Attending personnel directors were asked to complete a three-part survey about advanced program completers and COEPD responsiveness to LEAs. Parts A and D included questions in which the personnel directors responded to six statements about COEPD advanced program completers who were initially employed as teachers in their schools during 2016-17 or who were first year employees in new non-teaching positions such as principal, counselor, etc. Parts B and C included questions about the responsiveness of the Huntington and South Charleston campuses to LEA requests/needs. Each statement utilized a Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA) scale for responses. Eleven directors responded to the survey. Survey results are provided in the attached chart.

Findings

Completer Competency (Parts A and D)

All of the responding directors either Agreed or Strongly Agreed that COEPD advanced program completers demonstrated a high level of commitment to students and schools, exhibited a high degree of preparation, demonstrated a commitment to ethical standards of professional conduct, demonstrated a knowledge of technology, and exhibited dependability and responsibility. Overall, 60% of the respondents Strongly Agreed and 40% Agreed that, based on their assessment of the preparation, performance, and professionalism of COEPD advanced program completers employed in their systems, they were generally satisfied and felt confident in employing other COEPD advanced program completers.

COEPD Responsiveness: Huntington Campus (Part B)

All responding Personnel Directors either Agreed or Strongly Agreed that they are generally satisfied with the quality of records received related to COEPD advanced program completers seeking employment in their school systems, and the timeliness with which these records were received., Similarly, all respondents either Agreed or Strongly Agreed (90%) they were generally satisfied with the timeliness and quality of responses to their inquiries regarding completers and completer records related to perspective and current employees.

COEPD Responsiveness: South Charleston Campus (Part C)

All responding Personnel Directors either Agreed or Strongly Agreed that they are generally satisfied with the quality of records received related to COEPD advanced program completers seeking employment in their school systems, and the timeliness with which these records were received., Similarly, all respondents either Agreed or Strongly Agreed (90%) they were generally satisfied with the timeliness and quality of responses to their inquiries regarding advanced program completers and completer records related to future and current employees.

Conclusions

Overall, Personnel Directors indicate COEPD advanced program completers who were first time employees in their systems in 2016-17 were committed to schools, well prepared, knowledgeable about

technology, dependable and responsible, and demonstrate ethical standards and conduct. Personnel Directors also report they feel confident in employing other COEPD completers in their school systems. Directors also reported a general satisfaction with the quality and timeliness of the completer records and the responsiveness to inquiries from both the Huntington and South Charleston campuses.

Recommendations for Continuous Improvement

Overall, feedback from Personnel Directors is generally positive regarding COEPD advanced program completer competence and COEPD responsiveness. At the same time, the data indicate a need to continue monitoring advanced program completer competence for overall levels of preparation and technology knowledge. COEPD administrators and staff should also continue to monitor interaction with LEA personnel to identify strategies for continuing improvement in the efficiency and responsiveness of involvement with stakeholders.

Personnel Directors Survey: Advanced Programs (2016-2017)

Please provide the university feedback concerning the following statements as they apply to candidates from Marshall University who were initially employed in your schools during the 2016-2017 school term or who were employed for the first time in new positions (e.g., principal, counselor, supervisor, etc.) and your perceptions of our effectiveness in meeting your needs for professional educators.

Part A: Teacher education candidates employed in my school district for the first time during the 2016-2017 school term or who were employed for the first time in a new position in the system.	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
Completer Competency								
1. Demonstrate a high level of commitment to the students and schools.	4	40	6	60				
2. Exhibit a high degree of preparation.	2	20	8	80				
3. Demonstrate knowledge of technology	1	11	8	89				
4. Exhibit dependability and responsibility.	3	33	6	67				
5. Demonstrate commitment to ethical standards of professional conduct for educators.	4	40	6	60				
COEPD Responsiveness: Huntington Campus								
Part B: Based on my interaction with the College of Education and Professional Development, (Huntington campus) I am generally satisfied with:								
1. The quality of records related to graduates seeking employment in our system.	8	80	2	20				
2. The timeliness of receiving records from Marshall.	8	80	2	20				
3. The timeliness and the quality of responses to my inquiries regarding graduates and graduate records for prospective and current employees.	9	90	1	10				

COEPD Responsiveness: SC Campus								
Part C: Based on my interaction with the Graduate School of Education and Professional Development (South Charleston campus), I am generally satisfied with:								
1. The quality of records related to graduates seeking employment in our system.	9	82	2	18				
2. The timeliness of receiving records from Marshall.	9	82	2	18				
3. The timeliness and the quality of responses to my inquiries regarding graduates and graduate records for prospective and current employees.	9	82	2	18				
Overall Completer Assessment								
Part D: Based on my assessment of the preparation, performance, and professionalism of the Marshall graduates employed in our system, I am satisfied in general and would feel confident in employing other graduates from Marshall in our schools.	6	60	4	40				

Please add any other comments you would like to make here or on the back of this form. Thank you for your participation. We appreciate the opportunity to work with you.

- Part A: Unknown. I was impressed at the visits at the college fair.
- Always helpful to me in a timely manner! This meeting is very valuable.
- Marshall University has always been great partners. The students are generally well prepared and high-quality. Marshall listens to our concerns and the University tries to work with us to provide appropriate programming.
- It appears many graduate do not have the “social” skills – appear awkward – have trouble communicating in interviews – cannot make eye contact. I also feel that it should be a requirement that the supervising teacher comment under each area in the student teacher evaluation. It appears we get evaluations that do not truly reflect the students’ ability. When it gets to this point we need complete honesty and transparency on these evals. We rely on them when hiring.

N = 11