

## American College of Education (ACE) Employer Perceptions Survey Results

To monitor our performance as an education preparation program, ACE needs feedback from stakeholders that hire our graduates. To get this feedback, the Employer Survey is administered by internal units. The Employer survey is distributed biannually to the employers our graduates are employed to measure their satisfaction of the preparation of ACE's most recent EPP completers for their assigned responsibilities in working with P-12 students. Questions on the survey are aligned with standards to rate the readiness and effectiveness of students who go through ACE's programs.

### ACE Employer Survey Average by Question

1 – Strongly Disagree      2 – Disagree      3 – Neutral      4 – Agree      5 - Strongly Agree

Certificate in Transition to Teaching (T2T) in Elementary Education				
Question	2018 Average Score	2018 N	2016 Average Score	2016 N
<b>Overall Average Score</b>	3.47	3*	N/A	N/A
Use of effective assessment tools for student learning (in the classroom) and/or assessment data to make decisions impacting instructional practice (as an administrator)	3.33	3	N/A	N/A
Demonstration of effective leadership skills	2.67	3	N/A	N/A
Dedication to continuous professional development	3	3	N/A	N/A
Utilization of a multicultural perspective	4	3	N/A	N/A
Competence in the use of technological productivity tools	3	3	N/A	N/A
Understanding of the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.	3.33	3	N/A	N/A
Is able to apply what is known through evidence-based learning and assessment.	4	3	N/A	N/A
Is able to differentiate between the uses of situation-appropriate intellectual processes.	4	3	N/A	N/A
Has established comprehensive communication and collaboration skills.	3.33	3	N/A	N/A
Understands and interprets the impact of civic and global learning.	4	3	N/A	N/A
Has built professional skills to improve his/her performance.	3.33	3	N/A	N/A
Justifies his/her actions based upon theory, standards, and frameworks.	3.67	3	N/A	N/A
<b>Source: ACE Employer Survey</b>				
<b>*Average N</b>				

**ACE Employer Survey Average by Question:**

1 – Strongly Disagree      2 – Disagree      3 – Neutral      4 – Agree      5 - Strongly Agree

<b>Certificate in Transition to Teaching (T2T) in Secondary Education</b>				
<b>Question</b>	<b>2018 Average Score</b>	<b>2018 N</b>	<b>2016 Average Score</b>	<b>2016 N</b>
<b>Overall Average Score</b>	5	1	N/A	N/A
Use of effective assessment tools for student learning (in the classroom) and/or assessment data to make decisions impacting instructional practice (as an administrator)	5	1	N/A	N/A
Demonstration of effective leadership skills	5	1	N/A	N/A
Dedication to continuous professional development	5	1	N/A	N/A
Utilization of a multicultural perspective	5	1	N/A	N/A
Competence in the use of technological productivity tools	5	1	N/A	N/A
Understanding of the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.	5	1	N/A	N/A
Is able to apply what is known through evidence-based learning and assessment.	5	1	N/A	N/A
Is able to differentiate between the uses of situation-appropriate intellectual processes.	5	1	N/A	N/A
Has established comprehensive communication and collaboration skills.	5	1	N/A	N/A
Understands and interprets the impact of civic and global learning.	5	1	N/A	N/A
Has built professional skills to improve his/her performance.	5	1	N/A	N/A
Justifies his/her actions based upon theory, standards, and frameworks.	5	1	N/A	N/A
<b>Source: ACE Employer Survey</b>				

**ACE Employer Survey Average by Question**

1 – Strongly Disagree    2 – Disagree    3 – Neutral    4 – Agree    5 - Strongly Agree

<b>Master of Arts (M.A.T.)- Elementary Education</b>				
<b>Question</b>	<b>2018 Average Score</b>	<b>2018 N</b>	<b>2016 Average Score</b>	<b>2016 N</b>
<b>Overall Average Score</b>	N/A	N/A	4.49	6*
Use of effective assessment tools for student learning (in the classroom) and/or assessment data to make decisions impacting instructional practice (as an administrator)	N/A	N/A	4.33	6
Demonstration of effective leadership skills	N/A	N/A	4.33	6
Dedication to continuous professional development	N/A	N/A	4.5	6
Utilization of a multicultural perspective	N/A	N/A	4.33	6
Competence in the use of technological productivity tools	N/A	N/A	4.33	6
Understanding of the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.	N/A	N/A	4.5	6
Is able to apply what is known through evidence-based learning and assessment.	N/A	N/A	4.67	6
Is able to differentiate between the uses of situation-appropriate intellectual processes.	N/A	N/A	4.5	6
Has established comprehensive communication and collaboration skills.	N/A	N/A	4.5	6
Understands and interprets the impact of civic and global learning.	N/A	N/A	4.5	6
Has built professional skills to improve his/her performance.	N/A	N/A	4.67	6
Justifies his/her actions based upon theory, standards, and frameworks.	N/A	N/A	4.67	6
<b>Source: ACE Employer Survey</b>				
<b>*Average N</b>				

### ACE Employer Survey Average by Question

1 – Strongly Disagree      2 – Disagree      3 – Neutral      4 – Agree      5 - Strongly Agree

<b>Master of Education (M.Ed.) in Educational Leadership</b>				
<b>Question</b>	<b>2018 Average Score</b>	<b>2018 N</b>	<b>2016 Average Score</b>	<b>2016 N</b>
<b>Overall Average Score</b>	4.51	130*	4.53	100*
Use of effective assessment tools for student learning (in the classroom) and/or assessment data to make decisions impacting instructional practice (as an administrator)	4.54	130	4.48	99
Demonstration of effective leadership skills	4.41	131	4.43	100
Dedication to continuous professional development	4.58	131	4.63	99
Utilization of a multicultural perspective	4.5	127	4.49	94
Competence in the use of technological productivity tools	4.57	132	4.51	98
Understanding of the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.	4.55	132	4.62	101
Is able to apply what is known through evidence-based learning and assessment.	4.68	129	4.6	101
Is able to differentiate between the uses of situation-appropriate intellectual processes.	4.53	130	4.48	100
Has established comprehensive communication and collaboration skills.	4.55	130	4.53	101
Understands and interprets the impact of civic and global learning.	4.51	125	4.48	99
Has built professional skills to improve his/her performance.	4.66	130	4.58	101
Justifies his/her actions based upon theory, standards, and frameworks.	4.52	130	4.5	101
<b>Source: ACE Employer Survey</b>				
<b>*Average N</b>				

**ACE Employer Survey Average by Question:**

1 – Strongly Disagree      2 – Disagree      3 – Neutral      4 – Agree      5 - Strongly Agree

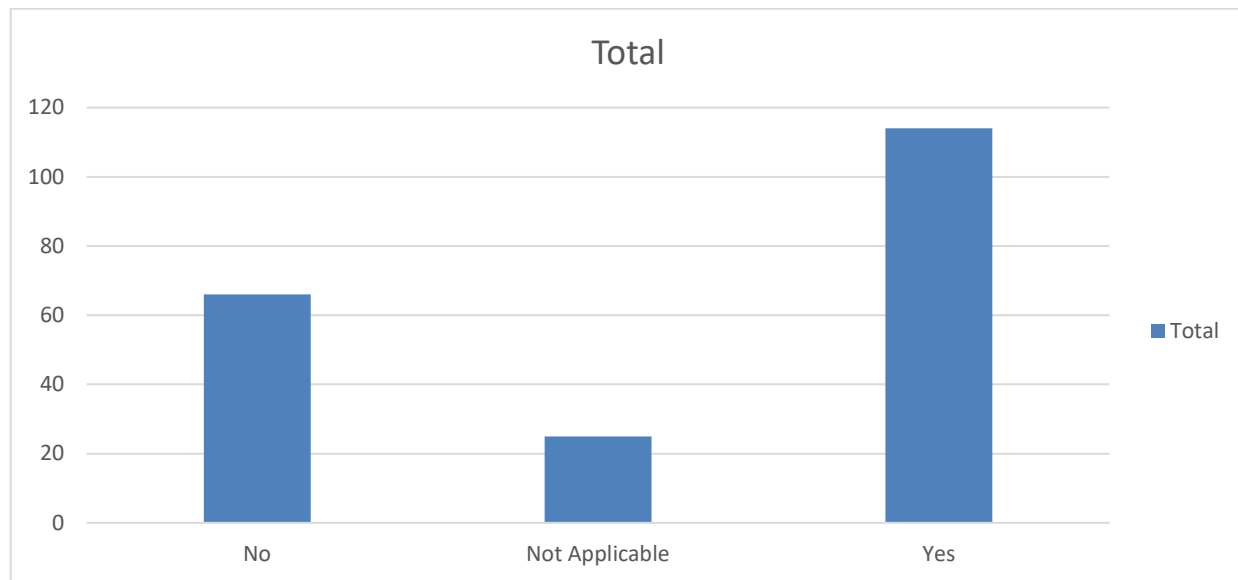
<b>Certificate in Teaching English Learners*</b>				
<b>Question</b>	<b>2018 Average Score</b>	<b>2018 N</b>	<b>2016 Average Score</b>	<b>2016 N</b>
<b>Overall Average Score</b>	N/A	N/A	N/A	N/A
Use of effective assessment tools for student learning (in the classroom) and/or assessment data to make decisions impacting instructional practice (as an administrator)	N/A	N/A	N/A	N/A
Demonstration of effective leadership skills	N/A	N/A	N/A	N/A
Dedication to continuous professional development	N/A	N/A	N/A	N/A
Utilization of a multicultural perspective	N/A	N/A	N/A	N/A
Competence in the use of technological productivity tools	N/A	N/A	N/A	N/A
Understanding of the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.	N/A	N/A	N/A	N/A
Is able to apply what is known through evidence-based learning and assessment.	N/A	N/A	N/A	N/A
Is able to differentiate between the uses of situation-appropriate intellectual processes.	N/A	N/A	N/A	N/A
Has established comprehensive communication and collaboration skills.	N/A	N/A	N/A	N/A
Understands and interprets the impact of civic and global learning.	N/A	N/A	N/A	N/A
Has built professional skills to improve his/her performance.	N/A	N/A	N/A	N/A
Justifies his/her actions based upon theory, standards, and frameworks.	N/A	N/A	N/A	N/A
<b>Source: ACE Employer Survey</b>				
<b>**First graduating cohort May 2018</b>				

## American College of Education (ACE) Completer Impact Survey Results

The Completer Impact Survey was sent out to all of our Educational Leadership program, Transition to Teaching Elementary and Secondary certificate, and Master of Arts in Teaching Elementary and Secondary program alumni from May 2013 until May 2019 – without including alumni who had participated in previous Completer Impact Surveys.

The survey was sent to 4,567 alumni of which 578 (12.66%) responded. Almost 98% of the respondents stated they are working in a school setting. 79% of the respondents believe their district evaluations reflect the positive impact they have had in their setting.

Alumni were also asked if they had implemented something new in their workplace/classroom and then evaluated the effectiveness of the change. The chart below is a summary of the responses followed by a few examples related to this survey question:



Source: ACE Completer Impact Survey

*"Yes, for several years I completed an "action research" project, testing the effectiveness of various theories and strategies. For example, technology in the classroom, specific behavior strategies, and even coaching other teachers in such. To be honest I was motivated to do this initially because it was required by my district. However, as I began working the motivation continued because I saw improvements and how I was growing as a teacher."*

*"We have implemented the use of purpose statements which are posted in all classrooms. They reflect current student learning and allow students to be informed of what they will be learning, and how they can apply it to real-world settings. Students reflect upon the purpose statements and talk about what they are learning with others. We were motivated to create the change as a staff from research about student achievement and motivation in correlation with their understanding of their "purpose" for learning."*

*"Something I have implemented in my classroom was Kagan cooperative learning activities. I would often use traditional review activities, then use a Kagan activity. I would see better student participation, engagement, and retention of information which reflected increased student performance on assessments."*

Source: ACE Completer Impact Survey

Alumni were also asked if they have received an award or recognition for their hard work. 43% of those who responded to the survey have received an award or recognition since graduating from an ACE program.

<b>Has Alumni Received an Award or Recognition</b>					
<b>Program</b>	<b># of Respondents</b>	<b># of "Yes" Responses</b>	<b>Response Rate</b>	<b># of "No" Responses</b>	<b>Response Rate</b>
Certificate in Transition to Teaching in Elementary Education	4	1	25%	3	75%
Certificate in Transition to Teaching in Secondary Education	15	5	33.33%	10	66.67%
M.A. in Teaching - Elementary Education	4	1	25%	3	75%
M.A. in Teaching - Secondary Education	5	0	0%	5	100%
M.Ed. in Educational Leadership	221	96	43.44%	125	56.65%
<b>Total</b>	<b>249</b>	<b>103</b>	<b>41.37%</b>	<b>146</b>	<b>58.63%</b>
<b>Source: ACE Completer Impact Survey</b>					