



CAEP Annual Report Outcome Measure 4

Ability of Completers to be Hired in Education Positions for which they have Prepared

Fort Hays State University
College of Education
2021 – 2022 Initial Level Career Outcomes Data

Degree Program	# of Graduates	Employed in Major	Employed Out of Major	Continuing Education	Not Seeking Employment	Still Looking	No Information	Success Rate
Agriculture Education	4	3	0	1	0	0	0	100%
Art Education	3	2	1	0	0	0	0	100%
Biology Education	1	1	0	0	0	0	0	100%
Business Education	4	3	0	0	0	0	1	100%
Chemistry Education	0	0	0	0	0	0	0	N/A
Early Childhood Unified	27	18	0	1	0	0	8	86%
Elementary Education	116	82	3	9	0	6	16	95%
English Education	4	3	0	0	0	1	0	75%
Health & Human Performance Education	14	7	1	4	0	2	0	86%
History Education	6	3	1	1	0	0	1	100%
Math Education	3	2	0	0	0	1	0	67%
Music Education	5	3	0	1	0	1	0	80%
Secondary Education	5	1	1	1	0	0	2	100%
TOTALS	192	128	7	18	0	11	28	94%

Fort Hays State University
College of Education
2020 – 2021 Initial Level Career Outcomes Data

Degree Program	# of Graduates	Employed in Major	Employed Out of Major	Continuing Education	Not Seeking Employment	Still Looking	No Information	Success Rate
Agriculture Education	4	2	0	2	0	0	0	100%
Art Education	4	4	0	0	0	0	0	100%
Biology Education	4	4	0	0	0	0	0	100%
Business Education	2	1	0	0	0	0	1	100%
Chemistry Education	1	1	0	0	0	0	0	100%
Early Childhood Unified	16	10	0	1	0	1	4	92%
Elementary Education	126	101	1	4	2	4	14	96%
English Education	3	1	0	2	0	0	0	100%
Health & Human Performance Education	5	2	0	2	0	1	0	80%
History Education	2	0	1	0	0	1	0	50%
Math Education	3	3	0	0	0	0	0	100%
Music Education	1	1	0	0	0	0	0	100%
Secondary Education	7	3	0	3	0	0	1	100%
TOTALS	178	133	2	14	2	7	20	94%

Fort Hays State University
College of Education
2019 – 2020 Initial Level Career Outcomes Data

Degree Program	# of Graduates	Employed in Major	Employed Out of Major	Continuing Education	Not Seeking Employment	Still Looking	No Information	Success Rate
Agriculture Education	1	0	0	0	0	0	0	100%
Art Education	2	2	0	0	0	0	0	100%
Biology Education	4	4	0	0	0	0	0	100%
Business Education	1	1	0	0	0	0	0	100%
Early Childhood Unified	12	10	0	0	0	2	0	83%
Elementary Education	141	99	2	4	3	9	24	92%
English Education	1	0	0	1	0	0	0	100%
Health & Human Performance Education	11	8	0	1	0	0	2	100%
History Education	5	3	1	1	0	0	0	100%
Math Education	4	4	0	0	0	0	0	100%
Music Education	5	3	0	1	0	1	0	80%
Secondary Education	2	2	0	0	0	0	0	100%
Technology Studies Education	2	1	0	0	0	0	1	100%
TOTALS	191	137	3	8	3	12	27	97%

Ability of Advanced Completers to be Hired in Education Positions

Assessment Plan

The EPP utilized Completer Satisfaction Focus Group interviews to measure the advanced completer satisfaction. The Completer Satisfaction Focus Groups were conducted in Fall 2022 and Spring 2023. A third cycle of data collection is scheduled for Fall 2023. All completers from the prior two years were emailed an invitation to participate in the focus group interview. The focus group meetings were held virtually using Zoom. Using an interview guide, the completers were grouped into small groups and asked a series of questions regarding their level of satisfaction with the preparation program. The focus group questions included areas aligned with the RA1.1 knowledge, skills, and professional dispositions (RA4.2.1 Completer Satisfaction).

At least two faculty members, not teaching in the program, facilitated each group. Each facilitator documented notes throughout the interview and then following the interview, the facilitators corroborated notes and identified themes from the focus group. The feedback from the focus groups was provided to the program coordinators and the CAEP Standard 4 committee. The Fall 2022 and Spring 2023 qualitative data analysis revealed that generally FHSU graduates felt prepared in each of the categories. A third cycle of data will be collected in Fall 2023.

The Fall 2022 and Spring 2023 qualitative analysis revealed that completers are satisfied to highly satisfied with FHSU programs. Overall, completers reported satisfaction with the program content, preparation for passing licensure exams, preparation for the specialized role in the school, and the overall program. Possible growth areas identified by the completers included more resources for the secondary level Reading Specialists program and additional instructional strategies in the Special Education program. As additional focus group interviews are conducted, the data will be combined with the previous interviews and further disaggregation and theme development by program can occur.

Table of Analysis by Category

Category	Building Leadership	Reading Specialist	School Counseling, School Psychology	Special Education
Program Strengths	Availability of instructors and how well they communicated was noted as the strengths	Expressed appreciation for the way the courses built upon each other to prepare them for the portfolio at the end.	Appreciative of the virtual program to interact with students across the country and noted the faculty converted to experiences expertly during COVID.	Proximity, online coursework, and responsiveness of faculty were noted as strengths.
Content Knowledge	Satisfied with the content in the program.	Noted a need for more resources for secondary level and more in-depth	Satisfied with content. Noted the need for instructional strategies for	Highly satisfied with the content and felt it was very applicable in the field.

		knowledge of the Science of Reading.	academic interventions and SPED work.	
Licensure Preparation	Felt prepared to take licensure exams.	Felt prepared to take licensure exam.	Felt prepared to take licensure exam.	Felt very prepared for licensure exam.
Employment Preparation	Satisfied with preparation for their role as an administrator.	Satisfied with preparation for their role as a reading specialist.	Satisfied with preparation for their roles.	Satisfied with preparation for their role. Noted there were responsibilities not discussed like scheduling paras.
Program Satisfaction	Satisfied with the program, including the pace. Suggested the need for more classmate interactions.	Satisfied with the flexibility and structure of the program. Noted the faculty were great.	Satisfied with the program and appreciated the program faculty.	Very satisfied with the program. Noted more experience with scenarios would have been helpful.