

Measure 2 – Advanced Programs

Data provided was collected from employers' satisfaction with program completers and disaggregated by program using the following scale:

Employer	Rating
Very likely	5
Likely	4
Uncertain	3
Unlikely	2
Very unlikely	1
Not enough information	0

When employers indicated “not enough information,” the n was reduced by one for calculations on those questions.

Med in Literacy Education Employer Survey Questions	Mean Score (n = 2)
1. Demonstrates an in-depth knowledge of content in his/her field.	5
2. Demonstrates knowledge of professional, state, and institutional standards.	5
3. Applies knowledge of human growth and development, appropriately.	5
4. Integrates the use of technology in his/her work.	5
5. Seeks opportunities for professional growth, development, and continuing education.	5
6. Develops and manages meaningful education experiences that address the needs of all learners with respect for their individual and cultural characteristics.	5
7. Establishes a learner-centered environment where all learners contribute and are actively engaged.	5
8. Uses research to inform his/her work.	5
9. Demonstrates a commitment to a safe, supportive learning environment.	5
10. Demonstrates a caring, fair, honest, responsible, and respectful attitude.	5
11. Establishes rapport with students, families, colleagues and communities.	5
12. Models professionalism with students, families, colleagues, and communities.	
13. Demonstrates leadership skills that emphasize ethics, knowledge, and reflection.	5
14. Please rate your satisfaction with the graduate's overall job performance.	5
15. If given the opportunity, would you hire another Citadel Zucker Family School of Education graduate?	5
16. Aware of foundational knowledge in reading and writing processes and instruction	4.5
17. Knowledgeable of a wide range of instructional strategies and curriculum materials which can meet the needs of students from differing cultural and linguistic backgrounds	4.5
18. Prepared to be able to select, administer, and interpret a wide range of formal and informal literacy assessments and then use that information in planning instruction that meets the needs of diverse students.	5
19. Able to create a literate environment that fosters reading and writing through the integration of foundational knowledge about how to initiate and evaluate professional development programs.	5

Overall, results indicate high satisfaction levels from employers of program completers in literacy education. A greater focus on foundational knowledge in reading and writing processes and instruction as well as related instructional strategies for student from diverse cultural and linguistic backgrounds warrants further attention.

MEd in Educational Leadership Employer Survey Questions	Mean Score (n = 7)
1. Demonstrates an in-depth knowledge of content in his/her field.	4.71
2. Demonstrates knowledge of professional, state, and institutional standards.	4.57
3. Applies knowledge of human growth and development, appropriately.	4.57
4. Integrates the use of technology in his/her work.	4.57
5. Seeks opportunities for professional growth, development, and continuing education.	4.86
6. Develops and manages meaningful education experiences that address the needs of all learners with respect for their individual and cultural characteristics.	4.57
7. Establishes a learner-centered environment where all learners contribute and are actively engaged.	4.71
8. Uses research to inform his/her work.	4.57
9. Demonstrates a commitment to a safe, supportive learning environment.	4.57
10. Demonstrates a caring, fair, honest, responsible, and respectful attitude.	4.71
11. Establishes rapport with students, families, colleagues and communities.	5
12. Models professionalism with students, families, colleagues, and communities.	5
13. Demonstrates leadership skills that emphasize ethics, knowledge, and reflection.	4.71
14. Please rate your satisfaction with the graduate's overall job performance.	4.71
15. If given the opportunity, would you hire another Citadel Zucker Family School of Education graduate?	4.86
16. Develop the essential skills needed to be an effective school administrator.	4.67
17. Maintain focus on the special needs of individual learners.	4.86
18. Develop the essential skills for human and public relations.	4.67
19. Apply principles of human and group behavior to a variety of situations.	4.5
20. Evaluate and implement curriculum development and trends.	4.67
21. Apply and interpret educational research.	4.5
22. Exhibit knowledge and competence in pupil and staff personnel administration.	4.33
23. Model principled-leader practices.	4.67
24. Develop, maintain, and enhance a school environment that promotes effective learning.	4.67
25. Manage financial resources efficiently.	4.67

Overall, results indicate high satisfaction levels from employers of program completers in educational leadership. A greater focus on personnel matters related to administration warrants further attention.

EdS in Educational Leadership Employer Survey Questions	Mean Score (n = 1)
1. Demonstrates an in-depth knowledge of content in his/her field.	5
2. Demonstrates knowledge of professional, state, and institutional standards.	5
3. Applies knowledge of human growth and development, appropriately.	5
4. Integrates the use of technology in his/her work.	5
5. Seeks opportunities for professional growth, development, and continuing education.	5
6. Develops and manages meaningful education experiences that address the needs of all learners with respect for their individual and cultural characteristics.	5
7. Establishes a learner-centered environment where all learners contribute and are actively engaged.	5
8. Uses research to inform his/her work.	5
9. Demonstrates a commitment to a safe, supportive learning environment.	5
10. Demonstrates a caring, fair, honest, responsible, and respectful attitude.	5
11. Establishes rapport with students, families, colleagues and communities.	5

EdS in Educational Leadership Employer Survey Questions	Mean Score (n = 1)
12. Models professionalism with students, families, colleagues, and communities.	5
13. Demonstrates leadership skills that emphasize ethics, knowledge, and reflection.	5
14. Please rate your satisfaction with the graduate's overall job performance.	5
15. If given the opportunity, would you hire another Citadel Zucker Family School of Education graduate?	5
16. Establish appropriate long-range plans.	5
17. Develop and teach short-range instructional units that facilitate student achievement.	5
18. Assess and analyze student performance to guide instructional planning.	5
19. Establish and maintain high expectations for learners.	5
20. Use instructional strategies to facilitate learning.	5
21. Integrate technology into his/her instructional processes.	5
22. Provide meaningful content for learners.	5
23. Monitor, assess and enhance student learning.	5
24. Effectively manage his/her classroom.	5
25. Maintain an environment that promoted learning.	5
26. Become an ethical, responsible, contributing member of the profession.	5

Overall, results indicate high satisfaction levels from employers of program completers in the EDS, superintendency program.

MEd in Counselor Education Employer Survey Questions	Mean Score (n = 5)
1. Demonstrates an in-depth knowledge of content in his/her field.	4.2
2. Demonstrates knowledge of professional, state, and institutional standards.	4.4
3. Applies knowledge of human growth and development, appropriately.	4.4
4. Integrates the use of technology in his/her work.	4.33
5. Seeks opportunities for professional growth, development, and continuing education.	4.6
6. Develops and manages meaningful education experiences that address the needs of all learners with respect for their individual and cultural characteristics.	4.4
7. Establishes a learner-centered environment where all learners contribute and are actively engaged.	4.25
8. Uses research to inform his/her work.	4.25
9. Demonstrates a commitment to a safe, supportive learning environment.	4.6
10. Demonstrates a caring, fair, honest, responsible, and respectful attitude.	4.6
11. Establishes rapport with students, families, colleagues and communities.	4.4
12. Models professionalism with students, families, colleagues, and communities.	4.4
13. Demonstrates leadership skills that emphasize ethics, knowledge, and reflection.	4.72
14. Please rate your satisfaction with the graduate's overall job performance.	4.4
15. If given the opportunity, would you hire another Citadel Zucker Family School of Education graduate?	4.6
16. Identify and work with issues of social and cultural diversity (e.g., race, ethnicity, gender, sexual orientation, SES, disability).	4.4
17. Demonstrate an understanding of human growth and development.	4.2
18. Apply career development theories and counseling.	4.25
19. Use basic counseling skills effectively.	4.6
20. Use consultation skills effectively.	4.6
21. Use appropriate classroom and behavior management.	4.66
22. Apply knowledge and skills of individual counseling with clients.	4.2

MEd in Counselor Education Employer Survey Questions	Mean Score (n = 5)
23. Apply knowledge and skills of group counseling with clients.	4.2
24. Use appropriate assessment methods.	4.2
25. Interpret assessment results.	4.25
26. Apply research and evaluation techniques for program development, improvement, and implementation.	4.25
27. Demonstrate a knowledge of legal issues and ethical behavior at all times.	4.2
28. Apply the Comprehensive Developmental School Counseling Program Model.	4.25

Overall, results indicate high satisfaction levels from employers of program completers in counselor education. A greater focus on content knowledge related to human growth and development, individual and group counseling, assessment methods, and legal and ethical behavior warrants further attention.

Accountability goes beyond just employer satisfaction of program completers however. Thus, the EPP engages its Professional Education Board (PEB) to seek their feedback and counsel as part of the collaborative, continuous improvement process. Monthly meetings permitted this group of diverse educators across multiple disciplines, various school district representatives, and educational leaders throughout the Lowcountry. Feedback was provided on the need for increased attention to the integration of technology given the COVID-19 pandemic and the multiple modalities of instruction required of most educators throughout South Carolina. In addition, tenets of classroom management were strained from the social and emotional challenges experienced by K-12 students during the academic year. In turn, additional consideration was embedded into the EPP's course on adolescent development as well as content area methods towards the importance of connecting K-12 students' affective domain with academic achievement.

In addition, Memorandums of Understanding (MOUs) were extended to an additional 5 years between existing school district partnerships (Charleston, Beaufort, Dorchester II) but also new school districts (Berkeley, Georgetown). Additional MOUs are also under development to ensure that program offerings and completers are meeting the needs of diverse constituencies and educational organizations.