



ST. CLOUD STATE
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**ST. CLOUD STATE UNIVERSITY TEACHER EDUCATION UNIT
SCHOOL OF EDUCATION**

**SELECTED BRIEF EMPLOYMENT FINDINGS
SUMMER '10, FALL '11, AND SPRING '12 COMPLETERS**

DRAFT: NOT FOR WIDE DISTRIBUTION

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Executive Summary

1. This study results from a partnership between the education unit and Career Services to more closely track SCSU candidates into their first years of teaching.
2. The project allowed Career Services representatives to redouble their efforts to lend job-seeking assistance to those who had not found satisfactory positions.
3. Via this project, we successfully tracked 90.7% of first-license completers; this represents telephone conversations with 233 individuals.
4. Over half of the graduates (53.0% of those “out” for 6 months to one year) had located full time teaching jobs.
5. The same figure for *Education-Related* status (full-time + part-time contractual + continuing their education) = 58.6%
6. As might be expected, candidates in high-needs areas generally demonstrated greater levels of employment.
7. Both *Full-Time Teaching* and *Education Related* differed greatly by program. These data (see Table 5) tended to follow what we know about need in Minnesota; Life Sciences demonstrated the highest proportion of full-time employment (90.9%) down to social studies education (23.7%). The following programs all demonstrated less than 50% full-time employment rates at the time of the study: Communication Arts and Literature, Technology Education, Elementary, and Social Studies Education.
8. Of 26 STEM completers that we located, 76.9% reported full-time employment and 92.3% were in education-related positions (teaching full time + part-time + continuing their education).
9. Changes need to be made in the data collection prior to calls in order to better account for completers having earned licenses in TEOSL. This should be done via consulting with Office of Clinical Services staffers and with program representatives. This adjustment to the project is underway.

Selected Brief Employment Findings
Summer '10, Fall '11, and Spring '12 Completers

We estimate that 398 individuals completed requirements for licensure, not counting testing, during the period in question. As many of these program completers were contacted as possible between November 1, 2012 and February 20, 2013. A basic disposition of their status is shown in Table 1 below.

Table 1. Disposition of 398 candidates: Unit wide

	Frequency	Valid Percent
Continuing their education	6	1.5
Full time teaching	211	53.0
non-teaching job	66	16.6
Paraprofessional	2	.5
Part-time teaching job	12	3.0
Related field	4	1.0
Substitute teaching	38	9.5
Verified unemployed	22	5.5
Unknown (not found)	37	9.3
Total	398	100.0
Ed-related Status (full-time teaching + Part-time teaching + continuing education + related)	233	58.6

It is not entirely certain that “unknown” candidates, those that could not be found, were unemployed. Thus, we ran the same data eliminating the “not found” category. Unless otherwise indicated, all data tables to follow are calculated with not-found candidates eliminated from analyses. This means that the analyses below are estimates of employment status based on 361 cases, eliminating those who could not be contacted (9.3% of the total population). Thus, Career Services successfully contacted 90.7% of known completers.

Table 2, below, shows the dispositions of these candidates by status categories developed for this project. We designed the categories to be as self-explanatory as possible, though it is noteworthy that they do not match exactly the categories used by Career Services as they report data to the state.

Table 2. Disposition of 361 candidates [those contacted successfully]: Unit wide

	Frequency	Valid Percent
Full time teaching	211	58.4
non-teaching job	66	18.3
Substitute teaching	38	10.5
Verified unemployed	22	6.1
Part-time teaching job	12	3.3
Continuing their education	6	1.7
Related field	4	1.1
Paraprofessional	2	0.6
Total	361	100.0

Of the 361 candidates contacted for the study, the following programs were represented (first-license completers only). We note that teachers of English as a Second Language remain underrepresented in the sample; we are working with Career Services to eliminate this problem for the 2012-2013 academic year.

Table 3. Candidates by program, reverse order by frequency and percent.

	Frequency	Valid Percent
Elementary (K-6, K-8)	129	35.7
Elementary (K-6)	90	24.9
Special Ed (all fields)	75	20.8
Elementary (K-8)	39	10.8
Communication Arts & Lit	36	10.0
Social Studies Edu	31	8.6
Early Childhood	25	6.9
Health PE	14	3.9
Life Science (5-12)	11	3.0
Art Education	10	2.8
Math Education	9	2.5
Music Education	8	2.2
Foreign Languages	5	1.4
Chemistry 5-12	3	.8
Physics Ed (5-12)	3	.8
Technology Education	2	.6
Total	361	100.0

At the point of time of this statistical snapshot, some candidates indicated that they were K-8 and some K-6. Since this designation might be useful, it was retained in the data set. However, for most analyses these two groups were combined (greyscale row; thus the greyscale row and the next two are not independent).

We defined a category called “education-related” as combining full-time employment in teaching + graduate school + part-time teaching job + related field). These results are shown in Table 3.

When we compared K-6 and K-8 candidates on *education-related* status via a one-way chi square, no difference accrued supporting on or the other of these categories. Whereas 54.3% of the K-6 only majors had attained gainful employment status, 39% of the K-8 contingent had done so; however, this difference fell within sampling error and proved non-significant $\chi^2 = 3.1$, $p = .06$. The trend toward statistically significant differences in employment rates between K-6 and K-8 candidates *may* support the expansion of middle school offerings for K-6 candidates. This possibility should probably receive attention of faculty members in education and COSE.

Table 4. Disposition of 361 candidates [those contacted successfully]: Unit wide

	Frequency	Valid Percent	ED-Related Status
Full time teaching	211	58.4	58.4
non-teaching job	66	18.3	
Substitute teaching	38	10.5	
Verified unemployed	22	6.1	
Part-time teaching job	12	3.3	3.3
Continuing their education	6	1.7	1.7
Related field	4	1.1	1.1
Paraprofessional	2	0.6	
Total	361	100.0	64.5

Table 5 shows the same *Education Related Status* information as a function of program; data are presented in reverse order by frequency (*Education Related percent*). Note that K-6-only and K-8-only have been eliminated from this analysis.

Table 5. Education-related status & full-time teaching by program, reverse order by *ED Related* status.

Program	Ed Related	Percent	Full Time teaching	Percent
Physics Ed (5-12)/ Earth/Space	3	100.0	3	100.0
Life Science (5-12)	10	90.0	10	90.9
Math Education	8	80.0	6	60.0
Special Ed (all fields)	63	75.0	61	72.6
Chemistry Ed	3	75.0	1	25.0
Early Childhood	19	73.1	16	61.5
Health PE	10	71.4	8	57.1
Music Education	6	66.7	0	----
Art Education	6	60.0	6	60.0
Foreign Languages	3	60.0	3	60.0
Communication Arts & Literature (English)	20	51.3	19	48.4
Technology Education	1	50.0	1	50
Elementary (all)	70	48.9	63	61.5
Social Studies Education	11	28.9	9	23.7
TOTALS	284	68.5	211	53.0

Because of the identification of science and mathematics teaching as shortage areas in Minnesota, we disaggregated employment findings for STEM domains (except Technology Education, not commonly defined as a shortage area in Minnesota). Essentially, this represents a reanalysis of data from Table 4. The notion would be that, because these are high needs areas, employment rates would be higher than would be the case for other fields.

Table 6. Disposition of STEM candidates [those contacted successfully]:

	Frequency	Valid Percent	ED-Related Status
Full time teaching	20	76.9	76.9
non-teaching job	2	7.7	
Substitute teaching	0	----	
Verified unemployed	0	----	
Part-time teaching job	2	7.7	7.7
Continuing their education	2	7.7	7.4
Related field	0	----	----
Paraprofessional	0	----	
Total	26	100	92.3

Thus, of the 26 STEM completers located, 76.9% reported full time employed in teaching jobs and 92.3 percent were in education-related positions (teaching full time + part-time + continuing their education). These data back the supposition that candidates in high-needs areas will be employed at higher rates; see also special education – at 61% full time and 73% education-related.