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

**YUZHOU CHEN & JOHN HOOVER**

**SELECTED BRIEF EMPLOYMENT FINDINGS  
SUMMER '12, FALL '12, & SPRING '13 COMPLETERS**

**TEACHER PREPARATION INITIATIVE  
BECKY KRYSYNIAK, DIRECTOR  
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## EXECUTIVE SUMMARY

1. These data were provided by Career Services as part of 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. We are told that about 10 completers re-established contacts with CS as a result of this project.
3. Via this project, we successfully tracked 86.3% (90.7% for the previous year) of first-license completers; this represents telephone conversations with 227 individuals. In this case, the term “first license completers” is defined as follows:
  - Candidates completing student teaching during Fall ’12 and Spring ’13 , most of whom had filled out the Common Metrics *Exit Survey*
  - A list of first-license completers from special education at the post-baccalaureate level
  - Results of a list of graduates of our teacher preparation programs derived from ISRS, edited to exclude candidates already identified via bullet one.
4. Over half of the graduates (61.5% of those “out” for 6 months to just over one year, e.g., completing programs between August 1, 2012 and the ending date for locating individuals of February 1, 2014) had located full-time teaching jobs. This is compared to the exactly 53% reported for the commensurate period last year.
5. The same figure for *Education-Related* status (full-time + part-time contractual + continuing their education) was 72.7%, compared with about 60% last year.
6. As might be expected, candidates in high-needs areas generally demonstrated greater levels of employment. For example, across all special education fields 86.0% had already located full-time teaching positions (as of Feb 1, 2013); the commensurate figure in the STEM area was 82.0%.
7. Candidates matriculating in the following programs demonstrated levels of full-time employment lower than the median values:
  - Social Studies Education at 31% full-time teaching
  - Early Childhood Education at 48%
  - Elementary education (K-6) at 73%
8. We have not, as yet, followed a cohort of candidates into their second and subsequent years of job searches. However, it may be possible now, if resources are allocated, to track the ’11-’12 and ’12-’13 unemployed candidates.

SELECTED BRIEF EMPLOYMENT FINDINGS:  
SUMMER '12, FALL '12, AND SPRING '13  
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 227 candidates: Unit wide

<u>Categories</u> <u>(Not Mutually Exclusive in All Cases)</u>	<u>Frequency</u>	<u>Valid Percent</u> <u>(of TOTALS as Specified)</u>
Continuing their education	1	0.5
Full time teaching	118	61.5
non-teaching job	17	8.9
Paraprofessional	7	3.6
Part-time teaching job	1	0.5
Related field	23	12.0
Substitute teaching	8	4.2
Verified unemployed	10	5.2
Contacted/ not intersted <sup>2</sup>	2	1.0
TOTAL 1: Contacted (% of those contacted)	196	86.3
Educational Administration (of 194 contacted)	2	1.0
TOTAL 2: Contacted + Participated (defined as cohort) minus Ed Ad	192	100.0
Not located (of 227 names provided to CS)	31	13.7
GRAND TOTAL (Names provided to Career Services)	227	-----
Ed-related Status (full-time teaching + Part-time teaching + continuing education + related/ of 192)	165	85.9

<sup>1</sup>Note that status could not be determined for a proportion of those contacted

<sup>2</sup>Contacted, but not interested in responding re employment status.

These data were calculated as follows: We calculated the total of 192 (used in estimating most parameters) via subtracting those not located (31), those located but unwilling to share employment information (N = 2) and those mistakenly entered into the cohort who were actually educational administration majors (N = 2). Thus, totals were calculated as a proportion of 192 (227-31-2-2). Via this procedure, percentage figures estimate the proportion of all leavers—assuming that the 31 missed

candidates 'results were similar to the 192 for whom legitimate data existed.

Unless otherwise indicated, all data tables to follow are calculated with “not-found” and “not interested” candidates eliminated from analyses. This means that the analyses below are estimates of employment status based on 192 cases, eliminating those who could not be contacted (13.7% of the total population), those unwilling to provide data, and two educational administration

candidates who found their way into the sample. Career Services successfully contacted 86.3% of known completers, compared with 91% for '11-'12.

Of the 227 candidates contacted for the study, the following programs were represented, though the two reading specialists (their designation) may not have been first licenses.

Table 2. Candidates by program, reverse order by frequency and percent.

	Frequency	Percent	Valid Percent
K-6, Elementary education	71	37.0	37.0
Math Education	2	1.0	1.0
Physical Education	8	4.2	4.2
Biology Education	3	1.6	1.6
Chemistry Education	1	.5	.5
Reading Education	2	1.0	1.0
Technology Education	5	2.6	2.6
Early Childhood Ed	23	12.0	12.0
Early Child SPED	11	5.7	5.7
Special Education	16	8.3	8.3
Special ED Development disability	3	1.6	1.6
Learning disability	2	1.0	1.0
Special Education TOTAL	21	10.9	10.9
Social Studies Education	13	6.8	6.8
Spanish	4	2.1	2.1
Music	5	2.6	2.6
Art	6	3.1	3.1
Communication Arts & Literature	11	5.7	5.7
missing	6	3.1	3.1
Total	192	100.0	100.0

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.

Table 3. Disposition of 192 candidates [those contacted and participated appropriately]: Unit wide.

	Frequency	Valid Percent
Full time teaching	117	60.9
non-teaching job	17	8.8
Substitute teaching	8	4.2
Verified unemployed	10	5.2
Part-time teaching job	1	0.5
Continuing their education	1	0.5
Related field	22	11.5
Paraprofessional	7	3.6
Total	192	100.0

Table 4. Education-related status & full-time teaching by program, reverse order by *ED Related* status.

<b>Program</b>	<b>Ed Related</b>	<b>Percent</b>	<b>Full Time teaching</b>	<b>Percent</b>
Math Education	2	100.0	2	100.0
Reading	2	100.0	2	100.0
Chemistry Ed	1	100.0	1	100.0
Health PE	7	87.5	7	87.5
Special Ed (all fields)	18	86.0	18	86.0
Communication Arts & Literature	6	85.7	6	85.7
Technology Education	4	80.0	4	80.0
Music Education	3	75.0	3	75.0
Foreign Languages	3	75.0	3	75.0
Elementary	48	85.7	41	73.2
Life Science (5-12)	2	67.0	2	67.0
Art Education	4	66.7	4	66.7
Early Childhood	16	61.5	11	47.8
Social Studies Education	6	46.2	4	30.8
STEM	9	81.8	9	81.8
	122	-----	108 <sup>1</sup>	-----

<sup>1</sup>Tables 3 and 4 do not coincide perfectly because nine candidates did not provide “major” data. Thus, total percent entries are not appropriate to this table. The performance by program can be determined via comparing full time employment figures by program with the estimate of 61%.

Because of the identification of science and mathematics teaching as shortage areas in Minnesota, we disaggregated employment findings for STEM domains (including Technology Education). Nine of 11 STEM candidates (82%) found full-time employment in teaching by the time of the study. Note that we found no records for Physics Education candidates in this cohort.

These figures compare to 61% for the 2011-2012 cohort. Generally, improvements in employment were seen across all areas. For example, by the early spring of 2012, only one in four social studies education candidates had found teaching positions—the commensurate datum for this cycle is 31%, given the N, this difference 24% vs.

31% would probably prove statistically significant.

**TESL.** None of the majors were identified as representing TESL. This may have occurred for two reasons. First, some of the Communication-Arts & Literature majors and some foreign language candidates may have been TESL double majors. We will look into this. Second, we may not yet be tracking the appropriate percentage of TESL first licenses earned at the post-baccalaureate level. We will modify this report once we have consulted with the faculty members in TESL/ Candidate names were collected.