

7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)

The Andrews University TPP Employment Rate for 2017-18 is 100%. The rate was based on the 14 graduates from the 2012-13 MAT and 2013-1014 BA/BS Intake Cohort. For this Intake Cohort, 13 graduates were hired to begin teaching in the academic year immediately following their graduation, while one graduate began a graduate program.

2017-2018 Andrews University Teacher Preparation Employment Rate

Intake Cohort	Tracking by Academic Year				
	2013-14	2014-15	2015-16	2016-17	2017-18
2012-13 MAT/ 2013-14 BA/BS N=14					
Graduated (n)	2	4	6	1	1 ^a
Employed (n)	2	4	6	0	1
Enrolled in Graduate School (n)	0	0	0	1	0
First Year Employment Rate (%)	100	100	100	100	NA

Employment Rate Definition. In the Andrews University Teacher Preparation Program (TPP), we calculate Employment Rates for the initial teacher preparation programs based on Intake Cohorts, as we do for Graduation Rates. However, instead of calculating rates based on everyone accepted into an Intake Cohort, we calculate Employment Rates based on the total number of graduates from an Intake Cohort. We count employment as any of the following for our graduates (1) being hired to teach in a K12 position, (2) being hired in a related educational field, or (3) admission to a related graduate program. Because it is difficult to track graduates beyond their first year out of the program, we only report employment rates for the first year after graduation.

Employment Rate. For initial level candidates, we intentionally focus on helping them transition into high quality employment. Our high employment rates (100%) suggest we are preparing candidates to transition well from the university to the workplace. We believe this is connected to the fact they have good clinical experiences (time and quality places). They are prepared consistently to apply course learning to teaching practices. They experience effective student

teaching placement and receive individualized mentoring from university and field instructors. Multiple data sources indicate we should continue these strong practices. Part of the candidate employment success may be due to the fact that many of our graduates are qualified to fill high need teaching areas (e. g. STEM, special education, ESL).

Our close partnership with public and Adventist employers, and our reputation as an excellent teacher education program, helps our candidates get multiple job interviews and offers. Completers' employment success motivates us to continue being intentional in advising, maintaining/improving program quality, strengthening partnerships with our stakeholders, and developing/enhancing employability skills. Furthermore, our various academic partners (music, biology, etc.) also place a high emphasis on effective teaching and learning. These trends reinforce our commitment to create a culture of high expectations for candidates' content and professional skill levels.

At the advanced level, approximately 91% (11 of 12) candidates who graduated from 2016 through 2018, are currently employed as school psychologists. Most likely this is because many completers are retained for employment after internship. For Educational Leadership (EDAL) MA graduates, 100% (n=8) were employed as administrators in Adventist schools. Reasons for high employment rates include applicant characteristics (already working as administrators, recommended by employers to be future administrators, personal choice to be in administration) and EDAL's partnerships with future employers.