



EXPLORING STUDENT PLACEMENT TRENDS IN THE COLLEGE OF EDUCATION (FALL 2019 - SPRING 2021)

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PURPOSE

While examining gender differences in internship participation and job placement, we noticed that many female internship participants who were not successful at obtaining employment graduated from just one of a few colleges, including the College of Education. With the assumption of K-12 jobs being in high demand in the Southeast region of the US, we decided to further investigate factors that may be affecting student placement. The purpose of the current report therefore is to identify factors affecting job placement rates of graduates from the College of Education, and primarily, the Department of Curriculum and Teaching (teacher preparation major). In addition, this report and future investigation seeks to guide next steps and potential interventions aimed at improving student placement.

INTERNSHIP PARTICIPATION AND JOB PLACEMENT

The analyses in this section were conducted on graduating seniors who indicated they were seeking employment (i.e., graduates who indicated they were seeking education or had other post-graduation plans were excluded). Data analyses at the institutional level showed a large increase in at-graduation employment success rates for students participating in internships compared to students who had not completed an internship (~13%). Compared to the institutional average, students from the College of Education participated in internships at a higher rate (89.33% vs. 54.32%) but had lower job placement rates at graduation (~7%). Taking into consideration a potential impact of delayed hiring timeline for teaching jobs (i.e., most hirings happening in summer), we then looked at placement rates for 6 months after graduation. Nonetheless, 6-months-post employment success rates were still lower than the institutional average (~12%).

The table below illustrates the employment success rates of students graduating from the College of Education in comparison to institutional placement rates. (Of note: there were no gender differences in job placement **within** the College of Education.)

	AT GRADUATION (FALL 2019 - SPRING 2021)	6 MONTHS POST (FALL 2019 & SPRING 2020)
	COLLEGE OF EDUCATION ----- AUBURN UNIVERSITY	COLLEGE OF EDUCATION ----- AUBURN UNIVERSITY
Internship	49.63% (133/268) ----- 61.46% (2239/3643)	62.39% (73/117) ----- 81.44% (1457/1789)
No Internship	37.50% (12/32) ----- 47.89% (1467/3063)	58.33% (7/12) ----- 65.39% (788/1205)
Overall	48.33% (145/300) ----- 55.26% (3706/6706)	62.02% (80/129) ----- 74.98% (2245/2994)

Note. Data from the time of graduation is more readily available than 6-months after graduation, therefore, in the table above, the left column is represented by a larger sample (Fall 2019 through Spring 2021). The 6-months post data column only includes students graduating during Fall 2019 and Spring 2020.

Additionally, graduates from the College of Education were receiving less employment offers from the internship sites compared to the institutional average (12.31% vs. 39.69%) regardless of whether internship was completed in a rural or city area. Graduating seniors from the College of Education were, however, slightly more likely to accept job offers from the internship sites compared to the graduates from across the institution (60.60% vs. 59.61%). In summary, students from the College of Education were on average more likely to participate in an internship, less likely to receive a job offer from the internship site, and more likely to accept the internship job offer if received.

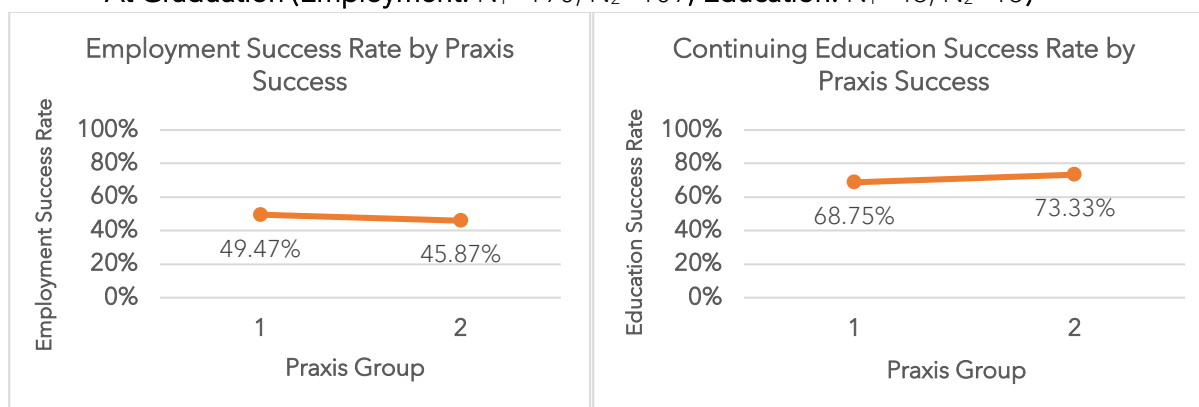


PRAXIS TEACHER CERTIFICATION EXAMS

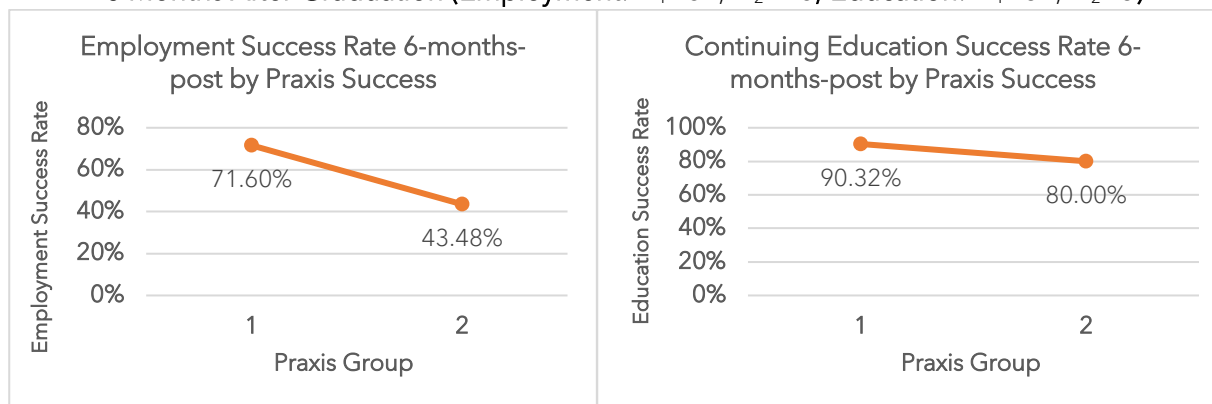
We then explored Praxis exams pass rates as a potential factor affecting the job placement rates. All but 4 students successfully passed at least one Praxis exam. Adding in time as a factor, all but 7 students had passed at least one Praxis exam 6-months after graduation. Thus, neither of the two variables seemed to have an effect. To achieve more variance in the Praxis variable, we then divided students into 3 groups: **0 - never passed a Praxis exam, 1 - passed all Praxis exams on the first attempt, and 2 - took two or more attempts to pass at least one of the Praxis exams.** Group 0 had a sample size of 4, so it is excluded from further discussion.

Figures below illustrate the relationship between the created Praxis variable and Placement Rates (in terms of employment success and continuing education success), both at graduation and 6 months after graduation.

At Graduation (Employment: $N_1=190$, $N_2=109$; Education: $N_1=48$, $N_2=15$)



6 Months After Graduation (Employment: $N_1=81$, $N_2=46$; Education: $N_1=31$, $N_2=5$)



With the exception of the at-graduation education success rate, students that needed two or more attempts to pass at least one of the Praxis exams had lower placement rates (of note, the sample size for students continuing their education is small, which may skew the results). Regardless of the Praxis groups, it should be noted that the College of Education has slightly higher education success rates compared to the institutional average, both at and 6 months post-graduation.

NEXT STEPS

Questions that may guide discussion in collaboration with the College of Education are as follows:

- What factors other than Praxis exam pass rates may impact placement rates?
- How might the gap in success between students who passed all Praxis exams on the first attempt and those who needed two or more attempts be explained?
- How do observed job placement rates compare to the field average (in Alabama, the Southeast)?