

**Data: Satisfaction of Employers and Stakeholder Involvement (R4.2/R5.3)****Introduction**

Moreland University seeks input from internal and external stakeholders to inform the program design, evaluation, and continuous improvement processes. This requires the EPP to actively seek feedback from individuals who directly engage with the preparation program including faculty, staff, and candidates. It is also critical to collect data qualitative and quantitative data from external stakeholders like employers and alumni. Finally, to create a comprehensive approach to feedback, external stakeholders are also included

**Purpose of Data Collection**

The purpose of the data collection is to demonstrate that employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families (R4.2). This accountability measure also ensures the EPP includes relevant internal and external stakeholders in program design, evaluation, and continuous improvement processes (R5.3).

**Analysis Summary**

Overall, employer survey results suggest employers responding to the survey are satisfied with the EPP's preparation for completers assigned responsibilities with diverse P-12 students and their families.

**Satisfaction of Employers**

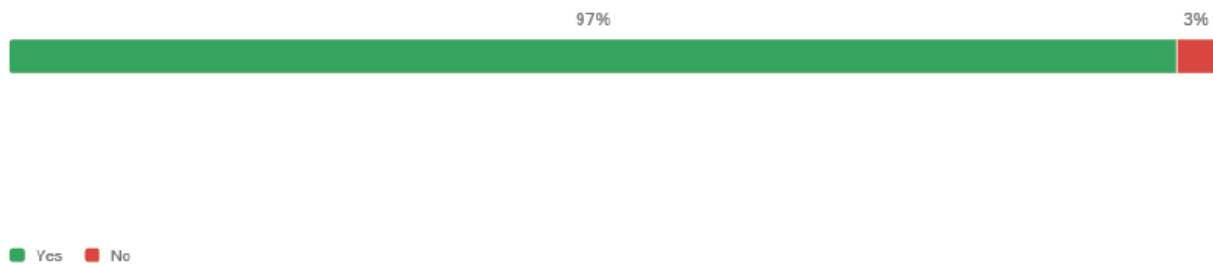
External stakeholders function as a critical source of feedback for Moreland University. Engaging employers of program completers in feedback opportunities, like surveys, provides a participatory feedback loop in the continuous improvement process. To accomplish this, the EPP administered an Employer Survey to supervisors of all program completers that graduated in the last three years (2020, 2021, and 2022). Survey questions focused on employer satisfaction with EPP graduates who completed the program at least six months before employers received the survey invitation. The survey aims to understand better how alumni contribute to student growth and apply professional skills and dispositions in P-12 classrooms.

**Employer Survey Analysis**

The EPP invited over 800 supervisors to participate and 123 responded. Survey respondents reported a high level of satisfaction with program completers effectiveness, with 97% of supervisors reporting the EPP's graduates had a positive impact on P-12 students (Figure 1). Results showed 94% of supervisors responding to the survey reported satisfaction with graduates using a wide range of teaching skills (Figure 2) and specifically, with those that promote students' achievement of content standards (Figure 3). The results also showed that 87% of employers were satisfied or extremely satisfied with teachers' demonstration of collaboration with families, school professionals, and community members (Figure 4).

**Figure 1**

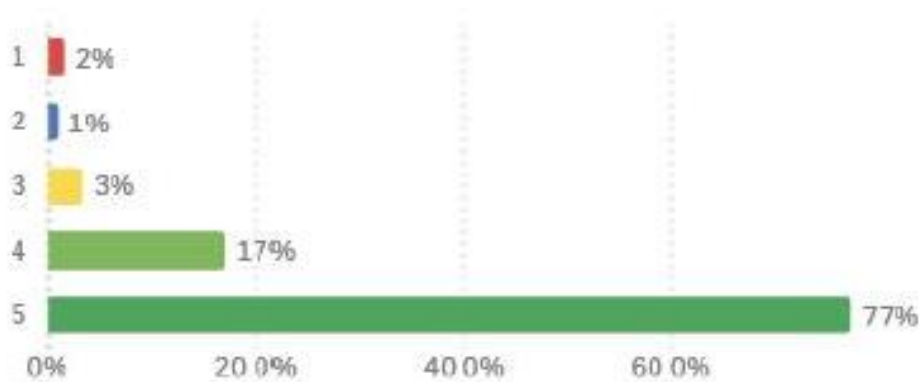
The teacher candidate had a positive impact on students.



*Note.* The graph shows 97% of respondents answered “yes” regarding positive impact on students.

**Figure 2**

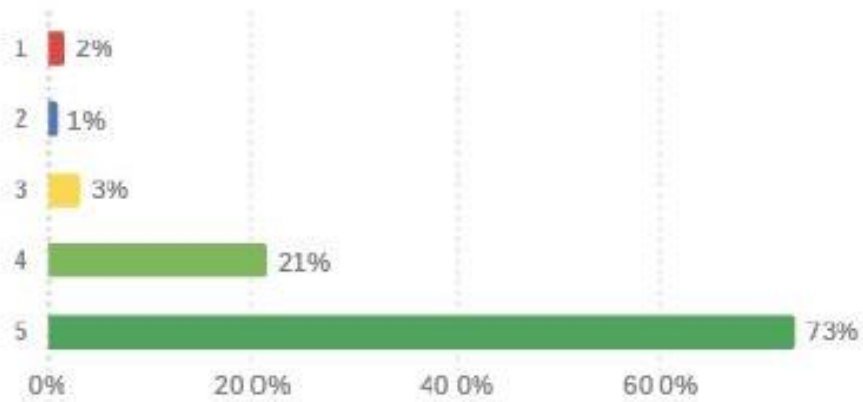
The teacher candidate uses a variety of instructional strategies and learning activities including whole group, small group and individual work to develop a wide range of skills.



*Note.* The graph shows 94% of respondents indicating satisfaction on a Likert-type scale.

**Figure 3**

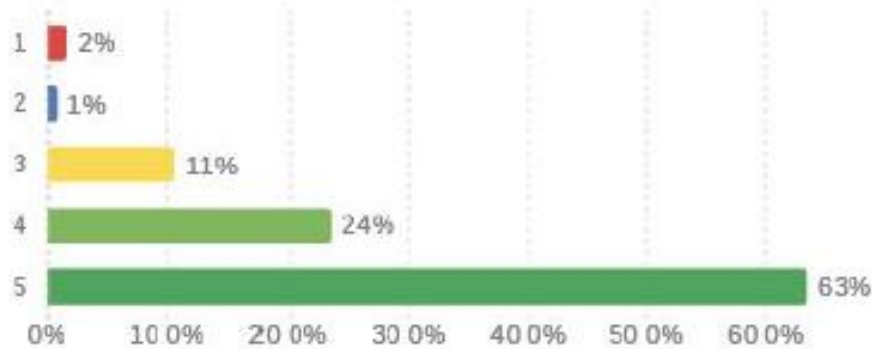
The teacher uses a variety of strategies to guide students through learning progressions that promote students' achievement of content standards.



*Note.* The graph shows 94% of respondents indicating satisfaction on a Likert-type scale.

**Figure 4**

The teacher candidate seeks appropriate leadership roles and opportunities to collaborate with students, families, school professionals and community members.



*Note.* The graph shows 87% of respondents indicating satisfaction on a Likert-type scale.

## **Application of Results**

Moreland University is leveraging the results of the employer survey to inform programmatic changes and to effectively engage external stakeholders. To yield more actionable survey outcomes, the EPP will do the following in the next year:

- Redesign the Employer Survey to include greater focus on the completers' abilities to work with diverse P-12 students and families
- Increase the frequency of survey distribution
- Increase frequency of data analysis to inform decisions related to program improvement

## **Stakeholder Involvement**

In addition to the employer survey, Moreland University seeks input from other stakeholders to inform programmatic improvements. Stakeholders include faculty, staff, and administration within Moreland and alumni, practitioners, and community partners outside of the institution.

During the fall of 2022, a six-person Advisory Board was re-established to advise the University President and Chief Academic Officer on issues related to teacher education programs, the preparation of teachers, and reviews core institutional data to provide helpful insights. As experts in the field of teacher education, the Advisory Board will be engaged in identifying models of excellence as we revise our current offerings, such as expanding MEd programs to further meet the needs of U.S. teachers.

Advisory Board members have the following responsibilities:

1. Attend quarterly advisory board meetings as requested. Review agenda and supporting materials
1. prior to board meetings.
2. Be informed about Moreland University and its programs; its students, curriculum, services/supports, and activities, and inform others.
3. Share developments in the field.
4. Provide support and advice to programs, assist in the development of new programs, and identify best-practice standards.
5. Serve as an ambassador and advocate to the programs, providing a connection to and ongoing exchange of information and ideas with practitioners in the field and other external contacts.
6. Advise on the relevancy of curricular and instructional practices. Consult with program staff and other advisory board members to ensure that the program is delivering learning that is up to date and relevant to current business, industry, labor, and professional employment practices.
7. Review and provide feedback into program marketing and promotion.
8. Assist in the identification and recruitment of new board members.
9. Provide recommendations for topic presenters for advisory board meetings.

Moreland University engages the following internal stakeholders in the work of the EPP:

- Executive Leadership
- Director of Curriculum and Instruction

- Academic Specialists
- Faculty/Staff

### **Application of Results**

Moreland University continues to seek the involvement from a diverse set of internal and external stakeholders to support the work of the EPP. In the next year, the University will:

- Increase frequency of curricular review
- Maintain engagement of alumni through multimodal communication- surveys, social media, email
- Redesign/expansion of Candidate Support Team