

**Data: R4.2/R5.3 Satisfaction of Employers and Stakeholder Involvement****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 qualitative and quantitative data from external stakeholders like employers and alumni.

**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. The EPP maintains multiple approaches to gathering internal and external stakeholder input that informs programmatic modification and continuous improvement.

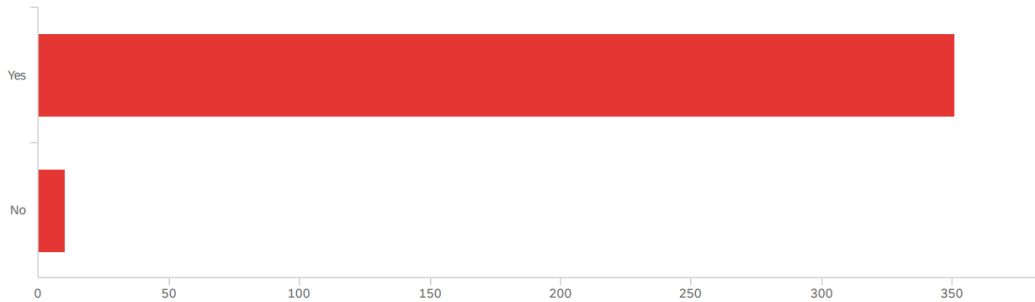
**Satisfaction of Employers**

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 between January and September 2023 with the latest survey sent in March 2023. 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 1,760 supervisors to participate and 365 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). The results also showed that 96% of employers reported teachers' demonstration of collaboration with students, families, and colleagues to build a positive classroom environment (Figure 3).

**Figure 1**

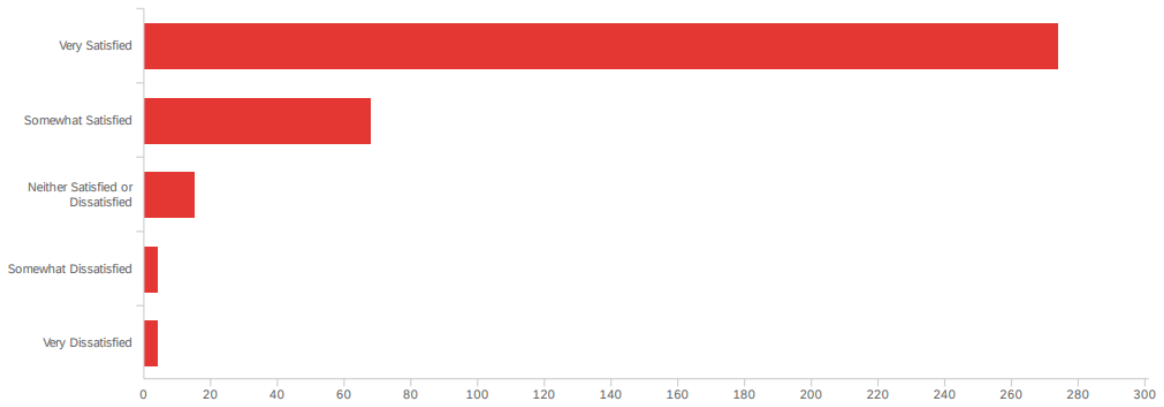


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did the teacher candidate have a positive impact on students.	1.00	2.00	1.03	0.16	0.03	361

#	Field	Choice Count
1	Yes	97.23% 351
2	No	2.77% 10
		361

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

**Figure 2**

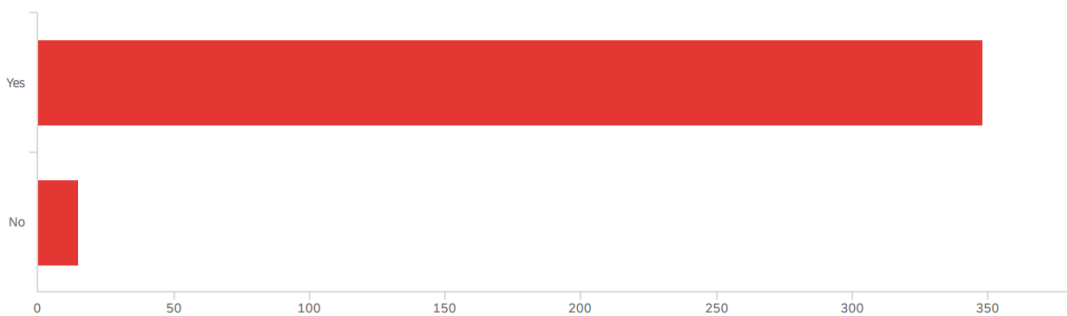


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied are you with your teacher candidate's use of a variety of strategies to guide students through learning progressions that promote students' achievement of content standards.	1.00	5.00	1.35	0.71	0.51	365

#	Field	Choice Count
1	Very Satisfied	75.07% 274
2	Somewhat Satisfied	18.63% 68
3	Neither Satisfied or Dissatisfied	4.11% 15
4	Somewhat Dissatisfied	1.10% 4
5	Very Dissatisfied	1.10% 4
		365

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

**Figure 3**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did the teacher candidate collaborate with students, families and colleagues to build a positive learning environment?	1.00	2.00	1.04	0.20	0.04	363

#	Field	Choice Count
1	Yes	95.87% 348
2	No	4.13% 15
		363

*Note.* The graph shows 96% 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.

In July 2023, the EPP established the Moreland Advisory Council with the primary goal of gathering feedback for ongoing improvement initiatives. This council consists of 54 members, including EPP faculty, alumni, field mentors (who have direct experience working with Moreland candidates during clinical practice), as well as external reviewers comprising P-12 teachers, administrators, and higher education instructors from other EPPs in Washington, DC. Together, they provide valuable feedback for instrument revisions, validity exercises, and website enhancements.

The EPP is actively working on redesigning the Employer Survey to align with CAEP sufficiency criteria. The survey is being co-created with input from various stakeholders, including the Advisory Council, Clinical Instructors, Candidate Support, and Clinical Team Members. This diverse council, consisting of 54 members, encompasses EPP faculty, alumni, field mentors with direct experience working with Moreland candidates during clinical practice, as well as external reviewers comprising P-12 teachers, administrators, and higher education instructors from other EPPs in Washington, DC. Their collective insights and feedback are invaluable. The survey is scheduled for creation and revision in Fall 2024, with a planned re-launch in 2025. This collaborative effort ensures that the redesigned survey meets the highest standards and effectively serves its intended purpose.

Furthermore, 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