

Demonstrating Accountability, Transparency, and Assessment (DATA)

CAEP Annual Reporting Measure 2: Satisfaction of Employers and Stakeholder Involvement

The Richard W. Riley
College of Education and Human Sciences

WALDEN UNIVERSITY
EDUCATION FOR GOOD®

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Results From the Walden University Employer Survey: Employers of College of Education Graduates

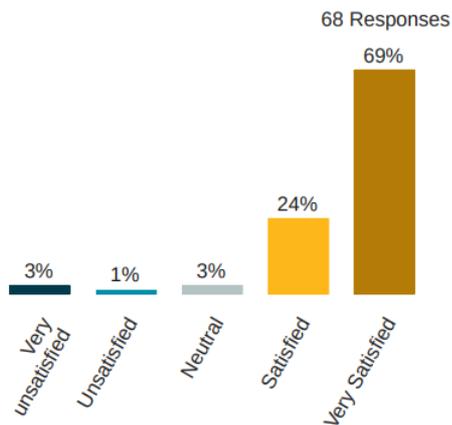
The Office of Institutional Effectiveness (OIE) administers the Walden University Employer Survey on an annual basis. The survey is sent to employers of Walden graduates according to permission and information included in graduate applications. The survey gathers feedback on topics, such as employer satisfaction, the likelihood to recommend Walden, the impact of the employee's degree on their professional life, and the employee's participation in social change. Completion of the survey is voluntary, and only aggregated data is reported.

The Walden University 2021 Employer Satisfaction Survey was administered from September 27, 2021, to October 10, 2021, using a web-based survey. A total of 376 eligible employers (direct or indirect supervisors) responded, for a 11.4% overall response rate. Nearly a quarter (23%) of respondents were connected to the Richard W. Riley College of Education and Human Sciences (N=90).

Results from survey items addressing graduates' effectiveness and impact in their organizations are presented below.

Employer Satisfaction

Overall, 93% of employers were satisfied or very satisfied with the Walden graduate in their employ.



Leadership Skills: The majority of employers (81% average) said their graduate employee had a high ability in a range of leadership skills. Another 15% (average) said the graduate had moderate abilities.

Field	67 Responses		
	Low ability	Moderate ability	High ability
Understanding how your business works	0%	26%	74%
Using ethical standards of your field	0%	6%	94%
Adapting to different learning environments	2%	14%	85%
Staying current with knowledge in your profession	0%	21%	79%
Working well with diverse populations	0%	10%	90%
Teamwork (works well with others toward a common goal)	0%	13%	87%
Teaching / training others	0%	23%	77%
Leadership (leads team toward a common goal)	3%	23%	74%
Leading or participating in positive social change	2%	26%	72%

Source: Walden University 2021 Employer Satisfaction Survey. The survey is distributed annually. The information was collected from September 27, 2021, to October 10, 2021, using a web-based survey. The survey was sent to all employers listed on graduate applications within the last year. A total of 376 eligible employers (direct or indirect supervisors) responded, for a 11.4% overall response rate.

Nearly a quarter (23%) of respondents were connected to the Richard W. Riley College of Education and Leadership. (n=90)

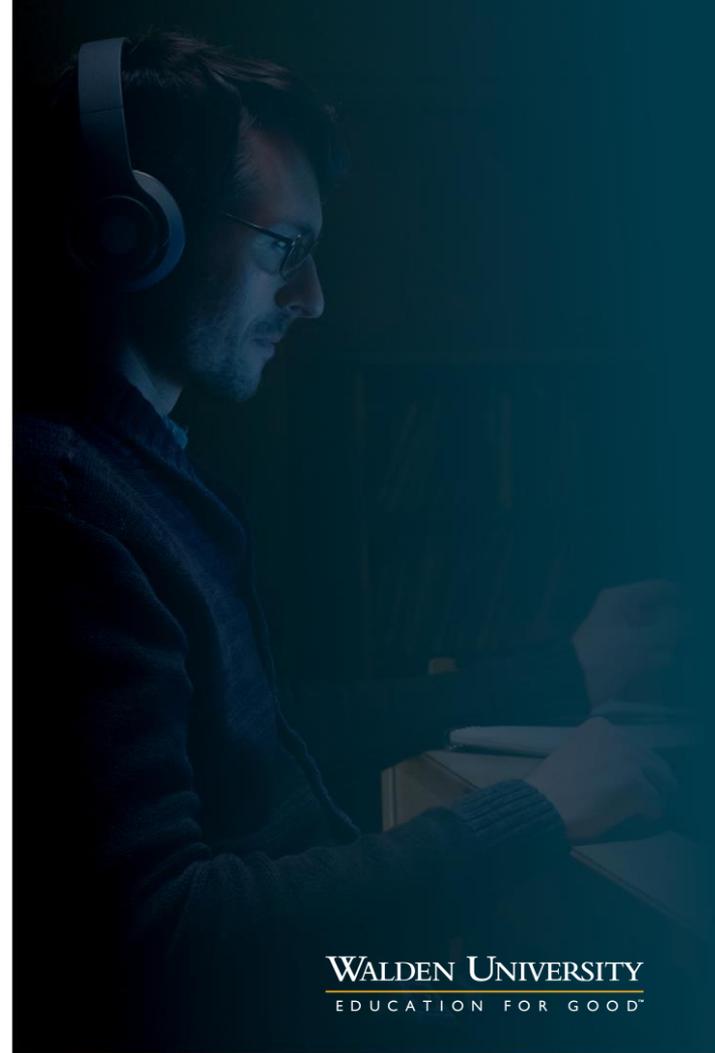
Continuous Improvement Skills: The majority of employers (73% average) said their graduate employee had a high ability in a range of continuous improvement skills. Another 26% (average) said the graduate had moderate abilities.

70 Responses

Field	Low ability	Moderate ability	High ability
Critical thinking skills	0%	20%	80%
Analyzing issues from multiple perspectives	0%	26%	74%
Applying academic knowledge to professional practice	0%	14%	86%
Identifying organizational research needs	0%	34%	66%
Conducting data collection, analysis, and interpretation	2%	21%	78%
Interpreting published research findings (journal articles, etc.)	0%	31%	69%
Developing solutions to organizational problems	0%	25%	75%
Influencing other professionals in your field	2%	29%	70%
Influencing other professionals outside your field	2%	35%	63%

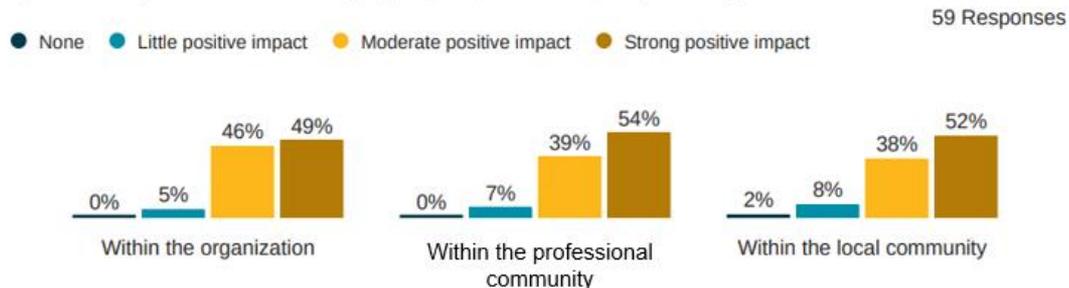
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Employee Impact on Social Change

Nearly half of employers said their graduate employee had made a strong positive impact to social change within the organization (49%), the professional community (54%), and the local community (52%). More than a third said the graduate had made a moderate impact to social change (46%, 39%, and 38%, respectively). Less than one in ten said the graduate made little to no positive impact to social change (5%, 7%, and 10%, respectively).



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Stakeholder Involvement: Riley College External Advisory Council for Educator Licensure Programs

The External Advisory Council (EAC) includes faculty and practitioners representing all education licensure programs in the Riley College of Education and Human Sciences and consists of principals, cooperating teachers, principal mentors, university supervisors, current candidates, program graduates, program directors, assessment directors, academic coordinators, the field experience director, the field experience coordinators, program faculty, academic operations representatives, and the associate dean. At the EAC meetings, data are regularly and systematically used to evaluate the efficacy of courses, programs, field and clinical experiences, and operational effectiveness. Based on the EAC recommendations provided during these meetings, action plans are created and implemented by program leadership.

EAC members meet quarterly with program leadership in Fall, Spring, and Summer to provide input and feedback for:

- Program outcomes for educational licensure programs
- Plans for courses
- Field experience evaluations and data
- Program competencies (i.e., knowledge, skills, and dispositions)
- Assessment data and data collection processes

External Advisory Council Recommendations for Program Improvements

Meeting attendance, program updates, topics of discussion, EAC recommendations, and action steps are summarized in the meeting minutes (see Exhibit I.3). In addition, EAC recommendations and action steps from each meeting are recorded and monitored in a document stored on the Licensure Teams site (see Exhibit I.4). EAC recommendations for program changes/improvements have included the following actions:

- Add Adverse Childhood Experiences (ACES) resources and assignments to the program curriculum.
- Add Positive Behavioral Interventions and Supports (PBIS) resources and assignments to the program curriculum.
- Add more experiences and opportunities related to student mental health to courses and field experiences (e.g., avatar simulations, scenarios based on real-world examples).
- Add additional information to principal mentor trainings for types of field experiences we want the candidates to have for more exposure to dealing with student mental health issues.
- Collaborate with other Walden programs in health and behavioral sciences that are also using avatars to see how they are using them in those programs.
- Add social-emotional learning (SEL) resources to the program.
- Provide greater emphasis on behavior management and school safety.
- Add functional behavioral assessment (FBA) and behavioral intervention plan (BIP) development to courses.
- Add Response to Intervention (RTI) to courses; candidates should know how to work collaboratively with teams implementing RTI.
- Add avatar scenarios to enhance school safety experiences and skills.
- Build candidates' repertoire of formative assessments and how to use them for collecting both academic and behavioral data.
- Better prepare principal candidates to evaluate teacher lesson plans; possibly employ cross-curricular assignments, where principal candidates review lesson plans prepared by teacher candidates.
- Provide COVID-19 distance learning resources.
- Incorporate trauma-informed instruction into the avatar simulations.
- Incorporate restorative practices and social-emotional learning (SEL) into the avatar simulations.
- Incorporate distance learning training (e.g., Google Classroom, Microsoft Teams, Zoom) into courses.
- Prepare candidates to apply assessment strategies that can be used in distance learning to monitor student progress.
- Incorporate a social-emotional learning (SEL) piece into distance learning training.
- Add a conflict de-escalation avatar simulation.
- Add resources to support schools in coping with teacher burnout.
- Add a simulation of teacher behaviors that suggest burnout so that leaders know what signs to look for.
- Embed self-care into the program.