

Demonstrating Accountability, Transparency, and Assessment (DATA)

CAEP Annual Reporting Measure 1: Completer Effectiveness and Impact on P-12 Learning Development

**The Richard W. Riley
College of Education and Human Sciences**

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DESCRIPTION OF EVIDENCE FOR MEASURE 1:

COMPLETER EFFECTIVENESS AND IMPACT ON P-12 LEARNING AND DEVELOPMENT

As an EPP offering programs to candidates in multiple states, accessing P-12 state-supported measures or value-added student achievement data specific to Walden's educator preparation program graduates is an ongoing challenge. Surveys of alumni and employers are conducted annually both through the university's Office of Institutional Effectiveness and the Riley College of Education and Human Sciences. Responses to the university-administered alumni and employer surveys specific to the educator preparation programs in the 2021-2022 reporting year are less than 10 and cannot be publicly reported, therefore overall survey results from the College of Education and Human Sciences are presented below. Annual surveys targeted to graduates of the initial licensure programs (BS in Elementary Education, MAT in Elementary Education, and MAT in Special Education) have higher response rates and results from those surveys related to Measure 1 are also presented below.

While we continue to administer web-based surveys to current students, alumni, and employers regularly and collect feedback and recommendations from our External Advisory Council quarterly, we have begun exploring new ways of collecting data that provide the breadth and depth of information needed to inform continuous improvement of our educator preparation programs. Starting with the 2023 administration of the Transition to Teaching Survey which is administered annually to initial licensure program graduates in the spring, alumni will be asked to voluntarily provide P-12 student growth and teacher evaluation data as indicators of completer effectiveness and impact on P-12 learning and development.

We have also started to leverage connections to alumni and employers through the Walden Education Career Hub which provides career planning and development resources to graduates in the field of education. Through the Education Career Hub, we hope to develop online communities where we can maintain connections with educator licensure program alumni and employers, collect recommendations and feedback in response to posted questions, and share resources.

“One lesson I learned by earning my degree at Walden is that, ‘a student can go no further than their teacher.’

That’s why I am committed to being a life-long learner. If we truly apply this principle to our lives, we invest in ourselves.”

Latunja Caster
Master of Arts in Teaching Graduate



RESULTS FROM THE TRANSITION TO TEACHING SURVEY

SPRING 2022

The Transition to Teaching Survey (TTS) is administered annually in the spring to graduates of Walden's initial teacher licensure programs (BS in Elementary Education and MAT in Special Education) who completed the programs during the previous academic year.

In Spring 2022, a total of 64 initial teacher licensure program graduates (BS in Elementary Education and MAT in Special Education) who completed the programs in 2020-2021 were emailed the TTS. Thirty-five graduates completed the survey resulting in a 55% response rate. Of the 35 graduates responding to the survey, 27 indicated that they were currently employed full- or part-time as a teacher.

Results from survey items on the TTS addressing initial licensure program graduates' effectiveness and impact on P-12 learning and development are presented below. Please note that a smaller subset of graduates responded to the survey items listed (N=21-22).

To what extent do you agree or disagree that your teacher preparation program prepared you to do the following? (N=21-22)

	Disagree	Tend to Disagree	Tend to Agree	Agree
Effectively teach the subject matter in my licensure area.	0.0%	4.5%	31.8%	63.6%
Select instructional strategies to align with learning goals and standards.	0.0%	4.5%	36.4%	59.1%
Design activities where students engage with subject matter from a variety of perspectives.	0.0%	4.5%	22.7%	72.7%
Account for students' prior knowledge or experiences in instructional planning.	0.0%	4.5%	31.8%	63.6%
Design long-range instructional plans that meet curricular goals.	0.0%	13.6%	27.3%	59.1%
Regularly adjust instructional plans to meet students' needs.	0.0%	0.0%	27.3%	72.7%
Plan lessons with clear learning objectives/goals in mind.	0.0%	0.0%	31.8%	68.2%
Design and modify assessments to match learning objectives.	0.0%	4.8%	33.3%	61.9%
Provide students with meaningful feedback to guide next steps in learning.	0.0%	0.0%	33.3%	66.7%
Engage students in self-assessment strategies.	0.0%	9.5%	28.6%	61.9%
Use formative and summative assessments to inform instructional practice.	0.0%	4.8%	38.1%	57.1%
Identify issues of reliability and validity in assessment.	0.0%	9.5%	23.8%	66.7%
Analyze appropriate types of assessment data to identify student learning needs.	0.0%	4.8%	42.9%	52.4%
Differentiate assessment for all learners.	0.0%	0.0%	38.1%	61.9%
Use digital and interactive technologies to achieve instructional goals.	0.0%	4.5%	13.6%	81.8%
Engage students in using a range of technology tools to achieve learning goals.	0.0%	4.5%	22.7%	72.7%
Help students develop critical thinking processes.	0.0%	0.0%	40.9%	59.1%
Help students develop skills to solve complex problems.	0.0%	9.1%	27.3%	63.6%
Make interdisciplinary connections among core subjects.	0.0%	0.0%	36.4%	63.6%
Know where and how to access resources to build global awareness and understanding.	0.0%	4.5%	45.5%	50.0%
Help students analyze multiple sources of evidence to draw sound conclusions.	0.0%	4.5%	31.8%	63.6%
Differentiate instruction for a variety of learning needs.	0.0%	0.0%	27.3%	72.7%

To what extent do you agree or disagree that your teacher preparation program prepared you to do the following? (N=21-22)

	Disagree	Tend to Disagree	Tend to Agree	Agree
Effectively teach students from culturally and ethnically diverse backgrounds and communities.	0.0%	0.0%	27.3%	72.7%
Differentiate for students at varied developmental levels.	0.0%	0.0%	31.8%	68.2%
Differentiate to meet the needs of students from various socioeconomic backgrounds.	0.0%	4.8%	28.6%	66.7%
Differentiate instruction for students with IEPs and 504 plans.	0.0%	9.1%	31.8%	59.1%
Differentiate instruction for students with mental health needs.	0.0%	9.1%	22.7%	68.2%
Differentiate instruction for gifted and talented students.	0.0%	4.5%	36.4%	59.1%
Differentiate instruction for English-language learners.	0.0%	0.0%	31.8%	68.2%
Access resources to foster learning for students with diverse needs.	0.0%	4.5%	27.3%	68.2%
Clearly communicate expectations for appropriate student behavior.	0.0%	4.5%	27.3%	68.2%
Use effective communication skills and strategies to convey ideas and information to students.	0.0%	0.0%	31.8%	68.2%
Connect core content to students' real-life experiences.	0.0%	0.0%	31.8%	68.2%
Help students work together to achieve learning goals.	0.0%	0.0%	31.8%	68.2%
Develop and maintain a classroom environment that promotes student engagement.	0.0%	4.5%	22.7%	72.7%
Respond appropriately to student behavior.	0.0%	0.0%	27.3%	72.7%
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	0.0%	0.0%	22.7%	77.3%
Help students regulate their own behavior.	0.0%	4.5%	31.8%	63.6%
Effectively organize the physical environment of the classroom for instruction.	0.0%	0.0%	27.3%	72.7%
Collaborate with parents and guardians to support student learning.	0.0%	4.5%	22.7%	72.7%
Uphold laws related to student rights and teacher responsibility.	0.0%	4.5%	22.7%	72.7%
Act as an advocate for all students.	0.0%	0.0%	27.3%	72.7%



“Walden taught me that I could do anything I put my mind to, no matter how challenging the task might seem.”

Doreen Moseley-Evans
Master of Arts in Teaching Graduate

Results from the 2022 Walden University Employer Survey: Employers of College of Education Graduates

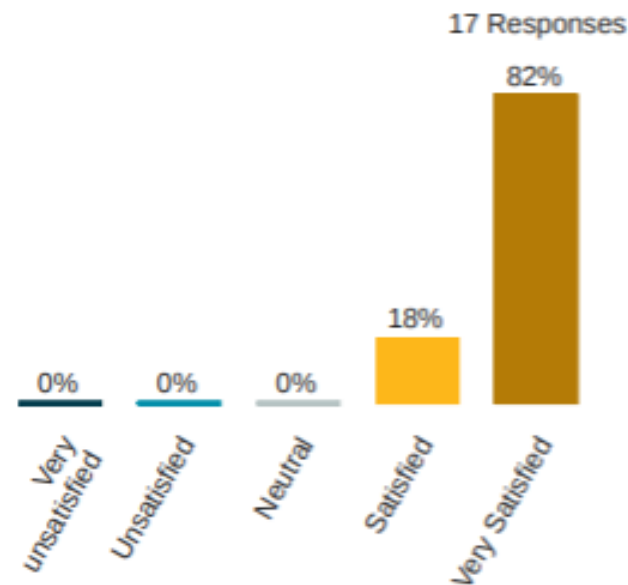
The Office of Institutional Effectiveness (OIE) administers the Walden University Employer Survey on an annual basis. The survey is sent to employers of Walden graduates according to permission and information included in graduate applications. The survey gathers feedback on topics such as employer satisfaction, 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 2022 employer satisfaction survey was administered from May 2, 2022-May 20, 2022, using a web-based survey. The survey was sent to all employers listed on alumni survey and graduate applications within the last year. A total of 170 eligible employers (direct or indirect supervisors) responded, for a 4.0% overall response rate. More than one in ten (15%) of respondents were connected to the Richard W. Riley College of Education and Human Sciences. (N=26).

Results from survey items addressing graduates' Effectiveness and impact in their organizations are presented in the pages which follow.

Employer Satisfaction

Overall, 100% of employers were satisfied or very satisfied with the Walden graduate in their employ.



Leadership Skills: The majority of employers (86% average) said their graduate employee had a high ability in a range of leadership skills. Another 12% (average) said the graduate had moderate abilities.

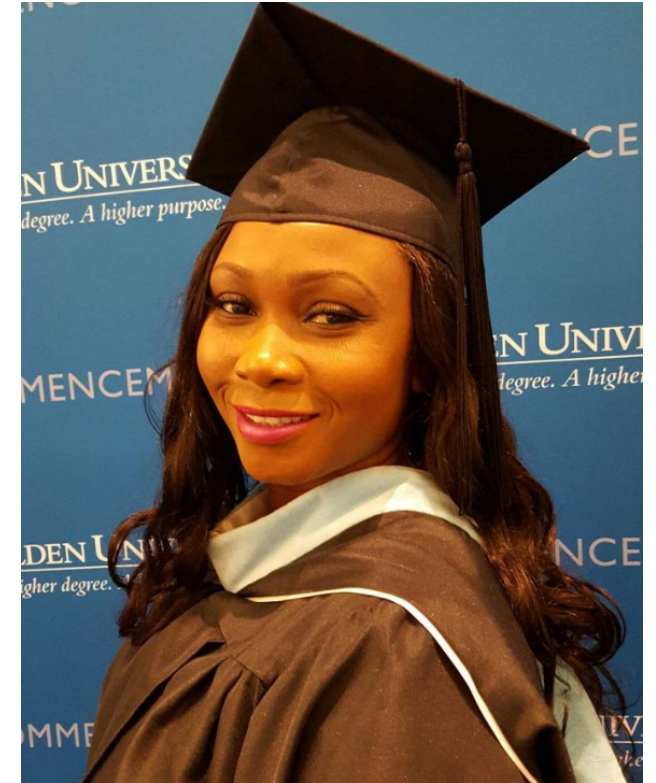
More than two-thirds (69% average) said their graduate employee performed a range of leadership skills at a level above or far above other employees in similar roles. Another 31% (average) said the graduate performed at the same level as others.

Field	17 Responses		
	Low ability	Moderate ability	High ability
Understanding how your business works	0%	13%	88%
Using ethical standards of your field	0%	6%	94%
Adapting to different learning environments	0%	0%	100%
Staying current with knowledge in your profession	0%	6%	94%
Working well with diverse populations	0%	6%	94%
Teamwork (works well with others toward a common goal)	0%	6%	94%
Teaching / training others	6%	31%	63%
Leadership (leads team toward a common goal)	7%	27%	67%
Leading or participating in positive social change	6%	12%	82%

Source: Walden University 2022 Employer Satisfaction Survey was administered from May 2, 2022-May 20, 2022, using a web-based survey. The survey was sent to all employers listed on alumni survey and graduate applications within the last year. A total of 170 eligible employers (direct or indirect supervisors) responded, for a 4.0% overall response rate. More than one in ten (15%) of respondents were connected to the Richard W. Riley College of Education and Human Sciences (n=26).

Employee Impact on Social Change

Two-thirds of employers said their graduate employee had made a strong positive impact to social change within the organization (71%), the professional community (59%), and the local community (71%). More than a third said the graduate had made a moderate impact to social change (24%, 35%, and 21%, respectively). Less than one in ten said the graduate made little to no positive impact to social change (6%, 6%, and 7%, respectively).



Source: Walden University 2022 Employer Satisfaction Survey was administered from May 2, 2022-May 20, 2022, using a web-based survey. The survey was sent to all employers listed on alumni survey and graduate applications within the last year. A total of 170 eligible employers (direct or indirect supervisors) responded, for a 4.0% overall response rate. More than one in ten (15%) of respondents were connected to the Richard W. Riley College of Education and Human Sciences (n=26).

“Walden University introduced me to the idea of social change. Throughout my extensive educational career at Walden, every experience revolved around creating a better future for all.”

Desmond Pitman

MS in Education Graduate

Education Specialist Graduate

Doctor of Education Graduate

