Undergraduate Employer Satisfaction Data Analysis

Fall 2019 and Spring 2020; Collected Spring 2021 (40% response rate)
Strengths
- Employers indicated that recent ULM Completers where strong in the following areas: - Differentiation (Strongly Agree 57%, Agree 43%)   - Planning for diverse learners (Strongly Agree 57%, Agree 43%)   - Building prior knowledge (Strongly Agree 57%, Agree 43%)   - Engaging students in learning (Strongly Agree 57%, Agree 43%)   - Teaching student to reflect and connect prior knowledge to new concepts (Strongly Agree 86%, Agree 14%)   - Implement supports for literacy development Strongly Agree 86%, Agree 14%)   - Design assessments that match learning objectives (Strongly Agree 57%, Agree 43%)   - Engage learners in the assessment process (Strongly Agree 43%, Agree 43%)   - Teach using a variety of strategies for all learners (Strongly Agree 72%, Agree 28%)
Needs
There were no areas of need for this reporting; one employer indicated a disagree in one area (Question 10), this was deemed to be an outlier.
Implications
Employers are satisfied with the preparation teacher candidates are receiving.

Fall 2020-Spring 2021; Collected Spring 2022 (22% response rate)
Strengths
- Employers indicated that recent ULM Completers where strong in the following areas: - Differentiation (Strongly Agree 75%)   - Planning for diverse learners (Strongly Agree 80%)   - Building prior knowledge (Strongly Agree 80%, Agree 20%)   - Engaging students in learning (Strongly Agree 100%)   - Teaching student to reflect and connect prior knowledge to new concepts (Strongly Agree 100%)   - Implement supports for literacy development (Strongly Agree 80%, Agree 20%)   - Engage learners in the assessment process (Strongly Agree 100%)   - Teach using a variety of strategies for all learners (Strongly Agree 60%, Agree 40%)
Needs
Design assessments that match learning objectives (Strongly Agree 40%, Agree 20%, Disagree 40%)
Implications
There was only one area reported as a need for this group of completers. Employers indicated that candidates needed additional supports in designing assessments that meet learner needs; one employer who reported this needed stated qualitatively that this was in conjunction with using assessment data to plan for RTI instruction.

Fall 2021-Spring 2022; Collected Spring 2023 (31% response rate)
Strengths

- Apply principles of learner development to implement developmentally appropriate learning experiences. (InTASC 1) (Strongly Agree 60%, Agree 40%)
- Collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility. (InTASC 3) (Strongly Agree 80%, Agree 20%)
- Manage the learning environment to engage learners actively. (InTASC 3) (Strongly Agree 60%, Agree 40%)
- Create learning experiences relevant to the concepts of the disciplines to ensure mastery of the content. (InTASC 4) (Strongly Agree 60%, Agree 40%)
- Engage learners in critical thinking, creativity, and collaboration to address interdisciplinary themes and real-world, local, and global issues. (InTASC 5) (Strongly Agree 60%, Agree 40%)
- Implement multiple methods of assessment to document, monitor, and support learner progress. (InTASC 6) (Strongly Agree 60%, Agree 40%)
- Use formative and summative assessment data to create rigorous learning experiences within a curriculum of cross-disciplinary skills. (InTASC 7) (Strongly Agree 80%, Agree 20%)
- Plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs. (InTASC 7) (Strongly Agree 60%, Agree 40%)
- Use a variety of instructional strategies to encourage all learners to develop a deep understanding of the content. (InTASC 8) (Strongly Agree 80%, Agree 20%)
- Engage in continuous professional learning to more effectively meet the needs of each learner. (InTASC 9) (Strongly Agree 80%, Agree 20%)
- Use evidence to reflect and adapt regularly on professional practices to better meet learners' needs. (InTASC 9) (Strongly Agree 60%, Agree 40%)
- Practice the profession in an ethical manner. (InTASC 9) (Strongly Agree 60%, Agree 40%)
- Collaborate with stakeholders including families to ensure learner growth. (InTASC 10) (Strongly Agree 60%, Agree 40%)

Needs
There were no areas of need for this reporting.
Implications
Employers are satisfied with the preparation teacher candidates are receiving.

Trends (Spring 2021, 2022, 2023)
Employers indicate that completers are well prepared to engage learners and teach students using a variety of teaching strategies, assessments, and have a strong ability to collaborate with stakeholders including families to ensure student success.   Employers in one year indicated that completers, needed additional assistance with designing assessments. The other two reporting years deemed this as a strength of completers. We will continue to monitor this finding and adjust if needed.