

### 3.Satisfaction of Employers Survey

College to Career data is collected from principals of candidates after their first year of full-time teaching. Permission was granted by completers to request first year performance information from their principals.

Of the 29 completers in 2018-2019, one took a Disney internship, one declined a part-time teaching position and one was not located. These are not counted in the total; therefore, for this data collection, N= 26<sup>1</sup>

Permission to contact principals was requested of those teaching as of January 2019<sup>2</sup>

Scoring Scale is as follows: 4 Consistently; 3 Inconsistently; 2 Minimally; 1 Not at all; Insufficient evidence<sup>3</sup>

Year	Students Completing Program <sup>1</sup>	No Response from Completer		Not Employed in PreK-12 Education		Employed as Substitutes or Provisionally in Schools		Employed as Full-time Teachers in Schools		Full-Time Employed Candidates Giving Permission to Contact Employer <sup>2</sup>	
	#	#	%	#	%	#	%	#	%	#	%
2018-2019	26*	12/26	38%	3/26	12%	0/26	0%	26/26	100%	14/26	54%
Returned Surveys N=14, 54%											

Employer Survey <sup>3</sup>															
	McDaniel College 2016-2017 N=17					McDaniel College 2017-2018 N=7					McDaniel College 2018-2019 N=14				
This beginning teacher...	Mean	Mode	Median	SD	Insufficient Evidence	Mean	Mode	Median	SD	Insufficient Evidence	Mean	Mode	Median	SD	In. Evid
• understands the diverse needs of students	3.94	4	4	0.24	0	3.86	4	4	.35	0	3.79	4	4	.56	0
• plans for the diverse needs of students	3.76	4	4	0.44	0	3.71	4	4	.45	0	3.79	4	4	.56	0
• knows the required content <sup>5</sup>	3.94	4	4	0.24	0	3.57	4	4	.49	0	3.86	4	4	.52	0

• effectively teaches required content	3.94	4	4	0.24	0	3.86	4	4	.35	0	3.79	4	4	.56	0
• creates a respectful environment that supports learning for all students.	4.0	4	4	0	1	3.86	4	4	.35	0	3.79	4	4	.77	0
• implements effective instruction that engages students in learning*	3.88	4	4	0.33	0	3.71	4	4	.45	0	3.57	4	4	.53	0
• implements a range of assessments to measure the progress of learners to improve instruction	3.76	4	4	0.44	0	3.71	4	4	.45	0	3.79	4	4	.52	0
• demonstrates professionalism	3.88	4	4	0.33	0	3.71	4	4	.45	0	3.79	4	4	.26	0
• uses technology in ways that improve student learning	3.75	4	4	0.45	1	3.00	4	4	.37	1	3.79	4	4	.26	0

\*Only 13 responses for this question

Each year, Completers from the previous year are asked for permission to contact employers to determine the Completers effectiveness during the first year of teaching on nine employer survey questions developed by the MD Assessment Collaborative. This is the third year this data has been collected in this form so there is only three years of trend data. Due to the discrepancy in the size of number of completed surveys, is it difficult to make direct comparisons. Overall, scores for 2018-2019 are slightly higher than they were for 2017-2018, as was the response rate. This is a positive trend that will hopefully continue. It is clear that employers report they are satisfied in all nine areas surveyed for 2018-2019. With the mode and median consistently at 4 and the lowest mean at 3.57 and highest at 3.79, it is evident that there is overall high employment satisfaction. Of particular note is the increase in the overall satisfaction with the use of technology by McDaniel graduates and the professionalism of the graduates. In addition, an increase in satisfaction in the area of “knows required content” was very positive. McDaniel will continue to collect and analyze this data and trends over time to see where continued growth and support is needed.

Data indicate the following component of the survey showed high levels of satisfaction in both years:

- In the area of “understanding the diverse needs of students,” McDaniel completers scored a mean of 3.86 on a 4-point scale with a standard deviation of .35 for 2017-2018. In 2018-2019, the completers scored a 3.79 mean on the same 4-point scale with a standard deviation of .56.
- In the area of “planning for the diverse needs of students,” McDaniel completers scored a mean of 3.71 on a 4-point scale with a standard deviation of .45 for 2017-2018 and 3.79 with a standard deviation of .56 in 2018-2019.

- In the area of “knows required content,” McDaniel completers in 2017-2018 scored a mean of 3.57 on a 4-point scale with a standard deviation of .49. The 2018-2019 completers scored 3.86 with a standard deviation of .52.
- In the area of “teaches required content,” McDaniel completers in 2017-2018 scored a mean of 3.86 on a 4-point scale with a standard deviation of .35. The 2018-2019 completers scored 3.79 with a standard deviation of .56.
- In the area of “creating a respectful environment that supports learning for all students,” 2017-2018 McDaniel completers scored a mean of 3.86 on a 4-point scale with a standard deviation of .35. The mean for 2018-2019 is 3.79 with a standard deviation of .77.
- In the area of “implementing effective instruction that engages students in learning,” McDaniel completers scored a mean of 3.71 in 2017-2018 on a 4-point scale with a standard deviation of .45. The 2018-2019 completers scored a mean of 3.57 with a standard deviation of .53.
- In the area of “implements a range of assessments to measure the progress of learners to improve instruction,” the 2017-2018 completers had a mean of 3.71 with a standard deviation of .45. In 2018-2019, the completers had a mean of 3.79 with a standard deviation of .52.
- In the area of “demonstrates professionalism,” the 2017-2018 completers scored a mean of 3.71 and a standard deviation of .45. In the 2018-2019 completer cohort, those students scored a 3.79 mean with a standard deviation of .26.
- In the area of “uses technology to improve student learning,” completers in 2017-2018 scored a mean of 3.00 and a standard deviation of .37. In the 2018-2019 completer cohort, completers scored a 3.79 mean and a standard deviation of .26.

## Teacher Retention at 5 Years

Almost 50% of new teachers leave the classroom within the first 5 years.<sup>1</sup> In the summer of 2011, McDaniel College began a study of its teacher preparation program completers and their employment five years after program completion. Data were collected under the direction of the Coordinator of Teacher Placement and Professional Development and involved contacting completers by phone, email, or in person, and, in some cases, searching the internet for information on school web pages, resulting in the following:

	Total 2005-06 Completers	Total 2006-07 Completers	Total 2007-08 Completers	Total 2008-09 Completers	Total 2009-10 Completers	Total 2010-11 Completers	Total 2011-12 Completers	Total 2012-13 Completers	Total 2013-14 Completers	Total 2014-15 Completers
Number of completers	75	47	50	47	29	48	54	44	40	28

<sup>1</sup> Ingersoll (2003); Ingersoll, R., Merrill, L., & Stuckey, D. (2014). Seven trends: the transformation of the teaching force, updated April 2014. CPRE Report (#RR-80). Philadelphia: Consortium for Policy Research in Education, University of Pennsylvania. citing Perda, D. (2013). Transitions into and out of teaching: A longitudinal analysis of early career teacher turnover (Unpublished doctoral dissertation). University of Pennsylvania, Philadelphia

Completers not located	6/75 = 8%	5/47 = 11%	6/50=12%	5/47 = 11%	5/29 = 17%	7/48 = 14.5%	5/54= 9.3%	4/44 = 9%	7/40=17.5%	1/28=3.5%
Completers never taught	5/69 = 7%	4/42 = 10%	4/44 = 9%	1/42 = 2% (Candidate is PT Assistant)	2/24 = 8% (Candidate is college coach)	3/41 = 7.3%	5/49=10% (One completer is in doctoral program)	5/40 = 12.5%	1/33=3%	3/28=10.5%
Completers entering teaching	64/69 = 93%	38/42 = 90%	40/44 = 91%	41/42= 98%	22/24 = 92%	38/41= 93%	44/49 = 89.8%	35/40 = 87.5%	32/33=97%	24/28=86%
Completers no longer teaching after 5 years (Leavers)	8/ 64 = 13%	3/38 = 8%	3/40 = 8%	2/41 = 5% (1 completer works in a public library and 1 is home raising children)	0/24 = 0%	2/38 = 5%	5/44 = 11.4% (2 are home with children, one is out of the country, and one is searching for another location)	2/35 = 5.7% (both are home with children; one of these taught one year while the second taught 3.5 years)	1/33=3%	3/28=10.5%
Completers teaching now but less than 5 years	Data Not Collected	Data Not Collected	7/40 = 18%	7/41= 17%	3/ 22 = 14%	13/38 = 34%	7/44 = 15.9%	7/35 = 20%	0/33=0%	0/28=0%
Completers teaching 5 years	56/64 = 88%	35/38 = 92%	30/40 = 75%	32/41 =78%	19/22 = 86%	23/38 = 61%	72.7%	26/35 = 74%	32/33=97%	24/28=86%

For the data on teacher retention, data was gathered for 27/28 graduates. Only one graduate was not located. For the twenty-eight 2014-2015 graduates, 3 out of 28 (10.5%) have never taught and 24 of 28 (86%) have entered the teaching profession. The data indicate the McDaniel graduates remain in teaching at a much higher rate than the national average of 50%. For 2014-2015 graduates from McDaniel College none have left the profession after 5 years. In regard to teachers teaching less than five years, none of the 24 who went into teaching have been teaching for less than 5 years and 24 of the 28 (86%) have been teaching for all 5 years. This is a substantially higher rate compared the rate that remain in teaching nationally

**Table 1.1: Teaching Locations for Program Completers Five Years After Program Completion**

Location	Fall 2005	Spring 2006	Fall 2006	Spring 2007	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Total to Date
California		1							1			1	3
College		1						1	1				3
Connecticut		1											1
Florida		1							1	1			3
International						1							1

MD – Anne Arundel	1	1				1		1	4		1		9
MD – Baltimore City	2				1	1		1					5
MD – Baltimore County	1	3	1	2	4	6		2	5	2	5	3	34
MD – Caroline County				1									1
MD – Carroll	9	11	12	2	17	16	14	15	11	12	10	5	134
MD - Cecil								1					1
MD - Charles			1										1
MD – Frederick	2			3	2	5	1	4	3	4	2	2	28
MD – Harford		2						1	1				4
MD – Howard	1		2			2	1	2	3	4	3	1	19
MD - Kent								2					2
MD – Montgomery	6	1	3		1	1	1	2	4	4	4	3	30
MD – Prince George’s	1	2				1		1	1	2	1		9
MD – Queen Anne’s				1									1
MD – Talbot		1									1		2
MD – St Mary’s	1						1	1					3
MD - Washington					1				1				2
MD - Wicomico			1		2								3
MD - Worcester			1	1		1			1				4
New Jersey		1			1	1	1	1		1		1	7
New York												1	1
Non-public	1	1	2			1	3	2	4	1	2	1	18
North Carolina									1			1	2
Ohio								1					1

Pennsylvania	2		1	1	1	2			2		2	3	14
Texas		1									1		2
Virginia		1								2			3
West Virginia												1	1
TOTAL	27	29	24	11	30	39	22	38	44	33	32	28	352