

3.Satisfaction of Employers Survey

College to Career data is collected from principals of candidates after their first year of full-time teaching, thus the chart below indicates the completion year. Data was collected one year out in the spring of 2021. Permission was granted by completers to request first year performance information from their principals. As this data is collected one year out from graduation, it will always appear a year behind and will not show as data collected in the current year. However, completing this survey one year out allows the principals of the candidates to have several months of observation and evaluation information to inform their survey responses.

Of the *39 completers who completed in 2019-2020, one attended graduate school and one student was not located. These are not counted in the total; therefore, for this data collection, N= 37

Permission to contact principals was requested of those teaching as of January 2021²

Scoring Scale is as follows: 4 Consistently; 3 Inconsistently; 2 Minimally; 1 Not at all; Insufficient evidence³

Completion Year	Students Completing Program ¹	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 ²	
	#	#	%	#	%	#	%	#	%	#	%
2019-2020	*37	3	8%	1	3%	0	0	34	92%	34	92%
Returned Surveys N= 23											

Employer Survey ³																				
	McDaniel College 2016-2017 N=17					McDaniel College 2017-2018 N=7					McDaniel College 2018-2019 N=14					McDaniel College 2019-2020 N=23				
This beginning teacher...	Me an	Mo de	Medi an	SD	Insuffici ent Evidenc e	Me an	Mo de	Medi an	SD	Insuffici ent Evidenc e	Mea n	Mod e	Medi an	SD	In. Evid	Mea n	Mod e	Medi an	SD	In. Evid
<ul style="list-style-type: none">understand s the diverse needs of students	3.9 4	4	4	0. 24	0	3.8 6	4	4	.35	0	3.79	4	4	.56	0	3.96	4	4	.20	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	3.78	4	4	.83	1
• knows the required content ⁵	3.94	4	4	0.24	0	3.57	4	4	.49	0	3.86	4	4	.52	0	3.91	4	4	.41	0
• effectively teaches required content	3.94	4	4	0.24	0	3.86	4	4	.35	0	3.79	4	4	.56	0	3.96	4	4	.20	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	4.0	4	4	0	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	3.96	4	4	.20	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	3.96	4	4	.20	0
• demonstrates professionalism	3.88	4	4	0.33	0	3.71	4	4	.45	0	3.79	4	4	.26	0	4.0	4	4	0	0
• uses technology in ways that improve	3.75	4	4	0.45	1	3.00	4	4	.37	1	3.79	4	4	.26	0	4.0	4	4	0	0

student learning																		
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*This number denotes the number of program completers, not completers as defined by Title II

**Only 13 responses for this question in 2018-2019

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 fourth year this data has been collected in this form so the department is developing trend data. Due to the discrepancy in the size of number of completed surveys, is it difficult to make direct comparisons. Overall, scores for 2019-2020 are slightly higher than they were for 2018-2019, 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 2019-2020. With the mode and median consistently at 4 and the lowest mean at 3.78 and highest at 4.0, 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, the creation of a respectful environment, understanding the needs of diverse students and the professionalism of the graduates. In addition, an increase in satisfaction in the area of knows required content and teaches 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 consistently high levels of satisfaction over the past four years:

- In the area of “understanding the diverse needs of students,” McDaniel completers scored a mean of 3.94 on a 4-point scale with a standard deviation of .24 for 2016-2017. While there were slight declines over the next two years, that data rebounded in 2019-2020 with a mean of 3.96 and a standard deviation of .20
- In the area of “planning for the diverse needs of students,” McDaniel completers initially scored a mean of 3.76 on a 4-point scale with a standard deviation of .44 for 2016-2017 and the mean has been consistent over the past four years with 2019-2020 showing a mean of 3.78 and a standard deviation of .83.
- In the area of “knows required content,” McDaniel completers in 2016-2017 scored a mean of 3.94 on a 4-point scale with a standard deviation of .24. 2017-2018 showed a dip in the mean at 3.57 and a standard deviation of .49. this area has rebounded over the past two year with the 2019-2020 mean at 3.91 with a standard deviation of .41.
- In the area of “teaches required content,” McDaniel completers in 2016-2017 scored a mean of 3.94 on a 4-point scale with a standard deviation of .24. This data has remained consisted with the exception of 2018-19. The 2019-2020 data is the strongest yet with a mean of 3.96 with a standard deviation of .20.
- In the area of “creating a respectful environment that supports learning for all students,” 2016-2017 McDaniel completers scored a mean of 4.0 on a 4-point scale with a standard

deviation of 0. After a slight two- year decline, this data returned strong in 2019-2020 with the same mean and standard deviation from 2016-2017.

- In the area of “implementing effective instruction that engages students in learning,” McDaniel completers scored a mean of 3.88 in 2016-2017 on a 4-point scale with a standard deviation of .33. The 2019-2020 completers scored the strongest mean yet of 3.96 with a standard deviation of .20.
- In the area of “implements a range of assessments to measure the progress of learners to improve instruction,” the 2016-2017 completers had a mean of with a standard deviation of .. In 2019-2020, the completers scored the highest mean yet of 3.96 with a standard deviation of .20.
- In the area of “demonstrates professionalism,” the 2016-2017 completers scored a mean of 3.88 and a standard deviation of .33. While scores over time were very good, the 2019-2020 completer cohort, those students scored an outstanding 4.0 mean with a standard deviation of 0.

In the area of “uses technology to improve student learning,” completers in 2016-2017 scored a mean of 3.75 and a standard deviation of .45. In the 2019-2020, completers demonstrated the highest scores in that area with a 4.0 mean and a standard deviation of .0, rebounding from a low of a 3.0 mean and a standard deviation of .37 in 2017-2018.