**Comparison of Completer Perceptions by Program Fall 2021**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **After completing your NDMU program, how prepared were you to…** | **Secondary n=6** | **Elementary n=4** | **ECE n=1** | **SPEC Ed n=3** | **TESOL n=3** | **Reading n=1** | **Library n=1** | **Total n=19** |
| Understand the diverse needs of students? | 3.50 | 3.50 | 4.00 | 4.00 | 3.33 | 4.00 | 4.00 | 3.76 |
| Plan for the diverse needs of students? | 3.33 | 3.50 | 3.00 | 3.67 | 3.33 | 4.00 | 4.00 | 3.55 |
| Know the required content to teach? | 3.50 | 3.33 | 3.00 | 3.33 | 4.00 | 3.00 | 4.00 | 3.45 |
| Effectively teach the required content? | 3.50 | 3.17 | 3.00 | 3.33 | 2.67 | 3.00 | 4.00 | 3.24 |
| Create a respectful learning environment ? | 3.67 | 3.60 | 4.00 | 4.00 | 3.33 | 4.00 | 4.00 | 3.80 |
| Implement effect instruction to engage students? | 3.67 | 3.83 | 3.00 | 3.67 | 3.67 | 4.00 | 4.00 | 3.69 |
| Implement a range of assessments to measure progress? | 3.67 | 3.60 | 3.00 | 3.67 | 3.33 | 4.00 | 4.00 | 3.61 |
| Demonstrate professionalism with stakeholders? | 3.67 | 3.60 | 3.00 | 3.67 | 3.33 | 4.00 | 4.00 | 3.61 |
| Integrate technology to improve learning? | 3.50 | 3.20 | 3.00 | 3.67 | 3.67 | 4.00 | 4.00 | 3.58 |
| To positively impact student growth? | 3.67 | 3.40 | 3.00 | 3.33 | 3.00 | 4.00 | 4.00 | 3.49 |
| To differentiate instruction? | 3.33 | 3.40 | 3.00 | 3.67 | 2.67 | 4.00 | 4.00 | 3.44 |
| **Total Weighted Average** | 3.55 | 3.47 | 3.19 | 3.64 | 3.30 | 3.82 | 4.00 |  |

Summary Analysis: In reviewing the disaggregated data by program completed for the 19 respondents to the Fall 2021 Completer survey, all respondents felt, for the most part, consistently prepared to have an impact on student learning in their classrooms. When asked how prepared they felt to understand the diverse needs of students, ECE, Special Education, Reading Specialist and Library Media completers felt the most consistently prepared, with TESOL feeling less prepared. However, in planning for the diverse needs of students, Reading Specialist and Library Media completers again felt the most consistently prepared, with ECE feeling the less consistently prepared. TESOL and Library Media completers were confident in their knowledge of required content, with ECE least confident, and Library Media felt most consistently prepared to effectively teach the content with TESOL feeling least prepared. In general, ECE completers felt less consistent prepared on the majority of items and Library Media felt the most consistently prepared. With those exceptions, the responses from all other completers demonstrated consistent preparation in some areas, with less consistent preparation in others. When looking at an overall weighted average, completers felt most consistently prepared to create a respectful learning environment and less consistently prepared to effectively teach the required content.

Actions Planned: Additional survey data will be collected in Spring 2022 and Fall 2023, in keeping with the Standard 4 Phase-In Plan, and results from the 3 data collections will be used to identify, develop, and implement course and clinical based interventions to improve those areas where completers perceived they were less consistently prepared.

**Feedback from Employers by Initial and Advanced Completers (n=7)**

|  |  |  |
| --- | --- | --- |
| **Item** | **Initial Programs** | **Advanced Programs** |
| Q2. How prepared was the NDMU graduate to understand the diverse needs of students in the classroom? (InTASC 1, 8; CAEP 1, 4) | 4.00 | 4.00 |
| Q3. How prepared was the NDMU graduate to plan for the diverse needs of students in the classroom? (InTASC 1, 7; CAEP 1,4) | 4.00 | 4.00 |
| Q4. How prepared was the NDMU graduate in knowing the required content to teach? (InTASC 4; CAEP 1, 4) | 3.80 | 3.86 |
| Q5. How prepared was the NDMU graduate to teach the required content? (InTASC 5, 8; CAEP 1, 4) | 3.80 | 3.86 |
| Q6. How prepared was the NDMU graduate to create a respectful environment that supports learning for all students? (InTASC 3, 7; CAEP 1, 4) | 4.00 | 4.00 |
| Q7. How prepared was the NDMU graduate to implement effective instruction that engages students in learning? (InTASC 1, 2; CAEP 1, 2, 4) | 3.80 | 3.86 |
| Q8. How prepared was the NDMU graduate to implement a range of assessments to measure progress of learners? (InTASC 6, CAEP 1, 4) | 3.80 | 3.86 |
| Q9. How prepared was the NDMU graduate to demonstrate professionalism with stakeholders? (InTASC 10, CAEP 2, 3) | 3.80 | 4.00 |
| Q10. How prepared was the NDMU graduate to use technology in ways that improve learning? | 4.00 | 3.67 |
| Q11. How prepared was the NDMU graduate to positively impact student growth? (InTASC 7; CAEP 1, 2, 4) | 3.80 | 3.86 |
| **Total** | **3.9** | **3.9** |

The Fall 2021 administration of the Employer Feedback survey yielded a disappointing 7 responses but nonetheless provided useful information about employer perceptions of our program. Disaggregated only by initial and advanced designation, the data show that for both program levels, employers are consistently satisfied with NDMU’s educator preparation programs. On a scale of 4 ranging from not at all prepared (1) to consistently prepared (4), the overall mean score for the initial programs was 3.9 and for the advanced programs it was also 3.9. Employers of initial program completers found that completers were most consistently prepared to understand and plan for the diverse needs of learners, to create a respectful environment, and to use technology to improve learning. Areas not quite as strong in preparation were found to be knowing and teaching the required content, implementing effective instruction and a range of assessments, and demonstrating professionalism with stakeholders. Advanced program feedback followed similar patterns, with the exception of integrating technology to improve instruction.

Actions Planned: Additional survey data will be collected in Spring 2022 and Fall 2023, in keeping with the Standard 4 Phase-In Plan, and results from the 3 data collections will be used to identify, develop, and implement course and clinical based interventions to improve those areas where employers perceived that completers were less consistently prepared.