



EMPLOYER SATISFACTION & EMPLOYMENT MILESTONES

To measure the satisfaction of employers with the preparedness of RMU graduates, employers of RMU alumni are surveyed. Employer survey is fielded to all known employers of education alumni three years out of completion. The results are presented in Table 1.

Table 1. Employer Satisfaction of RMU Graduates

	AY	n	Well Prepared	Adequately Prepared	Not Prepared
Knowledge of key concepts, generalizations and principles most relevant to the major domains of content knowledge	2015-2016	5	80.0%	20.0%	0.0%
	2016-2017	10	50.0%	50.0%	0.0%
	2017-2018	4	75.0%	25.0%	0.0%
	2018-2019	7	100%	0.0%	0.0%
Planning of instruction and design of lessons	2015-2016	5	80.0%	20.0%	0.0%
	2016-2017	10	60.0%	30.0%	10.0%
	2017-2018	4	50.0%	25.0%	25.0%
	2018-2019	7	100%	0.0%	0.0%
Adaptation and modification of existing instructional materials to address learning objectives	2015-2016	5	60.0%	40.0%	0.0%
	2016-2017	10	50.0%	40.0%	10.0%
	2017-2018	4	75.0%	0.0%	25.0%
	2018-2019	7	100%	0.0%	0.0%
Use of PA's K-12 Academic Standards in lesson planning	2015-2016	5	80.0%	20.0%	0.0%
	2016-2017	10	50.0%	40.0%	10.0%
	2017-2018	4	75.0%	25.0%	0.0%
	2018-2019	7	100%	0.0%	0.0%
Knowledge of important issues facing American education today	2015-2016	5	60.0%	40.0%	0.0%
	2016-2017	10	50.0%	40.0%	10.0%
	2017-2018	4	75.0%	25.0%	0.0%
	2018-2019	7	100%	0.0%	0.0%

	AY	n	Well Prepared	Adequately Prepared	Not Prepared
Understanding the theories of human growth and development	2015-2016	5	60.0%	40.0%	0.0%
	2016-2017	10	50.0%	40.0%	10.0%
	2017-2018	4	25.0%	75.0%	0.0%
	2018-2019	7	100%	0.0%	0.0%
Applying the theories of human growth and development for instruction	2015-2016	5	40.0%	60.0%	0.0%
	2016-2017	10	50.0%	40.0%	10.0%
	2017-2018	4	25.0%	75.0%	0.0%
	2018-2019	7	100%	0.0%	0.0%
Articulation of a personal philosophy of education	2015-2016	5	60.0%	40.0%	0.0%
	2016-2017	10	50.0%	40.0%	10.0%
	2017-2018	4	25.0%	75.0%	0.0%
	2018-2019	7	100%	0.0%	0.0%
Theories of behavior management and their relation to effective instruction	2015-2016	4	75.0%	25.0%	0.0%
	2016-2017	10	50.0%	50.0%	0.0%
	2017-2018	4	50.0%	50.0%	0.0%
	2018-2019	6	83.3%	0.0%	16.7%
Application of appropriate classroom management principles that facilitate effective instruction	2015-2016	4	75.0%	25.0%	0.0%
	2016-2017	10	50.0%	50.0%	0.0%
	2017-2018	4	50.0%	50.0%	0.0%
	2018-2019	6	83.3%	0.0%	16.7%
Use of instructional strategies and techniques derived from educational theories, research, and practice	2015-2016	4	25.0%	75.0%	0%
	2016-2017	9	55.6%	33.3%	11.1%
	2017-2018	4	75.0%	25.0%	0.0%
	2018-2019	6	83.3%	16.7%	0.0%
Development and/or use of valid assessment for summative purposes (quizzes, tests, performance tasks, etc)	2015-2016	4	25.0%	75.0%	0.0%
	2016-2017	9	55.6%	33.3%	11.1%
	2017-2018	4	75.0%	25.0%	0.0%
	2018-2019	6	100%	0.0%	0.0%
Development and/or use of valid assessment for formative purposes (observation,	2015-2016	4	25.0%	75.0%	0.0%
	2016-2017	9	66.7%	22.2	11.1%

	AY	n	Well Prepared	Adequately Prepared	Not Prepared
entrance/exit slips, pre/post test, etc)	2017-2018	4	50.0%	50.0%	0.0%
	2018-2019	6	100%	0.0%	0.0%
Modification of instruction based on analysis of assessment results	2015-2016	4	25.0%	75.0%	0.0%
	2016-2017	9	55.6%	33.3%	11.1%
	2017-2018	4	50.0%	50.0%	0.0%
	2018-2019	6	100%	0.0%	0.0%
Integration of content knowledge, teaching skills and curricula	2015-2016	4	75.0%	25.0%	0.0%
	2016-2017	9	55.6%	33.3%	11.1%
	2017-2018	4	50.0%	50.0%	0.0%
	2018-2019	6	100%	0.0%	0.0%
Ability to address exceptionalities, gender, culture, language, socioeconomic backgrounds, and other student characteristics and their influence on learning and on teaching behaviors	2015-2016	4	75.0%	25.0%	0.0%
	2016-2017	9	55.6%	33.3%	11.1%
	2017-2018	4	75.0%	25.0%	0.0%
	2018-2019	6	100%	0.0%	0.0%
Planning of instruction and design of lessons that acknowledge individual differences and learning styles	2015-2016	4	75.0%	25.0%	0.0%
	2016-2017	9	55.6%	33.3%	11.1%
	2017-2018	4	50.0%	50.0%	0.0%
	2018-2019	6	100%	0.0%	0.0%
Classroom use of technology to incorporate more active learning strategies in assignments and projects to enhance instruction/student centered use of technology	2015-2016	4	50.0%	50.0%	0.0%
	2016-2017	9	66.7%	33.3%	0.0%
	2017-2018	4	50.0%	50.0%	0.0%
	2018-2019	6	83.3%	16.7%	0.0%
Establishing high standards for preparation, certification, practice, and ethical conduct in the teaching profession	2015-2016	4	75.0%	25.0%	0.0%
	2016-2017	9	66.7%	22.2%	11.1%
	2017-2018	4	75.0%	25.0%	0.0%
	2018-2019	6	83.3%	0%	16.7%
Critical thinking, problem solving, research, and decision-making skills across the curriculum	2015-2016	4	25.0%	75.0%	0.0%
	2016-2017	9	55.6%	44.4%	0.0%
	2017-2018	4	50.0%	50.0%	0.0%
	2018-2019	6	83.3%	16.7%	0%

	AY	n	Well Prepared	Adequately Prepared	Not Prepared
Demonstration of adherence to the Pennsylvania Code of Conduct	2015-2016	4	75.0%	25.0%	0.0%
	2016-2017	9	55.6%	44.4%	0.0%
	2017-2018	4	75.0%	25.0%	0.0%
	2018-2019	6	83.3%	0%	16.7%
Written communication with students, colleagues, families, and other members of the community	2015-2016	4	50.0%	50.0%	0.0%
	2016-2017	9	55.6%	33.3%	11.1%
	2017-2018	4	75.0%	25.0%	0.0%
	2018-2019	6	66.7%	33.3%	0%
Verbal communication with students, colleagues, families, and other members of the community	2015-2016	4	75.0%	25.0%	0.0%
	2016-2017	9	55.6%	33.3%	11.1%
	2017-2018	4	75.0%	25.0%	0.0%
	2018-2019	6	66.7%	33.3%	0%
Integration of reading, writing, speaking and listening across the curriculum	2015-2016	4	25.0%	75.0%	0.0%
	2016-2017	9	55.6%	33.3%	11.1%
	2017-2018	4	75.0%	25.0%	0.0%
	2018-2019	6	100%	0.0%	0.0%
Develops appropriate rapport with students	2015-2016	4	75.0%	25.0%	0.0%
	2016-2017	9	66.7%	22.2%	11.1%
	2017-2018	4	75.0%	25.0%	0.0%
	2018-2019	6	83.3%	0%	16.7%
Effective communication with parents	2015-2016	4	50.0%	50.0%	0.0%
	2016-2017	9	55.6%	33.3%	11.1%
	2017-2018	4	75.0%	25.0%	0.0%
	2018-2019	6	66.7%	33.3%	0%
Use of hardware (personal computer, projection devices, Smartboard) in the classroom	2015-2016	4	50.0%	50.0%	0.0%
	2016-2017	9	66.7%	33.3%	0.0%
	2017-2018	4	50.0%	50.0%	0.0%
	2018-2019	6	83.3%	16.7%	0.0%
Use of instructional software	2015-2016	4	50.0%	50.0%	0.0%
	2016-2017	9	66.7%	33.3%	0.0%

	AY	n	Well Prepared	Adequately Prepared	Not Prepared
	2017-2018	4	100%	0.0%	0.0%
	2018-2019	6	83.3%	16.7%	0%

Employment Milestones

Information on retention in the field is collected from the alumni, their employer, and the state. The employer survey asks employers if the RMU graduate will be hired back for the next academic year. Results indicate that 80% of employers responding to the question would hire the graduate back the next year with the remaining candidates choosing not to return to the school the following year.

Table 2. Employer Indication of Completers' Retention

Year	Number of Survey Respondents	Will the RMU graduate be hired back for the next academic year?			Explanation
		Yes (n)	No (n)	No Response (n)	
Spring 2016	5	4	0	1	
Spring 2017	9	6	3	0	Graduate took a position elsewhere; Graduate moving out of state
Spring 2018	4	4	0	0	
Spring 2019	6	5	1	0	

Information on promotion or leadership opportunities is collected from the alumni through the alumni survey. Completers are asked what type of leadership positions they have taken on in their current employment and results are presented in Table 3. Data revealed that the number of alumni taking on leadership roles varies from 21.7% to 52.2%.

Table 3. Results of the Alumni Survey on Leadership Roles (Fall 2015-Spring 2019)

Item Prompt	2015-2016 N (%)	2016-2017 N (%)	2017-2018 N (%)	2018-2019 N (%)
Types of leadership roles taken in your current work/ career in education	23	26	23	18
Head Teacher	2 (8.7%)	5 (19.2%)	5 (21.7%)	4 (22.2%)
Department Chair	0 (0%)	1 (3.8%)	2 (8.7%)	1 (5.5%)
Specialist Role (Behavioral, Curriculum, IT)	2 (8.7%)	3 (11.5%)	2 (8.7%)	1 (5.5%)
Supervisor	1 (4.4%)	1 (3.8%)	1 (4.4%)	0 (0%)
Other	0 (0%)	1 (3.8)	2 (8.7%)	2 (11.1%)
None	18 (78.3%)	15 (57.7%)	11 (47.8%)	10 (55.6%)

Additional information on promotion can be extrapolated from those completing the alumni survey repeatedly over time. Results on promotion using this method are presented in Table 4. Results indicated that 4% moved from a substitute to a permanent teaching position or from a paraprofessional to teacher and this is a form of promotion. Also 1% specifically indicated they had been promoted.

Table 4. Alumni Employment Across Years

	Spring 2016 (n)	Spring 2017 (n)	Spring 2018 (n)	Spring 2019 (n)	Total (n)
Completed Survey	26	29	23	18	96
Completed Previous Survey(s)	8	10	7	6	31
In comparing position titles between survey responses:					
Moved from Substitute or Long-Term Substitute Position to Permanent Position	0	0	0	2	2 (6.4%)
Moved from Paraprofessional to Teacher	1	0	0	0	1 (3.2%)
Remained in Same Position, Same School	4	4	5	3	16 (51.6%)
Remained in Same Position, Different School	1	1	1	1	4 (12.9%)
Moved from Special Education to General Education	1	0	0	0	1 (3.2%)
Left Education for Graduate School	0	1	0	0	1 (3.2%)
Left the Field of Education	0	0	0	0	0 (0%)
Promoted	1	0	0	0	1 (3.2)
Unknown (position in one or more years was left blank)	0	4	1	0	5 (16.1%)