# **Rowan University**

# **College of Education**

# **CAEP Annual Reporting Measure 2:**

**Satisfaction of Employers**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Please indicate if you have supervised graduates from Rowan University’s Initial or Advanced College of Education Programs in the last 3 years [identify all that apply]. | Respondents  N 12  Yield 22% | Initial Licensure Elementary, BAIE, or Early Childhood | Initial Licensure Secondary | Advanced Licensure |
| Central Office Administrator | 8% | 11 | 17 | 6 |
| Building Level Administrator | 84% |
| Other | 8% | 0 | 0 | 1 |

Data reflect Employer Surveys/Focus Group of Initial Licensure and Advanced Licensure, Certificate, and Endorsement candidates employed in classrooms, schools, and community agencies. Surveys were sent out via Qualtrics, and we supplemented this survey with focus group questions being posed to our district partners stakeholders’ committee: EPAC. Our goal was to garner a representative sample of employers’ opinions regarding the preparation of our candidates for engaging in the role of a practicing educational professional to continuously improve the relevancy and effectiveness of our initial and advanced programs. Minimally, each district was asked that a representative from district complete a survey though some districts returned surveys from district level administration [for advanced program graduates] and building level administrators [for initial program graduates]. Data for 2020-2023 initial and advanced alumni was collected through Fall 2023; the survey asked respondents to reflect on beginning educators hired in their first 3 years of service: 2021-2023.

Demographic Information

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Type of District | | Location of School | | | |
| Urban | 17% | New Jersey | 100% | New York | 0 |
| Suburban | 83% | Pennsylvania | 0 | Maryland | 0 |
| Rural | 0 | Delaware | 0 | Other | 0 |

**Initial Teacher Preparation Candidates**

On a 4.0 scale where 4 is very well prepared and 1 is not prepared, employers surveyed rated educators prepared from the Rowan University College of Education as follows:

| Indicator  Educator… | EPP Mean | ELED/ECED/BAIE Mean  N11 | Secondary Mean  N17 |
| --- | --- | --- | --- |
| 1. Effectively plans for instruction | 3.75 | 3.75 | 3.75 |
| 1. Creates a positive and engaging learning environment | 3.91 | 4.0 | 3.83 |
| 1. Effectively delivers instruction | 3.46 | 3.16 | 3.75 |
| 1. Uses a variety of instructional strategies | 3.16 | 3.16 | 3.16 |
| 1. Uses data to inform instruction | 2.90 | 3.0 | 2.80 |
| 1. Uses a variety of assessment strategies | 2.95 | 3.0 | 2.91 |
| 1. Uses reflective practices to set goals and plan instruction | 3.03 | 3.16 | 2.91 |
| 1. Enacts professional dispositions: integrity, fairness, professionalism | 3.69 | 4.0 | 3.83 |
| 1. Effectively uses current and emerging technologies to improve instruction and student achievement | 3.03 | 2.91 | 3.16 |
| 1. Recognizes multiple dimensions of diversity in planning and instruction | 3.87 | 4.0 | 3.75 |
| 1. Employ effective classroom and behavioral management techniques | 2.91 | 2.91 | 2.91 |
| 1. Meets the educational and learning needs of all learners. | 3.46 | 3.75 | 3.16 |
| 1. Implements NJ Core curriculum/state standards | 3.91 | 4.0 | 3.83 |
| 1. Accepts and uses feedback | 3.83 | 3.83 | 3.83 |
| 1. Overall ability of educators prepared by Rowan CED | 3.83 | 3.91 | 3.75 |

**Advanced Programs Educator Candidates**

Advanced Programs may include Reading Specialist, Special Education, ESL/Bilingual, Principal, Counselor in Educational Settings, Educational Psychology, Supervision, Administration, and Teacher Leader. On a 4.0 scale where 4 is very well prepared and 1 is not prepared, employers surveyed rated educators prepared from the Rowan University College of Education as follows:

| Indicator  Advanced Education Professional… | EPP Mean | Advanced Certification Programs N6 |
| --- | --- | --- |
| 1. Demonstrates and uses specialized content related to their field or discipline. | 4.0 | 4.0 |
| 1. Understands and responds to the needs, challenges, rights, and opportunities for the diversity of learners/clients. | 4.0 | 4.0 |
| 1. Understands and applies assessment practices related to his/her specialized area or field. | 3.83 | 3.83 |
| 1. Applies, analyzes, and interprets data within the scope of his/her specialized area or field. | 3.83 | 3.83 |
| 1. Uses and applies technological applications related to his/her specialized area or field. | 3.83 | 3.83 |
| 1. Demonstrates leadership skills in practice and within his or her specialized area or field. | 4.0 | 4.0 |
| 1. Is knowledgeable regarding current scholarship and research within his/her area of specialization or field | 3.75 | 3.75 |
| 1. Demonstrates/Applies data literacy to impact student learning/client progress and continuous improvement | 3.83 | 3.83 |
| 1. Leads and participates in collaborations to impact student/ client learning, development, improvement, growth | 4.0 | 4.0 |
| 1. Uses different technologies to support their work within his or her area of specialization | 3.75 | 3.75 |
| 1. Demonstrates and applies professional dispositions, laws and policies, codes of ethics, and professional standards relevant to his/her state and to his/her area of specialization | 4.0 | 4.0 |
| 1. Uses reflection to improve on his or her practice and engage in continuous improvement efforts | 3.0 | 3.0 |
| 1. Appreciates individual differences and uniqueness in others: families, students, clients, co-workers, others | 4.0 | 4.0 |
| 1. Builds and sustains healthy, appropriate, and respectful relationships with students, clients, colleagues, parents, community, and others | 4.0 | 4.0 |
| 1. Collaborates well with colleagues | 3.75 | 3.75 |
| 1. Accepts and applies feedback in a constructive manner | 3.75 | 3.75 |