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Departamento Interdisciplinario de Educación Salud y Moda

Employers' Satisfaction Survey Standard 4.3

CAEP STANDARD 4: PROGRAM IMPACT

Satisfaction of Employers

4.3 The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

Arecibo campus designed the employer survey. This survey was sent to all teacher employers for the three campuses' during the academic year 2019-2020. The data collected is based on the Employers' Satisfaction Survey results designed to measure employers' satisfaction with the completers' preparation in their schools. The survey consists of three parts:

1. Part I collects the general information of the school and the number of completers/teachers working in the school.
2. Part II collects the performance level of the completer with a total of ten questions and a scale of **totally contributes (2)**, **partially contributes (1)**, and **does not contribute (0)**.
3. Part III consists of two open-ended questions. What do you consider to be the greatest strengths of the completers of the EPP of the PCUPR College of Education, Ponce, Arecibo, and Mayagüez Campus? Also, what recommendations would you give to the EPP College of Education?

Five employers completed and sent the survey via email. Four of the employers are private schools, two secular and two Catholic schools, and one employer is from a public- school. These are:



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- Washburn Private School (6 teachers)
- Psychoeducational Interdisciplinary Center this school is specialized in Autism and Special Education; (6 teachers)
- Sacred Heart of Jesus School (7 teachers)
- Ponceño Catholic School (25 teachers) and
- Josefina Boya León School (3 teachers)

Forty-seven (**47**) completers are working in these five institutions. The results show that all employers affirm having a high level of satisfaction with the completers' preparation for their assigned responsibilities in working with P-12 students from Pontifical Catholic University.

In response to Question #1, what do you consider to be the greatest strengths of the graduates of the EPP of the PCUPR College of Education, Ponce, Arecibo, and Mayagüez Campus? Employers identified the following strengths:

1. Mastery of lesson planning
2. The use of technology
3. Mastery of learning theories
4. Professional competencies
5. Christian values
6. Disposition to learn and innovate
7. Effective communication

In response to Question #2, what do you consider to be the greatest strengths of the graduates of the EPP of the PCUPR College of Education, Ponce, Arecibo,

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and Mayagüez Campus? Employers identified the following recommendations for the Teacher Preparation Program:

1. Greater emphasis on dealing with functional diversity
2. Extend the practicum experience
3. Classroom management techniques
4. No recommendations

The EPP recognizes that efforts need to be implemented in order to encourage greater participation; nevertheless, this survey was administered during difficult times for all three campuses.

Table 1: Reliability index for Employers Satisfaction Survey

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.714	.713	*5

- Several items had 0 variance because employers rated the highest scale on all criteria.

Descriptive Statistics	CYCLE 1 DATA Employers Survey					
	N Public/Private School Directors	Minimum	Maximum	Mean	Std. Deviation	Variance
#1 Do you consider that the studies of teachers graduated from PCUPR contribute to the achievement of the goals of your educational institution? (CAEP 4.2, 4.3), (InTASC 3), (DEPR 1-10)	5	2.00	2.00	2.0000	.00000	.000
#2 Do you consider that the training of teachers graduated from the	5	1.00	2.00	1.8000	.44721	.200

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Descriptive Statistics	CYCLE 1 DATA Employers Survey					
	N Public/ Private School Directors	Minimum	Maximum	Mean	Std. Deviation	Variance
PCUPR College of Education contributes to the development of the necessary competencies for the exercise of their profession as a teacher? (CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 4.2), (InTASC 1-10) DEPR (1-11)						
#3 Do you consider that the learning experiences and clinical experiences in the EPP of teachers graduated from PCUPR contribute to the development of effective teaching strategies in the classroom? (CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3), (InTASC 4, 5)	5	1.00	2.00	1.6000	.54772	.300
#4 Do you consider that the learning experiences and clinical experiences in the EPP of the teachers graduated from PCUPR contribute to the development of effective assessment strategies in the classroom? (CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3), (InTASC 4,5,6, 8) DEPR 1-7	5	1.00	2.00	1.8000	.44721	.200
#5 Do you consider that the learning experiences and clinical experiences in the EPP of the teachers graduated from PCUPR contribute to the development of effective management strategies in the classroom?(CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 2.1,	5	1.00	2.00	1.6000	.54772	.300

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Descriptive Statistics	CYCLE 1 DATA Employers Survey					
	N Public/ Private School Directors	Minimum	Maximum	Mean	Std. Deviation	Variance
2.3), (InTASC 1-10) DEPR 1-4						
#6 Do you consider that the learning experiences and clinical experiences in the EPP of the teachers graduated from PCUPR contribute to the development of their professional skills according to the DEPR and / or their institution? (CAEP 1.1, 1.2, 1.3, 1.4, InTASC 1-10 DEPR 1-11)	5	1.00	2.00	1.8000	.44721	.200
#7 Do you consider that the learning experiences and clinical experiences in the EPP of the teachers graduated from PCUPR contribute or may contribute to obtain a promotion a promotion in the educational field? (CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 4.1, 4.2, 4.3, 4.4), (InTASC 1-10) DEPR 1-11	5	2.00	2.00	2.0000	.00000	.000
#8 I would recommend the College of Education of the Pontifical Catholic University for studies leading to professional training as a teacher (CAEP 4.2, 4.3, 4.4), (InTASC 1-10), (DEPR 1-11)	5	2.00	2.00	2.0000	.00000	.000
#9 I would recommend to my faculty that they undertake graduate studies at the PCUPR College of Education, Ponce, Arecibo and / or	5	2.00	2.00	2.0000	.00000	.000

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Descriptive Statistics	CYCLE 1 DATA Employers Survey					
	N Public/ Private School Directors	Minimum	Maximum	Mean	Std. Deviation	Variance
Mayaguez Campus (CAEP 4.2, 4.3, 4.4), (InTASC 9, 10) (DEPR 1- 11)						
#10 I would recommend that the PCUPR College of Education offer Professional Improvement workshops to its teachers (CAEP 4.2, 4.3, 4.4), (InTASC 9, 10), (DEPR1- 11)	5	2.00	2.00	2.0000	.00000	.000
	5					