



## 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. Results of 2021-2022 indicate that 100% of employers were very satisfied with the level of preparedness of RMU graduates! Results are not reported for programs when the sample size is small, therefore disaggregated results are not presented for external constituents but are available for CAEP reporting purposes.

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	2021-2022	9	88.9%	11.1%	0.0%
Planning of instruction and design of lessons	2021-2022	9	100%	0.0%	0.0%
Adaptation and modification of existing instructional materials to address learning objectives	2021-2022	9	100%	0.0%	0.0%

	AY	n	Well Prepared	Adequately Prepared	Not Prepared
Use of PA's K-12 Academic Standards in lesson planning	2021-2022	9	66.6%	22.2%	11.1%
Knowledge of important issues facing American education today	2021-2022	9	22.2%	77.8%	0.0%
Understanding the theories of human growth and development	2021-2022	9	66.7%	33.3%	0.0%
Applying the theories of human growth and development for instruction	2021-2022	9	66.7%	33.3%	0.0%
Articulation of a personal philosophy of education	AY	n	Well Prepared	Adequately Prepared	Not Prepared

	2021-2022	9	55.6%	44.4%	0.0%
Theories of behavior management and their relation to effective instruction	2021-2022	10	80.0%	20.0%	0.0%
Application of appropriate classroom management principles that facilitate effective instruction	2021-2022	9	90.0%	10.0%	0.0%
Use of instructional strategies and techniques derived from educational theories, research, and practice	2021-2022	8	100%	0.0%	0.0%
Development and/or use of valid assessment for summative purposes (quizzes, tests, performance tasks, etc)	2021-2022	8	87.5%	12.5%	0.0%
Development and/or use of valid assessment for formative purposes (observation, entrance/exit slips, pre/post-test, etc.)	<b>AY</b>	<b>n</b>	<b>Well Prepared</b>	<b>Adequately Prepared</b>	<b>Not Prepared</b>

	2021-2022	8	87.5%	12.5%	0.0%
Modification of instruction based on analysis of assessment results	2021-2022	8	87.5%	12.5%	0.0%
Integration of content knowledge, teaching skills and curricula	2021-2022	8	75%	25%	0.0%
Ability to address exceptionalities, gender, culture, language, socioeconomic backgrounds, and other student characteristics and their influence on learning and on teaching behaviors	2021-2022	8	100%	0.0%	0.0%
Planning of instruction and design of lessons that acknowledge individual differences and learning styles	2021-2022	8	100%	0.0%	0.0%
Classroom use of technology to incorporate					

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more active learning strategies in assignments and projects to enhance instruction/student centered use of technology	2021-2022	8	75%	25%	0.0%
Establishing high standards for preparation, certification, practice, and ethical conduct in the teaching profession	2021-2022	9	66.7%	33.3%	0.0%
Critical thinking, problem solving, research, and decision-making skills across the curriculum	2021-2022	9	100%	0.0%	0.0%
Demonstration of adherence to the Pennsylvania Code of Conduct	2021-2022	9	88.9%	11.1%	0.0%
Written communication with students, colleagues, families, and other members of the community	2021-2022	9	88.9%	11.1%	0.0%

	AY	n	Well Prepared	Adequately Prepared	Not Prepared
Verbal communication with students, colleagues, families, and other members of the community	2021-2022	9	88.9%	11.1%	0.0%
Integration of reading, writing, speaking and listening across the curriculum	2021-2022	9	88.9%	11.1%	0.0%
Develops appropriate rapport with students	2021-2022	9	100%	0.0%	0.0%
Effective communication with parents	2021-2022	9	100%	0.0%	0.0%
Use of hardware (personal computer, projection devices, Smartboard) in the classroom	2021-2022	9	66.7%	33.3%	0.0%

	<b>AY</b>	<b>n</b>	<b>Well Prepared</b>	<b>Adequately Prepared</b>	<b>Not Prepared</b>
Use of instructional software	2021-2022	9	66.7%	33.3%	0.0%

## 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 2020	6	5	0	1	
Spring 2021	**	**	**	**	**Data not available for the 2020-2021 academic year
Spring 2022	**	**	**	**	**Data not available for the 2021-2022 academic year



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.

Table 3. Results of the Alumni Survey on Leadership Roles (2021- 2022)

Item Prompt	2021-2022 N (%)
Types of leadership roles taken in your current work/ career in education	27
Head Teacher	5 (18.5)
Department Chair	0 (0.0%)
Specialist Role (Behavioral, Curriculum, IT)	0 (0.0%)
Supervisor	0 (0.0%)
Other	0 (0.0%)
None	22 (81.4%)