Demonstrating Accountability, Transparency, and Assessment (DATA)

CAEP Annual Reporting Measure 2: Satisfaction of Employers and Stakeholder Involvement

The Richard W. Riley
College of Education and Human Sciences

March 2024

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CAEP Measure 2:
Satisfaction of Employers and Stakeholder Involvement

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Results from the 2023 Walden University Employer Survey: Employers of College of Education Graduates

The Office of Institutional Effectiveness, Engagement, and Academic Performance administers the Walden University Employer Survey on an annual basis. The survey is sent to employers of Walden graduates according to permission and information included in graduate applications. The survey gathers feedback on topics such as employer satisfaction, the likelihood to recommend Walden, the impact of the employee's degree on their professional life, and the employee's participation in social change. Completion of the survey is voluntary, and only aggregated data is reported.
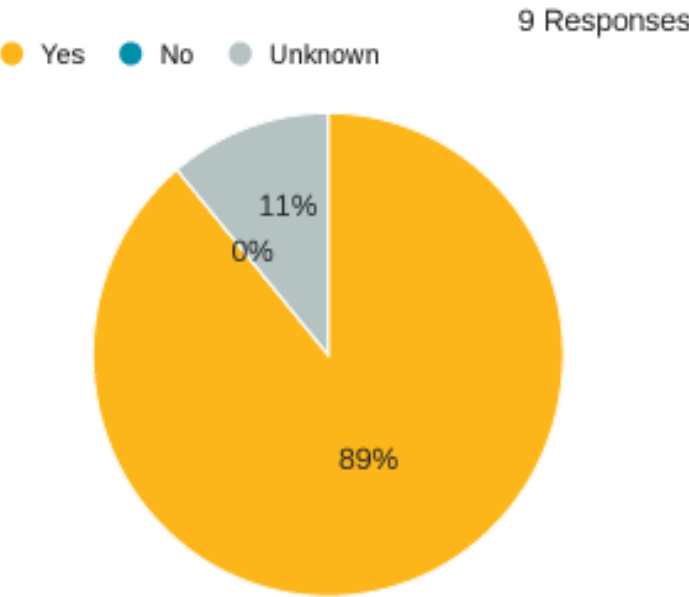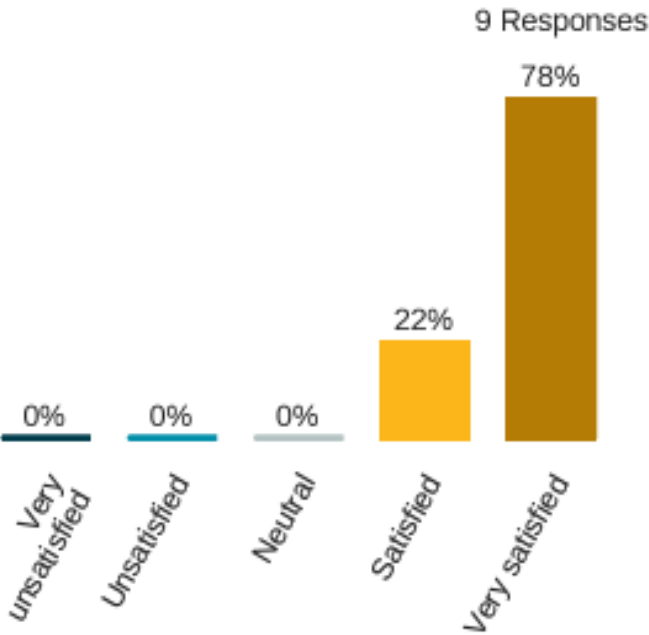
The Walden University 2023 Employer Satisfaction Survey was administered from April 27-May 10, 2023, using a web-based survey. The survey was sent to all employers listed on the alumni survey and graduate applications within the last year. A total of 74 eligible employers (direct or indirect supervisors) responded, for a 15.8% overall response rate. More than one in five (22%) of respondents were connected to The Richard W. Riley College of Education and Human Sciences. (N=469).

Results from survey items addressing graduates' effectiveness and impact in their organizations are presented in the slides which follow.

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EMPLOYER SATISFACTION

Overall, 100% of employers were satisfied or very satisfied with the Walden graduate in their employ.

The majority (89%) of employers would hire another Walden graduate. None said they would not hire another Walden graduate.

9 Responses

78%

22%

0% 0% 0%

Very unsatisfied · Unsatisfied · Neutral · Satisfied · Very satisfied

● Yes ● No ● Unknown

9 Responses

11%
0%
89%

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Leadership Skills: The majority of employers (89% average) said their graduate employee had a high ability in a range of leadership skills. Another 11% (average) said the graduate had moderate abilities.

More than two-thirds (70% average) said their graduate employee performed a range of leadership skills at a level above or far above other employees in similar roles. Another 31% (average) said the graduate performed at the same level as others.

9 Responses

Field	Low ability	Moderate ability	High ability
Understanding how your business works	0%	13%	88%
Using ethical standards of your field	0%	0%	100%
Adapting to different learning environments	0%	0%	100%
Staying current with knowledge in your profession	0%	0%	100%
Working well with diverse populations	0%	11%	89%
Teamwork (works well with others toward a common goal)	0%	11%	89%
Teaching / training others	0%	22%	78%
Leadership (leads team toward a common goal)	0%	22%	78%
Leading or participating in positive social change	0%	22%	78%

Continuous Improvement Skills: The majority of employers (89% average) said their graduate employee had a high ability in a range of continuous improvement skills. Another 11% (average) said the graduate had moderate abilities.

More than half (70% average) said their graduate employee performed a range of continuous improvement skills at a level above or far above other employees in similar roles. Another 27% (average) said the graduate performed at the same level as others.

Field	Low ability	Moderate ability	9 Responses High ability
Critical thinking skills	0%	0%	100%
Analyzing issues from multiple perspectives	0%	22%	78%
Applying academic knowledge to professional practice	0%	0%	100%
Identifying organizational research needs	0%	22%	78%
Conducting data collection, analysis, and interpretation	0%	22%	78%
Interpreting published research findings (journal articles, etc.)	0%	0%	100%
Developing solutions to organizational problems	0%	22%	78%
Influencing other professionals in your field	0%	11%	89%
Influencing other professionals outside your field	0%	0%	100%

"You have to surround yourself with positivity, people who see your potential, people who want to invest their time, knowledge, and experience into you."

Dr. Juniace Etienne
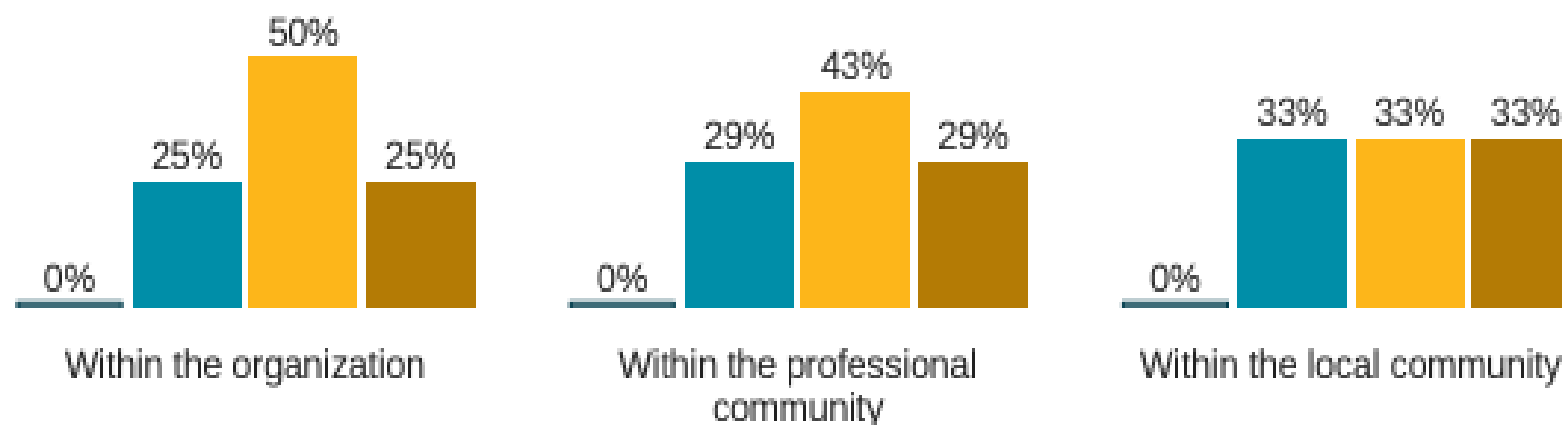Doctor of Education (EdD)
Walden University

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Employee Impact on Social Change

Two-thirds or more of employers said their graduate employee had made a strong or moderate positive impact to social change within the organization (75%), the professional community (71%), and the local community (66%).

8 Responses

● None ● Little positive impact ● Moderate positive impact ● Strong positive impact

Within the organization: 0%, 25%, 50%, 25%

Within the professional community: 0%, 29%, 43%, 29%

Within the local community: 0%, 33%, 33%, 33%

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Stakeholder Involvement: Riley College External Advisory Council for Educator Licensure Programs

The External Advisory Council (EAC) includes faculty and practitioners representing all education licensure programs in the Riley College of Education and Human Sciences and consists of principals, cooperating teachers, principal mentors, university supervisors, current candidates, program graduates, program directors, assessment directors, academic coordinators, the field experience director, the field experience coordinators, program faculty, academic operations representatives, and the associate dean. At the EAC meetings, data are regularly and systematically used to evaluate the efficacy of courses, programs, field and clinical experiences, and operational effectiveness. Based on the EAC recommendations provided during these meetings, action plans are created and implemented by program leadership.

EAC members meet quarterly with program leadership in Fall, Spring, and Summer to provide input and feedback for:
- Program outcomes for educational licensure programs
- Course curriculum
- Field experience evaluations and data
- Development and assessment of professional competencies (i.e., knowledge, skills, and dispositions)
- Assessment data and data collection processes

During the 2022-2023 academic year, EAC recommendations for program changes/improvements have included:
- The EAC reviewed and provided feedback updated EAC guidelines, Diversity Proficiencies, Technology Proficiencies, and Disposition Proficiencies. Team added more about social media, technology, Artificial Intelligence, and professional responsibilities to the documents and/or coursework.
- Additional resources and activities regarding working with paraprofessionals has been added to coursework.

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