



## NCE Candidate Outcomes 2014 Employer Survey Results

### Employer Survey Background

First administered in 2008 by Eduventures and then in house by the institution, the Graduate Employer survey is sent to employers where NCE graduates are employed. Nearly all respondents have been administrators in the schools. In the case of more than one graduate teaching in a school, principals are asked to complete the survey for each NCE graduate employed there. The purpose of the graduate employer survey is to identify perceptions related to the effectiveness of recently hired teachers who graduated from NLU relative to other recently hired teachers, identify overall perceptions of NLU, identify perceived strengths and weaknesses of NLU graduates and identify suggestions to improve the preparation of teachers. Employers are asked to rate NCE graduates in eight categories: content/pedagogy, student learning, diversity, classroom management, assessment, collaboration, professional development and integrating technology. Each question has five possible responses: outstanding (5), above average (4), average (3), below average (2) and poor (1). The 2013-14 survey was administered in April 2014.

### 2013-14 Employer Survey Data

Beginning in 2015, Teacher Data Warehouse data that had provided a list of NCE graduates teaching in Illinois public schools in the past was no longer available for access. Therefore, in choosing the sample for administration of the 2013-14 survey, 200 random alumni were chosen from the following three programs, Special education (SPE), Elementary Education (ELE) and Secondary Education (SEC) as these are the programs in which NCE graduates the largest number of candidates. Of those 200 alumni, employer data was available for 132 of those alumni and surveys were sent electronically. 97 surveys were sent to administrators through email addresses and 35 were sent through website links (i.e. if you want to contact us, fill out a form on the school's website).

Of those 132 surveys, 26 were returned back to National Louis University with complete data. The alumni that were the focus of the surveys included 5 alumni who graduated from the Special Education program, 10 from the Elementary Education program and 11 from the Secondary Education program.

The mean data for the aggregate, as well as the mean scores for the alumni from each of the three programs are identified below related to the core areas of Classroom Management, Professional Development, Collaboration, Content and Pedagogy, Student Learning, Assessment, Integrating Technology and Diversity. Each category question begins with the following stem:

*Compared to other individuals you have hired in similar positions over the past 5 years, how would you rate the National Louis graduate(s) in the following core area of \_\_\_\_\_. If the graduate(s) is not serving as a classroom teacher(s), consider how they participate in, support, and/or model excellence in the areas listed. In your rating, use "Insufficient information" if you feel you do not have sufficient information to rate the graduate.*

Employee performance scores (scale of 1-5)					
AREA	All Respondents Mean N=26		SPE Mean N=5	ELE Mean N=10	SEC Mean N=11
Classroom Management	3.94		3.92	4.11	3.81
Professional Development	3.92		4.17	4.04	3.80
Collaboration	3.95		4.14	4.17	3.78
Content and Pedagogy	4.05		4.24	4.11	4.02
Student Learning	4.10		4.25	4.12	4.06
Assessment	3.99		4.39	4.11	3.83
Integrating Technology	3.98		4.46	4.12	3.63
Diversity	4.11		4.42	4.17	3.96

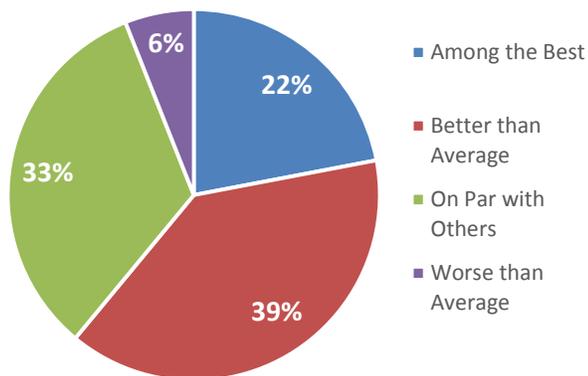
Please see the table at the end of this report for the items listed within each core area.

The capacity in which the alumni are serving in their schools is represented below:

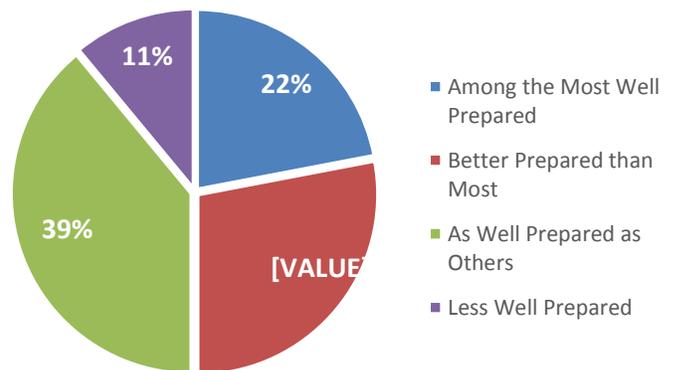
Employee Job Types (N=23)	
CONCENTRATION	% of GRADUATES
General Education	69.6 %
Special Education	21.7 %
Administrator	0
Counselor	0
Long-Term Substitute	0
Other	8.7 %

Two survey questions ask administrators to rate the NLU alumni as employees in their schools as compared to other employees they have hired in the past five years from other institutions.

Rating the Overall Quality of NLU Graduates Compared to Other New Hires N = 18



Rating the Preparedness of NLU Graduates Compared to Other New Hires N = 18



### Narrative Comments – Overall Impression of University

#### What is your overall impression of the National College of Education at National Louis University?

Impressive place to graduate from for education.

Excellent education program.

Your program is very accessible to candidates who are seeking to complete a program in a short amount of time and/or are working.

Very positive.

Love it.

### Narrative Comments – Strengths

#### Please describe any strengths you have observed in graduates from NLU

She really understands technology and her library skills are terrific.

Committed, professional.

Confident, motivated.

Supports social emotional growth and living skills with dignified lessons for all.

### Narrative Comments – Weaknesses and Areas for Improvement

#### Please describe any weaknesses you have observed in graduates from NLU

Lack of understanding of common core, lack of understanding of differentiation, lack of drive and commitment

Experiences with students of poverty vary

Need more work collaboratively with grade level peers.

#### In what ways could NLU improve the preparation of its graduates?

Ensure access to classrooms, ensure strong understanding of differentiation, and increase expectations around student progress.

### Core Areas and Individual Delineated on Survey

Compared to other individuals you have hired in similar positions over the past 5 years, how would you rate the National Louis University graduate(s) in the following areas on a scale of 1-5:  
5=Outstanding, 4=Above Average, 3=Average, 2=Below Average, 1=Poor, 0=Insufficient Information

#### CONTENT AND PEDAGOGY

Develop lesson plans and units of instruction that are aligned with district and state standards.

Demonstrate an understanding of central concepts of the subject area taught.

Use a variety of instructional practices.

Present content to students in challenging, clear, and compelling ways.

Adapt instructional strategies in response to data and student feedback.

Apply and adapt an array of content area literacy strategies to make subject matter accessible to each student.

<b>STUDENT LEARNING</b>
Link instruction to students' interests, prior experiences, and knowledge.
Promote students' social and emotional growth.
Foster students' intellectual development.
Encourage self-motivation in students.
Develop students' critical thinking and problem solving skills.
Use developmentally appropriate teaching methods.
Communicate clear expectations for student learning.
<b>DIVERSITY</b>
Differentiate instruction to meet the needs of all students.
Encourage students to see, question, and interpret ideas from diverse perspectives.
Access available resources to support students with social, physical, emotional, or academic challenges.
Work with students to identify challenges and make progress on annual Individualized Education Plan (IEP) goals.
Support the learning of English Language Learners.
<b>CLASSROOM MANAGEMENT</b>
Establish and maintain an environment that encourages students' active engagement in learning.
Effectively manage student behavior.
Establish appropriate and productive rapport with all students.
Establish and maintain a learning environment that respects individual differences.
Facilitate collaboration and teamwork.
Establish and maintain equity in the classroom.
<b>ASSESSMENT</b>
Maintain accurate records of student progress.
Use a variety of informal and formal strategies to assess student learning.
Use classroom observation, assessment of students, and research to experiment with, reflect on, and revise instructional practices.
<b>COLLABORATION</b>
Work effectively with families to communicate and support student learning.
Advocate for democratic values, equity, access and resources to assure educational success for all.
Work productively with school administrators.
Work productively with grade-level/department colleagues.
Work productively with teachers and counselors other than grade-level/department colleagues.
Contribute positively to the functioning of the school.
<b>PROFESSIONAL DEVELOPMENT</b>
Review and reflect on teaching practices.
Initiate and continue own professional development.
Act with confidence and self-knowledge to assume professional leadership roles and responsibilities.
<b>INTEGRATING TECHNOLOGY</b>
Use technology to enhance instructional practices.
Integrate technology in learning.