

2023 Annual Accreditation Report

Measure 2: Satisfaction of employers and stakeholder involvement (R4.2 R5.3 RA4.1)

Component 4.2: Satisfaction of Employers; Licensure programs ensure that employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families. An Employer Survey was developed and sent to employers that had been identified as hiring the previous year's graduates. This survey was completed Spring 2022 by 7 educational entities that hired teachers prepared by the EPP (Measure 2.1: 2021-2022 Employer Survey). The survey was administered by NNMC institutional data department. The data was disaggregated and analyzed by question on the survey. Following is the analysis of the data presented in this survey.

The first question asked employers to indicate the name of their institution, of which 7 institutions were represented in the survey results. The 2nd question asked; How did you recruit NNMC graduates to join your organization? The answers indicate that 57 % used other means of recruitment; which when further analyzed, employers indicated that the graduates were already employed at the school site, 30% of the employers were contacted by graduates and 14% were hired via NNMC Job Placement. This indicates that the need to strengthen school and district partner is of great importance since many of the graduates are already employed at the site.

Questions 3 and 4 asked how many how many NNMC graduates have been hired within the past 3 years and question 4 asked how many were still employed with the site. The data indicated 17 NNMC graduates had been hired 15 graduates were still at the site. Eighty-nine percent (89%) of the teachers hired in the past three years are still with the organization. This is a significant percentage indicating that teachers are doing a satisfactory job with students and within the organization.

Question 5 and employers to specify the job title of the graduates. The responses indicated 9 graduates are teachers and 6 are instructional assistants. This response is significant because 64% of the graduates are still employed as teachers and 43% are most likely waiting to successfully take and pass the state licensure exams to be hired as teachers. This indicator while sad in that these individuals are still economically marginalized, but they remain invested in their respective communities and in their desire to be included in the educational profession for which they were trained.

Questions 6 and 7 ask employers to rate the responsiveness of NNMC to the program needs of their institutions and the quality and promptness of communications and follow-ups with staff. The response for both questions on communication and responsiveness is 86% excellent or good and 14% N/A. The response indicates extremely positive reaction to the responsiveness of NNMC to the needs of the community.

Questions 8 and 9 asked employers to rate NNMC's knowledge of 'real world' industry issues and their hiring needs? The response for both questions was 71.45% excellent or good while 29% was N/A. The data indicating that most teachers had some experience in the classroom prior to hire and that the connection between the students and the work sites built a natural bridge between the EPP and the work sites. Questions 3 and 4 already provided evidence that 57% of the NNMC graduates were already working at the school sites.

Question 10 asked employers to rank the graduate's skills. Ten skills were identified as important but the survey return results were not formatted in a manner that allowed for analysis. The employer survey will be edited and formatted to be distributed in the Spring 2023 semester.

Question 11 asked to what degree would you hire or recommend a NNMC graduate? The responses indicated a 100% strongly recommend or recommend score. This response indicates that graduates in the field of education

are strongly accepted into the professional community. The overall responses from the Employer Survey were positive and would support the suitability of NNMC student graduates as productive members of the teaching profession for which they were trained.

Satisfaction of Completers

Satisfaction of Completers; Licensure programs ensure that completers perceive their preparation as relevant to the responsibilities they encounter and their and their preparation was effective. The overarching questions the NNMC educator preparation program (EPP) wants to know is, “Do EPP completers perceived that they demonstrate the knowledge, skills, and dispositions that indicate their preparedness in significant concepts of teacher preparation?” The EPP has designed a program and a sequence of learning that is designed to prepare candidates to be effective teachers in their own classrooms. The EPP uses specific strategies to reach an understanding of how students determine their own satisfaction with the program. The EPP has an office of data collection, and data is prepared for analysis by a committee composed of program leaders and faculty.

Program Satisfaction Survey Results and Analysis

Program Satisfaction Survey Fall 2021 (Measure 2.2: Fall 2021 Program Satisfaction Survey)

Questions 1-8 are on program content, delivery and professorial communications and knowledge. The lowest scores were generated on Q2 The program content was applicable to my area of licensure, and Q5 The courses were offered at times that were convenient. The committee analyzed these low scores and determined that the licensure question probably was reflective of Praxis anxiety prior and post the exam. To alleviate stress and allow students to gain an understanding of the requirements of Praxis, the EPP instituted tutoring sessions and vouchers for the test itself. Q5 results were determined to be a reflection of pandemic caused changes in class delivery and no changes could be made. The committee determined that the high scores on Q1 The program was relevant and Q8 I will recommend this program to others indicate high satisfaction and confidence in the program. Questions 9-12 showed high scores in environment, climate, resources and overall program effectiveness with no score below ‘good’. Q13-Q15 were questions that invited comments. As would be expected in a group of students whose cultures are mostly collectivist, the comments mentioned personal relationships with faculty and advisors as a major strength and a reason to keep going in the program. The committee also determined that the comments also reiterated anxiety about the Praxis, validating the changes made by the EPP.

Program Satisfaction Survey Spring 2022 (Measure 2.3: Spring 202 Program Satisfaction Survey)

Questions 1-8 are on program content, delivery and professorial communications and knowledge. The lowest score was generated on Q5 The classes were offered at times that were convenient. The committee noted that this was a similar finding to the scores of Fall 2021. All courses are moved to an online format and there were two comments out of the 14 responses noting a need for some face to face delivery. While all faculty have the option to offer ZOOM synchronous meetings, students; however, are not required to attend since 100% of fall 2021 respondents and 79% of the spring respondents approve of the online deliver format. Q6 The instructors were good communicators scored with 86% satisfaction. The EPP continues it work with the Distance Education Department to ensure that faculty are certified to teach online, and they possess expertise in communication online. The EPP has determined to help faculty be effective in online classes and this is an ongoing effort. The Praxis tutorials and vouchers are in effect for students. Q9-Q12 are questions about climate, environment, resources, and overall program satisfaction. The highest score was in resources. The committee determined that this indicates instructors are providing effective resources for students to use in planning instruction as well as in preparation for the Praxis. Overall satisfaction remained a high score. Q13-Q15 comments indicate that personal relations between students, faculty and advisors make a difference in

persistence in the EPP. Overall satisfaction with the program is indicated by the comments on how to stay motivated, again indicating personal relationships as a major strength.

The student teacher candidates are assessed in each of these areas through a three-prong evaluation process, inclusive of a student teacher self-evaluation, mentor teacher evaluation, and the DTE supervisor who is a NNMC college faculty member.

The Dispositions Checklist as mentioned in Measure 1 Program Impact shows a high score for “Exhibits respect for supervisors, mentors, parents/guardians, administrators, and colleagues.” This is a score that reflects a deep-seated value in the communities of our region. The committee noted this cultural value as indicative of who our students are. As a corollary to the high score, the next highest is, “Exhibits an appreciation and value for diversity”. The committee noted that candidates are encouraged to be reflective of their own funds of knowledge and search for strengths in their students. The lowest scores were “Demonstrates effective oral communication skills” and “Is a reflective practitioner”. These low scores are also indicative of candidate reluctance to speak out and be noticed. The EPP determined that there will be an emphasis on helping students improve their oral presentation skills. Reflection is encouraged in the EPP, however, candidates can be given a format for formulating an effective reflective process that is more culturally relevant.

Post Graduate Satisfaction Survey Spring 2022 (Measure 2.4: Spring 2022 Post Graduate Program Satisfaction Survey)

The Post Graduate Survey was sent to academic year 2021-2022 graduates in the early 2023 spring semester. The DTE data manager sent out the survey ensuring the results were kept anonymous. Ten students returned the Survey Monkey survey. Due to the relatively small numbers of students in the licensure programs, efforts were made to ensure students of the confidentiality of their responses by not sending program specific surveys to students. The first two questions were designed to identify the semester of graduation and the licensure program, which was completed in an attempt to gather completer satisfaction specific to program effectiveness without further threatening the sense of anonymity. Ten students responded indicating 6 were fall graduates and 4 were spring graduates. The BA Early Childhood and ALP Special Education programs each had 3 respondents, 2 respondents from the BA Elementary and ALP Secondary, and no respondents from the ALP Elementary program.

Questions 3 and 4 focused on employment. All ten respondents indicated they were employed. Two were employed as PreK teachers, 1 math teacher, 1 art teacher, 2 as “teacher”, and 1 training and development; or 90% as teachers and 10% in the profession of education, but not in the classroom. Questions 5 and 6 were specific to licensure; 7 or 70% of graduates were licensed in their area of study and 3 graduates were not licensed.

Questions 7- 14 were aligned with the InTasc Standards; curriculum, instruction, assessment, teaching, learning, diversity, professionalism, and collaboration. Respondents were asked to rate their ability or skill level using a Likert scale indicating Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree. A weighed average was then calculated for each question to measure and help support the analysis of each area.

Questions 7, 8 and 9 were on Curriculum, Instruction, and Assessment. Curriculum; the teacher candidate demonstrates knowledge of the content area and approved curriculum; a weighted average score of 4.20 with 60% indicating strongly agree and 10% indicating strongly disagree. Instruction; the teacher candidate appropriately utilizes a variety of teaching methods and resources for area taught; 70% strong agree, 10% strongly disagrees. Assessment; The teacher candidate effectively utilizes student assessment techniques and procedures had a weighted average of 4.3 with 60% indicting strongly agrees and 10 % strongly disagrees. The

Curriculum, Instruction and Assessment scores overwhelming (80%-90%) strongly agreed or agreed graduates perceive they had the skills and knowledge needed for their chosen profession.

Questions 10, 11, and 12 were on Teaching, Learning, and Diversity. These 3 questions focus on the teacher's perceived ability on their skills needed to impact learning. Teaching; the teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding; 60% strongly agree and 10% strongly disagree. Learning; the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately; 60% strongly agree and 10% strongly disagree. Diversity; the teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept; 60% strongly agree and 10% strongly disagree. These scores on the 3 questions (90%) strongly agree and agree indicate graduates perceive they have the skills and knowledge to be effective teachers.

Questions 13 and 14 have to do with the graduates' ability to work as an effective partner in the educational setting; Professionalism and Collaboration. Professionalism; the teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment. The teacher candidate demonstrates a willingness to examine and implement change as appropriate; 70% strongly agree and 10% strongly disagree. Collaboration; the teacher candidate works productively with colleagues, parents and community; 70% strongly agree and 10% strongly disagree. The scores on the 2 questions (90%) strongly agree and agree indicate graduates perceive they have the skills and knowledge to be effective members of a team.