

## Measure 2: Satisfaction of Employers and Stakeholder Involvement Initial and Advanced Levels (R4.2, RA4.1, R4.3, RA4.2, R5.3, RA5.3)

### R4.2, RA 4.1 Satisfaction of Employers

Due to the limited and lacking data secured from previous deployments of the Employer and Completer surveys, the instruments were redesigned and a Phase In Plan was developed. Due to the low response rate, college leadership and program faculty sent out personal invitations to CoE graduates' employers. Seven phone and in-person interviews with the employers of 8 CoE graduates were conducted. The interviewees highlighted the following for the initial licensure graduates: 1) high level of preparedness and classroom management; 2) willingness to work with non-verbal students and integrate assistive technology into their lessons; 3) knowledge of supervision and the importance of collaboration with faculty and parents; 4) setting up high expectations. At the advanced level, the employers stressed that CoE graduates: 1) provide district-wide alignment of instructional priorities and goals, professional support, use of data, culturally responsive practices, and balance of local and large-scale assessments; 2) have a strong vision for best practices and how demographic changes affect the school community; and 3) have a strong systems knowledge, and awareness of and willingness to face the political challenges in the district.

### R4.3, RA4.2 Satisfaction of Completers

The Office of Institutional Planning and Effectiveness (OIPE) implemented a completers' survey and 58 CoE graduates responded. The survey addressed 4 areas: 1) Post-graduate experience; 2) Academic evaluation of the program attended; 3) Hard-skills acquisition; and 4) Soft-skills acquisition. Respondents were given an open-ended option for the question "If you were to start all over again, would you attend Concordia University Chicago?" The results show that 89% of completers are employed in the field of education. 23% see their current position as a desired career path. An equal percentage - 21% - uses the skills gained in their program and are in the field related to their undergraduate major. 92% of the respondents agreed or strongly agreed that the coursework at CoE helped them to achieve their professional goals. However, the results revealed the completers have mixed feelings toward the core curriculum requirements: 46% see it as valuable, 27% have an unfavorable view, and 26% are undecided. The completers were asked to what degree they believe they acquired "hard skills" as CoE students. Communication and presentation are the highest-rated skills (82%), followed by organization (77%) and time management (76%). Skills required for building spreadsheets were the lowest: only 19% of respondents agree or strongly agree that they acquired skills in this area. Among the "soft skills" offered in the survey, effective communication using writing and verbal skills (78%) and critical reading of texts in one's discipline (76%) are acquired ("a lot" or "enough"), followed by using the knowledge and wisdom to serve others (72%) and integrating knowledge from various disciplines (64%). The lowest percentage (46%) of soft skills acquisition was recorded for responding to life's questions utilizing philosophy and Christian theology. Asked if they would attend CUC again if they were to start afresh, 41% of the completers opted for "probably would" and 39% for "definitely would."

On the advanced side, 372 CoE graduates completed the survey. The responses indicate that 68% of the completers in this subsample are in the continuous employment/ career advancement stage, 79% are employed full-time, and 80% are in the field of education. Five questions comprised the academic evaluation portion of the survey: 1) CUC prepared me to achieve my personal goals: 80% agreed or strongly agreed; 2) CUC equipped me with the skills needed for entry into a new or different job: 74% agreed or strongly agreed; 3) CUC helped me grow in unexpected ways: 73% agreed or strongly agreed; 4) Support services such as tutoring helped me to succeed: 63% agreed or strongly agreed; 5) Academic services such as writing assistance helped me to succeed: 53% disagreed or strongly disagreed. Graduate completers were also asked if they would select CUC if they were to start again. 78% of the respondents opted for "definitely would" or "probably would."

### R5.3, RA 5.3

Given the university's mission, the College of Education maintains professional relationships with two faith-based organizations: 1) the Lutheran Church Missouri Synod Northern Illinois District (LCMS NID), which encompasses congregations, schools, and ministries in the 24 counties in northern Illinois; and 2) the Chicagoland Lutheran Education Foundation (CLEF) whose mission is to empower urban Lutheran schools (PK-12) to deliver innovative, high-quality, Christian values-based education in safe, supportive environments. The LCMS NID holds their annual meeting on CUC campus and invites the community and PK-12 teachers and administrators to share their ideas and experiences. At the September 2023 gathering CoE leadership presented the program updates and introduced the new OFE director. CoE aspires to be the educational point of reference for faith-based educators in the region and the OFE director invited the teachers and administrators to collaborate and partner with CoE (R5.3.1). Reflective of the CUC and LCMS NID partnership, CoE faculty provide professional development for the faculty of LCMS NID schools. Over the past three years faculty have presented curriculum mapping workshops for faculty of more than twenty of the LCMS NID schools.

To include relevant internal and external stakeholders in the program design, evaluation, and continuous improvement processes two leadership consortiums were held at the advanced level (N=41). The purpose of these events was to maintain and deepen educator preparation partnerships with close collaborators from schools and school districts, as well as other appropriate organizations across areas of service in Illinois and Ohio. These collaborative partnerships are structured in such a way that partners and CUC will share responsibility for the continuous improvement of advanced program candidate preparation. This includes examining and refining mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensuring that theory and practice are linked; maintaining coherence across clinical and academic components of preparation; and sharing accountability for advanced program candidate outcomes. Partnerships will be continuous and will feature shared decision-making, leading to changes in candidate preparation and experience when needed.