

**Lewis University – College of Education  
Employer Survey Results – Data Collected Fall 2013  
(Concerning December 2011, May 2012 and August 2012 Graduates)**

**Summary of Data Analysis**

Every year the College of Education surveys the employers of alumni who have secured a position in the employers' district at least one year prior to conducting of the survey. The survey is completed by various school personnel who are in a direct supervisory role of the Lewis University alumnus. Supervisors include assistant superintendents, principals, department chairs, program directors, and other school personnel depending on the structure of the organization in which the Lewis alumni is employed.

In fall of 2013 twenty three employers completed the survey. Employers who completed the survey worked in different school settings ranging from day care to high school. Fifteen of the school settings in which Lewis alumni were employed were public school, six private schools with religious affiliation, and two secular private schools. Additionally, schools were located in urban and suburban districts with diverse ethnographic populations.

Survey questions are developed in relation to the unit standards and the conceptual framework of the COE. Questions focus on those attributes that are to be instilled in candidates. Employers are asked to rate the Lewis alumni on their ethical and moral orientation, reflectivity and ability to analyze issues and challenges, vision, providing learning opportunities, collaboration with colleagues and families, professional growth, and impact on students' learning.

In synthesizing the result the majority of the employers rated their level of satisfaction with Lewis alumni as very satisfied ranging from 52.2% to 82.6%. A few employers rated their satisfaction with Lewis graduates/alumni as satisfied ranging from 17.4% to 30.4%. In a few occasions employers did not express any opinion in a relation to a few questions. A review of the questions when the employer expressed no opinion suggests that the lack of response may have been due to the short duration of employment that had not provided the opportunity for the employer to observe the related performance such as planning and implementing professional development. Lack of response may also indicate that the employer simply did not complete a response for all items.

Overall review of all three years data indicates that employers are satisfied or very satisfied with overall performance of Lewis alumni in teaching that has positively impacted learning in their district.

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**What is your current position?**

	Frequency	Percent %
Assistant Superintendent	1	4.3%
Cross Categorical Teacher	1	4.3%
Director	1	4.3%
Director of Guidance	1	4.3%
Director of Special Education	1	4.3%
ELL Coordinator	1	4.3%
Principal	17	73.9%
Total	23	100.0%

**What grade levels are in your school? Check all that apply.**

	Frequency	Percent %
Early Elementary (K-2),Late Elementary (3-5)	2	8.7%
High School	6	26.1%
Jr. High or Middle School	4	17.4%
Pre-school or daycare	1	4.3%
Pre-school or daycare,Early Elementary (K-2)	1	4.3%
Pre-school or daycare,Early Elementary (K-2),Late Elementary (3-5)	3	13.0%
Pre-school or daycare,Early Elementary (K-2),Late Elementary (3-5),Jr. High or Middle School	6	26.1%
Total	23	100.0%

**Type of school/district where you work: Check all that apply.**

	Frequency	Percent %
Private school: religious	6	26.1%
Public school	15	65.2%
Public school, Private school: non-religious	2	8.7%
Total	23	100.0%

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**In describing your school, choose all that apply:**

	Frequency	Percent %
Suburban	5	21.7%
Suburban, Limited Diversity, Has Difficult Adequate Yearly Progress (AYP)	1	4.3%
Suburban, Low percentage of students on free/reduced lunch, Achieves Adequate Yearly Progress (AYP)	1	4.3%
Suburban, Limited Diversity, Low percentage of students on free/reduced lunch, Limited Diversity	2	8.7%
Suburban, Very diverse student population, Diverse teaching population	1	4.3%
Suburban, Very diverse student population, High percentage of students on free/reduced lunch Limited diversity in teaching population, Achieves Adequate Yearly Progress (AYP)	1	4.3%
Suburban, VERY DIVERSE STUDENT POPULATION, Low percentage of students on free/reduced lunch, Limited diversity in teaching population, Has Difficulty Adequate Yearly Progress (AYP)	2	8.7%
Suburban, VERY DIVERSE STUDENT POPULATION, High percentage of students on free/reduced lunch, Limited diversity in teaching population, No Adequate Yearly Progress (AYP)	1	4.3%
Urban	1	4.3%
Urban ,Limited Diversity, Low percentage of students on free/reduced lunch, Limited diversity in teaching population	1	4.3%
Urban, Limited Diversity, High percentage of students on free/reduced lunch, Limited diversity in teaching population	1	4.3%
Urban, Limited Diversity, High percentage of students on free/reduced lunch, Limited diversity in teaching population, No Adequate Yearly Progress (AYP)	1	4.3%
Urban ,Limited Diversity, High percentage of students on free/reduced lunch, Diverse teaching population, Has Difficulty Adequate Yearly Progress (AYP)	2	8.7%
Urban, Suburban, VERY DIVERSE STUDENT POPULATION, High percentage of students on free/reduced lunch, Limited diversity in teaching population, No Adequate Yearly Progress (AYP)	1	4.3%
Urban ,VERY DIVERSE STUDENT POPULATION, High percentage of students on free/reduced lunch, Limited diversity in teaching population, Has Difficult Adequate Yearly Progress (AYP)	1	4.3%
VERY DIVERSE STUDENT POPULATION, High percentage of students on free/reduced lunch, Diverse teaching population, No Adequate Yearly Progress (AYP)	1	4.3%
Total	23	100.0%

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**Survey Questions**

**Demonstrates an ethical and moral orientation**

	Frequency	Percent %
Satisfied	4	17.4%
Very Satisfied	19	82.6%
Total	23	100.0%

**Reflects and analyzes issues and challenges**

	Frequency	Percent %
Satisfied	5	21.7%
Very Satisfied	18	78.3%
Total	23	100.0%

**Has a rich and compelling vision that every student can learn**

	Frequency	Percent %
No Opinion	1	4.3%
Satisfied	4	17.4%
Very Satisfied	18	78.3%
Total	23	100.0%

**Is effective in providing learning opportunities for every student**

	Frequency	Percent %
Satisfied	7	30.4%
Very Satisfied	16	69.6%
Total	23	100.0%

**Collaborates well with administration, faculty, students and families**

	Frequency	Percent %
Satisfied	4	17.4%
Very Satisfied	19	82.6%
Total	23	100.0%

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**Determines areas for professional growth**

	Frequency	Percent %
No Opinion	2	8.7%
Satisfied	9	39.1%
Very Satisfied	12	52.2%
Total	23	100.0%

**Participates in, plans and/or implements professional development to support the vision of the school**

	Frequency	Percent %
No Opinion	3	13.0%
Satisfied	8	34.8%
Very Satisfied	12	52.2%
Total	23	100.0%

**Has positively impacted teaching and learning in the school or district**

	Frequency	Percent %
Satisfied	7	30.4%
Very Satisfied	16	69.6%
Total	23	100.0%