

## Measure 2 – Initial Programs

### Satisfaction of employers and stakeholder involvement

Data provided were collected from employers based upon their satisfaction with the preparation of program completers.

<b>Employer Survey Questions</b>	<b>Mean Score (n = 4)</b>
1. Demonstrates an in-depth knowledge of content in his/her field.	4.75
2. Demonstrates knowledge of professional, state, and institutional standards.	4.75
3. Applies knowledge of human growth and development, appropriately.	4.75
4. Integrates the use of technology in his/her work.	4.75
5. Seeks opportunities for professional growth, development, and continuing education.	4.75
6. Develops and manages meaningful education experiences that address the needs of all learners with respect for their individual and cultural characteristics.	4.75
7. Establishes a learner-centered environment where all learners contribute and are actively engaged.	4.75
8. Uses research to inform his/her work.	4.75
9. Demonstrates a commitment to a safe, supportive learning environment.	4.75
10. Demonstrates a caring, fair, honest, responsible, and respectful attitude.	4.75
11. Establishes rapport with students, families, colleagues and communities.	4.75
12. Models professionalism with students, families, colleagues, and communities.	4.75
13. Demonstrates leadership skills that emphasize ethics, knowledge, and reflection.	4.75
14. Please rate your satisfaction with the graduate's overall job performance.	4.75
15. If given the opportunity, would you hire another Citadel Zucker Family School of Education graduate?	4.75
16. Establish appropriate long-range plans.	4.5
17. Develop and teach short-range instructional units that facilitate student achievement.	4.5
18. Assess and analyze student performance to guide instructional planning.	4.5
19. Establish and maintain high expectations for learners.	4.5
20. Use instructional strategies to facilitate learning.	4.5
21. Integrate technology into his/her instructional processes.	4.5
22. Provide meaningful content for learners.	4.5
23. Monitor, assess and enhance student learning.	4.5
24. Effectively manage his/her classroom.	4.5
25. Maintain an environment that promoted learning.	4.75
26. Become an ethical, responsible, contributing member of the profession.	4.75

Significant involvement from the EPP's Professional Education Board (PEB) resulted in ongoing feedback utilized to engage in the continuous improvement process. Monthly meetings permitted this group of diverse educators across multiple disciplines, various school district representatives, and educational leaders throughout the Lowcountry. Feedback was provided on the need for increased attention to the integration of technology given the COVID-19 pandemic and the multiple modalities of instruction required of most educators throughout South Carolina. In addition, tenets of classroom management were strained from the social and emotional challenges experienced by K-12 students during the academic year. In turn, additional consideration was embedded into the EPP's course on adolescent development as well as content area methods towards the importance of connecting K-12 students' affective domain with academic achievement.

In addition, Memorandums of Understanding (MOUs) were extended to an additional 5 years between existing school district partnerships (Charleston, Beaufort, Dorchester II) but also new school districts (Berkeley, Georgetown). Additional MOUs are also under development to ensure that program offerings and completers are meeting the needs of diverse constituencies and educational organizations.