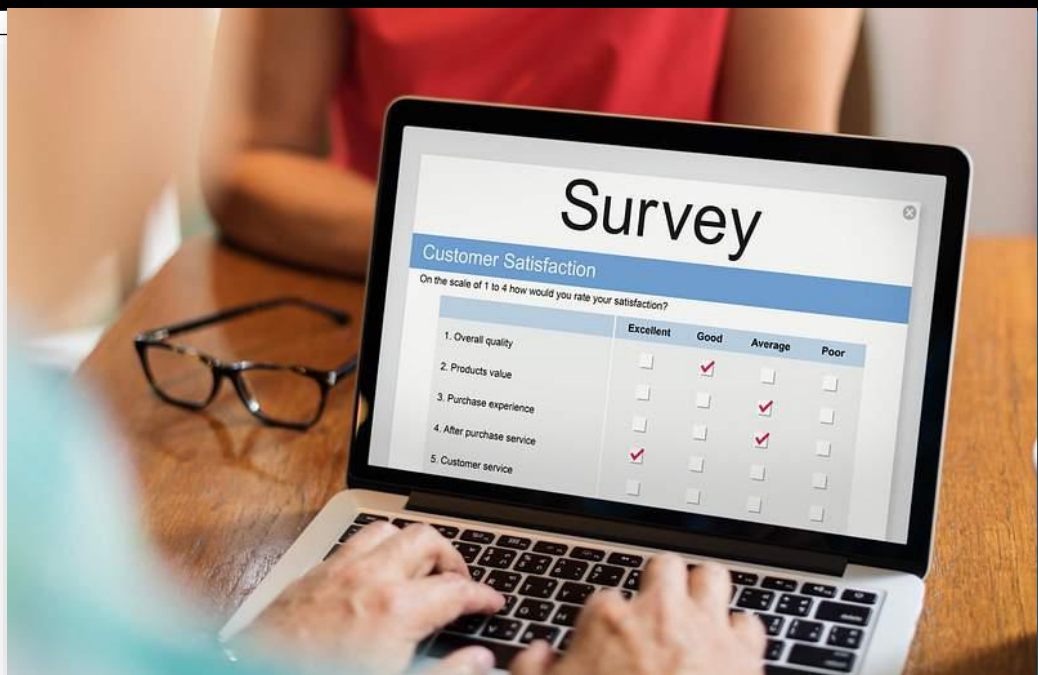


2023-2024

# Employer Satisfaction Survey Report



Educator Preparation Program

University of Puerto Rico in Aguadilla

Department of Education and Physical Education

## Introduction and Methodology

### Background and Instrument

During the 2023-2024 assessment cycle, the Employer Satisfaction Survey was administered to gather critical feedback regarding the performance, alignment, and institutional impact of our program completers. For this specific cycle, a single, comprehensive institutional response was recorded (N=1), representing an employer supervising multiple UPR-Aguadilla alumni within their faculty. The survey results reflect an exceptionally high level of satisfaction and provide powerful, qualitative validation of the EPP's rigorous training. The data for this cycle was compiled using the file verbatim named "**Employer Satisfaction Survey (2022-2023).xlsx**".

The instrument utilized for this evaluation is the School Director Survey. This questionnaire is strictly aligned with a graduate profile based on the InTASC 2013 National Professional Standards, the Puerto Rico Department of Education (PRDE) state professional standards, and the UPR-Aguadilla Educator Preparation Program (EPP) mission and vision. Participation in this survey was entirely voluntary and handled with strict professional confidentiality.

### Analysis of Data and Findings

The qualitative and contextual data extracted from "**Employer Satisfaction Survey (2022-2023).xlsx**" was analyzed across five primary dimensions:

#### A. General Performance, Strengths, and Areas for Growth

- **Key Strengths:** The school director explicitly highlighted that UPR-Aguadilla alumni are doing an "excellent job" and that their practical teaching skills stand well "above others." Completers are described as highly autonomous professionals who require very little classroom intervention or help because "they know what to do and how to do it."
- **Areas for Growth:** No operational weaknesses or structural deficiencies were identified by the employer for this cycle. Instead, the respondent noted a pervasive culture of continuous improvement among the alumni, emphasizing that "these teachers want to learn and improve each year."

#### B. Student Progress and Curriculum Delivery

- The employer confirmed that K-12 students taught by UPR-Aguadilla alumni are progressing constantly and effectively. This impact on student learning is objectively validated by local metrics, as the director noted that "standardized tests reveal that students are learning."
- Alumni demonstrate strong curriculum mastery, executing their lessons efficiently and maintaining an upward trajectory in student academic achievements throughout the school year.

#### C. Assessment and Higher-Order Thinking Skills

- Completers implement dynamic, instructionally rich assessment practices that move far beyond passive testing formats.
- The employer provided diverse, concrete examples of assessment strategies used by the alumni, including **analyzing poems, writing journals, reading and discussing novels, and guiding students to create their own original stories**. The director explicitly affirmed that UPR-Aguadilla teachers successfully integrate critical thinking skills across all their classroom assessments.

#### **D. Professional Standards Alignment and Employer Satisfaction**

- Classroom instruction demonstrates a precise, explicit alignment with the PRDE Teacher Professional Standards. The employer noted that alumni clearly manifest their rigorous preparation and advanced instructional skills in the classroom, a capability that was already highly evident as early as their initial employment interview.
- Overall employer satisfaction is superlative. The director noted that educators from UPR-Aguadilla demonstrate a significantly "high level of professionalism" and a superior "dominion of their teaching skills" when compared directly to teachers prepared by other higher education institutions.

#### **E. Employment Retention and Professional Mobility**

The tracking data for this cycle provides definitive evidence of long-term retention and elite professional mobility:

- **100% Retention:** The employer noted that "they all have a permanent contract," adding that it is an absolute pleasure to work with them.
- **High-Level Leadership Promotions:** Multiple alumni have earned major institutional promotions due to their excellent work. Specifically, the director highlighted that **one UPR-Aguadilla completer has risen to become the school administrator (the director's immediate supervisor), while another has been promoted to serve as the elementary school principal**.

#### **Continuous Improvement Plan**

To honor the feedback recorded in "**Employer Satisfaction Survey (2022-2023).xlsx**" and fulfill CAEP requirements for data-driven program maintenance, the EPP establishes the following actions:

##### **Action Plan for Continuous Program Maintenance and Excellence**

- **Action 1: Sustaining Elite Standards in Literacy and Critical Assessment Design**
  - *Finding:* Alumni are highly praised for creating multi-layered language arts and critical-thinking assessments (e.g., poem analysis, journal writing, and creative storytelling).

- *Strategy:* The EPP will integrate these specific, verified success models into current methodology courses, utilizing anonymized examples of these alumni-designed literacy assessments to train current teacher candidates in cultivating higher-order thinking skills.
- **Action 2: Institutionalizing Leadership and Professional Mobility Modules**
  - *Finding:* Data explicitly demonstrates that UPR-Aguadilla completers are climbing into key administrative leadership roles (e.g., School Administrators, Elementary Principals).
  - *Strategy:* To better prepare candidates for this demonstrated track of rapid professional advancement, the EPP will embed introductory school leadership, organizational culture, and administrative collaboration concepts into capstone professional seminars.
- **Action 3: Broadening Employer Survey Engagement**
  - *Finding:* While the qualitative data received is exceptional, a sample size of N=1 represents a data collection limitation for broader institutional generalizations.
  - *Strategy:* For future cycles, the EPP will diversify its outreach windows, utilize targeted follow-up communication through clinical coordinators, and coordinate closer with school districts to maximize response rates across both public and private sectors.