

2024-2025

# 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 2024-2025 academic year, the Employer Satisfaction Survey was electronically distributed to school directors from collaborating public (n=2) and private (n=3) institutions, yielding a total sample size of five responses (N=5) corresponding to the current employment sites of our program completers. The survey results reflect a highly positive response toward the preparation and professional performance of the program completers, with outstanding evaluations across several key competencies. The digital administration of this instrument can be accessed via the following official institutional link: [Employer Satisfaction Survey \(2024-2025\) / Encuesta de Satisfacción del Patrono \(2024-2025\)](#).

The instrument utilized to compile this data is the School Director Survey, which was provided by the University of Puerto Rico at Mayagüez. 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 completely voluntary and confidential.

### Graduate Placement Accountability (2025 Cohort Context)

To maintain strict transparency and account for the entire graduating cohort of 2025, the EPP documents that three (3) specific graduates from this cycle were intentionally excluded from the administration of this employment survey. Their current exclusion from this active data cycle is fully accounted for by the following distinct personal and professional pathways:

- **Advanced Studies:** One (1) graduate is currently pursuing higher education on a full-time basis.
- **Temporary Maternity Leave:** One (1) graduate is currently out of the workforce on self-elected maternity leave.
- **Alternative Employment:** One (1) graduate is currently employed outside the field of education, serving as a receptionist within a private family-owned business.

By documenting these placements, the EPP demonstrates active longitudinal tracking of all program completers while clarifying that their absence from the data set does not reflect structural unemployment or a lack of institutional tracking, but rather individual lifecycle choices. If their professional employment

status changes in the future, the EPP will take appropriate action to administer the satisfaction survey at that time.

## **Analysis of Data and Findings**

The qualitative and contextual data extracted from the file "**Employer Satisfaction Survey (2024-2025) / Encuesta de Satisfacción del Patrono (2024-2025).xlsx**" was analyzed across five primary dimensions:

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

- **Key Strengths:** School directors unanimously highlighted the completers' solid content knowledge, teaching skills, strong work ethic, high level of responsibility, and excellent integration of educational technology. Completers demonstrate a positive disposition to learn, follow professional structures, and adapt smoothly to institutional organizational cultures.
- **Areas for Growth:** Two directors noted that some completers need to strengthen classroom discipline management and the establishment of clear behavioral structures. Additionally, a public-school director noted an initial learning curve regarding adaptation to official PRDE public policy and administrative documents.

### **B. Student Progress and Curriculum Delivery**

- Employers agree that the K-12 students taught by UPR-Aguadilla alumni are showing constant, upward, and adequate progress for this point in the school year. In some instances, student performance was rated as superior compared to students taught by graduates from other universities.
- Alumni demonstrate mastery in executing the approved curriculum. They successfully follow established pacing guides, instructional planning structures, and "scope and sequence" frameworks to ensure core standards are fully met on time.

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

- Graduates implement robust formative and summative assessment practices. Employers explicitly cited the design of critical-content written tests and varied assessment types that address diverse learning styles (including visual, auditory, kinesthetic, logical, and verbal profiles).
- Assessments designed by alumni require students to explain, apply, and analyze deeply rather than just selecting a multiple-choice response, effectively promoting higher-order thinking skills and international competitive argumentation.

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

- Classroom instruction shows a conscious, rigorous, and solid alignment with the expectations outlined by the PRDE Teacher Professional Standards.
- Overall employer satisfaction is exceptional, with responses ranging from "satisfied" to "very satisfied" and "super satisfied". Employers report feeling confident in the program's preparation, noting that graduates possess a solid foundation that prepares them to handle the complexities of teaching from early on.

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

- The data demonstrates high retention and stability: 100% of the represented completers hold permanent contracts, are in probationary paths toward tenure (e.g., expected by June 2027), or have secured contract renewals for the upcoming academic year.
- Evidence of professional growth was reported, with several alumni earning special recognition or being promoted to higher leadership roles such as School Directors, Administrators, and Department Heads due to their excellent work.

### **Continuous Improvement Plan**

To address the specific feedback provided by school directors in "Employer Satisfaction Survey (2024-2025) / Encuesta de Satisfacción del Patrono (2024-2025).xlsx" and fulfill CAEP requirements for "closing the loop," the EPP establishes the following continuous improvement action plan:

#### **Action Plan for Continuous Improvement Based on Employer Feedback**

- **Action 1: Navigating PRDE Public Policy and Administrative Documentation Frameworks**
  - *Finding:* Employers recommended providing deeper training regarding PRDE public policy, official data management systems (e.g., electronic registries), and administrative documentation.
  - *Contextual Constraint:* The EPP recognizes that direct data entry and hands-on practice within official PRDE digital systems require secure, individual employee credentials that are only provisioned by the Department of Education upon formal hire. For data security purposes, candidates cannot legally or technically interact with or execute transactions in live DEPR systems during their clinical practice.

- *Strategy:* The EPP will bridge this gap by transitioning from a hands-on platform usage requirement to a focus on structural and observational readiness through a two-pronged approach:
  1. **Curricular Integration:** Incorporate targeted analysis of active PRDE Circular Letters (*Cartas Circulares*), official grading rubrics, and the structural design of public-school administrative workflows within methodology courses.
  2. **Formalized Clinical Observation:** Capitalize on current field practices where some Cooperating Teachers (CTs) voluntarily display the interface to teacher candidates. The EPP will formalize guidelines within the clinical practice phase encouraging CTs to conduct intentional, guided walkthroughs of the electronic registry (*Registro Electrónico*). While candidates remain strictly restricted from direct data entry, this structured observational exposure will demystify the platform architecture and better prepare them for institutional onboarding once officially hired.
- **Action 2: Strengthening Classroom Management and Discipline Structures**
  - *Finding:* A need was identified to reinforce practical skills related to behavior management, structural discipline, and resolving real-time classroom situations.
  - *Strategy:* Revise the syllabus of core classroom management courses to include case studies and simulations of realistic school scenarios prior to student teaching. Concurrently, increase mentor-cooperating teacher interventions to model effective behavioral intervention plans during clinical practice.
- **Action 3: Sustaining Excellence in Technological and Contemporary Pedagogies**
  - *Finding:* Employers urged the program to continue its excellent work in preparing high-quality professionals who stand out for their relevance, technological integration, and alignment with modern student needs.
  - *Strategy:* Maintain the integration of emerging educational technologies, Generative Artificial Intelligence tools, and Universal Design for Learning (UDL) frameworks across all teacher preparation programs to ensure graduates remain highly competitive.

### **Longitudinal Analysis: Cohort Comparison (2023-2024 vs. 2024-2025)**

To demonstrate continuous program impact and track the evolving preparation needs of our graduates over time, a comparative longitudinal analysis was conducted between the **2023–2024** assessment cycle (N=1, using data from "**Employer Satisfaction Survey (2022-2023).xlsx**")

representing an employer of multiple alumni) and the current **2024–2025** assessment cycle (N=5).

This cross-cycle comparison isolates key trends in completer readiness, student learning outcomes, and systemic institutional impact.

<b>Performance Dimension</b>	<b>2023-2024 Assessment Baseline (N=1)</b>	<b>2024-2025 Assessment Cycle (N=5)</b>	<b>Longitudinal Reflection &amp; Program Impact</b>
<b>Core Preparation &amp; Content Knowledge</b>	Rated as superior and well "above others." Graduates described as highly autonomous professionals who require very little classroom intervention.	Unanimously rated as having a "solid foundation," "strong content knowledge," and an immediate readiness to handle the complexities of teaching.	<b>Sustained Excellence:</b> Over both cycles, employers consistently affirm that UPR-Aguadilla graduates possess a premier level of professional readiness and strong content mastery that sets them apart from peer institution graduates.
<b>Curriculum &amp; Student Progression</b>	Confirmed steady student progress. Standardized test scores explicitly cited by the employer as objective evidence that K-12 students are learning.	Students are demonstrating constant, upward, and adequate grade-level progress, keeping pace with established curriculum structures.	<b>Evidence of Student Learning:</b> Graduates across both cohorts demonstrate a measurable, positive impact on K-12 student learning, verified by institutional metrics and standardized milestones.
<b>Assessment &amp; Higher-Order Thinking</b>	Highlighted complex literacy and language arts formats (poem analysis, journals, novel discussions, and original creative storytelling).	Highlighted varied, multi-intelligence assessments (visual, auditory, kinesthetic, logical) featuring critical-content open-ended questions.	<b>Pedagogical Growth:</b> The EPP has successfully sustained its focus on higher-order thinking skills while expanding graduates' capacities to design diverse, differentiated assessment instruments that accommodate various student learning styles.

<p><b>Professional Mobility &amp; Retention</b></p>	<p>100% permanence reported. Explicit evidence of elite mobility, with alumni promoted to School Administrator (Supervisor) and Elementary Principal positions.</p>	<p>100% permanence or stable probationary tracks toward tenure. Alumni are actively promoted to Department Heads, Administrators, and School Directors.</p>	<p><b>Leadership Pipeline:</b> A powerful, repeating trend is established. UPR-Aguadilla completers are not just maintaining high employment retention; they are rapidly ascending into critical K-12 administrative and supervisory roles.</p>
<p><b>Identified Gaps &amp; Areas for Growth</b></p>	<p>No operational weaknesses identified. The cohort was noted for a strong, self-driven desire to learn and improve annually.</p>	<p>Two directors flagged a need to reinforce classroom discipline structures. Public school employers noted an initial learning curve adapting to official PRDE administrative systems.</p>	<p><b>Targeted Data-Driven Responses:</b> While the previous cohort excelled in autonomy, the larger sample size in 2024–2025 allowed the EPP to identify specific actionable gaps. This has directly driven the new initiatives to formalize PRDE system observations and integrate classroom management simulations into the curriculum.</p>