



Satisfaction of Employers and Stakeholder Involvement

The Morgridge College of Education assesses employer satisfaction with our initial Teacher Education Program (TEP) graduates using an internal survey of employers. Similar information is collected for the advanced programs, including the Educational Leadership and Policy Studies-principal preparation (ELPS) and School Psychology (SP) programs.

Initial Programs

Internal Survey – Initial Program (TEP)

This survey is administered each spring to employers of the past three years of TEP alumni cohorts. The survey items and response sets related to employer satisfaction are provided below. It should be noted that starting with the 2019 survey, survey items regarding overall program satisfaction and likelihood to recommend were updated and thus no prior comparison data is available.

- TEP Employer Survey
 - Survey Item: “Please indicate your overall level of satisfaction with the Teacher Education Program (TEP) at DU.”
 - Response Set: 1 – Very dissatisfied to 10 – Very satisfied
 - Survey Item: “Please indicate how likely you would be to recommend the Teacher Education Program (TEP) at DU to a prospective student?”
 - Response Set: 1 - very unlikely, unlikely, neither unlikely nor likely, likely, 5 - very likely
 - Survey Item: “Please indicate the teacher's level of proficiency on the following competencies. The teacher is able to... (see FEET competencies and domains within data tables)”
 - Response Set: 1 unsatisfactory, developing, proficient, 4 - advanced

Employer Satisfaction with TEP Program and Alumni

Employer satisfaction with the TEP program and alumni was assessed by two items in the Employer Survey. *Please note the small sample sizes reported when interpreting this data.*

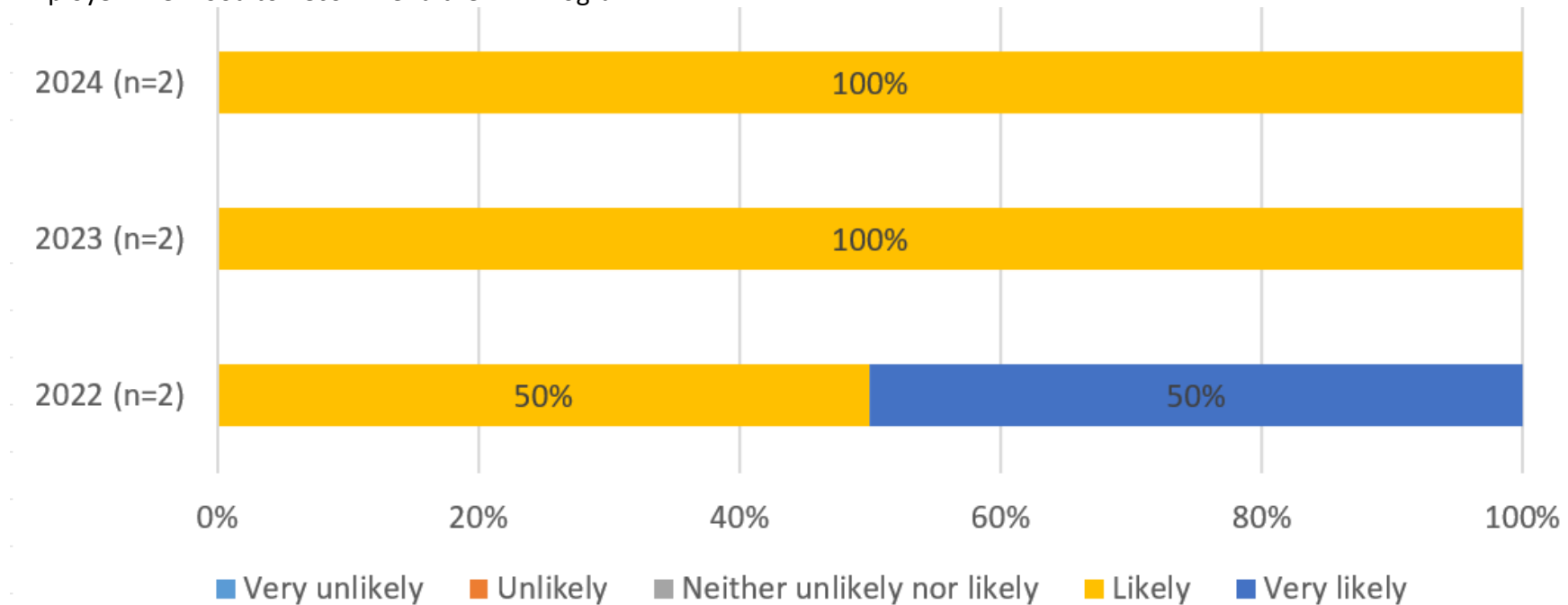
Overall, the majority of employers (100% across survey years) rated their satisfaction with the TEP program as a 7 or higher on a 10 point scale.

Employer Satisfaction with the TEP Program

Survey Year	2022		2023		2024	
	Frequency	%	Frequency	%	Frequency	%
1 - very dissatisfied	0	0%	0	0%	0	0%
2	0	0%	0	0%	0	0%
3	0	0%	0	0%	0	0%
4	0	0%	0	0%	0	0%
5	0	0%	0	0%	0	0%
6	0	0%	0	0%	0	0%
7	1	50%	0	0%	0	0%
8	1	50%	2	50%	1	50%
9	0	0%	0	0%	0	0%
10 - very satisfied	0	0%	0	0%	1	50%
Total	2		2		2	
Mean Satisfaction	7.5		8.0		9.0	

Likelihood of employers to recommend the TEP program (combined responses of “likely” or “very likely”) has remained stable at 100% over the past three years. *Please note the small sample sizes reported when interpreting this data.*

Employer Likelihood to Recommend the TEP Program



TEP Employer Ratings on FEET Competencies

The Framework for Equitable and Effective Teaching (FEET) model is used to evaluate candidates in the Teacher Educator Program (TEP). This model consists of four domains and corresponding competencies that are taught throughout the curriculum. Performance on these domains and competencies are rated using a 4-point scale (1=unsatisfactory, 2=developing, 3=proficient, 4=advanced).

The average rating on each FEET competency, domain and framework overall by employers of the 2021-22 alumni cohort during the first year of teaching is provided in the table below.

NOTE: Please note the small sample sizes reported when interpreting this data. Only one alumnus from the 2021-22 cohort was rated by their employer during the first year of teaching. Alumni from the 2022-23 cohort were not rated due to no employer response to the survey. The college is working on systematizing employer outreach to increase responses. Data will be published once a new plan is in place.

Average Ratings on FEET Competencies and Domains by Employers for the 2021-22 TEP Cohort (n=1)

	Mean
Engage	
1.1 - Establish respectful and productive relationships with students and families.	3.00
1.2 - Use equitable classroom management strategies.	3.00
1.3 - Actively engage students in learning.	3.00
Plan	
2.1 - Use backward design curriculum planning to develop units of study.	2.00
2.2 - Design measurable, challenging, and relevant lessons.	2.00
2.3 - Analyze and develop assessments and use data to plan instruction.	2.00
2.4 - Demonstrate knowledge of content and student development.	2.00
Teach	
3.1 - Set context for lesson.	3.00
3.2 - Facilitate clear and rigorous learning experiences.	2.00
3.3 - Promote rigorous academic talk.	2.00
3.4 - Make content and language comprehensible.	3.00
3.5 - Use formal and informal assessment data to monitor student progress toward learning targets.	2.00
3.6 - Differentiate instruction to meet diverse student needs.	2.00
Lead	
4.1 - Meet professional standards of practice.	3.00
4.2 - Demonstrate professional growth and commitment.	3.00
Overall	3.00

FEET ratings by employers of the following three years of TEP cohorts (2018-19, 2019-20, 2020-21) are provided in the table below. Data reflects ratings by employers of TEP alumni during the first year of teaching.

NOTE: Please note the small sample sizes reported when interpreting this data. Only one alumnus from the 2020-21 and 2021-22 cohort was rated by their employer during the first year of teaching. Alumni from the 2022-23 cohort were not rated due to no employer response to the survey. The college is working on systematizing employer outreach to increase responses. Data will be published once a new plan is in place.

In general, ratings of TEP alumni on FEET domains by employers remained stable over time (ratings between “developing” and “proficient”).

Average Ratings on FEET Domains by Employers Over Time

	2019-20	2020-21	2021-22	Total
Engage	3.67	3.00	3.00	3.40
Plan	3.75	3.00	2.00	3.25
Teach	3.61	2.83	2.33	3.20
Lead	4.00	3.50	3.00	3.70
Overall	4.00	3.00	3.00	3.60

Response set: 1=unsatisfactory, 2=developing, 3=proficient, 4=advanced

Sample size: n=3 (2019-20), n=1 (2020-21), n=1 (2021-22)

Advanced Programs

Internal Survey – Advanced Programs (ELPS, SP)

This survey is administered each spring to employers of the past two years of **Educational Leadership and Policy Studies-principal preparation (ELPS)** and **School Psychology (SP)** alumni cohorts.

The survey items and response sets related to employer satisfaction are provided below. It should be noted that the administration of this survey began in 2023. The 2026 CAEP Annual Report and subsequent reports will include three years of data.

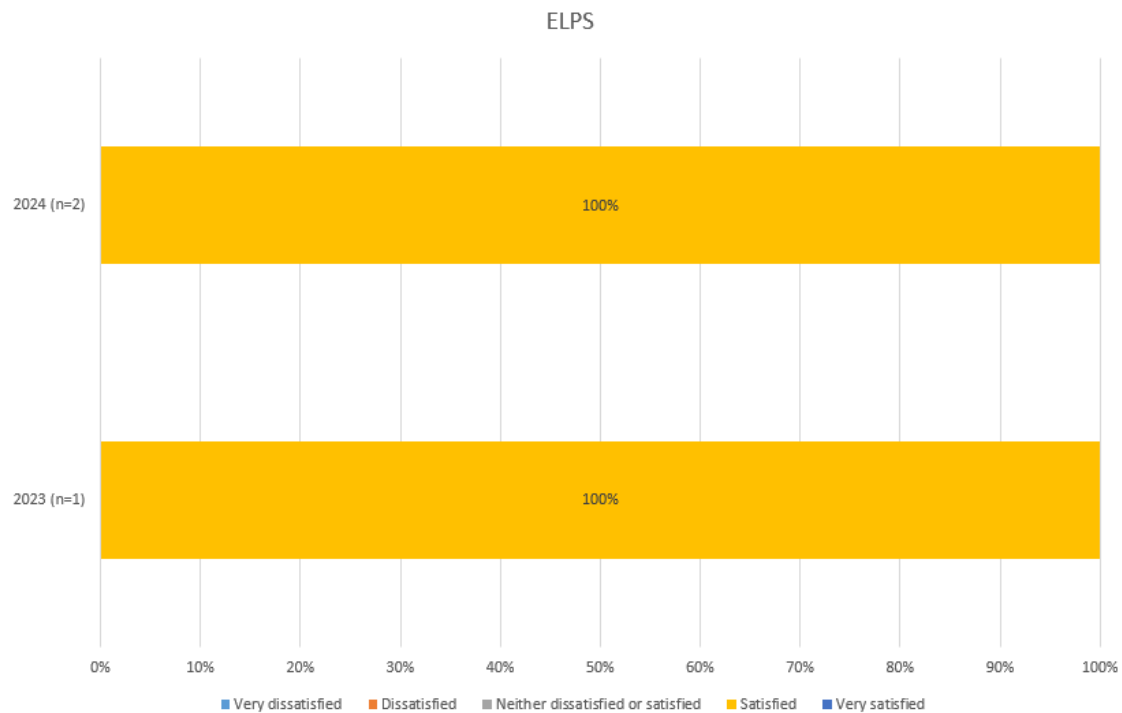
- ELPS and SP Employer Survey
 - Survey Item: “Overall, how satisfied are you with graduates of the DU [ELPS, SP] program employed at your organization?”
 - Response Set: 1 – Very dissatisfied to 5 – Very satisfied
 - Survey Item: “How prepared do you feel DU [ELPS, SP] program graduates are for their role at your organization?”
 - Response Set: 1 – Very unprepared to 5 – Very prepared
 - Survey Item: “How likely are you to recommend the DU [ELPS, SP] program to others?”
 - Response Set: 1 - very unlikely to 5 - very likely

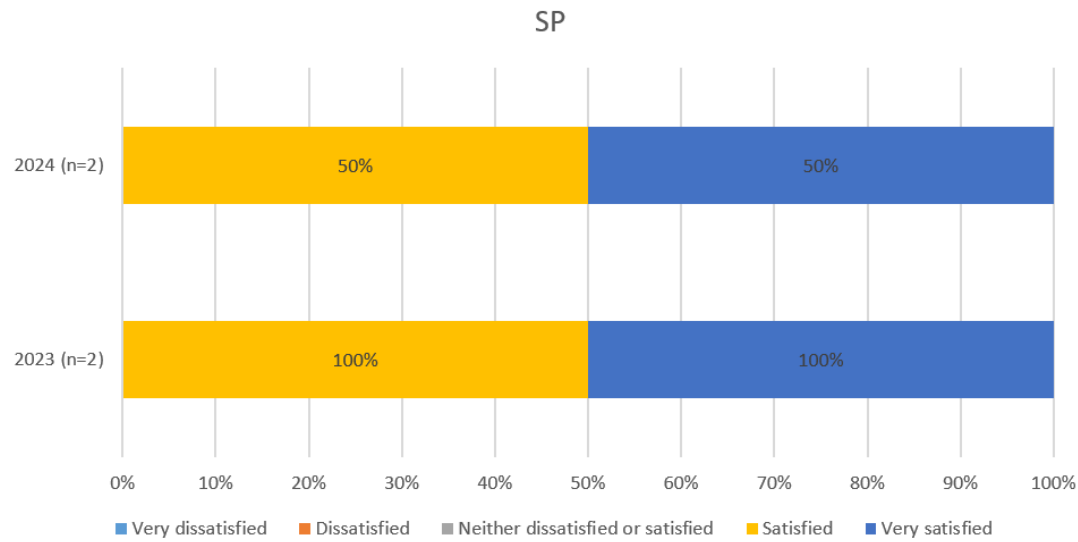
Employer Perceptions of the ELPS and SP Program and Alumni

Employer perceptions of the ELPS and SP program and alumni were assessed by three items in the Employer Survey. *Please note the small sample sizes reported when interpreting this data.*

Overall, the majority of employers (100% across survey years) rated their satisfaction with the ELPS and SP graduates as a 4 or higher on a 5-point scale.

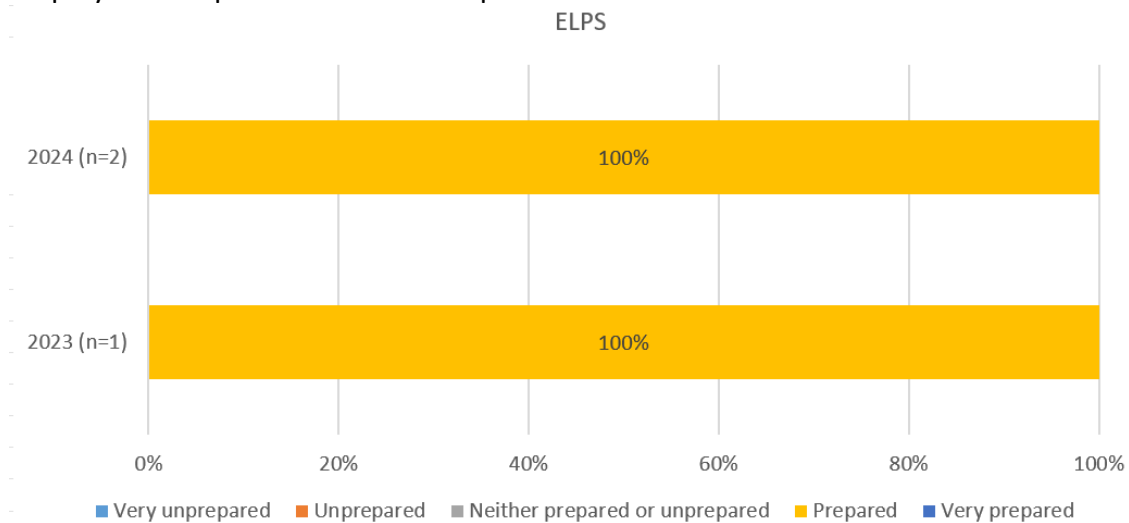
Employer Satisfaction with the ELPS and SP Graduates





Employers have consistently indicated that ELPS and SP program alumni are prepared for their roles in their organizations (combined responses of “prepared” or “very prepared”). *Please note the small sample sizes reported when interpreting this data.*

Employer Perceptions of Alumni Preparedness



The likelihood of employers to recommend the ELPS and SP programs (combined responses of “likely” or “very likely”) has remained stable at 100% over the past two years. *Please note the small sample sizes reported when interpreting this data.*

Employer Likelihood to Recommend the ELPS and SP Programs

