

## Satisfaction of Employers

### Employer Survey

After a hiatus during COVID, we relaunched the GSEC employer survey again in 2024-25 to help capture employer satisfaction. The original survey was vetted by several of our district contacts to find out if they found the questions to be relevant to their satisfaction with our completers. We did have to shorten the survey because several of them told us they just won't have time in the day to complete a survey that takes any more than a minute or two. We made the revisions and shortened the survey. We chose to focus on our completers' ability to apply some key principles of effective teaching in the learning environment as follows:

- understand that learners grow and develop independently within and across the cognitive, linguistic, social, emotional, and physical realms. (R1.1)
- use their understanding of individual differences and diverse cultures and communities to promote inclusive learning environments that enable each learner to meet high standards. (R1.1 and R2 Clinical Partnerships and Practice)
- work with others to promote environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.(R1.1, R1.3, and R2)
- use multiple methods of assessment to engage students in their own growth, to monitor student progress and to guide their teachers' and students' decision making (R1.3, R4.1)

The survey was sent to over 100 current partnership and placement contacts by our director of Partnerships and Placements. Overall, we received 26 responses. Respondents work for many area school districts including: Bend/LaPine, Lake Oswego, Beaverton, West Linn Wilsonville, Portland Public, Centennial, Hillsboro, Tigard/Tualatin, McMinnville, Oregon City, North Clackamas, and Corbett. Questions included employees' understanding of socio-emotional learning (SEL, DEI, using assessments and collaboration All respondents (100%) rated all completers of L&C GSEC (employees) as satisfied or very satisfied in all areas except there was one respondent who rated they were dissatisfied with their L&C completer employees' use of multiple methods of assessments.

An AI generated analysis (Gemini) of the responses to the open-ended question of "other information they would like to share" yielded the following results:

### Strengths & Positive Feedback

- **Well-prepared graduates:** Multiple employers consistently praise Lewis & Clark graduates for being well-prepared, solid, and capable of the work required. (Comments 3, 8, 11, 12, 13)
- **Strong reputation:** Student Services and high school science teachers prefer L&C interns and students. (Comment 1) The program has a good reputation, leading to outstanding hires. (Comment 10)
- **Comprehensive training:** One graduate appreciated the "full scope of teaching" that created a comprehensive professional. (Comment 5)
- **Strong theoretical grounding:** A 2001 graduate noted the program was "great on theory and grounding myself as a practitioner." (Comment 4)

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- **Program improvement:** Alumni from earlier years believe the program has become even stronger since their graduation. (Comment 7)

## Areas for Improvement & Suggestions

- **Internship Structure and Duration:**
  - It would be beneficial for students to attend internships 5 days per week, as the current 4-day model shortens time for assessments and meetings. (Comment 2)
  - More guidance on organizing information obtained during internships would be helpful. (Comment 5)
  - Opportunities for interns to consult with fellow interns about experiences, seeking advice and understanding different district utilization of school psychologists. (Comment 9)
- **Practical Skills & Specific Interventions:**
  - A significant need for an entire class focused on counseling interventions: positive mindset, mindfulness, CBT in schools, group/individual strategies, writing social/emotional goals, FBA's, and all things behavior/anxiety/depression. (Comment 4)
  - Another class focused specifically on autism/severe disability strategies, with a focus on practical, research-supported practice over theory. (Comment 4)
  - More exposure to behavior checklists and developmental history/profile (giving, interviewing, interpreting). (Comment 9)
  - Knowledge about administering and interpreting multiple assessments (cognitive, behavior checklists, etc.) and making meaning of results for the bigger picture. (Comment 9)
  - Specific preparation for manifestation determinations and various research-based counseling curricula for common school-based needs. (Comment 7)
- **Curriculum Integration:**
  - More classes should be integrated with special education teachers and school counselors, rather than solely following a general mental health therapy track. (Comment 6)

In summary, Lewis & Clark's education programs are highly regarded for producing well-prepared professionals with a strong theoretical foundation. However, there's a recurring theme in the feedback that more emphasis could be placed on practical, skill-based training, specific intervention strategies, and improved internship structures to better prepare students for the evolving and increasingly complex demands of the field. The GSEC Employer Survey has provided us with valuable feedback about completer performance while teaching and their employers' satisfaction. The Employer survey data was shared with leadership and faculty.

## Employer Feedback from our Annual Recruiting Event

Additional evidence of employer satisfaction comes from our L&C graduate school's annual educator recruiting/networking fair brings school districts from around the western states to L&C who consistently provide positive feedback both about program candidates and graduates employed at their districts. District staff and administrators share at these events about their desire to hire Lewis & Clark PK-12 graduates in all areas based on their experience of the skills,

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abilities, and knowledge they see in their employees who completed L&C's programs. Specifically, districts regularly mention at and after these recruiting events their appreciation for the social justice, community-centered, and leadership orientations brought to their classrooms and district buildings by L&C graduates and their request to strengthen and build partnerships to enhance the pathways from L&C's programs to district employment. These experiences with our school district partners throughout the region provide compelling evidence of the importance and validity of our programs.

The high attendance rate of local and regional school district employers at our annual recruitment event shows their level of interest in hiring our completers. Each spring, we host the all-day event that is only L&C educator completers. Approximately 30 districts and ESDs from Oregon, Washington, Alaska, and Hawaii are invited, approximately 20 register and attend each year, filling the event space. During the event we receive feedback that includes comments consisting of "we wish we had more L&C grads on staff" and "we need several more of this kind of teacher." These, and many other comments, provided additional compelling evidence of the quality of our programs. Districts continually seek to hire our graduates, and this is another compelling piece of evidence that confirms that we are making a difference in Oregon's P12 classrooms. During the next educator fair, we plan to pilot a survey to capture additional data regarding the school district employers' satisfaction with our completers as employees.