

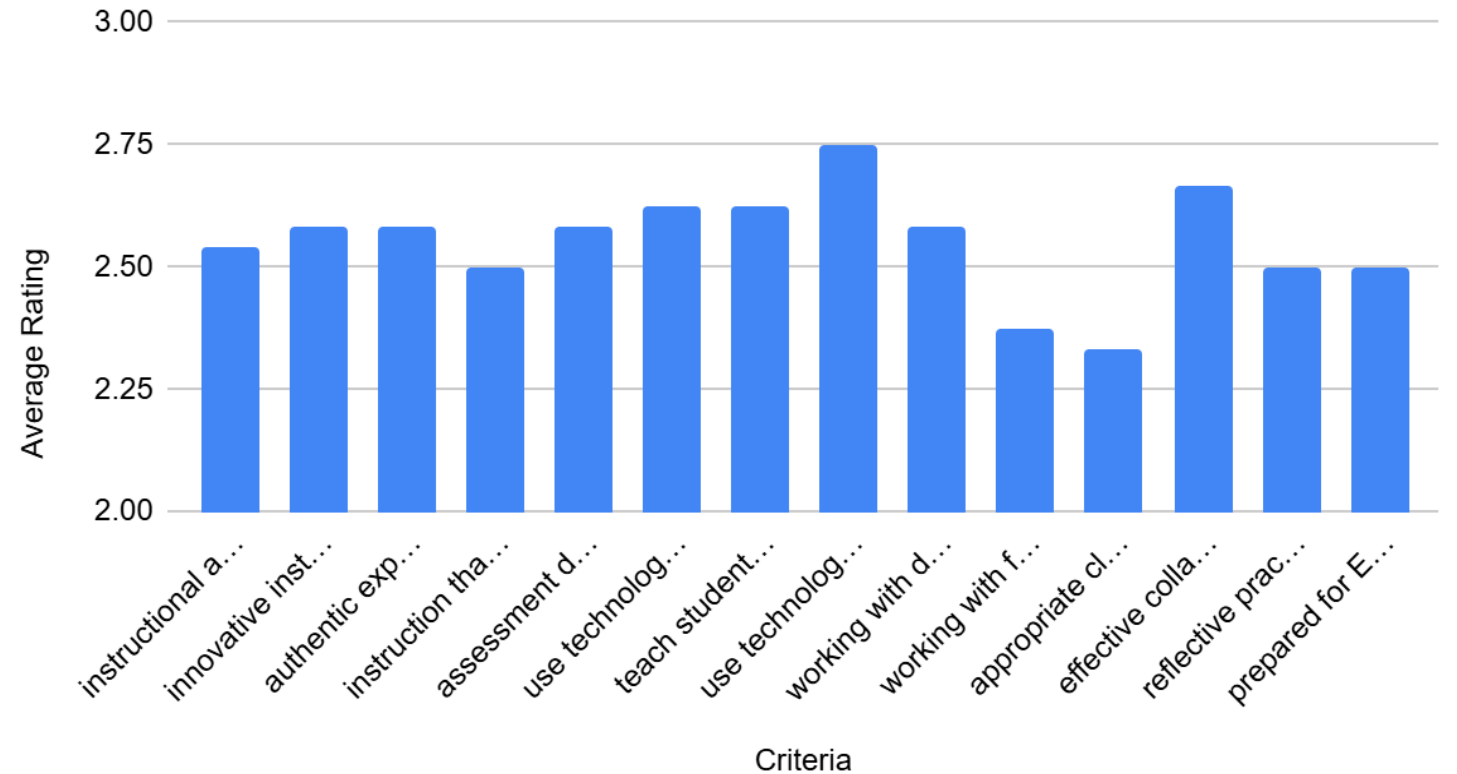
Measure 2: Satisfaction of Employers and Stakeholder Involvement (Sept. 2024 – Aug. 2025)

Employer Survey Data

Every year, Lander University deploys an Employer Survey to principals of the schools where our graduates are employed. The survey asks the principals to reflect on the teachers who they have employed who graduated from the teacher preparation program of Lander University in the last three years. The current survey was deployed in Spring of 2025 to 65 principals with 24 completed, for a completion rate of 36.9%. Principals from 13 districts, all grades from PreK through 12th, and all major areas were represented. Lander graduates scored highest in the area of using technology effectively for administrative purposes. They scored lowest in the area of demonstrating appropriate classroom management strategies. The next Employer Survey will be distributed at the end of the 2025-2026 school year and reported on the next annual report.

Principal Ratings of Lander Graduates (0-Not at all; 1-At a low level; 2-At a moderate level; 3-At a high level)	Average Rating
Lander graduates create instructional and assessment plans that support every learner.	2.54
Lander graduates implement innovative instructional practices.	2.58
Lander graduates engage students in authentic experiential learning.	2.58
Lander graduates provide instruction that leads to student mastery of the content.	2.5
Lander graduates use assessment data to measure impact on student learning.	2.58
Lander graduates use technology effectively for student instruction.	2.63
Lander graduates teach students to effectively use technology for learning.	2.63
Lander graduates use technology effectively for all productivity, information access, and administrative purposes.	2.75
Lander graduates are effective in working with diverse populations.	2.58
Lander graduates are effective in working with families.	2.38
Lander graduates demonstrate appropriate classroom management strategies.	2.33
Lander graduates are effective collaborators.	2.67
Lander graduates are reflective practitioners.	2.5
Lander graduates are prepared for Expanded ADEPT (SLO), or the teacher induction process in your state.	2.5

Employer Survey 2024-2025



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Internal and External Stakeholder Involvement

The Lander University Department of Teacher Education maintains mutually-beneficial partnerships with local school districts and community organizations. Many of these partners serve on the Teacher Preparation Community Advisory Committee (TPCAC). TPCAC meets as a group twice per academic year, once in the Fall and once in the Spring. In Fall 2024, TPCAC received updates on the CAEP Accreditation process; reviewed updated enrollment numbers; received updates from Teaching Fellows and Call Me MISTER; received updates on new graduate and undergraduate initiatives; and reviewed ongoing undergraduate and graduate recruitment initiatives. In Spring 2025, TPCAC received updates on the CAEP Accreditation process; reviewed updated information on Lander's Teacher Education programs and enrollment numbers; received updates from Teaching Fellows and Call Me MISTER; reviewed the status of new program initiatives; and provided recommendations for Teacher Ed on teacher recruitment and reading initiatives.

The Department of Teacher Education also maintains field experience placement MOUs with 48 different school districts within South Carolina. They also implemented internship certificate MOUs with 9 school districts covering 16 student teachers for the 2024-2025 school year. Each semester, the department places 300 to 400 teacher education students into area classrooms for their field experience courses, including 81 student teachers during the 2024-2025 academic year.