

## Alumni Survey

The alumni survey is aimed at assessing program completer satisfaction. It is sent to program completers who have been in the classroom between two and five years and were formally evaluated using the Expanded ADEPT Formal Evaluation in the previous year.

The survey is sent out annually to alumni who completed the formal Expanded ADEPT evaluation the previous year. Program completers rate their preparation for the classroom on a 4-point scale as 4-Completely Prepared, 3-Prepared, 2-Partially Prepared, and 1- Not Prepared. Program completers are asked to focus on their satisfaction of their professional preparation at USC Upstate. This survey provides feedback regarding program completers perceptions of preparedness for the field. This specifically provides data for program completers who completed their second year of teaching, intentionally providing complementary data for the Expanded ADEPT Formal Evaluation and Employer Survey.

Table 1: Data from the Alumni, Fall 2019

<b>#</b>	<b><u>Question</u></b>	<b><u>(4.0) Completely Prepared</u></b>	<b><u>(3.0) Prepared</u></b>	<b><u>(2.0) Partially Prepared</u></b>	<b><u>(1.0) Not Prepared</u></b>	<b><u>Total</u></b>
1	Understand how learners grow and develop based on your school / District evaluation criteria?	12	14	2	0	28
2	Design and implement developmentally appropriate, challenging learning experiences?	16	8	2	2	28
3	Use an understanding of individual differences, diverse cultures, and diverse communities to ensure inclusive learning environments that enable each learner to meet high standards?	16	7	4	1	28
4	Work with others to create environments that support individual and collaborative learning?	18	8	1	1	28
5	Encourage positive social interaction, active engagement in learning, and self-motivation?	19	7	0	2	28
6	Apply the central concepts, tools of inquiry, and structures of the disciplines you teach based on your School / District evaluation criteria?	14	9	4	1	28

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7	Create learning experiences that make the disciplines accessible and meaningful for learners to ensure mastery of content?	16	6	4	2	28
8	Connect various disciplinary concepts and the differing perspectives they offer to engage learners in critical thinking, creativity, and collaborative problem solving?	15	5	7	1	28
9	Understand and use multiple methods of assessment to engage learners in their own growth and monitor learner progress?	16	10	1	1	28
10	Use multiple methods of assessment to guide teacher and learner decision-making?	16	9	2	1	28
11	Plan instruction that supports every student in meeting rigorous learning goals by drawing on knowledge from content areas, curriculum, cross-disciplinary skills, pedagogy, knowledge of learners and community context?	17	7	2	2	28
12	Understand and use a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections?	15	11	1	1	28
13	Understand and use a variety of instructional strategies to build learner skills and apply knowledge in meaningful ways?	14	11	2	1	28
14	Engage in ongoing professional development and continually evaluate your own practices.	15	9	4	0	28

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15	Adapt your practices to meet the needs of each learner?	19	5	3	1	28
16	Seek appropriate leadership roles and/or other opportunities to take responsibility for student learning?	18	8	2	0	28
17	Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth?	16	8	4	0	28

n=28

Table 2: Responses to open-ended comments about teacher preparation, Fall 2019

Comment
"It would be beneficial to have more classes devoted to classroom management, IEP, FBA, and BIP writing, and differentiation techniques."
"New teachers need more help on lesson planning both individually and with a group. It is important to share ideas. Guided Reading is huge!!! New teachers need help creating, developing and understanding what guided reading is, how to implement, and what it's important! This was the biggest struggle I had. Classroom management is also key. Having student teachers use different strategies would be great. A year of student teaching should be implemented 1/2 a year observing teaching few lessons and 1/2 taking over all of the teaching responsibilities."
"There should be some type of course that puts the financial side of being an educator into perspective. You truly have no real concept of money and finances during undergrad coursework as a full time student. USC Upstate didn't prepare me for the realization that I literally am in a deficit (earn less than it costs to pay monthly bills) and have been for the three years since I began teaching. Even with my M.Ed. You can't grow your savings account or a lot of other things. It is depressing to see and realize that you can't support yourself adequately or plan for the future."
"USC Upstate is the best thing that ever happened to me."
"More diverse learning."
"Great program. I'm an amazing teacher because of this program."

Table 3: Response Rate by Program

<u>Program</u>	<u>% of Respondents</u>	<u>Count</u>
Art Education	0%	0
Early Childhood	21.43%	6
Elementary Education	25.00%	7

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Middle Level Education	14.29%	4
Secondary English	14.29	4
Secondary Social Studies	7.14%	2
Secondary Math	0%	0
Physical Education	3.57%	1
Spanish	0%	0
Learning Disabilities	10.71%	3
Visual Impairment	0%	0
Other- Please Specify Secondary	3.57%	1
<b>Total</b>	<b>100%</b>	<b>28</b>

Table 4: Response Rate by Graduation/ Program Completion Year

<u>Academic Year of Graduation</u>	<u>Count</u>
Fall 2015	2
Spring 2016	3
Summer 2016	2
Fall 2016	5
Spring 2017	14
Summer 2017	0
Fall 2017	1
Spring 2018	
Other- Please Specify Fall 2012	1
<b>Total</b>	<b>28</b>