

## CAEP Annual 2017 Completer Satisfaction

The alumni survey is a survey 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 SAFE-T Formal Evaluation in the previous year.

The survey is sent out annually to alumni who completed the formal SAFE-T 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 SAFE-T Formal Evaluation and Employer Survey.

Table 1: Data from the Alumni, Spring 2017

#	Question	(4.0) Completely Prepared	(3.0) Prepared	(2.0) Partially Prepared	(1.0) Not Prepared	Total
1	-Understand how learners grow and develop based on your School/District evaluation criteria?	16	17	2	1	36
2	-Design and implement developmentally appropriate, challenging learning experiences?	14	16	5	1	36
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?	18	12	6	0	36
4	-Work with others to create environments that support individual and collaborative learning?	21	14	1	0	36
5	-Encourage positive social interaction, active engagement in learning, and self-motivation?	24	9	3	0	36
6	-Apply the central concepts, tools of inquiry, and structures of the disciplines you teach based on your School/District evaluation criteria?	16	15	4	1	36
7	-Create learning experiences that make the disciplines accessible and meaningful for learners to ensure mastery of content?	17	17	2	0	36
8	-Connect various disciplinary concepts and the differing perspectives they offer to engage learners in critical thinking, creativity, and collaborative problem solving?	15	13	8	0	36
9	-Understand and use multiple methods of assessment to engage learners in their own growth and monitor learner progress?	16	12	7	1	36
10	-Use multiple methods of assessment to guide teacher and learner decision-making?	18	11	5	2	36

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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?	19	10	6	1	36
12	-Understand and use a variety of instructional strategies to encourage learners to develop a	16	16	4	0	36
	deep understanding of content areas and their connections?					
13	-Understand and use a variety of instructional strategies to build learner skills and apply knowledge in meaningful ways?	18	15	3	0	36
14	-Engage in ongoing professional development and continually evaluate your own practices.	23	10	2	1	36
15	-Adapt your practices to meet the needs of each learner?	21	10	5	0	36
16	-Seek appropriate leadership roles and/or other opportunities to take responsibility for student learning?	23	9	4	0	36
17	-Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth?	23	8	4	0	35

*n=36*

Table 3: Themes found in responses to open ended question asking for comments:

Theme	Example Comment
Well-prepared for diverse classrooms	This program taught me how to look "beyond myself" in terms of diversity and culture. I never shied away upon meeting a student that didn't look like me, or was an ELL student. Instead, I embrace it and look for opportunities.

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More courses focused on literacy	<p>I feel like we should have been required to take 2 ELA Methods courses because Guided Reading is so vital to students achieving based on their individual needs, abilities, and progress.</p> <p>I also wish I knew more about the development of reading, like early childhood skills like phonemic awareness and actually teaching reading. My students come to me significantly below grade level in reading and I felt ill prepared in teaching basic reading skills.</p> <p>I really wish we would have had more instruction on writing.</p>
Standardized-testing emphasis	The only thing I felt unprepared for was the importance of standardized testing to teacher retention. There wasn't a lot of talk about how much test scores went into evaluating teachers.
Inclusion and special-education	Inclusion is a big topic in my school district. In addition, please stress the idea that there must be a relationship between General Education and Special Education teachers.
Well-prepared for ADEPT	Going through an in-depth ADEPT process during student teaching allowed me to be over prepared for the evaluation process once I started teaching.
Well-prepared overall	<p>I was well prepared for my position and have received numerous comments on how prepared I was.</p> <p>I was exceedingly more prepared to enter into teaching in our district than others out of state and even more experienced teachers.</p>

Table 4: Response Rate by Program

Program	% of Respondents	Count
Art Education	0.00%	0
Early Childhood	28.21%	11
Elementary Education	41.03%	16
Middle Level Education	2.56%	1
Secondary English	5.13%	2
Secondary Social Studies	7.69%	3
Secondary Math	0.00%	0
Physical Education	0.00%	0

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Spanish	2.56%	1
Learning Disabilities	12.82%	5
Visual Impairment	0.00%	0
Other- Please Specify	2.56%	1
Total	100%	36

Table 5: Response Rate by Graduation/ Program Completion Year

Academic Year of Graduation	Count
2011-2012	3
2012-2013	11
2013-2014	21
2014-2015	2

## Document 13: Alumni Survey

Table 6: Promotion Data from Alumni Form\*

<b>Additional Certifications Reported</b>	<b>Continued Education Activity Reported</b>	<b>Promotions Reported</b>
Middle Level Certification	Began the Read to Succeed Endorsement.	Content Team Lead, Science Department Head
Elementary Education	Master of Science in Curriculum, Instruction, and Assessment (Grades K–12)	PBL Trainer
Gifted and Talented Certification	M.Ed in Teaching	Lead Science Teacher
Read to Succeed	Masters in Early Childhood Education	Lead Teacher
Reading Recovery	Masters in Curriculum Development and Education	Lead Fifth grade teacher
AP Certification. (American Government and Politics)	Masters of Education in Curriculum and Instruction with a concentration in Teacher Leadership	After-School Tutoring Coordinator
	Bachelors + 18	School District Teacher of the Year
	Masters of Arts in English	Induction Teacher of the Year
	Enrolled in Master’s program	

\*Data aggregated to show only unique responses; a single response may represent more than one graduate