

Alumni Survey

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 2018

#	<u>Question</u>	<u>(4.0) Completely Prepared</u>	<u>(3.0) Prepared</u>	<u>(2.0) Partially Prepared</u>	<u>(1.0) Not Prepared</u>	<u>Total</u>
1	Understand how learners grow and develop based on your school / District evaluation criteria?	3	6	1	0	10
2	Design and implement developmentally appropriate, challenging learning experiences?	2	7	1	0	10
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?	5	5	0	0	10
4	Work with others to create environments that support individual and collaborative learning?	4	5	1	0	10
5	Encourage positive social interaction, active engagement in learning, and self-motivation?	5	4	1	0	10
6	Apply the central concepts, tools of inquiry, and structures of the disciplines you teach based on your School / District evaluation criteria?	4	5	1	0	10
7	Create learning experiences that make the disciplines accessible and meaningful for	3	6	1	0	10

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	learners to ensure mastery of content?					
8	Connect various disciplinary concepts and the differing perspectives they offer to engage learners in critical thinking, creativity, and collaborative problem solving?	3	4	2	1	10
9	Understand and use multiple methods of assessment to engage learners in their own growth and monitor learner progress?	3	5	2	0	10
10	Use multiple methods of assessment to guide teacher and learner decision-making?	4	3	2	1	10
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?	4	6	0	0	10
12	Understand and use a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections?	5	5	0	0	10
13	Understand and use a variety of instructional strategies to build learner skills and apply knowledge in meaningful ways?	6	3	1	0	10
14	Engage in ongoing professional development and continually evaluate your own practices.	6	3	1	0	10
15	Adapt your practices to meet the needs of each learner?	4	6	0	0	10
16	Seek appropriate leadership roles and/or other opportunities to take responsibility for student learning?	3	5	2	0	10
17	Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth?	2	5	2	1	10

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n=10

Table 2: Responses to open-ended comments about teacher preparation, Spring 2018

Comment
Thank you for teaching me what I need to know to be successful in my career. I truly appreciate the dedication of the professors and staff at Upstate. The work load was tough but it prepared me to handle my teaching job!
I felt very prepared by this program. However, I do strongly believe I would have been more prepared for the "real world" with more student teaching time.
I feel that most of the classes were spent on theology which is appropriate to an extent but I feel it would be beneficial to have more classes on classroom management as well teaching reading strategies.

Table 3: Response Rate by Program

Program	% of Respondents	Count
Art Education	0.00%	0
Early Childhood	30.00%	3
Elementary Education	40.00%	4
Middle Level Education	10.00%	1
Secondary English	0.00%	0
Secondary Social Studies	0.00%	0
Secondary Math	0.00%	0
Physical Education	10.00%	1
Spanish	0.00%	0
Learning Disabilities	10.00%	1
Visual Impairment	0.00%	0
Other- Please Specify	0.00%	0

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Total	100%	10
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Table 4: Response Rate by Graduation/ Program Completion Year

<u>Academic Year of Graduation</u>	<u>Count</u>
Fall 2015	3
Spring 2016	6
Fall 2016	0
Spring 2017	0
Fall 2017	0
Spring 2018	0
Other- Please Specify	1
Total	10