

SATISFACTION OF COMPLETERS

Initial Licensure Programs

Teacher Education program completers are sent alumni surveys from the EPP approximately 9 months following graduation (post-graduation year one, or PGY1) and again approximately 32 months following graduation (post-graduation year 3, or PGY3). Alumni surveys measure completer satisfaction with their teacher education preparation program, employment and milestones. **Table 1** shows response rates to these alumni surveys for 2016-17 (PGY1, PGY3), 2017-18 (PGY1), and 2018-19 (PGY1) graduates. **Table 2** shows average alumni survey response ratings and standard deviation [SD] for 2016-17, 2017-18, and 2018-19 graduates, based on a 4-point scale¹.

Table 1

| Graduation Year | Alumni Surveys Sent (PGY1, PGY3) | Responses Received (PGY1, PGY3) | Return Rate (PGY1 %, PGY3 %) |
|-----------------|----------------------------------|---------------------------------|------------------------------|
| 2016-17 | 55, 55 | 22, 8 | 40%, 15% |
| 2017-18 | 70, NA ² | 15, NA | 21.4%, NA |
| 2018-19 | 66, NA | 26, NA | 39%, NA |

Table 2

| Category | 2016-17 Average Alumni Rating (PGY1 [NA], PGY3 [SD]) | 2017-18 Average Alumni Rating (PGY1 [SD]) | 2018-19 Average Alumni Rating (PGY1 [SD]) |
|---|--|---|---|
| With knowledge of student learning and development | 3.27, 3.63 [.48] | 3.6 [.61] | 3.46 [.50] |
| To respect the diversity of the students in my classroom | 3.27, 3.5 [1.0] | 3.67 [.60] | 3.58 [.57] |
| To know and understand my content area | 3.05, 3.63 [.70] | 3.33 [.47] | 3.15 [.72] |
| To understand and use a variety of assessments to inform instruction, evaluate, and ensure student learning | 3.23, 3.75 [.43] | 3.27 [.57] | 3.31 [.77] |
| To plan and deliver effective instruction that advances the learning of each individual student | 3.14, 3.75 [.43] | 3.2 [1.05] | 3.35 [.87] |
| To create learning environments that promote high levels of learning and achievement for all students | 3.23, 3.5 [.50] | 3.4 [.71] | 3.38 [.74] |

¹ "My teacher education program adequately prepared me..."

1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

² "NA" means data is Not Available. This is due to current cycle, changes in processes, procedures, and/or collection instruments.

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|--|------------------|-------------|------------|
| To collaborate and communicate with all stakeholders, including students, parents, other educators, administrators, and the community | 2.95, 3.25 [.66] | 3.4 [.71] | 3.27 [.71] |
| To assume responsibility for my own professional growth, performance, and involvement in the education profession | 3.18, 3.75 [.43] | 3.67 [.47] | 3.65 [.48] |
| To recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction | 2.91, 3.25 [.83] | 3.07 [1.00] | 2.96 [.71] |
| To clearly communicate learning goals to students | 3.32, 3.75 [.43] | 3.27 [.77] | 3.54 [.57] |
| To use strategies for effective classroom management | 3.09, 3.38 [.70] | 3.33 [.70] | 2.77 [.89] |
| To use technology to enhance teaching and student learning | 3.23, 3.75 [.43] | 3.27 [.77] | 3.0 [.83] |
| To plan instruction based on knowledge of subject matter, students, the community, and curriculum goals | N/A, 3.63 [.70] | 3.43 [.73] | 3.27 [.76] |
| Create a learning environment that encourages social interaction, active engagement, and self- motivation | N/A, 3.75 [.43] | 3.67 [.47] | 3.35 [.78] |
| My teacher preparation program provided me with information about various state requirements, including various standards, licensure requirements, and value-added growth measures | 3.05, 3.25 [.66] | 3.2 [.65] | 3.42 [.74] |

Advanced Licensure Programs³

School Psychology program completers are sent alumni surveys from the EPP approximately 6 months following graduation (post-graduation year one, or PGY1) and again approximately 30 months following graduation (post-graduation year 3, or PGY3). Alumni surveys measure completer satisfaction with their school psychologist education preparation program, employment and milestones. **Table 1** shows response rates to these alumni surveys for 2016-17 (PGY3), 2017-18 (PGY1), and 2018-19 (PGY1) graduates. **Table 2** shows average alumni survey response ratings and standard deviation [SD] for 2016-17, 2017-18, and 2018-19 graduates, based on a 4-point scale⁴.

Table 1

| Graduation Year | Alumni Surveys Sent (PGY1, PGY3) | Responses Received (PGY1, PGY3) | Return Rate (PGY1 %, PGY3 %) |
|-----------------|----------------------------------|---------------------------------|------------------------------|
| 2016-17 | NA, 13 | NA, 6 | NA, 46% |
| 2017-18 | 11, NA | 5, NA | 45%, NA |
| 2018-19 | 10, NA | 9, NA | 90%, NA |

Table 2

| Category | 2016-17 Average Alumni Rating (PGY3 [SD]) | 2017-18 Average Alumni Rating (PGY1 [SD]) | 2018-19 Average Alumni Rating (PGY1 [SD]) |
|---------------------------------|---|---|---|
| PROFESSIONAL ACTIVITIES | | | |
| Cognitive Assessment | 3.50 [.50] | 3.80 [.40] | 3.22 [.63] |
| Academic Assessment | 3.50 [.50] | 3.80 [.40] | 3.11 [.74] |
| Academic Interventions | 3.00 [.82] | 3.00 [.63] | 2.78 [.63] |
| Social/Emotional Assessment | 3.00 [0] | 3.60 [.49] | 2.22 [.63] |
| Social/Emotional Interventions | 2.83 [.69] | 3.20 [.40] | 2.33 [.47] |
| Behavioral Assessment | 2.50 [.50] | 3.00 [0] | 2.78 [.63] |
| Behavioral Interventions | 2.67 [.75] | 3.20 [.40] | 2.56 [.50] |
| Counseling | 2.83 [.90] | 2.40 [.49] | 2.22 [.79] |
| Consultation | 3.00 [.58] | 3.40 [.49] | 2.78 [.79] |
| Systems Change | 2.50 [.50] | 2.60 [.49] | 2.22 [.63] |
| Special Education Regulations | 2.67 [.47] | 3.60 [.49] | 3.22 [.42] |
| Administrative/Leadership Roles | 2.17 [.37] | 2.60 [.49] | 2.11 [.87] |
| Response to Intervention (RTI) | 2.67 [.47] | 3.00 [0] | 3.11 [.87] |
| PBIS | 2.83 [.37] | 2.80 [.40] | 2.50 [.87] |
| Crisis Intervention | 2.17 [.90] | 2.60 [.80] | 2.00 [.94] |
| Research | 3.00 [.58] | 2.60 [.80] | 2.67 [.82] |
| Parent Interview/Collaboration | 3.00 [.63] | 3.40 [.49] | 3.11 [.31] |
| Respect for Diversity | 3.33 [.75] | 3.80 [.40] | 3.44 [.50] |

³ The Educational Leadership program at John Carroll University will graduate its first cohort May 2020. Initial PGY1 Alumni survey data will be available in 2021.

⁴ “My preparation program adequately prepared me for...”

1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

| | | | |
|--|------------|------------|-------------|
| Analysis of data for decision-making | 2.83 [.69] | 3.80 [.40] | 2.78 [1.23] |
| Development of partnership with families, schools, and community | 3.17 [.69] | 3.40 [.49] | 2.78 [.92] |
| Use information sources and technology to enhance services, including assistive technology, literature searches, and progress monitoring | 2.83 [.37] | 2.80 [.75] | 2.89 [.87] |
| PRACTICE | | | |
| Data-Based Decision Making and Accountability | 3.00 [.58] | 3.80 [.40] | 2.88 [.93] |
| Consultation and Collaboration | 3.17 [.69] | 3.60 [.49] | 3.00 [0] |
| Interventions and Instructional Support to Develop Academic Skills | 2.83 [.69] | 3.00 [0] | 2.63 [.48] |
| Interventions and Mental Health Services to Develop Social and Life Skills | 2.50 [.50] | 2.80 [.40] | 2.00 [.71] |
| School-Wide Practices to Promote Learning | 2.50 [.50] | 2.80 [.40] | 2.13 [.78] |
| Preventive and Responsive Services | 2.67 [.47] | 2.60 [.49] | 2.63 [.86] |
| Family–School Collaboration Services | 2.67 [.47] | 2.60 [.49] | 2.50 [.87] |
| Diversity in Development and Learning | 3.00 [.58] | 3.20 [.40] | 2.88 [.78] |
| Research and Program Evaluation | 2.67 [.75] | 3.00 [.63] | 2.38 [.86] |
| Legal, Ethical, and Professional Practice | 3.50 [.76] | 3.80 [.40] | 3.38 [.48] |