

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) to collect the most immediate data related to completer satisfaction, and again approximately 32 months following graduation (post-graduation year 3, or PGY3) to collect more complete data related to employment and milestones. Alumni surveys measure completer satisfaction with their teacher education preparation program, employment and milestones. **Table 1** shows response rates to alumni surveys for 2017-18 (PGY1, PGY3), 2018-19 (PGY1), and 2019-20 (PGY1) graduates. **Table 2** shows average alumni survey response ratings and standard deviation [SD] related to completer satisfaction for 2017-18, 2018-19, and 2019-20 PGY1 graduates, based on a 4-point scale¹. Only sample sizes greater than 5 are reported; a 3-year average is provided where limited sample sizes restrict data reporting ability.

Table 1

Graduation Year	Alumni Surveys Sent (PGY1, PGY3)	Responses Received (PGY1, PGY3)	Return Rate (PGY1 %, PGY3 %)
2017-18	70, 66	15, 8	21.4%, 12%
2018-19	66, NA	26, NA	39%, NA
2019-20	44, NA	14, NA	32%, NA

Table 2

Category	2017-18 Average Alumni Rating (PGY1 [SD])	2018-19 Average Alumni Rating (PGY1 [SD])	2019-20 Average Alumni Rating (PGY1 [SD])	3-year Average 2017-20 (PGY1 [SD])
With knowledge of student learning and development	3.6 [.61]	3.46 [.50]	3.50 [.50]	3.51 [.54]
To respect the diversity of the students in my classroom	3.67 [.60]	3.58 [.57]	3.57 [.49]	3.60 [.56]
To know and understand my content area	3.33 [.47]	3.15 [.72]	3.07 [.59]	3.18 [.64]
To understand and use a variety of assessments to inform instruction, evaluate, and ensure student learning	3.27 [.57]	3.31 [.77]	3.43 [.62]	3.33 [.69]
To plan and deliver effective instruction that advances the learning of each individual student	3.2 [1.05]	3.35 [.87]	3.29 [.59]	3.29 [.87]
To create learning environments that promote high levels of learning and achievement for all students	3.4 [.71]	3.38 [.74]	3.36 [.61]	3.38 [.70]
To collaborate and communicate with all stakeholders, including	3.4 [.71]	3.27 [.71]	3.07 [.88]	3.25 [.77]

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

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

students, parents, other educators, administrators, and the community				
To assume responsibility for my own professional growth, performance, and involvement in the education profession	3.67 [.47]	3.65 [.48]	3.57 [.49]	3.64 [.48]
To recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction	3.07 [1.00]	2.96 [.71]	3.00 [.76]	3.00 [.81]
To clearly communicate learning goals to students	3.27 [.77]	3.54 [.57]	3.36 [.48]	3.42 [.62]
To use strategies for effective classroom management	3.33 [.70]	2.77 [.89]	3.21 [.67]	3.04 [.83]
To use technology to enhance teaching and student learning	3.27 [.77]	3.0 [.83]	3.00 [.65]	3.07 [.78]
To plan instruction based on knowledge of subject matter, students, the community, and curriculum goals	3.43 [.73]	3.27 [.76]	3.21 [.77]	3.30 [.76]
Create a learning environment that encourages social interaction, active engagement, and self-motivation	3.67 [.47]	3.35 [.78]	3.36 [.61]	3.44 [.68]
My teacher preparation program provided me with information about various state requirements, including various standards, licensure requirements, and value-added growth measures	3.2 [.65]	3.42 [.74]	2.93 [.70]	3.24 [.74]

Advanced Licensure Programs²

School Psychology and **Educational Leadership** program completers are sent alumni surveys from the EPP approximately 6 months following graduation (post-graduation year one, or PGY1) to collect the most immediate data related to completer satisfaction, and again approximately 30 months following graduation (post-graduation year 3, or PGY3) to collect more complete data related to employment and milestones. Alumni surveys measure completer satisfaction with their education preparation program, employment and milestones. **Table 3** shows response rates to School Psychology alumni surveys for 2017-18 (PGY1, PGY3), 2018-19 (PGY1), and 2019-20 (PGY1) graduates. **Table 4** shows average alumni survey response ratings and standard deviation [SD] for 2017-18, 2018-19, and 2019-20 PGY1 graduates, based on a 4-point scale³. **Table 5** shows response rates to Educational Leadership alumni surveys for 2019-20 (PGY1) graduates. **Table 6** shows average alumni survey response ratings and standard deviation [SD] for 2019-20 PGY1 graduates, based on a 5-point scale⁴. Only sample sizes greater than 5 are reported; a 3-year average is provided where limited sample sizes restrict data reporting ability.

Table 3

Graduation Year	Alumni Surveys Sent (PGY1, PGY3)	Responses Received (PGY1, PGY3)	Return Rate (PGY1 %, PGY3 %)
2017-18	11, 11	5, 4	45%, 40%
2018-19	10, NA	9, NA	90%, NA
2019-20	7, NA	3, NA	43%, NA

Table 4

Category	2017-18 Average Alumni Rating (PGY1 [SD])	2018-19 Average Alumni Rating (PGY1 [SD])	2019-20 Average Alumni Rating (PGY1 [SD])	3-year Average, 2017-20 (PGY1 [SD])
Cognitive Assessment	N≤5	3.22 [.63]	N≤5	3.41 [.60]
Academic Assessment	N≤5	3.11 [.74]	N≤5	3.35 [.68]
Academic Interventions	N≤5	2.78 [.63]	N≤5	2.94 [.64]
Social/Emotional Assessment	N≤5	2.22 [.63]	N≤5	2.71 [.89]
Social/Emotional Interventions	N≤5	2.33 [.47]	N≤5	2.59 [.77]
Behavioral Assessment	N≤5	2.78 [.63]	N≤5	2.88 [.60]
Behavioral Interventions	N≤5	2.56 [.50]	N≤5	2.82 [.62]
Counseling	N≤5	2.22 [.79]	N≤5	2.41 [.77]
Consultation	N≤5	2.78 [.79]	N≤5	3.06 [.80]
Systems Change	N≤5	2.22 [.63]	N≤5	2.35 [.76]
Special Education Regulations	N≤5	3.22 [.42]	N≤5	3.29 [.57]
Administrative/Leadership Roles	N≤5	2.11 [.87]	N≤5	2.41 [.84]
Response to Intervention (RTI)	N≤5	3.11 [.87]	N≤5	3.12 [.68]
PBIS	N≤5	2.50 [.87]	N≤5	2.69 [.77]
Crisis Intervention	N≤5	2.00 [.94]	N≤5	2.29 [.96]

² The Educational Leadership program at John Carroll University graduated its first cohort May 2020. Initial PGY1 Alumni survey data is available for 2020 graduates only.

³ “My preparation program adequately prepared me for...”

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

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

1 = Strongly Disagree; 2 = Disagree; 3 = Neutral, 4 = Agree; 5 = Strongly Agree

Research	N≤5	2.67 [.82]	N≤5	2.76 [.81]
Parent Interview/Collaboration	N≤5	3.11 [.31]	N≤5	3.24 [.55]
Respect for Diversity	N≤5	3.44 [.50]	N≤5	3.59 [.49]
Analysis of data for decision-making	N≤5	2.78 [1.23]	N≤5	3.12 [1.08]
Development of partnership with families, schools, and community	N≤5	2.78 [.92]	N≤5	3.00 [.84]
Use information sources and technology to enhance services, including assistive technology, literature searches, and progress monitoring	N≤5	2.89 [.87]	N≤5	2.88 [.83]
Data-Based Decision Making and Accountability	N≤5	2.88 [.93]	N≤5	3.19 [.81]
Consultation and Collaboration	N≤5	3.00 [0]	N≤5	3.19 [.53]
Interventions and Instructional Support to Develop Academic Skills	N≤5	2.63 [.48]	N≤5	2.88 [.48]
Interventions and Mental Health Services to Develop Social and Life Skills	N≤5	2.00 [.71]	N≤5	2.19 [.81]
School-Wide Practices to Promote Learning	N≤5	2.13 [.78]	N≤5	2.31 [.77]
Preventive and Responsive Services	N≤5	2.63 [.86]	N≤5	2.50 [.79]
Family–School Collaboration Services	N≤5	2.50 [.87]	N≤5	2.50 [.79]
Diversity in Development and Learning	N≤5	2.88 [.78]	N≤5	3.00 [.61]
Research and Program Evaluation	N≤5	2.38 [.86]	N≤5	2.56 [.93]
Legal, Ethical, and Professional Practice	N≤5	3.38 [.48]	N≤5	3.56 [.50]

Table 5

Graduation Year	Alumni Surveys Sent (PGY1)	Responses Received (PGY1)	Return Rate (PGY1 %)
2019-20	6	5	83%

Table 6

Category	2019-20 Average Alumni Rating (PGY1 [SD])
Enact, evaluate, communicate, and advocate for a shared Mission, Vision and core values.	N≤5
Support, establish, and monitor Continuous Improvement.	N≤5
Promote Professional Growth.	N≤5

Use and promote effective use of Technology.	N≤5
Utilize Data Literacy skills to monitor performance and drive improvement.	N≤5
Use Research to foster school improvement and leadership capacity.	N≤5
Support Partnerships.	N≤5
Engage Families.	N≤5
Communicate with the Larger Community.	N≤5
Facilitate Policies and Procedures that align with laws and regulations and promote student success.	N≤5
Monitor School Safety and Facilities.	N≤5
Execute Fiscal Planning.	N≤5
Develop and support Teacher Based Teams.	N≤5
Implement and support Professional Development opportunities.	N≤5
Participate in Staffing.	N≤5
Demonstrate integrity, respect and trust to support each student and adult.	N≤5
Know and advocate for local, state and federal ethical and legal decisions.	N≤5
Demonstrate cultural knowledge and sensitivity.	N≤5
Cultivate equity and inclusiveness.	N≤5
Create a supportive school environment.	N≤5
Demonstrate good listening skills.	N≤5
Communicate with students, staff, teachers and the community.	N≤5
Provide feedback to others.	N≤5
Articulate strengths and weaknesses.	N≤5
Receive feedback and constructive criticism.	N≤5
Meet deadlines and obligations.	N≤5
Demonstrate punctuality.	N≤5
Demonstrate preparation.	N≤5
I understood the mission, goals, and objectives of the program.	N≤5
Human diversity was recognized as a strength and was valued and respected.	N≤5
The faculty demonstrated interest in and respect for the welfare of all students.	N≤5
My advisor was supportive, responsive, and approachable:	N≤5
Overall, I am satisfied with the education and training I received at JCU.	N≤5