

Graduate Programs
Alumni & Employer Survey 2019-2020

	FALL 2019 – SPRING 2020 Alumni N = 5*		FALL 2019 – SPRING 2020 Employer N = 2	
	MEAN	RANGE	MEAN	RANGE
Possible responses: 3 = well prepared, 2 = sufficiently prepared, 1 = not sufficiently prepared				
<i>To what extent were you prepared to</i>				
1. effectively teach students with minimal disruptions	2.6	1	3	0
2. communicate clear expectations for achievement and behavior	2.4	1	2.5	1
3. provide support to achieve a positive, equitable, and engaging learning environment	2.6	1	2.5	1
4. build and maintain a positive rapport with students	2.6	1	3	0
5. collaborate with students' families	1.8	2	3	0
6. build and maintain positive rapport with other professionals at the school	2.6	1	3	0
7. implement a variety of instructional strategies	2.8	1	3	0
8. implement strategies that integrates critical thinking, inquiry, and problem solving	2.6	1	3	0
9. respond to the needs of students by differentiating instruction	2.6	1	3	0
10. use the results of formative assessment data to modify instruction	2.6	1	--	--
11. engage and motivate students through learner- centered instruction	2.6	1	3	0
12. integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction	2.6	1	3	0
13. set clear learning goals and align instruction with standards based content	2.4	2	3	0
14. provide quality and timely feedback to students	2.4	1	3	0
15. differentiate instruction to meet the academic needs of students with disabilities	1.8	2	2.5	1
16. differentiate instruction to meet the behavioral needs of students with disabilities	2	2	2.5	1
17. understand and adhere to the federal and state laws that govern special education services	2.2	2	2.5	1
18. make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an Individualized Education Program (IEP)?	2.4	1	2.5	1

19. develop and/or implement formal assessments and informal assessments that track students' progress toward IEP goals and objectives?	2.4	1	3.0	0
20. collaborate with others, such as para- educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?	2.4	1	3.0	0
21. provide appropriate activities/projects for ELL students to demonstrate their learning	2	0	2.5	1
22. use technology available at your school to make learning more active and engaging for your students	2.4	1	2.5	1
23. use available technology to collect, manage, and analyze and interpret student data using software programs (such as Excel or an electronic grade book)	1.8	2	3.0	0
24. What is your overall evaluation of how well the educator preparation program prepared you?	2.2	2	3.0	0
25. What is your overall evaluation of how well the educator preparation program prepared you?	2.4	1	--	--
26. How satisfied were you about how well the educator preparation program prepared you for your role as a teacher? (3 = Very satisfied, 2=Satisfied, 1=Somewhat Satisfied)	2.2	2	3.0	0
27. How relevant was what you learned during the educator preparation program to the knowledge you required in your role as a teacher? (3= Very relevant, 2 = relevant, 1 = somewhat relevant)	2.2	2	3.0	0

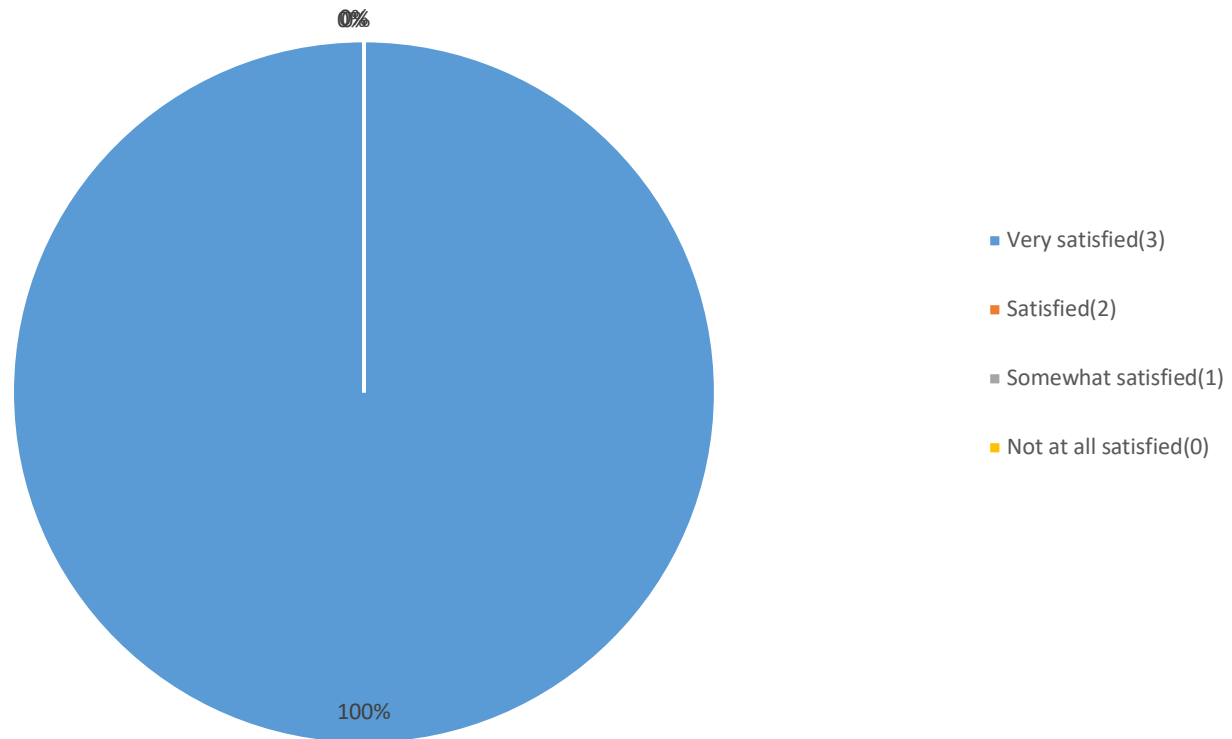
*3 in Deaf Ed, 2 in ECE, 1 in Elem (some alumni completed more than one program)

The survey was revised prior to the 2018-2019 academic year.

Satisfaction with Program Preparation

2019-2020

Employer Satisfaction:
How satisfied were you about how well the educator preparation program prepared
your employee for their role as a teacher?



Alumni Satisfaction:
How satisfied were you about how well the educator preparation program prepared you for your role as a teacher?
N = 5

