

CAEP Annual Reporting Measure 4: Satisfaction of completers

Initial licensure programs:

The EPP uses an alumni survey to obtain the status of completers' satisfaction with the initial licensure programs. The Initial Licensure Programs Alumni Survey is administered electronically to candidates one time per academic year. In the 2017-2018, 2018-2019, and 2019-2020 academic years, the survey response rates were 14.6% (n=23), 10.5% (n=18), and 16.4% (n=20), respectively. In terms of completers' overall satisfaction with their preparation, in the past three years, at least 82.7% or above of those completers responding indicated they were "satisfied" or "extremely satisfied" (Table 1). To increase response rate for the future, EPP will work on the following strategies: 1) target specific audience; 2) personalize e-mail invitations; 3) inform alumni one month before the survey sending out; and 4) sending reminder emails.

Table 1. Completers' overall status about satisfaction (Initial Programs)

| Years | Response Rate | N (respondents) | Extremely Satisfied | Satisfied | Dissatisfied | Extremely Dissatisfied |
|-----------|---------------|-----------------|---------------------|------------|--------------|------------------------|
| 2019-2020 | 16.4% | 20 | 38.9% (7) | 61.1% (11) | | |
| 2018-2019 | 10.5% | 18 | 38.9% (7) | 55.6% (10) | 5.6% (1) | |
| 2017-2018 | 14.6% | 23 | 39.1% (9) | 43.5% (10) | 13.0% (3) | 4.3% (1) |

This report excludes 2017-2018 detailed data because the EPP adopted a new Alumni Survey that started from 2018-2019. Besides asking about completers' overall satisfaction with their preparation, the survey includes 24 items that ask for candidates to rate their level of satisfaction on indicators related to professional knowledge, skills, and dispositions that initial program experiences were designed to achieve. In the past two years, at least 80% of our completers responding to the survey indicated they were satisfied or extremely satisfied on all questions except for the items of Development and teaching of lessons that incorporate diversity; Adaptation of instruction for ALL students, including students with exceptionalities; and Identification and prevention of bullying, harassment, and intimidation in school. These items will be reviewed and discussed through the EPP quality assurance system processes and placed in the EPP's Continuous Improvement Plan for implementation. See Table 2.

Table 2. Candidates' level of satisfaction that are related to professional knowledge, skills, and dispositions (Initial Programs)

| Indicators | Years | N | Extremely Satisfied | Satisfied | Dissatisfied | Extremely Dissatisfied | No Response |
|--|-------|----|---------------------|-----------|--------------|------------------------|-------------|
| Knowledge of the content in my field. | 19-20 | 17 | 52.9% (9) | 47.1% (8) | | | (3) |
| | 18-19 | 16 | 50.0% (8) | 43.8% (7) | 6.3% (1) | | (2) |
| | 17-18 | | | | | | |
| Ability to teach the content in my field. | 19-20 | 17 | 52.9% (9) | 47.1% (8) | | | (3) |
| | 18-19 | 17 | 47.1% (8) | 47.1% (8) | 5.9% (1) | | (1) |
| | 17-18 | | | | | | |
| Knowledge of professional, state, and national standards | 19-20 | 15 | 66.7% (10) | 33.3% (5) | | | (5) |
| | 18-19 | 17 | 47.1% (8) | 41.2% (7) | 11.8% (2) | | (1) |
| | 17-18 | | | | | | |
| Use of appropriate instructional strategies in my field. | 19-20 | 16 | 50.0% (8) | 50.0% (8) | | | (4) |
| | 18-19 | 17 | 52.9% (9) | 41.2% (7) | 5.9% (1) | | (3) |
| | 17-18 | | | | | | |

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|---|-------|----|------------|------------|----------|--|-----|
| Presentation of the content in my field in clear and meaningful ways to help ALL students learn. | 19-20 | 16 | 62.5% (10) | 37.5% (6) | | | (4) |
| | 18-19 | 17 | 41.2% (7) | 58.8% (10) | | | (3) |
| | 17-18 | | | | | | |
| Use of technology in my teaching and learning. | 19-20 | 16 | 50.0% (8) | 43.8% (7) | 6.3% (1) | | (4) |
| | 18-19 | 17 | 52.9% (9) | 47.1% (8) | | | (3) |
| | 17-18 | | | | | | |
| Application of professional and pedagogical knowledge and skills to facilitate student learning. | 19-20 | 16 | 50.0% (8) | 50.0% (8) | | | (4) |
| | 18-19 | 17 | 47.1% (8) | 47.1% (8) | 5.9% (1) | | (3) |
| | 17-18 | | | | | | |
| Consideration of school, family, and community contexts and prior experiences of students to develop meaningful learning experiences. | 19-20 | 17 | 62.5% (10) | 37.5% (7) | | | (3) |
| | 18-19 | 17 | 58.8% (10) | 41.2% (7) | | | (3) |
| | 17-18 | | | | | | |
| Assessment of student learning | 19-20 | 16 | 56.3% (9) | 43.8% (7) | | | (4) |
| | 18-19 | 17 | 41.2% (7) | 58.8% (10) | | | (3) |
| | 17-18 | | | | | | |
| Use of assessments to develop meaningful learning experiences for students based on developmental levels and prior experiences of students. | 19-20 | 16 | 56.3% (9) | 43.8% (7) | | | (4) |
| | 18-19 | 17 | 41.2% (7) | 58.8% (10) | | | (3) |
| | 17-18 | | | | | | |
| Maintenance of dispositions expected of professionals. | 19-20 | 16 | 43.8% (7) | 56.3% (9) | | | (4) |
| | 18-19 | 17 | 47.1% (8) | 47.1% (8) | 5.9% (1) | | (3) |
| | 17-18 | | | | | | |
| Modeling of professional dispositions in working with students, families, and communities | 19-20 | 16 | 43.8% (7) | 56.3% (9) | | | (4) |
| | 18-19 | 17 | 70.6% (12) | 23.5% (4) | 5.9% (1) | | (3) |
| | 17-18 | | | | | | |
| Knowledge of cultural diversity issues that include global and multicultural perspectives. | 19-20 | 16 | 56.3% (9) | 43.8% (7) | | | (4) |
| | 18-19 | 17 | 58.8% (10) | 35.3% (6) | 5.9% (1) | | (3) |
| | 17-18 | | | | | | |

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| Development and teaching of lessons that incorporate diversity. | 19-20 | 16 | 62.5% (10) | 31.3% (5) | 6.3% (1) | | (4) |
| | 18-19 | 17 | 52.9% (9) | 35.3% (6) | 11.8% (2) | | (3) |
| | 17-18 | | | | | | |
| Development of a classroom and school climate that values diversity. | 19-20 | 16 | 62.5% (10) | 37.5% (6) | | | (4) |
| | 18-19 | 17 | 52.9% (9) | 47.1% (8) | | | (3) |
| | 17-18 | | | | | | |
| Awareness of different teaching and learning styles that are shaped by cultural influences and background | 19-20 | 16 | 62.5% (10) | 37.5% (6) | | | (4) |
| | 18-19 | 17 | 56.3% (9) | 43.8% (7) | | | (3) |
| | 17-18 | | | | | | |
| Adaptation of instruction for ALL students, including students with exceptionalities. | 19-20 | 16 | 56.3% (9) | 37.5% (6) | 6.3% (1) | | (4) |
| | 18-19 | 17 | 58.8% (10) | 35.3% (6) | 5.9% (1) | | (3) |
| | 17-18 | | | | | | |
| Valuing fairness and the belief that ALL students can learn. | 19-20 | 16 | 62.5% (10) | 37.5% (6) | | | (4) |
| | 18-19 | 17 | 52.9% (9) | 47.1% (8) | | | (3) |
| | 17-18 | | | | | | |
| Helping all students learn. | 19-20 | 16 | 56.3% (9) | 43.8% (7) | | | (4) |
| | 18-19 | 17 | 58.8% (10) | 41.2% (7) | | | (3) |
| | 17-18 | | | | | | |
| Analysis of personal performance to improve teaching and learning. | 19-20 | 16 | 62.5% (10) | 37.5% (6) | | | (4) |
| | 18-19 | 17 | 52.9% (9) | 41.2% (7) | | 5.9% (1) | (3) |
| | 17-18 | | | | | | |
| Use of the state's P - 12 academic standards in the content area. | 19-20 | 16 | 62.5% (10) | 37.5% (6) | | | (4) |
| | 18-19 | 17 | 47.1% (8) | 52.9% (9) | | | (3) |
| | 17-18 | | | | | | |
| Integration of the state's career guidance and planning into the P - 12 curriculum | 19-20 | 16 | 62.5% (10) | 37.5% (6) | | | (4) |
| | 18-19 | 17 | 41.2% (7) | 52.9% (9) | 5.9% (1) | | (3) |
| | 17-18 | | | | | | |
| Use of applied methodologies in P - 12 academic courses | 19-20 | 16 | 62.5% (10) | 37.5% (6) | | | (4) |
| | 18-19 | 17 | 47.1% (8) | 52.9% (9) | | | (3) |
| | 17-18 | | | | | | |
| Identification and prevention of bullying, harassment, and intimidation in school. | 19-20 | 16 | 62.5% (10) | 31.3% (5) | 6.3% (1) | | (4) |
| | 18-19 | 17 | 41.2% (7) | 41.2% (7) | 17.6% (3) | | (3) |
| | 17-18 | | | | | | |

Advanced Programs:

For our advanced programs, we use an alumni survey to obtain perspectives of completers' satisfaction with their preparation. In the 2017-2018, 2018-2019, and 2019-2020 academic years, the survey response rate is 8.5% (13), 11.9% (n=18), and 17.6% (18), respectively. In terms of completers' overall satisfaction with their preparation, in the past three years, 100% of completers responding to the survey selected "satisfied" or "extremely satisfied" (See Table 3). To increase response rate for the future, EPP will work on the following strategies: 1) target specific audience; 2) personalize e-mail invitations; 3) inform alumni one month before the survey sending out; and 4) sending reminder emails.

Table 3. Completers' overall level of satisfaction (Advanced Programs)

| Years | Response Rate | N (respondents) | Extremely Satisfied | Satisfied | Dissatisfied | Extremely Dissatisfied |
|-----------|---------------|-----------------|---------------------|-----------|--------------|------------------------|
| 2019-2020 | 17.6% | 18 | 62.5% | 37.5% | | |
| 2018-2019 | 11.9% | 18 | 35.3% | 64.7% | | |
| 2017-2018 | 8.5% | 13 | 37.5% | 62.5% | | |

Besides asking completers about their overall level of satisfaction with their preparation, the survey includes 16 items asking for candidates' level of satisfaction on indicators related to professional knowledge, skills, and dispositions that the advanced program experiences were designed to achieve. In the past three years, 100% of our completers responding to the survey rated satisfied or extremely satisfied on all questions except for the items of Communicating effectively, Use of research, Conducting research, and Analysis of data to inform practice. At this point, responses do not suggest a need for any changes.

Table 4. Candidates' level of satisfaction that are related to professional knowledge, skills, and dispositions (Advanced Programs)

| Indicators | Years | N | Extremely Satisfied | Satisfied | Dissatisfied | Extremely Dissatisfied | No Response |
|--|-------|----|---------------------|-----------|--------------|------------------------|-------------|
| Demonstration of deep content knowledge | 19-20 | 16 | 62.5% (10) | 37.5% (6) | | | (4) |
| | 18-19 | 17 | 70.6% (12) | 29.4% (5) | | | (1) |
| | 17-18 | 8 | 25.0% (2) | 75% (6) | | | (5) |
| Demonstration of deep pedagogical knowledge | 19-20 | 16 | 62.5% (10) | 37.5% (6) | | | (4) |
| | 18-19 | 17 | 64.7% (11) | 35.3% (6) | | | (1) |
| | 17-18 | 8 | 37.5% (3) | 62.5% (5) | | | (5) |
| Selection and use of a broad range of strategies | 19-20 | 15 | 60% (9) | 40% (6) | | | (5) |
| | 18-19 | 17 | 52.9% (9) | 47.1% (8) | | | (1) |
| | 17-18 | 8 | 37.5% (3) | 62.5% (5) | | | (5) |
| Understanding of theories related to learning | 19-20 | 15 | 60% (9) | 40% (6) | | | (5) |
| | 18-19 | 17 | 64.7% (11) | 35.3% (6) | | | (1) |
| | 17-18 | 8 | 37.5% (3) | 62.5% (5) | | | (5) |
| Understanding of theories related to pedagogy | 19-20 | 14 | 64.3% (9) | 35.7% (5) | | | (6) |
| | 18-19 | 17 | 64.7% (11) | 35.3% (6) | | | (1) |
| | 17-18 | 8 | 37.5% (3) | 62.5% (5) | | | (5) |
| Reflection and identification of strengths and areas for improvement | 19-20 | 13 | 61.5% (8) | 38.5% (5) | | | (7) |
| | 18-19 | 17 | 58.8% (10) | 41.2% (7) | | | (1) |
| | 17-18 | 8 | 37.5% (3) | 62.5% (5) | | | (5) |
| Commitment to professional development | 19-20 | 13 | 61.5% (8) | 38.5% (5) | | | (7) |
| | 18-19 | 17 | 64.7% (11) | 35.3% (6) | | | (1) |
| | 17-18 | 8 | 37.5% (3) | 62.5% (5) | | | (5) |
| | 19-20 | 13 | 61.5% (8) | 38.5% (5) | | | (7) |

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| Understanding of the learner, family, and community contexts. | 18-19 | 17 | 64.7% (11) | 35.3% (6) | | | (1) |
| | 17-18 | 8 | 37.5% (3) | 62.5% (5) | | | (5) |
| Communicating effectively | 19-20 | 13 | 61.5% (8) | 38.5% (5) | | | (7) |
| | 18-19 | 17 | 58.8% (10) | 41.2% (7) | | | (1) |
| | 17-18 | 8 | 37.5% (3) | 50% (4) | 12.5% (1) | | (5) |
| Working collaboratively to achieve a goal | 19-20 | 11 | 63.6% (7) | 36.4% (4) | | | (9) |
| | 18-19 | 17 | 64.7% (11) | 35.3% (6) | | | (1) |
| | 17-18 | 8 | 25.0% (2) | 75.0% (6) | | | (5) |
| Use of research | 19-20 | 12 | 50% (6) | 50% (6) | | | (8) |
| | 18-19 | 17 | 52.9% (9) | 41.2% (7) | 5.9% (1) | | (1) |
| | 17-18 | 8 | 37.5% (3) | 62.5% (5) | | | (5) |
| Conducting research | 19-20 | 12 | 50% (6) | 50% (6) | | | (8) |
| | 18-19 | 17 | 52.9% (9) | 41.2% (7) | 5.9% (1) | | (1) |
| | 17-18 | 8 | 50% (4) | 50% (4) | | | (5) |
| Analysis of data to inform practice | 19-20 | 12 | 50% (6) | 50% (6) | | | (8) |
| | 18-19 | 17 | 52.9% (9) | 47.1% (8) | | | (1) |
| | 17-18 | 8 | 50% (4) | 37.5% (3) | 12.5% (1) | | (5) |
| Integration of technology to advance teaching and learning | 19-20 | 12 | 66.7% (8) | 33.3% (4) | | | (8) |
| | 18-19 | 17 | 70.6% (12) | 29.4% (5) | | | (1) |
| | 17-18 | 8 | 50% (4) | 50% (4) | | | (5) |
| Demonstration of professional behaviors and ethical practice | 19-20 | 12 | 66.7% (8) | 33.3% (4) | | | (8) |
| | 18-19 | 17 | 70.6% (12) | 29.4% (5) | | | (1) |
| | 17-18 | 8 | 37.5% (3) | 62.5% (5) | | | (5) |
| Working with diverse populations | 19-20 | 11 | 54.5% (6) | 45.5% (5) | | | (7) |
| | 18-19 | 17 | 64.7% (11) | 35.3% (6) | | | (1) |
| | 17-18 | 8 | 50% (4) | 50% (4) | | | (5) |