4.4.3 Phase In Plan for Standard 4.4

Satisfaction of Completers

The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Relationship to Standard or Component

The evidence for this component will demonstrate through multiple measures that completers are satisfied with the Adelphi teacher education program and report that it prepared them well for their teaching responsibilities.

Description of the content and objective of the data collection

Three sources of data are used to demonstrate alumni teacher’s perceptions of how well the Adelphi teacher education prepared them to be effective teachers. Three surveys will be used as data – the first is completed at the conclusion of the final semester, the second is completed one-year post graduation, and the third between one to four years after graduation. The data from these three surveys provides insight to alumni perceptions at the conclusion of their student teaching, when they are new teachers, and when they have been the teacher of record for up to four years. These three surveys, which are completed at different points provide insight into completers’ experience as they move from new graduate through the induction years of teaching.

Evidence

1. **Alumni Teacher Education Survey (4.4.2)** The survey inquired about alumni teachers perceptions of the effectiveness of the teacher education program at Adelphi and how well prepared they felt to enter the classroom as the teacher of record. Alumni were also asked to comment on employment: length of time to secure employment, employment status, and whether they had earned tenure. Survey items were aligned to CAEP and InTASC standards. The survey provides feedback of recent alumni, between four and one year post-graduation about their perception of the teacher education program and whether that preparation was effective to prepare them for the responsibilities they face as K-12 teachers.

Data Source

The survey was distributed in Spring 2018 to alumni from teacher education programs who graduated between Fall 2013 to Spring 2017. A list of all graduates (1217 individuals) from CEHS was obtained from the Alumni Relations Office. The Assessment Office eliminated any alumni who did not graduate from a teacher education program, resulting in 610 individuals. Many of the contact emails were Adelphi emails, which may no longer be active. In order to obtain current emails, exit survey data, in which graduating students asked to provide a permanent email account, was merged with the file. The survey was sent to a final list of 380 alumni who had provided a permanent (non-Adelphi) email. Survey Monkey was used to collect
survey data through emails to alumni. Alumni were offered a modest incentive to encourage completion of survey - entry into a raffle with three winners of a $50 Amazon gift card. 83 of the 380 alumni completed the full survey, for a 22% response rate. The 83 alumni who responded to the survey represented all teacher education programs. The majority of responses were from Adolescent Education (21%), Childhood Education (20%), Childhood Special Education (18%), and Physical Education MA (6%).

Data Quality

This survey was revised and adapted from a previous alumni survey developed by faculty members and the Office of Assessment and Accreditation. Associate Dean Daryl Gordon and Fieldwork Chair Prof. McCarthy revised the survey; it was reviewed by the Fieldwork Committee and the CAEP Core Team. Survey questions are explicitly aligned with EPP mission and CAEP and InTASC standards. The revised version was reviewed by the Fieldwork Committee and the CAEP Core Team, which closely examined survey for content validity and clear, unambiguous language.

Timeline and Resources

<table>
<thead>
<tr>
<th>Task</th>
<th>Timeline</th>
<th>Resources</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Data by Faculty and Clinical Partners</td>
<td>Spring 2019 and annually thereafter</td>
<td>Fieldwork Committee, PECE, University Supervisors, Clinical Partners</td>
<td>Review data received from alumni, share with clinical partners, and consider necessary program action.</td>
</tr>
<tr>
<td>Maintain current contact information on alumni.</td>
<td>Fall 2019 and following</td>
<td>Alumni Relations Office, Office of Research, Assessment, and Planning, Dean’s Office</td>
<td>Work with the Alumni Relations Office and Office of Research, Assessment, and Planning to obtain most current contact information on alumni. Request PECE to gather and maintain current contact information for alumni.</td>
</tr>
<tr>
<td>Administer survey</td>
<td>Spring 2020 and annually thereafter</td>
<td>Assessment Office</td>
<td>Administer survey to alumni who graduated between one to four years prior.</td>
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