

A.4.2.3 Phase In Plan for Standard A.4.2

Satisfaction of Completers

A.4.2 The provider demonstrates that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Over the past 12 years, there has been an annual survey to alumni distributed, in coordination with the University's Office of Research, Assessment and Planning (ORAP, which has its own survey) and the Alumni Relations Office, which has helped to provide updated contact information. In 2017-18, a new Alumni Association for the EPP began, called Panthers on the Prowl, that has provided a more regular and consistent contact with alumni in regular meetings and communications. The Association was begun by the Chair of the Fieldwork and Educator Preparation Committee and Associate Dean who also initiated a revision of the current alumni survey in Spring 2018, with an eye towards aligning it more with InTASC and CAEP 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 P-12 teachers. However, the survey was not reviewed by our partner schools and districts, which is part of the rationale for this phase-in plan for Standard A.4.2.

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. Eighty-three 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%). However, most of the EPP teacher education programs were represented in the results. A third of the alumni who responded are employed in Long Island districts; another third are in New York City schools. Over half were the regular classroom teacher and the same number not yet tenured.

[Table 4.4.2](#) offers a summary of the results, which address employment status, the types of settings and functions in their professional roles, and evaluation of the programs and field experiences they had while teacher candidates in the EPP. Forty-five percent of the respondents were satisfied or very satisfied with their educational experience while 80% (the established target percentage) were satisfied or very satisfied with their student teaching experience preparing them for their teaching roles after program completion. Over 80% of the respondents indicated that they were teaching in their content areas, work with diverse populations, use varied instructional approaches, work with special needs populations, use technology for learning purposes, collaborate with colleagues, differentiating instruction and planning lessons. The strongest area of agreement (with over 90% of the respondents) was in being a reflective practitioner—one of the core values of the EPP.

While many of the comments from those completing the survey addressed how pleased they were with their educational experience while in the EPP and the faculty, many commented on the need for better preparation for the careers to be face in diversity settings, in general, and New

York City, in particular. The comments were corroborated by a focus group held in Summer 2018 where several alumni addressed the need for better preparation to work with diverse populations.

Phase In Plan Standard A.4.2 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 advanced program and report that it prepared them well for their teaching responsibilities.

Description of the content and objective of the data collection

Two sources of data are used to demonstrate alumni teacher's perceptions of how well the Adelphi teacher education prepared them to be effective teachers. Two surveys will be used as data – the first is completed one-year post graduation and the second between one to four years after graduation. The data from these surveys provides insight to alumni perceptions 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.** The survey inquired about alumni teachers perceptions of the effectiveness of the advanced program at Adelphi and how well prepared they felt to enter their professional role. 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.

Data Source

The survey was distributed in Spring 2018 to alumni from initial and advanced 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. The Associate Dean and Fieldwork and Education Preparation Committee 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

Task	Timeline	Resources	Expected Outcome
Analysis of Data by Fieldwork Committee and Clinical Partners	Fall 2019 and bi-annually thereafter	Fieldwork Committee, PECE, University Supervisors, Clinical Partners	Review data received from alumni and consider necessary advanced program action.
Maintain current contact information on alumni.	Fall 2019 and following	Alumni Relations Office, Office of Research, Assessment, and Planning, Dean's Office	Work with the Alumni Relations Office and Office of Research, Assessment, and Planning to obtain most current contact information on alumni. Request exit survey and the OSCP to gather and maintain current contact information for alumni.
Re-administer survey	Spring 2020 and bi-annually thereafter	Assessment Office	Administer survey to alumni who graduated between one to four years prior.

2. **Graduate Alumni Survey (University-wide).** Survey requesting information from completers School of Education completers one year after graduation. Completers are asked to comment on satisfaction with educational program, the length of time to find employment, whether completers are employed in their field of study, and whether their receive a raise or promotion as a result of degree completion.

Data Source

Survey is administered by the Adelphi University Office of Research, Assessment, and Planning and is sent to all graduates one year post-graduation. The survey focuses on recent graduates and what ensues during the year following graduation with respect to their employment, further education, and personal and professional achievements. The survey also helps to evaluate Adelphi’s existing programs and services. As has been the practice for the past several years, the survey was conducted both online and on paper. Respondents were sent paper versions when there was no valid email addresses, those who did not want Adelphi to contact them via email, and those who did not respond online after five attempts.

The data presented here are for completers of teacher education programs. Response rates for AY 14-15, 15-16, and 16-17 respectively are 18%, 23%, and 25%.

Data Quality

The survey was developed by the Office of Research, Assessment and, Planning, which conducts comprehensive research and analytical studies to facilitate and advance the University’s efforts to fulfill its mission and strategic goals. Survey was designed to elicit information about employment from alumni one year post graduation.

Timeline and Resources

Task	Timeline	Resources	Expected Outcome
Analysis of Data by Fieldwork Committee and Clinical Partners	Fall 2019 and annually thereafter	Fieldwork Committee, PECE, University Supervisors, Clinical Partners	Review data received by employers and consider necessary program action. Request recommendations for survey revision from clinical partners.