

Completer Survey Data 2023

Summary-

An annual survey for both completers and employers of completers was developed by the Alabama Association for Colleges of Teacher Education and aligned with InTASC standards. The survey was utilized by the Alabama State Department of Education for new teachers and their employers at the end of their first year of teaching. The data from this survey instrument is valid and reliable, but the data collected by the state department is not disaggregated by area of certification. In addition, it is not possible to determine the number of those that completed the survey. As a result, the EPP uses the identical survey, including all questions with exact wording, sending it directly from the EPP to receive a better return rate from our completers.

The Graduate Survey sent in Spring 2023 was sent to graduates one-year to three-years following graduation from BSC. The data below shows the survey data from the last three years (2021, 2022, and 2023). These graduates were from the 2019-2020, 2020-2021 and 2021-2022 cohorts. The return rate for these years was 44% (2021), 52% (2022) and 42% (2023). Only two respondents were from secondary programs. As a result, all data is analyzed as a whole. The return rate for completers for 2023 was 42% (11/26). Of the 16 respondents from 2022, only two graduated from a secondary program. The data is not disaggregated by program but analyzed together. The range of indicators for completers was 1 (Strongly Disagree) to 4 (Strongly Agree). All indicators were scored in the positive. Item 6, *BSC Education Department prepared me to manage the learning environment to engage learners actively*, and item 10, *BSC Education Department prepared me to use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives*, received the lowest mean scores (3.0 and 3.2 respectively).

Quantitative Data 2022

Year of Survey	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16
2020-2021 N= 16	3.6	3.8	3.6	3.3	3.7	3.3	3.5	3.6	3.56	3.4	3.4	3.7	3.7	3.5	3.5	3.8
2021-2022 N=16	3.5	3.6	3.5	3.5	3.4	2.8	3.4	3.5	3.5	3.3	3.5	3.34	3.7	3.5	3.6	3.8
2022-2023 N=11	3.6	3.8	3.4	3.4	3.4	3.0	3.2	3.4	3.6	3.2	3.3	3.5	3.5	3.4	3.5	3.8

Narrative Information from Graduate Survey 2023

What is one area of strength of BSC education department?

Preparing to differentiate lessons
Teaching the whole child
Collaboration and educational theories through modeling
Thinking critically to enhance candidate abilities and abilities of students to perform at a high level
Teaching all children
Respectful collaborations with colleagues/maintaining a respectful work environment
Understanding of learners' commonalities and individual differences within and across communities to design inclusive learning experiences
Group collaboration and hands-on learning
Real world experience in classrooms that starts early and happens often
Courses that construct meaningful understanding about the teaching profession
Relationships between students and professors
Understanding/implementing IEPs, inclusion, and various strategies for learning and teaching

What is one area of weakness of BSC education department?

Familiarity with curriculum (how to read and use and/or follow a pacing guide)
"Nitty gritty" of teaching-better understanding of and addressing students with extreme behaviors and real life examples of using behavior management strategies
Classroom management (in-depth lessons in how to set up classroom management, current trends of elementary school students and ways to help students through these trends)
Greater need for more special education classes
More information and techniques on how to use, design, or adapt MULTIPLE methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives

Secondary programs need more lesson planned focused classes along with more in school opportunities (2020 completer)