



TEU Survey Report for Alumni Surveys

(as part of the 2024-2025 data collection cycle)

Administration Dates & Population Surveyed:

Administered annually. Surveys are sent to past program completers at least one-year post-graduation to provide time for them to be working in the field prior to responding.

Cohorts included in this evidence package:

<u>Completion Year:</u>	<u>Program Level:</u>
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2022-2023 n = 2	Initial
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2023-2024 n = 1	Initial
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2024-2025 n = 2	Advanced
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*Due to low "n", program names are withheld.

Summary:

The Alumni Survey was sent to a sample of over 1000 program completers from 2022-23 through 2025 across all initial and advanced programs. Despite multiple email reminders, there was a small response rate of only five completers. Of those five who responded, three were currently employed in the education field as fulltime teachers in their discipline at the early childhood through secondary levels. Due to the small sample, program names and teaching disciplines are not specified here. Results are reported by InTASC category based on completer's perception of "preparedness to teach or do" the skill/knowledge listed. Additional questions aligned to CAEP Advanced Standard 1 are included for advanced completers.

Scoring

Candidates are asked to rate their agreement of preparedness for 25 items aligned to InTASC Standards. Advanced program completers are asked an additional set of questions based on CAEP Advanced Standard 1 content. Scoring per item is based on a 4-point rating (1 = Disagree, 2 = Tend to Disagree, 3= Tend to Agree, 4 = Agree). Results are reported by mean per question and InTASC category.

Summary of Findings:

Overall, completers reported strong levels of agreement across all major program domains, with mean scores ranging from 3.46 to 3.88 on a 4-point scale. The highest ratings were found in the area of professional responsibility (M = 3.88), followed by learner and learning and technology (both M = 3.73), suggesting that graduates generally felt well prepared in these areas. Instructional practice received comparatively lower, though still positive, ratings (M = 3.46), while responses to the additional advanced program questions reflected moderate to strong agreement overall (M = 3.08).

Quantitative Results by Overall Domain:

Category	Category Mean
Learner and Learning	3.73
Content Knowledge	3.7
Instructional Practice	3.46
Professional Responsibility	3.88
Technology	3.73
Additional Advanced Questions	3.08

Quantitative Results by Question: (see page 3)

Category	Question	Mean	N
Learner & Lrng	I am prepared to design and implement developmentally appropriate and challenging learning experiences.	3.6	5
	I am prepared to use my understanding of learner differences to ensure inclusive learning environments.	3.6	5
	I am prepared to enable all students, regardless of culture or community, to meet high standards.	3.6	5
	I am prepared to work with others to create environments that support individual and collaborative learning.	4	5
	I am prepared to create learning environments that foster active engagement in learning.	3.8	5
	I am prepared to appreciate diversity and its value to the education of all students.	3.8	5
Content Know.	I understand the central concepts of my discipline	3.8	5
	I am prepared to create learning experiences that make the subject matter meaningful for students.	3.8	5
	I am prepared to engage learners in critical thinking through an examination of differing perspectives within the discipline.	3.6	5
	I am prepared to promote learning of the discipline through collaborative problem solving related to local and global issues.	3.6	5
Instr. Pract.	I am prepared to select, construct, and use multiple methods of assessment.	3.6	5
	I am prepared to use assessment to inform and guide practice and decision making.	3.6	5
	I am prepared to use assessment to engage learners in their own growth.	3.6	5
	I am prepared to use content knowledge, cross-disciplinary skills, and pedagogy in planning for instruction.	3.4	5
	I am prepared to differentiate instruction for individuals and groups of learners.	2.8	5
	I am prepared to use a variety of instructional strategies that develop an ability to apply knowledge in meaningful ways.	3.2	5
	I am prepared to infuse the values of diversity into instructional strategies.	4	5
Prof Respon.	I am prepared and eager to engage in ongoing professional learning in order to keep abreast of new ideas and best practices.	4	5
	I am prepared to use evidence to continually evaluate and improve my teaching.	4	5
	I am prepared to seek out leadership roles in order to be accountable for learner growth.	3.8	5
	I am prepared to seek out opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to positively impact learner growth.	3.8	5
	I am prepared to seek out and use information regarding the diverse experiences and backgrounds of my students and community to positively impact learner growth.	3.8	5
Technology	I am prepared to engage in pedagogical approaches enhanced by the use of technology.	3.8	5
	I am prepared to leverage technology as a tool to enhance student learning for diverse students.	3.8	5
	I am prepared to use technology as a tool for communication/collaboration with students, parents, colleagues, and other stakeholders.	3.6	5
CAEP Adv 1	I am prepared to apply data literacy skills so that learning and development opportunities for all P-12 are enhanced.	2.5	2
	I am prepared to use research and understanding of qualitative , quantitative and/or mixed methods research methodologies so that learning and development opportunities for all P-12 are enhanced.	2.5	2
	I am prepared to employ data analysis and evidence to develop supportive school environments.	2.5	2

	I am prepared to lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents so that learning and development opportunities for all P-12 are enhanced.	3.5	2
	I am prepared to apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization.	3	2
	Throughout my program, I was provided ample opportunities to learn and apply specialized content and discipline knowledge.	3.5	2
	I feel that my program preparation was effective and relevant and prepared to me to carry out the responsibilities confronted on the job.	3	2
	Tech: I am prepared to engage in pedagogical approaches enhanced by the use of technology.	3.5	2
	Tech: I am prepared to leverage technology as a tool to enhance student learning for diverse students.	3	2
	Tech: I am prepared to use technology as a tool for communication/collaboration with students, parents, colleagues, and other stakeholders.	3	2
	Diversity: The preparation and experiences of this program supported my commitment to diversity.	3.5	2
	Diversity: The preparation and experiences of this program prepared me to design and enact equitable and excellent experiences for all students.	3.5	2

