

College of Education Three Alumni Survey Results

THREE YEAR SURVEY RESULTS ON SATISFACTION OF COMPLETERS

Advanced Teacher Education

1-Extremely unprepared, 2-Unprepared, 3-Neutral, 4-Well Prepared, 5-Extremely Well Prepared

Q7. How well did Niagara University prepare you for your current position?

| Graduate-Advanced | | | |
|--------------------------|------------------|------------------|------------------|
| | Class of 2016-17 | Class of 2017-18 | Class of 2020-21 |
| Rating | N=4 | N=12 | NA |
| Mean | 4.25 | 3.25 | |
| Median | 4.5 | 4 | |
| Mode | 5 | 4 | |
| Range | 3-5 | 1-4 | |

| | Class of 2016-17 Literacy | Class of 2017-18 Literacy | Class of 2016-17 Special Education | Class of 2017-18 Special Education | Class of 2016-17 TESOL | Class of 2017-18 TESOL |
|---------------|------------------------------|------------------------------|--|--|---------------------------|---------------------------|
| Rating | N=1 | N=4 | N=3 | N=2 | N=0 | N=6 |
| Mean | 5.00 | 4.0 | 4 | 2.5 | NA | 3.0 |
| Median | 5.00 | 4.0 | 4 | 2.5 | NA | 4 |
| Mode | 5.00 | 4.0 | 4 | * | NA | 4 |
| Range | 5.00 | 4.0 | 3-5 | 1-4 | NA | 1-4 |

Q8. What could Niagara University have done to better prepare you for your current position?

Graduate Advanced-

Class of 2014-15 Responses

Nothing! My special education degrees has helped with my general Ed classroom experience and working towards full inclusion

Class of 2015-16 Responses

| |
|--|
| Taught me about teaching in challenging city schools. |
| The only thing I wish I knew more about is applying for my professional certificate through TEACH. |
| Shared different co teaching models so we know what to expect |
| Add psychologist classes to help understand the mind better |
| More information on initial and professional certification |
| Learn how to set up a grading system. Learn about emotionally disturbed students because those are the students I currently teach. |
| Focus more on each disability such as a whole class regarding autism |

Class of 2016-17 Responses

More real world teaching. For example I learned how to right page long lesson plans, but we don't use those in a classroom. Parents are the absolute biggest challenge for a teacher and that did not come up in any of my coursework in undergrad or graduate. The transition to real life teaching from college was difficult as I did not feel completely prepared for what actually happened in a classroom.

Nothing. Niagara University provided me with every experience I needed to be successful in my career.

Initial and advanced teacher education program completers voluntarily submitted their classroom observation forms. These forms were reviewed and aligned to the teacher education candidate knowledge, skills, and professional disposition categories of the learner and learning; content; instructional practice; and professional responsibility using the following scale: 1-ineffective, 2-developing, 3-effective, 4-highly effective. When multiple ratings were given in a single category, an average of the ratings was recorded. NOTE: Only one candidate submitted a form for the 2016-17 completer year so the analysis was not completed.

Class of 2017-18 Responses

Niagara could have: offered classes that focused on trauma informed and restorative practices. Today's teachers need to be able to deal with student trauma in addition to their own trauma in and outside of the classroom. My program did not prepare me enough for the mental and emotional toll of being a teacher.

I am not currently working as a Literacy specialist, but rather completed my Master's in Literacy to satisfy my professional certification as a K-12 Visual Arts teacher. I felt that if I had gone down the Literacy path, I would've been well prepared. I am currently a high school Visual Arts teacher, this is my 2nd year in this building. Prior to that, I was teaching 5-6th grade art for 3 years and another 5 years at a charter high school in Buffalo for art (10 years teaching total)

As a Special Education teacher, I would have liked more specific instruction and training on IEP writing. In my current employment position I have had to some professional development to ensure that my IEPs are compliant with State standards.

Revised Survey for Class of 2018-19

Please indicate your level of agreement with the following statements now that you have completed your program of study.

- Strongly Disagree (1)
- Disagree (2)
- Agree (3)
- Strongly Agree (4)

1. As a result of courses and field experiences in my program, I demonstrate data literacy in my practice.
2. As a result of courses and field experiences in my program, I am able to use research and understand qualitative, quantitative and/or mixed methods research methodologies .
- 3.As a result of courses and field experiences in my program, I am able to employ data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments .
4. As a result of courses and field experiences in my program, I am able to participate and lead in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents .
5. As a result of courses and field experiences in my program, I am able to support appropriate applications of technology in my specialized field.
6. As a result of courses and field experiences in my program, I am able to demonstrate professional dispositions, and abide by laws, policies, codes of ethics, and professional standards appropriate to my field of specialization.

Response

How well do you feel Niagara University’s program has prepared you for professional practice in the following areas: 1
(Not Prepared) - 4 (Well Prepared)

Chart presents percentage of respondents at each rating level and the mean overall response.

| Standards | Special Education | Class of 2018-19 N= 4/36 11.11% Response Rate | | | | | Class of 20-21 N= 8/35 22.86% Response Rate | | | | |
|-------------|--|---|----|----|-----|------|---|--------|--------|--------|------|
| | | 1 | 2 | 3 | 4 | Mean | 1 | 2 | 3 | 4 | Mean |
| CAEP RA1.1a | Data Literacy | 0 | 25 | 25 | 50 | 3.25 | 0.00% | 12.50% | 50.00% | 37.50% | 3.25 |
| CAEP RA1.1b | Research | 0 | 25 | 50 | 25 | 3.00 | 0.00% | 25.00% | 37.50% | 37.50% | 3.13 |
| CAEP RA1.1c | Data Analysis to Develop Positive Environments | 0 | 0 | 50 | 50 | 3.50 | 0.00% | 12.50% | 25.00% | 62.50% | 3.50 |
| CAEP RA1.1d | Collaboration | 0 | 0 | 50 | 50 | 3.50 | 0.00% | 0.00% | 25.00% | 75.00% | 3.75 |
| CAEP RA1.1e | Technology | 0 | 0 | 25 | 75 | 3.75 | 0.00% | 0.00% | 25.00% | 25.00% | 3.75 |
| CAEP RA1.1f | Dispositions, Laws and Policies, Ethics | 0 | 0 | 0 | 100 | 4.0 | 0.00% | 0.00% | 37.50% | 62.50% | 3.63 |
| CAEP RA1.2 | SPA Standards | 0 | 0 | 25 | 75 | 3.75 | 0.00% | 0.00% | 37.50% | 62.50% | 3.63 |

| Standards | Literacy | Class of 2018-19 N=0/9 0% Response Rate | | | | | Class of 2020-21 N=3/18 16.67% Response Rate | | | | |
|-------------|--|---|---|---|---|------|--|-------|--------|--------|------|
| | | 1 | 2 | 3 | 4 | Mean | 1 | 2 | 3 | 4 | Mean |
| CAEP RA1.1a | Data Literacy | 0 | 0 | 0 | 0 | 0 | 0.00% | 0.00% | 33.33% | 66.67% | 3.67 |
| CAEP RA1.1b | Research | 0 | 0 | 0 | 0 | 0 | 0.00% | 0.00% | 33.33% | 66.67% | 3.67 |
| CAEP RA1.1c | Data Analysis to Develop Positive Environments | 0 | 0 | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% | 100% | 4.00 |
| CAEP RA1.1d | Collaboration | 0 | 0 | 0 | 0 | 0 | 0.00% | 0.00% | 33.33% | 66.67% | 3.67 |
| CAEP RA1.1e | Technology | 0 | 0 | 0 | 0 | 0 | 0.00% | 0.00% | 33.33% | 66.67% | 3.67 |
| CAEP RA1.1f | Dispositions, Laws and Policies, Ethics | 0 | 0 | 0 | 0 | 0 | 0.00% | 0.00% | 33.33% | 66.67% | 3.67 |
| CAEP RA1.2 | SPA Standards | 0 | 0 | 0 | 0 | 0 | 0.00% | 0.00% | 33.33% | 66.67% | 3.67 |

| Standards | TESOL | Class of 2018-19 N=0/25 0% Response Rate | | | | | Class of 2020-21 N=0/3 0% Response Rate | | | | |
|-------------|--|--|---|---|---|------|---|---|---|---|------|
| | | 1 | 2 | 3 | 4 | Mean | 1 | 2 | 3 | 4 | Mean |
| CAEP RA1.1a | Data Literacy | 0 | 0 | 0 | 0 | 0 | | | | | |
| CAEP RA1.1b | Research | 0 | 0 | 0 | 0 | 0 | | | | | |
| CAEP RA1.1c | Data Analysis to Develop Positive Environments | 0 | 0 | 0 | 0 | 0 | | | | | |
| CAEP RA1.1d | Collaboration | 0 | 0 | 0 | 0 | 0 | | | | | |
| CAEP RA1.1e | Technology | 0 | 0 | 0 | 0 | 0 | | | | | |
| CAEP RA1.1f | Dispositions, Laws and Policies, Ethics | 0 | 0 | 0 | 0 | 0 | | | | | |
| CAEP RA1.2 | SPA Standards | 0 | 0 | 0 | 0 | 0 | | | | | |