

## Alumni Reflections on their Educator Preparation Program - EPP Administered

**Context:** To gather information on alumni satisfaction with the quality of preparation provided by their educator preparation program, the EPP administers a survey to alumni after their first year of teaching. Questions on the survey are aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. This survey is also administered by the Ohio Department of Higher Education (ODHE), but due to a low response rates, the EPP administers the survey as well.

**Measure 4 Results of completer surveys:** With scores consistently above 3.0 for the past three reporting periods (2017 through 2019), data below demonstrates our alumni are satisfied with the quality of preparation received by Hiram College. Response rates from the ODHE-administered surveys have been extraordinarily low both at the state and EPP level with no responses received for the EPP in 2018 or 2019, and an overall statewide response rate of only 12% in 2019. Due to these low response rates, the EPP began administering its own alumni survey based on the ODHE questions and will continue to do so.

	2017 through 2019 Reporting Periods
<b>Strongly agree = 4, Agree = 3, Disagree = 2, Strongly disagree = 1</b>	<b>Response Rate</b>
	<b>47% (4/30)</b>
<b>MY TEACHER PREPARATION PROGRAM PREPARED ME</b>	<b>EPP Mean</b>
1. With knowledge of research on how students learn	3.84
2. To recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction.	3.52
3. With high levels of knowledge of the academic content I plan to teach	3.77
4. To identify instructional strategies appropriate to my content area	3.72
5. To understand the importance of linking interdisciplinary experiences	3.73
6. To align instructional goals and activities with Ohio's academic content standards including the common core	3.79
7. To use assessment data to inform instruction	3.75
8. To clearly communicate learning goals to students	3.79
9. To apply knowledge of how students learn to inform instruction	3.75
10. To differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students	3.48
11. To identify strategies to increase student motivation and interest in topics of study	3.59
12. To create learning situations in which students work independently, collaboratively, and/or a whole class	3.67
13. To use strategies for effective classroom management	3.59
14. To communicate clearly and effectively	3.82
15. To understand the importance of communication with families and caregivers	3.71
16. To understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct	3.81
17. To use a variety of diagnostic, formative, and summative assessments	3.73
18. To understand students' diverse cultures, language skills, and experiences	3.63
19. To treat all students fairly and establish an environment that is respectful, supportive, and caring	3.76
20. To use technology to enhance teaching and student learning	3.78
21. To collaborate with colleagues and members of the community when and where appropriate	3.71

	2017 through 2019 Reporting Periods
<b>MY TEACHER LICENSURE PROGRAM</b>	
22. Collected evidence of my performance based on multiple measures to monitor my progress	3.90
<b>MY TEACHER LICENSURE PROGRAM PROVIDED ME WITH KNOWLEDGE OF</b>	
23. The Ohio Licensure Program standards for my discipline (e.g. NAEYC, NCTM)	3.64
24. The operation of Ohio schools as delineated in the ODE School Operating Standards	3.49
25. The requirements for the Resident Educator License	3.27
26. The Ohio Standards for the Teaching Profession	3.66
27. The Ohio Standards for Professional Development	3.41
28. The Ohio Academic Content Standards including the Common Core State Standards	3.74
29. The Value-added Growth Measure as defined by the Ohio State Board of Education	3.35
<b>MY TEACHER LICENSURE PROGRAM PROVIDED</b>	
30. Field experiences that supported my development as an effective educator focused on student learning	3.85
31. Field experiences in a variety of settings (urban, suburban, and rural)	3.67
32. Student teaching experience(s) that supported my development as an effective educator focused on student learning	3.89
33. Cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media)	3.83
34. University supervisors who supported me through observation and conferences (face-to-face or via electronic media)	3.89
<b>MY TEACHER LICENSURE PROGRAM PROVIDED OPPORTUNITIES TO</b>	
35. Work with diverse students (including gifted students, students with disabilities and at-risk students)	3.51
36. Understand students' diverse cultures, language, and experiences	3.49
37. Work with diverse teachers	3.47
38. Interact with diverse faculty	3.41
39. Work and study with diverse peers	3.48
<b>OVERALL, FACULTY IN MY TEACHER LICENSURE PROGRAM</b>	
40. Demonstrated in-depth knowledge of their field	3.94
41. Used effective teaching methods that helped promote learning	3.88
42. Modeled respect for diverse populations	3.92
43. Integrated diversity-related subject matter within coursework	3.76
44. Used technology to facilitate teaching and learning	3.90
45. Conducted themselves in a professional manner	3.85
<b>MY TEACHER LICENSURE PROGRAM PROVIDED</b>	
46. Clearly articulated policies published to facilitate progression to program completion	3.89
47. Opportunities to voice concerns about the program	3.67
48. Advising to facilitate progression to program completion	3.87
<b>MY TEACHER LICENSURE PROGRAM</b>	
49. Prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator	3.84