

## 2017 Alumni Survey for the Initial Educator Preparation Programs—Executive Summary

The Alumni Survey for the Initial Educator Preparation Programs was developed and validated by the Associate Dean for Curriculum and Accreditation in collaboration with the Council of Professional Education (CPE) Assessment and Accreditation Committee. Content validation was done on each survey item and its alignment to the Interstate Teacher Assessment and Support Consortium standards. The survey was approved by CPE and administered in spring 2017 by the West Chester University (WCU) Center for Social and Economic Research. Graduates and program completers in the Class of 2015 were surveyed (N = 422), and a \$5.00 gift card was offered as an incentive to those who initially responded to the online survey. A total of 95 graduates responded with a response rate of 22.5%. This response rate met the criterion of 20.0% with program representation required by our accreditation body, the Council for the Accreditation of Educator Preparation. In relation to the demographic characteristics of the respondents, 78.9% were female and 94.5% were white.

Some highlights from the results include:

- 91.6% of the graduates responded that they are currently employed full time or part time in the education field;
- 93.5% “Strongly agree” or “Agree” that WCU prepared them to have an in-depth knowledge of content that allows them to create meaningful learning experiences for all students;
- 95.6% of the program completers rated the Educator Preparation Program at WCU as “Somewhat Effective” to “Very Effective” in preparing them for success in their current position; and
- 94.5% would recommend WCU to an individual interested in working in the education profession.

The WCU Educator Preparation Program can look at the following items, which were rated on a four-point scale from “Not at All” to “To a Great Extent,” as potential areas of improvement:

- Building professional collaborative relationships with parents and community stakeholders to support student learning: 44.2% of the program completers responded that WCU contributed to their performance in this area “To a Great Extent” and 40.0% responded “Somewhat”;
- Using a variety of student assessment data to improve teaching and learning: 43.2% thought WCU contributed to their performance “To a Great Extent” while 42.1% thought “Somewhat”; and
- Effectively integrating instructional technology to develop learners’ in-depth understanding of concepts and skills: 42.6% rated “To a Great Extent” and 43.6% “Somewhat.”

For these areas, less than 50% of the respondents used the most positive rating on the scale (i.e., “To a Great Extent”).