SUNY Cortland Education Programs 1-Year Exit Survey by Alumni

In 2016, the EPP created an Exit Survey which is parallel to the Alumni and Employer Surveys. The Exit Survey is administered to all student teachers at the end of their student teaching experience, just prior to graduation. This measure allows us to compare how completers perceive their preparation right at the end of their programs and then after one year. We also compare these perceptions to those gathered through the Alumni Survey. The Exit Survey was first administered to completers graduating in May 2017 and re-administered to this cohort (F16/S17) in spring of 2018 as the 1-Year Exit Survey by Alumni. Data below shows last three administrations, the response number of the survey, and the cohort group number. Spring 2018 included 359 students, response rate 18.5% (n=67), spring 2019 included 385 students, response rate 20% (n=80), and spring 2020 which included 405 students, response rate 21% (n=86).

Along with the Satisfaction Questions and Program, Alumni are asked one additional question on the 1–Year Exit Survey by Alumni: Would you recommend your teacher education program to other prospective teachers? Findings show that over the three years the majority of respondents would definitely or probably recommend their teacher education programs (S18 97%, S19 95%, S20 91%).

Would you recommend your teacher education program to other prospective teachers?	Definitely Yes	Probably Yes	Probably No	Definitely No
Spring 2018 (n=67) **[cohort F16/S17 (n=359)]**	**79.0%**	**18.0%**	**3.0%**	**0%**
Spring 2019 (n=80) **[cohort F17/S18 (n=385)]**	**69.0%**	**26.0%**	**4.0%**	**1.0%**
Spring 2020 (n=86) **[cohort F18/S19 (n=405)**	**67.0%**	**24.0%**	**6.0%**	**3.0%**

Summary of the open-ended statements is reflective of the data given in the above table with the majority of completers being satisfied with their programs and the preparation provided by SUNY Cortland. The qualitative feedback demonstrates that our programs are preparing teachers well for the classroom. However, some comments suggested areas the EPP could improve or provide additional support, such as providing more information about classroom management, beginning field placements earlier in programs, providing more information on working with special populations (ELL, students in poverty, students with individualized learning needs), and working to help candidates develop the non-academic skills that are needed by teachers.

1-Year Exit Survey results were favorable and correlate well with results from the Alumni and Employer surveys. The EPP Unit is working to strengthen areas such as the preparation candidates get to support students from special populations which has been prompted by our analysis of the results from the Exit Survey administrations, Student Teacher Evaluations, and other assessments.

1-Year Exit Survey by Alumni Cohorts Spring 2018, Spring 2019, and Spring 2020

Question Set 1: Satisfaction Questions on Teacher Preparation

	Q 1. How satisfied were you with the following aspects of your teacher preparation program? Balance between theory and practice in your teacher preparation courses.		Q 2. How satisfied were you with the following aspects of your teacher preparation program? Integration of technology throughout your teacher preparation program.		Q 3. How satisfied were you with the following aspects of your teacher preparation program? Quality of instruction in your teacher preparation courses.		Q 4. How satisfied were you with the following aspects of your teacher preparation program? Incorporation of multiple perspectives on teaching and learning as related to diversity of student experiences in schools today.	
	Very Satisfied/ Satisfied	Dissatisfied/ Very Dissatisfied	Very Satisfied/ Satisfied	Dissatisfied/ Very Dissatisfied	Very Satisfied/ Satisfied	Dissatisfied/ Very Dissatisfied	Very Satisfied/ Satisfied	Dissatisfied/ Very Dissatisfied
Spring 2018	90%	10%	79%	21%	95%	5%	88%	12%
Spring 2019	84%	16%	74%	26%	88%	12%	85%	15%
Spring 2020	85%	15%	70%	30%	85%	15%	83%	17%

	Q 5. How satisfied were you with the following aspects of your teacher preparation program? Connection and coherence between your coursework and early field experiences.		Q 6. How satisfied were you with the following aspects of your teacher preparation program? Quality of field experiences prior to student teaching.		Q 7. How satisfied were you with the following aspects of your teacher preparation program? Your student teaching experience.	
	Very Satisfied/ Satisfied	Dissatisfied/ Very Dissatisfied	Very Satisfied/ Satisfied	Dissatisfied/ Very Dissatisfied	Very Satisfied/ Satisfied	Dissatisfied/ Very Dissatisfied
Spring 2018	85%	15%	89%	11%	94%	6%
Spring 2019	77%	23%	84%	16%	88%	12%
Spring 2020	84%	16%	85%	15%	90%	10%

Question Set 2: SUNY Cortland education provided me with …

	Q1: My SUNY Cortland education provided me with in- depth knowledge and content in my field. InTASC: CK-4.		Q2: My SUNY Cortland education provided me in-depth knowledge and understanding of instructional theory and strategies for planning instruction that supports all students in meeting learning goals. InTASC: IP-7,8.		Q3: My SUNY Cortland education provided me the ability to create learning experiences that make content in my discipline accessible and meaningful for students. InTASC: CK-4.	
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree
Spring 2018	97%	3%	95%	5%	94%	6%
Spring 2019	92%	8%	89%	11%	89%	11%
Spring 2020	93%	7%	88%	12%	85%	15%
	Q4: My SUNY Cortland education provided me the ability to integrate technology and digital media into my practice capably and strategically. InTASC: CK-4.		Q5: My SUNY Cortland education provided me with the skills necessary to improve students' reading, writing, speaking, listening, and language abilities. InTASC: LL-1.		Q6: My SUNY Cortland education provided me with the ability to reflect on my work as a professional. InTASC: PR-9.	
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree
Spring 2018	84%	16%	77%	23%	97%	3%
Spring 2019	79%	21%	75%	25%	96%	4%
Spring 2020	73%	27%	78%	22%	96%	4%
	Q7: My SUNY Cortland education provided me with the understanding and respect for student, family, and community diversity. InTASC: LL-2		Q8: My SUNY Cortland education provided me with understanding the importance of analyzing and using educational research in my field. InTASC: PR-9		Q9: My SUNY Cortland education provided me with the ability to assess student learning, use these assessments to inform my work, and improve student learning. InTASC: IP-6	
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree
Spring 2018	94%	6%	87%	13%	96%	4%
Spring 2019	97%	3%	92%	8%	88%	12%
Spring 2020	96%	4%	87%	13%	85%	15%

	Q10: My SUNY Cortland education provided me with the ability to create a positive environment that supports learning and development for all students. InTASC: LL-3.		Q11: My SUNY Cortland education provided me with the ability to build on students' developmental levels in designing and implementing learning experiences. InTASC: LL-1.		Q12: My SUNY Cortland education provided me with the ability to understand and apply educational and institutional policies that relate to my work. InTASC: PR-9.	
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree
Spring 2018	94%	6%	97%	3%	92%	8%
Spring 2019	93%	7%	91%	9%	83%	17%
Spring 2020	94%	6%	87%	13%	92%	8%

	Q13: My SUNY Cortland education provided me with the ability to demonstrate behavior that supports fairness and the belief that all students can learn. InTASC: IP-7.		Q14: My SUNY Cortland education provided me with the ability to manage classrooms to promote a safe learning environment. InTASC: LL-3.		Q15: My SUNY Cortland education provided me with the ability to use various techniques to manage student behavior. InTASC: LL-3.	
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree
Spring 2018	96%	4%	81%	19%	71%	29%
Spring 2019	98%	2%	80%	20%	61%	39%
Spring 2020	94%	6%	83%	17%	68%	34%

	Q16: My SUNY Cortland education provided me with the knowledge of a variety of teaching strategies to develop students critical thinking and problem- solving skills. InTASC: IP-8.		Q17: My SUNY Cortland education provided me with the ability to promote parental involvement to support student learning. InTASC: PR-10.		Q18: My SUNY Cortland education provided me with the knowledge and skills necessary to work with English language learners in my field. InTASC: LL-2.	
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree
Spring 2018	91%	9%	78%	22%	64%	36%
Spring 2019	85%	15%	73%	27%	60%	40%
Spring 2020	88%	12%	70%	30%	59%	41%

	Q19: My SUNY Cortland education provided me with the knowledge and skills necessary to work with students with disabilities in my field. InTASC: LL-2.		Q20: My SUNY Cortland education provided me with an understanding of how to effectively use technology to enhance teaching and promote active engagement in learning. InTASC: LL-3; CK-4.		Q21: My SUNY Cortland education provided me with the knowledge and skills necessary to collect, analyze, and use student data to inform curriculum and instructional practices. InTASC: PR-9.	
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree
Spring 2018	74%	26%	81%	19%	91%	9%
Spring 2019	69%	31%	75%	25%	84%	16%
Spring 2020	79%	21%	75%	25%	80%	20%

	Q22: My SUNY Cortland education provided me with the ability to foster positive social interaction and active engagement among students in my classroom. InTASC: LL-3.		Q23: My SUNY Cortland education provided me with the ability to implement and manage instruction in ways that actively engage students in meeting learning objectives. InTASC: LL-3.		Q24: My SUNY Cortland education provided me with the knowledge to connect concepts and use multiple perspective to engage learners in problem solving within my content. InTASC: CK-5.	
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree
Spring 2018	**96%**	**4%**	**92%**	**8%**	**97%**	**3%**
Spring 2019	**95%**	**5%**	**93%**	**7%**	**98%**	**2%**
Spring 2020	**90%**	**10%**	**90%**	**10%**	**89%**	**11%**

Key: InTASC (2011) Domain/Category - 1: Learner and Learning (1,2, & 3); 2: Content Knowledge (4 & 5); 3: Instructional Practice (6 & 7); 4: Professional Responsibilities (8 & 9).