

### **Graduate Satisfaction Surveys:**

The 2022 graduates completed a survey similar to the Administrator Satisfaction survey, requesting SLO pass rates and rating various indicators. Self-reported scores showed lower ratings in Classroom Management and Dealing with Conflicts, both averaging 1.86 on a 3.0 scale. Graduates reported feeling very confident in their preparation of ADEPT Domains.

Along with the change of the Administrator Satisfaction Survey based on stakeholder discussion, the Graduate Survey was changed as well. Graduates no longer report SLO pass rates, since these are reported by the state. Graduates rate themselves on comparable indicators, but language is much more concise and user-friendly. 2023 Graduates rated themselves lowest in the area of Professional Development. More discussion is warranted with graduates, but faculty members hypothesize that as first year teachers, graduates only participate in Induction activities that they may not recognize as Professional Development. However, graduates reported higher scores in multiple areas, including Instructional Strategies, Relationships with Students, and more. These components more closely match the language of the rubrics they were familiar with, which may be one reason for scoring differences.

Graduates from 2024 self-scored lowest in the Knowledge of Content and Time Management and Classroom Organization components. They rated themselves higher in many other areas, similar to 2023 graduates. In analysis of the data, the EPP would like to look at this survey further with the Quality Assurance Team and other stakeholders to determine what information may be of most benefit to the EPP when considering continuous improvement. For example, the component asking for graduate scores in Knowledge of Content and Time Management, in reality, has two very different components that graduates must consider.

Overall, due to small sample sizes and a change in survey, trends from graduate surveys cannot be identified as of yet. An additional limitation is possible lack of responses, making a small sample size in any given year even smaller. These are discussion points that the EPP will consider in conversations with the Quality Assurance Team and the Teacher Education Committee.