

# Initial Programs Survey Results

**Form:** Bowie State University Teacher Education Alumni Survey - 2019-2020 Graduates

**Report Generated:** Monday, April 05, 2021 (Currently still collecting data at the time the report was generated)

**Survey Cases :** **Survey Launch:** Bowie State University Teacher Education Alumni Survey-2019-2020 Graduates

## Bowie State University College of Education Teacher Education Alumni Survey

\* In your opinion, how well did your teacher preparation program at Bowie State prepare you to:

Reference Label: Knowledge

Form Element Type: Rating Scale

Total Individual Response(s): 2 Individual Response(s)

Response Legend: 1 = Very Prepared 2 = Prepared 3 = Somewhat Prepared 4 = Not Prepared

| Rated Item(s)                                                                                                                                               | Total    | Distribution % |              |              |              | Average     | Median      | Mode     | Standard Deviation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------|--------------|--------------|--------------|-------------|-------------|----------|--------------------|
|                                                                                                                                                             |          | 1              | 2            | 3            | 4            |             |             |          |                    |
| Demonstrate an understanding of the central concepts, tools of inquiry, and structures of the content/subject matter/disciplines.                           | 2        | 100.00%        | 0.00%        | 0.00%        | 0.00%        | 1.00        | 1.00        | 1        | 0.00               |
| Create learning experiences that make the content/subject matters/disciplines meaningful for students.                                                      | 2        | 100.00%        | 0.00%        | 0.00%        | 0.00%        | 1.00        | 1.00        | 1        | 0.00               |
| Understand how students learn, construct knowledge, and how students develop.                                                                               | 2        | 100.00%        | 0.00%        | 0.00%        | 0.00%        | 1.00        | 1.00        | 1        | 0.00               |
| Be aware of how students differ in their approaches to learning and the ability to create instructional opportunities that are adapted to diverse students. | 2        | 100.00%        | 0.00%        | 0.00%        | 0.00%        | 1.00        | 1.00        | 1        | 0.00               |
| <b>Total</b>                                                                                                                                                | <b>8</b> | <b>100.00%</b> | <b>0.00%</b> | <b>0.00%</b> | <b>0.00%</b> | <b>1.00</b> | <b>1.00</b> | <b>1</b> | <b>0.00</b>        |

\* In your opinion, how well did your teacher preparation program at Bowie State prepare you to:

Reference Label: Planning and Preparation

Form Element Type: Rating Scale

Total Individual Response(s): 2 Individual Response(s)

Response Legend: 1 = Very Prepared 2 = Prepared 3 = Somewhat Prepared 4 = Not Prepared

| Rated Item(s)                                                                                                                               | Total    | Distribution % |               |              |              | Average     | Median      | Mode     | Standard Deviation |
|---------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------|---------------|--------------|--------------|-------------|-------------|----------|--------------------|
|                                                                                                                                             |          | 1              | 2             | 3            | 4            |             |             |          |                    |
| Provide learning opportunities that support the intellectual, social, and personal development of the students.                             | 2        | 100.00%        | 0.00%         | 0.00%        | 0.00%        | 1.00        | 1.00        | 1        | 0.00               |
| Use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. | 2        | 50.00%         | 50.00%        | 0.00%        | 0.00%        | 1.50        | 1.50        | 1,2      | 0.50               |
| Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.                                     | 2        | 100.00%        | 0.00%         | 0.00%        | 0.00%        | 1.00        | 1.00        | 1        | 0.00               |
| <b>Total</b>                                                                                                                                | <b>6</b> | <b>83.33%</b>  | <b>16.67%</b> | <b>0.00%</b> | <b>0.00%</b> | <b>1.17</b> | <b>1.00</b> | <b>1</b> | <b>0.37</b>        |

\* In your opinion, how well did your teacher preparation program at Bowie State prepare you to:

**Reference Label:** Instruction, Assessment, and Evaluation

**Form Element Type:** Rating Scale

**Total Individual Response(s):** 2 Individual Response(s)

**Response Legend:** 1 = Very Prepared 2 = Prepared 3 = Somewhat Prepared 4 = Not Prepared

| Rated Item(s)                                                                                                                                                          | Total    | Distribution % |               |              |              | Average     | Median      | Mode     | Standard Deviation |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------|---------------|--------------|--------------|-------------|-------------|----------|--------------------|
|                                                                                                                                                                        |          | 1              | 2             | 3            | 4            |             |             |          |                    |
| Use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction on the classroom. | 2        | 100.00%        | 0.00%         | 0.00%        | 0.00%        | 1.00        | 1.00        | 1        | 0.00               |
| Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.      | 2        | 50.00%         | 50.00%        | 0.00%        | 0.00%        | 1.50        | 1.50        | 1,2      | 0.50               |
| Communicate student achievement and progress to students, parents, and other school professionals.                                                                     | 2        | 50.00%         | 50.00%        | 0.00%        | 0.00%        | 1.50        | 1.50        | 1,2      | 0.50               |
| Reflect on teaching practice through careful examination of classroom evaluation and assessment.                                                                       | 2        | 50.00%         | 50.00%        | 0.00%        | 0.00%        | 1.50        | 1.50        | 1,2      | 0.50               |
| <b>Total</b>                                                                                                                                                           | <b>8</b> | <b>62.50%</b>  | <b>37.50%</b> | <b>0.00%</b> | <b>0.00%</b> | <b>1.38</b> | <b>1.00</b> | <b>1</b> | <b>0.48</b>        |

**\* In your opinion, how well did your teacher preparation program at Bowie State prepare you to:**

**Reference Label:** Managing the Environment

**Form Element Type:** Rating Scale

**Total Individual Response(s):** 2 Individual Response(s)

**Response Legend:** 1 = Very Prepared 2 = Prepared 3 = Somewhat Prepared 4 = Not Prepared

| Rated Item(s)                                                                                                                                                                             | Total    | Distribution % |               |              |              | Average     | Median      | Mode       | Standard Deviation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------|---------------|--------------|--------------|-------------|-------------|------------|--------------------|
|                                                                                                                                                                                           |          | 1              | 2             | 3            | 4            |             |             |            |                    |
| Understand individual and group motivation and behaviors to create learning environments that encourages positive social interaction, active engagement in learning, and self-motivation. | 2        | 50.00%         | 50.00%        | 0.00%        | 0.00%        | 1.50        | 1.50        | 1,2        | 0.50               |
| Manage classroom resources effectively.                                                                                                                                                   | 2        | 50.00%         | 50.00%        | 0.00%        | 0.00%        | 1.50        | 1.50        | 1,2        | 0.50               |
| <b>Total</b>                                                                                                                                                                              | <b>4</b> | <b>50.00%</b>  | <b>50.00%</b> | <b>0.00%</b> | <b>0.00%</b> | <b>1.50</b> | <b>1.50</b> | <b>1,2</b> | <b>0.50</b>        |

**\* In your opinion, how well did your teacher preparation program at Bowie State prepare you to:**

**Reference Label:** Technology

**Form Element Type:** Rating Scale

**Total Individual Response(s):** 2 Individual Response(s)

**Response Legend:** 1 = Very Prepared 2 = Prepared 3 = Somewhat Prepared 4 = Not Prepared

| Rated Item(s)                                                                                      | Total    | Distribution % |               |               |              | Average     | Median      | Mode     | Standard Deviation |
|----------------------------------------------------------------------------------------------------|----------|----------------|---------------|---------------|--------------|-------------|-------------|----------|--------------------|
|                                                                                                    |          | 1              | 2             | 3             | 4            |             |             |          |                    |
| Demonstrate an understanding of the capabilities of technology and its' impact on education.       | 2        | 50.00%         | 50.00%        | 0.00%         | 0.00%        | 1.50        | 1.50        | 1,2      | 0.50               |
| Integrate technology into the teaching and learning process.                                       | 2        | 50.00%         | 50.00%        | 0.00%         | 0.00%        | 1.50        | 1.50        | 1,2      | 0.50               |
| Demonstrate appropriate moral, legal, ethical, and political judgements in professional decisions. | 2        | 50.00%         | 0.00%         | 50.00%        | 0.00%        | 2.00        | 2.00        | 1,3      | 1.00               |
| <b>Total</b>                                                                                       | <b>6</b> | <b>50.00%</b>  | <b>33.33%</b> | <b>16.67%</b> | <b>0.00%</b> | <b>1.67</b> | <b>1.50</b> | <b>1</b> | <b>0.75</b>        |

**\* In your opinion, how well did your teacher preparation program at Bowie State prepare you to:**

**Reference Label:** Professionalism

**Form Element Type:** Rating Scale

**Total Individual Response(s):** 2 Individual Response(s)

**Response Legend:** 1 = Very Prepared 2 = Prepared 3 = Somewhat Prepared 4 = Not Prepared

| Rated Item(s)                                                                                                                                    | Total    | Distribution % |               |              |              | Average     | Median      | Mode     | Standard Deviation |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------|---------------|--------------|--------------|-------------|-------------|----------|--------------------|
|                                                                                                                                                  |          | 1              | 2             | 3            | 4            |             |             |          |                    |
| Reflect on and evaluate the outcome of their choice and action on others (students, parents, and other professionals) in the learning community. | 2        | 50.00%         | 50.00%        | 0.00%        | 0.00%        | 1.50        | 1.50        | 1,2      | 0.50               |
| Seek opportunities for professional growth and responsibility.                                                                                   | 2        | 50.00%         | 50.00%        | 0.00%        | 0.00%        | 1.50        | 1.50        | 1,2      | 0.50               |
| Collaborate with school colleagues, parents, and professionals in the larger community to support students' learning and well-being.             | 2        | 100.00%        | 0.00%         | 0.00%        | 0.00%        | 1.00        | 1.00        | 1        | 0.00               |
| <b>Total</b>                                                                                                                                     | <b>6</b> | <b>66.67%</b>  | <b>33.33%</b> | <b>0.00%</b> | <b>0.00%</b> | <b>1.33</b> | <b>1.00</b> | <b>1</b> | <b>0.47</b>        |

**\* How many years has it been since you last attended Bowie State University?**

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 2 Individual Response(s)

| Response(s)        | Count | Percent | Graph                   |
|--------------------|-------|---------|-------------------------|
|                    |       |         | 0% 20% 40% 60% 80% 100% |
| Less than one year | 1     | 50.00%  |                         |
| 1 to 2 years       | 1     | 50.00%  |                         |
| 3 to 5 years       | 0     | 0.00%   |                         |
| Over 5 years       | 0     | 0.00%   |                         |

**\* Which program did you earn your Bowie State University degree in?**

Form Element Type: One Answer Possible

Total Individual Response(s): 2 Individual Response(s)

| Response(s)                                                                            | Count | Percent | Graph                   |
|----------------------------------------------------------------------------------------|-------|---------|-------------------------|
|                                                                                        |       |         | 0% 20% 40% 60% 80% 100% |
| Bachelor of Science in Elementary Education                                            | 1     | 50.00%  |                         |
| Bachelor of Science in Early Childhood/Special Education                               | 1     | 50.00%  |                         |
| Bachelor of Science in Secondary Education (Biology, English, Mathematics, or History) | 0     | 0.00%   |                         |
| Master of Arts in Teaching (Biology, English, Mathematics, History, or Other)          | 0     | 0.00%   |                         |

**\* Which of the following best describes your current teaching status?**

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 2 Individual Response(s)

| Response(s)                         | Count | Percent | Graph                   |
|-------------------------------------|-------|---------|-------------------------|
|                                     |       |         | 0% 20% 40% 60% 80% 100% |
| Employed as a full-time teacher     | 2     | 100.00% |                         |
| Employed as a part-time teacher     | 0     | 0.00%   |                         |
| Employed as a substitute teacher    | 0     | 0.00%   |                         |
| Not currently employed as a teacher | 0     | 0.00%   |                         |

**\* What is the name of the school, city/town, and state you currently teach in or have taught since graduating from Bowie State University? If you are a substitute teacher, please indicate where you work most often.**

Form Element Type: Open Ended Response

Total Individual Response(s): 2 Individual Response(s)

| Response(s) |
|-------------|
|-------------|

This is an open-ended response question.

**\* What grade(s) do you currently teach or have taught since graduating from Bowie State University?**

Form Element Type: Open Ended Response

Total Individual Response(s): 2 Individual Response(s)

**Response(s)**

This is an open-ended response question.

**\* If you are not currently working in the field of education, did any of these reasons play a part in your decision to leave the education field? (Check all that apply)**

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 2 Individual Response(s)

| Response(s)                                                                | Count | Percent | Graph                                                                               |
|----------------------------------------------------------------------------|-------|---------|-------------------------------------------------------------------------------------|
|                                                                            |       |         | 0% 20% 40% 60% 80% 100%                                                             |
| Attending graduate school                                                  | 0     | 0.00%   |                                                                                     |
| Family Obligations                                                         | 0     | 0.00%   |                                                                                     |
| Temporary leave of absence                                                 | 0     | 0.00%   |                                                                                     |
| There was a lack of opportunity for advancement                            | 0     | 0.00%   |                                                                                     |
| My employer did not provide the mentoring or additional training I needed  | 0     | 0.00%   |                                                                                     |
| My career interests changed                                                | 0     | 0.00%   |                                                                                     |
| I wanted a better salary                                                   | 0     | 0.00%   |                                                                                     |
| Demands of the job led to burnout                                          | 0     | 0.00%   |                                                                                     |
| I had unrealistic expectations about what an educator career would be like | 0     | 0.00%   |                                                                                     |
| Lack of status                                                             | 0     | 0.00%   |                                                                                     |
| Other                                                                      | 2     | 100.00% |  |

**\* What is the greatest challenge you faced as a teacher?**

Form Element Type: Open Ended Response

Total Individual Response(s): 2 Individual Response(s)

**Response(s)**

This is an open-ended response question.

**\* What did you find most valuable about Bowie State University's teacher education program?**

Form Element Type: Open Ended Response

Total Individual Response(s): 2 Individual Response(s)

**Response(s)**

This is an open-ended response question.

**\* What did you find least valuable about Bowie State University's teacher education program?**

Form Element Type: Open Ended Response

Total Individual Response(s): 2 Individual Response(s)

**Response(s)**

This is an open-ended response question.

**\* Do you have any additional information or comments on the Bowie State University teacher education program?**

Form Element Type: Open Ended Response

Total Individual Response(s): 2 Individual Response(s)

**Response(s)**

This is an open-ended response question.

**\* What is your gender?**

Form Element Type: One Answer Possible

Total Individual Response(s): 2 Individual Response(s)

| Response(s) | Count | Percent | Graph                                                                               |
|-------------|-------|---------|-------------------------------------------------------------------------------------|
|             |       |         | 0% 20% 40% 60% 80% 100%                                                             |
| Female      | 1     | 50.00%  |  |

|                      |   |        |                                                                                   |
|----------------------|---|--------|-----------------------------------------------------------------------------------|
| Male                 | 1 | 50.00% |  |
| Prefer Not to Answer | 0 | 0.00%  |                                                                                   |

**\* What is your current age range?**

Form Element Type: One Answer Possible

Total Individual Response(s): 2 Individual Response(s)

| Response(s) | Count | Percent | Graph                                                                             |
|-------------|-------|---------|-----------------------------------------------------------------------------------|
|             |       |         | 0% 20% 40% 60% 80% 100%                                                           |
| Under 25    | 0     | 0.00%   |                                                                                   |
| 25 to 30    | 1     | 50.00%  |  |
| 31 to 45    | 1     | 50.00%  |  |
| 46 to 60    | 0     | 0.00%   |                                                                                   |
| Over 60     | 0     | 0.00%   |                                                                                   |

**\* What is your ethnicity/race?**

Form Element Type: One Answer Possible

Total Individual Response(s): 2 Individual Response(s)

| Response(s)                    | Count | Percent | Graph                                                                              |
|--------------------------------|-------|---------|------------------------------------------------------------------------------------|
|                                |       |         | 0% 20% 40% 60% 80% 100%                                                            |
| American Indian/Alaskan Native | 0     | 0.00%   |                                                                                    |
| Asian/Pacific Islander         | 0     | 0.00%   |                                                                                    |
| African American/Black         | 2     | 100.00% |  |
| Hispanic                       | 0     | 0.00%   |                                                                                    |
| White                          | 0     | 0.00%   |                                                                                    |
| Two Races                      | 0     | 0.00%   |                                                                                    |
| Other                          | 0     | 0.00%   |                                                                                    |
| Prefer Not to Answer           | 0     | 0.00%   |                                                                                    |

**\* What is your current annual salary range?**

Form Element Type: One Answer Possible

Total Individual Response(s): 2 Individual Response(s)

| Response(s)         | Count | Percent | Graph                                                                               |
|---------------------|-------|---------|-------------------------------------------------------------------------------------|
|                     |       |         | 0% 20% 40% 60% 80% 100%                                                             |
| Under \$20,000      | 0     | 0.00%   |                                                                                     |
| \$20,000 - \$34,999 | 0     | 0.00%   |                                                                                     |
| \$35,000 - \$49,999 | 0     | 0.00%   |                                                                                     |
| \$50,000 - \$64,999 | 1     | 50.00%  |  |
| \$65,000 or more    | 1     | 50.00%  |  |

# Advanced Program Survey Results

**Form:** Bowie State University Graduate Program Alumni Survey Spring 2021

**Report Generated:** Monday, April 05, 2021 (Data still being collected as the time the report was generated)

**Survey Cases :** **Survey Launch:** Bowie State University Graduate Program Alumni Survey Spring 2021

## Dear Respondent,

### \* 1. In which program did you earn your Bowie State University degree?

**Reference Label:** 1. In which program did you earn your Bowie State University degree in?

**Form Element Type:** Multiple Answers Possible

**Total Individual Response(s):** 3 Individual Response(s)

| Response(s)                                                           | Count | Percent | Graph                   |
|-----------------------------------------------------------------------|-------|---------|-------------------------|
|                                                                       |       |         | 0% 20% 40% 60% 80% 100% |
| Master of Education in Elementary Education                           | 0     | 0.00%   |                         |
| Master of Education in Secondary Education                            | 0     | 0.00%   |                         |
| Master of Education in Reading Education                              | 0     | 0.00%   |                         |
| Master of Education in Special Education                              | 0     | 0.00%   |                         |
| Master of Education in Elementary and Secondary School Administration | 1     | 33.33%  | <div></div>             |
| Master of Arts and Certificate of Advanced Study in School Psychology | 0     | 0.00%   |                         |
| Doctor of Education in Educational Leadership                         | 2     | 66.67%  | <div></div>             |

### \* How many years has it been since you last attended Bowie State University?

**Form Element Type:** Multiple Answers Possible

**Total Individual Response(s):** 3 Individual Response(s)

| Response(s)        | Count | Percent | Graph                   |
|--------------------|-------|---------|-------------------------|
|                    |       |         | 0% 20% 40% 60% 80% 100% |
| Less than one year | 2     | 66.67%  | <div></div>             |
| 1 to 2 years       | 1     | 33.33%  | <div></div>             |
| 3 to 5 years       | 0     | 0.00%   |                         |
| Over 5 years       | 0     | 0.00%   |                         |

### \* If you were to start college again, would Bowie State University be your first choice?

**Reference Label:** If you were to college again, would you enroll at Bowie State University?

**Form Element Type:** Multiple Answers Possible

**Total Individual Response(s):** 3 Individual Response(s)

| Response(s)    | Count | Percent | Graph                   |
|----------------|-------|---------|-------------------------|
|                |       |         | 0% 20% 40% 60% 80% 100% |
| Definitely Yes | 2     | 66.67%  | <div></div>             |
| Probably Yes   | 1     | 33.33%  | <div></div>             |
| Probably Not   | 0     | 0.00%   |                         |
| Definitely Not | 0     | 0.00%   |                         |

### \* Would you recommend Bowie State University to others?

**Form Element Type:** Multiple Answers Possible

**Total Individual Response(s):** 3 Individual Response(s)

| Response(s) | Count | Percent | Graph                   |
|-------------|-------|---------|-------------------------|
|             |       |         | 0% 20% 40% 60% 80% 100% |

|                |   |        |                                                                                   |
|----------------|---|--------|-----------------------------------------------------------------------------------|
| Definitely Yes | 2 | 66.67% |  |
| Probably Yes   | 1 | 33.33% |  |
| Probably Not   | 0 | 0.00%  |                                                                                   |
| Definitely Not | 0 | 0.00%  |                                                                                   |

**\* How often do you use skills or knowledge learned at Bowie State University in your daily work?**

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 3 Individual Response(s)

| Response(s)  | Count | Percent | Graph                                                                             |
|--------------|-------|---------|-----------------------------------------------------------------------------------|
|              |       |         | 0% 20% 40% 60% 80% 100%                                                           |
| Often        | 3     | 100.00% |  |
| Occasionally | 0     | 0.00%   |                                                                                   |
| Never        | 0     | 0.00%   |                                                                                   |

**\* How satisfied are you with the overall educational experience you had at Bowie State University?**

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 3 Individual Response(s)

| Response(s)       | Count | Percent | Graph                                                                               |
|-------------------|-------|---------|-------------------------------------------------------------------------------------|
|                   |       |         | 0% 20% 40% 60% 80% 100%                                                             |
| Very Dissatisfied | 0     | 0.00%   |                                                                                     |
| Dissatisfied      | 0     | 0.00%   |                                                                                     |
| Satisfied         | 1     | 33.33%  |   |
| Very Satisfied    | 2     | 66.67%  |  |

**\* How satisfied are you, in the following areas, with the impact Bowie State University has had on your professional and academic growth?**

Reference Label: How satisfied are you

Form Element Type: Rating Scale

Total Individual Response(s): 3 Individual Response(s)

Response Legend: 1 = Very Dissatisfied 2 = Dissatisfied 3 = Satisfied 4 = Very Satisfied

| Rated Item(s)                                                                     | Total | Distribution % |       |         |         | Average | Median | Mode | Standard Deviation |
|-----------------------------------------------------------------------------------|-------|----------------|-------|---------|---------|---------|--------|------|--------------------|
|                                                                                   |       | 1              | 2     | 3       | 4       |         |        |      |                    |
| Writing effectively in your field                                                 | 3     | 0.00%          | 0.00% | 66.67%  | 33.33%  | 3.33    | 3.00   | 3    | 0.47               |
| Working cooperatively in a group                                                  | 3     | 0.00%          | 0.00% | 33.33%  | 66.67%  | 3.67    | 4.00   | 4    | 0.47               |
| Communicating effectively in your field                                           | 3     | 0.00%          | 0.00% | 33.33%  | 66.67%  | 3.67    | 4.00   | 4    | 0.47               |
| Critically analyzing research literature and/or technical writing from your field | 3     | 0.00%          | 0.00% | 66.67%  | 33.33%  | 3.33    | 3.00   | 3    | 0.47               |
| Preparing for further education in your field                                     | 3     | 0.00%          | 0.00% | 33.33%  | 66.67%  | 3.67    | 4.00   | 4    | 0.47               |
| Learning independently                                                            | 3     | 0.00%          | 0.00% | 0.00%   | 100.00% | 4.00    | 4.00   | 4    | 0.00               |
| Understanding different philosophies and cultures                                 | 3     | 0.00%          | 0.00% | 100.00% | 0.00%   | 3.00    | 3.00   | 3    | 0.00               |
| Understanding the interaction of society and environment                          | 3     | 0.00%          | 0.00% | 66.67%  | 33.33%  | 3.33    | 3.00   | 3    | 0.47               |
| Applying research to problems in your field                                       | 3     | 0.00%          | 0.00% | 33.33%  | 66.67%  | 3.67    | 4.00   | 4    | 0.47               |
| Recognizing your responsibilities, rights, and privileges as a professional       | 3     | 0.00%          | 0.00% | 66.67%  | 33.33%  | 3.33    | 3.00   | 3    | 0.47               |
| Applying principles and methods to problems in your field                         | 3     | 0.00%          | 0.00% | 33.33%  | 66.67%  | 3.67    | 4.00   | 4    | 0.47               |
| Defining and solving problems in your field                                       | 3     | 0.00%          | 0.00% | 33.33%  | 66.67%  | 3.67    | 4.00   | 4    | 0.47               |

|              |           |              |              |               |               |             |             |          |             |
|--------------|-----------|--------------|--------------|---------------|---------------|-------------|-------------|----------|-------------|
| <b>Total</b> | <b>36</b> | <b>0.00%</b> | <b>0.00%</b> | <b>47.22%</b> | <b>52.78%</b> | <b>3.53</b> | <b>4.00</b> | <b>4</b> | <b>0.50</b> |
|--------------|-----------|--------------|--------------|---------------|---------------|-------------|-------------|----------|-------------|

### Are you currently employed in your Bowie State University earned degree/field of study?

**Reference Label:** Are you currently employed in your Bowie State University

**Form Element Type:** Multiple Answers Possible

**Total Individual Response(s):** 3 Individual Response(s)

| Response(s) | Count | Percent | Graph                                                                             |
|-------------|-------|---------|-----------------------------------------------------------------------------------|
|             |       |         | 0% 20% 40% 60% 80% 100%                                                           |
| Yes         | 2     | 66.67%  |  |
| No          | 1     | 33.33%  |  |

### If you are not currently employed in your Bowie State University earned degree/field of study, choose the best response below.

**Reference Label:** If you are not currently employed in your Bowie State University

**Form Element Type:** Multiple Answers Possible

**Total Individual Response(s):** 1 Individual Response(s)

| Response(s)                                                           | Count | Percent | Graph                                                                               |
|-----------------------------------------------------------------------|-------|---------|-------------------------------------------------------------------------------------|
|                                                                       |       |         | 0% 20% 40% 60% 80% 100%                                                             |
| I could not find a job in my major field                              | 0     | 0.00%   |                                                                                     |
| I developed new career interests after leaving Bowie State University | 0     | 0.00%   |                                                                                     |
| The jobs in my field did not pay well                                 | 0     | 0.00%   |                                                                                     |
| The jobs in my field offered few opportunities for advancement        | 0     | 0.00%   |                                                                                     |
| I am currently seeking new job opportunities                          | 1     | 100.00% |  |
| I am a full-time student                                              | 0     | 0.00%   |                                                                                     |
| I am presently unemployed                                             | 0     | 0.00%   |                                                                                     |

### \* Please provide the following information about your present employer (school/company name, city/town, and state):

**Reference Label:** What is the name of the school/company, city/town, and state of your employer since graduating from Bowie State University?

**Form Element Type:** Open Ended Response

**Total Individual Response(s):** 3 Individual Response(s)

**Response(s)**

This is an open-ended response question.

### \* Please indicate whether you were a full-time or part time student at Bowie State University.

**Reference Label:** Please indicate whether you were a full-time or part time student

**Form Element Type:** One Answer Possible

**Total Individual Response(s):** 3 Individual Response(s)

| Response(s) | Count | Percent | Graph                                                                               |
|-------------|-------|---------|-------------------------------------------------------------------------------------|
|             |       |         | 0% 20% 40% 60% 80% 100%                                                             |
| Full-Time   | 0     | 0.00%   |                                                                                     |
| Part-Time   | 3     | 100.00% |  |

### \* What is your gender?

**Form Element Type:** One Answer Possible

**Total Individual Response(s):** 3 Individual Response(s)

| Response(s)          | Count | Percent | Graph                                                                               |
|----------------------|-------|---------|-------------------------------------------------------------------------------------|
|                      |       |         | 0% 20% 40% 60% 80% 100%                                                             |
| Female               | 3     | 100.00% |  |
| Male                 | 0     | 0.00%   |                                                                                     |
| Prefer Not to Answer | 0     | 0.00%   |                                                                                     |

### \* What is your current age range?

**Form Element Type:** One Answer Possible

**Total Individual Response(s):** 3 Individual Response(s)

| Response(s) | Count | Percent | Graph                   |
|-------------|-------|---------|-------------------------|
|             |       |         | 0% 20% 40% 60% 80% 100% |
| Under 25    | 0     | 0.00%   |                         |
| 25 to 30    | 0     | 0.00%   |                         |
| 31 to 45    | 2     | 66.67%  |                         |
| 46 to 60    | 1     | 33.33%  |                         |
| Over 60     | 0     | 0.00%   |                         |

**\* What was your age when you graduated from Bowie State University?**

Form Element Type: One Answer Possible

Total Individual Response(s): 3 Individual Response(s)

| Response(s) | Count | Percent | Graph                   |
|-------------|-------|---------|-------------------------|
|             |       |         | 0% 20% 40% 60% 80% 100% |
| Under 25    | 0     | 0.00%   |                         |
| 25 to 30    | 0     | 0.00%   |                         |
| 31 to 45    | 2     | 66.67%  |                         |
| 46 to 60    | 1     | 33.33%  |                         |
| Over 60     | 0     | 0.00%   |                         |

**\* What is your ethnicity/race?**

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 3 Individual Response(s)

| Response(s)                    | Count | Percent | Graph                   |
|--------------------------------|-------|---------|-------------------------|
|                                |       |         | 0% 20% 40% 60% 80% 100% |
| American Indian/Alaskan Native | 0     | 0.00%   |                         |
| Asian/Pacific Islander         | 0     | 0.00%   |                         |
| African American/Black         | 3     | 100.00% |                         |
| Hispanic                       | 0     | 0.00%   |                         |
| White                          | 0     | 0.00%   |                         |
| Two Races                      | 0     | 0.00%   |                         |
| Other                          | 0     | 0.00%   |                         |
| Prefer Not to Answer           | 0     | 0.00%   |                         |

**\* What is your current annual salary range?**

Form Element Type: One Answer Possible

Total Individual Response(s): 3 Individual Response(s)

| Response(s)         | Count | Percent | Graph                   |
|---------------------|-------|---------|-------------------------|
|                     |       |         | 0% 20% 40% 60% 80% 100% |
| Under \$20,000      | 0     | 0.00%   |                         |
| \$20,000 - \$34,999 | 0     | 0.00%   |                         |
| \$35,000 - \$49,999 | 0     | 0.00%   |                         |
| \$50,000 - \$64,999 | 0     | 0.00%   |                         |
| \$65,000 or more    | 3     | 100.00% |                         |

**\* Please provide any additional comments or information you wish to share about your academic experiences at Bowie State University.**

Reference Label: Please provide any additional comments

Form Element Type: Open Ended Response

Total Individual Response(s): 3 Individual Response(s)

Response(s)

This is an open-ended response question.

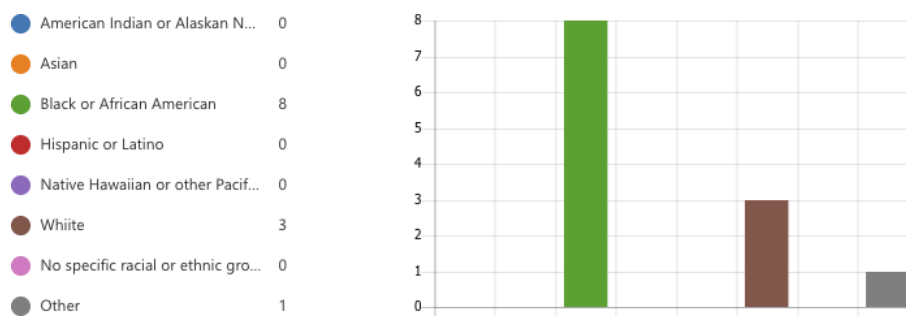


### Reading Program Survey; November 2020 (Advanced Programs)

In evaluating the Graduate Reading Program, a survey was provided to candidates who graduated from the program between 2014 through 2020. Thirty graduates were contacted through email using the personal email addresses provided when graduates attended the program. Twelve responses were provided for a 40% return. Email addresses for some of the graduates were not available. The link for the full survey is presented here: [Graduate Reading Program Survey](#) however, I will provide some specific information through narrative.

The first question inquired information about racial or ethnic diversity in order to provide information about the diversity of candidates within the program. The data is provided in Graph 1. As a Historically Black University, the majority of students are African American although there are a number of White candidates who matriculate through the program as well as additional students from racial or ethnic groups within the areas indicated on the graph.

Graph 1: Racial or Ethnic Group



The survey also inquired about the academic year of graduation. As indicated, students who graduated between 2014 and Spring of 2020 were included in the request to complete the survey. The majority of responses have come from the most recent group of graduates as noted within Graph 2. Since surveys were sent to the last known email addresses, there is a possibility that graduates from earlier semesters may no longer have email addresses that were on file when they joined the program which could be one explanation for the lower return rate. It may also have influenced the impact on the number of literacy positions that graduates applied for and received.

We also wanted to know about the length of time spent within the program. Most graduates claimed that it took two years to complete all course work. See Table 1. We provide a cohort structure that encourages students to complete in two years although some graduates must slow down for personal reasons.

Graph 2: Year of Graduation

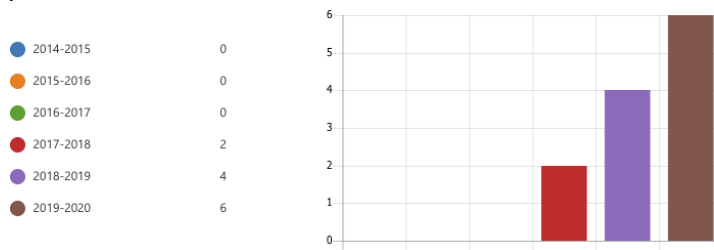


Table 1: Completion Time

|    |           |                                                                                                                                                                                                                                                   |
|----|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | anonymous | 2 years                                                                                                                                                                                                                                           |
| 2  | anonymous | 2 years                                                                                                                                                                                                                                           |
| 3  | anonymous | 3 years                                                                                                                                                                                                                                           |
| 4  | anonymous | 2 academic years                                                                                                                                                                                                                                  |
| 5  | anonymous | 2 years.                                                                                                                                                                                                                                          |
| 6  | anonymous | 2.5 years                                                                                                                                                                                                                                         |
| 7  | anonymous | As a part of the initial BSU/PGCPS Reading cohort the program took me exactly 2 years.                                                                                                                                                            |
| 8  | anonymous | 2 years                                                                                                                                                                                                                                           |
| 9  | anonymous | 2 years and one additional semester I took at course in the Fall of 2017; however, I did not return in the Spring of 2018. I applied for readmission in the Fall of 2018 and remained enrolled until my date of graduation which was Spring 2020. |
| 10 | anonymous | 2 years                                                                                                                                                                                                                                           |
| 11 | anonymous | I completed this program in about 1 1/2 years                                                                                                                                                                                                     |

The survey also provided a question related to ways in which the program assisted graduates in their current positions. Overall, graduates indicated that the program helped them to strengthen and deepen their knowledge in order that literacy content and pedagogy could be integrated into their classrooms. Table 2 provides feedback to that question.

Table 2

|    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | anonymous | It allowed me to reflect on my reading instruction in my actual classroom. I have added to and/or tweaked my approach.                                                                                                                                                                                                                                                                                                                             |
| 2  | anonymous | It helped quite a bit. It helped me to confirm that keeping a literate environment is important to a classroom. I learned how to coach other teachers even if I got the experience during the program alone.                                                                                                                                                                                                                                       |
| 3  | anonymous | It gave me more hands on coaching skills and professional development planning for my staff. I also gained more assessment literacy since we analyzed the variety of literacy assessments students might take.                                                                                                                                                                                                                                     |
| 4  | anonymous | This program gave me an inside look into the history of reading instruction and allowed me to see the best way to teach literacy today.                                                                                                                                                                                                                                                                                                            |
| 5  | anonymous | The program prepared me to work with the diverse learners I have in the school I teach for. This program helped me learn about different quality types of literature that I should be reading with my students and have available for students to read in the classroom. I have also learned different strategies to use to work with my diverse learners.                                                                                         |
| 6  | anonymous | Overall, the foundational theoretical thinking that we conducted throughout the program supported my understanding of how to best present reading instruction. I value the exposure to literary resources, texts, and overall depth of research to challenge my instructional practices.                                                                                                                                                           |
| 7  | anonymous | The program provided me with the knowledge and tools on how to assist more kids. I was also able to build my own confidence with assisting the struggling reader.                                                                                                                                                                                                                                                                                  |
| 8  | anonymous | I gained knowledge and experience of working and supporting a teacher in the intermediate grade while fulfilling the requirements of the Literacy Coach Cycle. I'm addition, I gained as well as shared a lot of information from Literacy meetings and/or discussions with colleagues in the cohort as well as the district in which I service students.                                                                                          |
| 9  | anonymous | I did interview to become the reading ILT (instructional lead teacher) in my building. The program prepared me to answer interview questions about reading practices, pacing of observations, providing constructive feedback, etc. The textbooks used throughout this program are great guides that I used to improve my instruction for all readers.                                                                                             |
| 10 | anonymous | In this program I was tasked with conducting various assignments which not only strengthened me as a leader but professionally. I hosted professional developments, created action research, and learned about book tastings. There were many other tools that I was able to walk away with but most importantly I was taught how to apply them. All of my professors modeled how to teach reading to my students and proper ways to support them. |
| 11 | anonymous | How to pick out culturally relevant books for students,                                                                                                                                                                                                                                                                                                                                                                                            |

The survey also probed to see if graduates felt the need or would have liked more assistance within the program. Some of the stand-out responses included more information about: learners with special needs, struggling writers, new literacies and technology, and more information about APA. Although these areas are integrated into courses, we need to consider strengthening these areas. Table 3 presents the results.

Table 3

|    |           |                                                                                                                                                                                                                                              |
|----|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | anonymous | No                                                                                                                                                                                                                                           |
| 2  | anonymous | Teaching or coaching reading virtually.                                                                                                                                                                                                      |
| 3  | anonymous | A SPED course might be a good option. The statistics class needs to be focused on statistics specifically for those in education. Therefore, it would be helpful towards the thesis.                                                         |
| 4  | anonymous | More info on how to help struggling writers.                                                                                                                                                                                                 |
| 5  | anonymous | Maybe consider focusing on the 21st century learner's recent need to navigate new/technological literacy online.                                                                                                                             |
| 6  | anonymous | I think the courses in my program have prepared me to be an effective reading specialist.                                                                                                                                                    |
| 7  | anonymous | While APA instructional suggestions were presented throughout the program, possibly incorporating workshops or other writing resources may be helpful.                                                                                       |
| 8  | anonymous | N/A                                                                                                                                                                                                                                          |
| 9  | anonymous | How to analyze reading test data in order to structure instruction to improve students reading achievement                                                                                                                                   |
| 10 | anonymous | I think that all of the courses were great and much needed. If I could make a suggestion it would be to have more research based classes from the beginning. Have students work on their research question and the process from day one.     |
| 11 | anonymous | Study of the intervention programs actually used often in elementary and middle school. Yes could be a semester long class. I'm being asked to implement reading intervention programs that I've never heard of that are actual very common. |

We are also curious about candidates seeking a position as a reading specialist or coach and if so when or if not, why not. It appears that the students graduating most recently have not ventured into reading specialists or coaches' positions (Graph 3) and several of the comments indicate that graduates wanted a little more time in the classroom to practice the literacy skills and information gleaned from the program. There were also candidates who joined the reading program as a way in which to enhance their skills as literacy instructors and some of the candidates plan to move into leadership positions as a literacy specialist or coach at a later time. Graph 3 indicates the current positions of the teachers who responded and Table 4 provides responses to this question.

Graph 3: Present Position

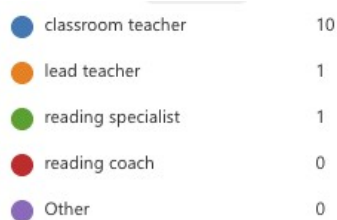
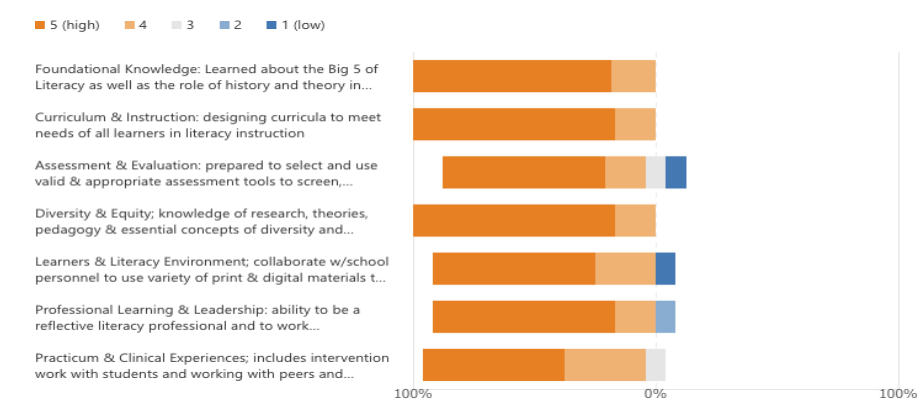


Table 4: Plans as a Reading Specialist or Coach

|    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | anonymous | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 2  | anonymous | Yes, in the next 2-3 years.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 3  | anonymous | I have tried but they are not looking for reading specialist in my county. I wish there was more help in this area.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 4  | anonymous | Yes as soon as positions open in my district.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 5  | anonymous | I would be interested in serving as a coach/specialist; however, I truly enjoy building relationships with students in the classroom and pouring into the whole student. This seems more enjoyable than more than working with teachers who are not always willing to apply the best practices specialists/coaches suggest. I also see the specialist/coach as a person who is always in meetings, and who sometimes receive administrative duties outside of their expertise because they are teacher leaders. I am also wondering how a coach/specialist continues to evaluate students in this new virtual learning environment. |
| 6  | anonymous | Yes. This is my fifth year of teaching, and I plan to see a specialist or coach position in the future after having more teaching experience.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 7  | anonymous | I currently enjoying utilizing my newly acquired knowledge to refine my classroom teaching craft. I enjoy conducting small aspects of authentic action research process with my students. I do plan to consider additional positions in the future.                                                                                                                                                                                                                                                                                                                                                                                 |
| 8  | anonymous | yes, 1-2 years.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 9  | anonymous | Yes, my plan is to work with students in the intermediate grades for a year or two in an effort to gain personal knowledge and understanding of how Literacy standards are aligned for the primary and intermediate grades so that I can support teachers and students in grades Pre-K through 5 or 6 effectively.                                                                                                                                                                                                                                                                                                                  |
| 10 | anonymous | My next step is to become an assistant principal. I am currently taking courses to receive my certification in school leadership. However, I will still be able to use my reading degree to assist low readers by being a mentor teacher, coach and offering my services to students whenever needed.                                                                                                                                                                                                                                                                                                                               |
| 11 | anonymous | Yes, I do plan on seeking a position as a reading coach or specialist. My projected timeline for pursuing this position will most likely be next school year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

The survey asked about graduates' perceptions in meeting the International Literacy Association Standards. Most rated high or the next highest on the 7 standards (Graph 4) however we also recognized some areas that need a little more work. We have revised areas in the program, and this may have been a response from an earlier graduate however, we realize that we need to examine the areas more closely related to assessment and evaluation, learners and literacy environment as well as professional learning and leadership and make adjustments where needed.

Graph 4: ILA Standards



Seeking more specific information, we asked about several topics/areas that we intentionally embed more specific information. These areas included: culturally responsive literacy instruction; language learners; action research; integration of state standards; technology tools use by teachers; technology tools use by students; outside speakers; assessment; pedagogy; and literacy content knowledge. Most of the areas were deemed “more than enough” or “just enough” however, we see that there was a request for more information with a focus on language learners, action research, technology tool use by both teachers and students, more outside speakers, and a little more information on assessment. Please see Graph 5 for further detail.

Graph 5: Topics in Program



Overall, graduates appear satisfied with the program and when asked if they might recommend the program to a colleague, all respondents indicated that they would do so. See Graph 6.

Graph 6: Recommend BSU Reading Program



The link for the survey has been included as we also provided a few more questions related to online programming as well as interest in a doctoral program focused on literacy. These surveys can provide us with information that will be helpful in future planning. [Graduate Reading Program Survey](#)

[Forms](#)

BSU Graduate Reading Program Survey-Saved

Send and collect responses to your form.

Questions

Responses

12

BSU Graduate Reading Program Survey

Survey for Graduates

1. Please indicate racial/ethnic group

- ☐ American Indian or Alaskan Native
- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic or Latino
- ☐ Native Hawaiian or other Pacific Islander
- ☐ White
- ☐ No specific racial or ethnic group

2. I graduated from the BSU Reading Program in the academic year of:

- ☐ 2014-2015
- ☐ 2015-2016
- ☐ 2016-2017
- ☐ 2017-2018
- ☐ 2018-2019
- ☐ 2019-2020

3. I am currently:

- ☐ classroom teacher
- ☐ lead teacher
- ☐ reading specialist

☐ reading coach

☐

4. In what ways, if any, did the Masters of Reading program assist you with your current position? You may use bullet points to respond.

5. Are there areas of additional emphasis that you think could be added to the program? Or other courses that might be helpful to add?

6. If not in the position of a specialist or coach, do you plan to seek that position? If so, when? If not, why?

7. In what ways did the program prepare you with the knowledge needed to become a specialist, coach, or provide more intensive reading instruction within your classroom?

8. What new pedagogical methods or ideas did you gain from the program?

9. Please explain and indicate what you found most helpful and/or what you might like to see included in the practicums (EDUC 646 and EDUC 749).

10. How many years and/or months did you take to complete the program?

11. For each of the ILA standards, please provide a response between 5-1 with 5 the highest level. This should indicate how you think the program prepared you for these standards. (the ILA website has additional info regarding these standards.

|                                                                                                                                                                                                                                  | 5<br>(high)           | 4                     | 3                     | 2                     | 1<br>(low)            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Foundational Knowledge: Learned about the Big 5 of Literacy as well as the role of history and theory in literacy                                                                                                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Curriculum & Instruction: designing curricula to meet needs of all learners in literacy instruction                                                                                                                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assessment & Evaluation: prepared to select and use valid & appropriate assessment tools to screen, diagnose and measure student literacy achievement; assist teachers with the use; advocate for appropriate literacy practices | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Diversity & Equity; knowledge of research, theories, pedagogy & essential concepts of diversity and equity; create classrooms that are inclusive & affirming                                                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learners & Literacy Environment; collaborate w/school personnel to use variety of print & digital materials to engage and motivate learners; integrate digital technologies; foster a literacy-rich climate.                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

5 (high) 4 3 2 1 (low)

Professional Learning & Leadership: ability to be a reflective literacy professional and to work collaboratively with colleagues; demonstrate leadership and facilitation skills; advocate on behalf of teachers, students, families & communities.

☐ ☐ ☐ ☐ ☐

Practicum & Clinical Experiences; includes intervention work with students and working with peers and experienced colleagues; has experiences in school-based settings; received supervision to include observation and ongoing feedback by qualified supervisors.

☐ ☐ ☐ ☐ ☐

12. Please elaborate on any of the items in #11 that you think might be helpful.

13. I completed the program in this format:

- ☐ mostly face-to-face (every meeting)  
☐ mostly hybrid (face-to-face and online work)  
☐ mostly hybrid (meeting online only with no face to -face)

14. If given the choice, I would like to have access to courses that are:

- ☐ face-to-face each week in a designated classroom  
☐ hybrid (every other week face to face in a designated classroom))  
☐ blended (online with some online synchronous meetings and/or paired meetings)  
☐ online with lots of resources and detailed explanation of assignments and a few paired or small group meetings but mostly asynchronous instruction

15. My thoughts on the integration of these topics/areas in the program:

|                                            | More than<br>Enough   | Just<br>Enough        | Need<br>More          | Don't<br>see          |                       |
|--------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Culturally Responsive Literacy Instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Language learners                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Action Research                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Integration of State Standards             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Technology tools use by teachers           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Technology tools use by students           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Outside Speakers                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assessment                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pedagogy                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Literacy Content Knowledge                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

16. I have an interest in pursuing a doctorate. (If yes, please respond to the next question)

- ☐ Y
- ☐ e
- s

N  
o

17. If a doctorate were offered, I would be interested in: (rank according to interest with #1 as most interest)

18. I would recommend the program to a

- ☐ colleague: Definitely
- ☐ Very
- ☐ probably
- ☐ Probably
- not
- Definitely
- not

### Completer Survey, Overview of Findings, and Data

Thank you for taking a few minutes to complete the EPP School Psychology program employee survey. The following questions will be used to help us evaluate and improve our School Psychology program at this EPP. The survey should take approximately 10-15 minutes of your time. We would appreciate your honest feedback.

Questions about this survey can be directed to:

#### School Psychology Employee Survey-Second Round (Advanced Programs)

**Completed in May 2020 by Program Graduates who worked for the first time through the 2019-2020 school year**

Instructions: Please complete the following questions. *Thank, you in advance for your participation!*

#### A. Please complete the following:

- 1) Your Name: \_\_\_\_\_
- 2) Employer Name: \_\_\_\_\_
- 3) Name of School System/Organization: \_\_\_\_\_
- 4) Position/Role in the organization: \_\_\_\_\_
- 4) How long have you been employed? \_\_\_\_\_
- 5). How long have you worked at your current organization? \_\_\_\_\_

#### B. Please **highlight** a rating for each of the items below.

1-Not at all      2-Somewhat      3-Often      4-Very Often      N/A Not-Applicable

How often do you use the following skills **in your workplace**? See Section E to make additional comments.

| Area                                                                                                        | Rating |   |   |   |     |
|-------------------------------------------------------------------------------------------------------------|--------|---|---|---|-----|
| 6. Use of data to help schools make informed decisions.                                                     | 1      | 2 | 3 | 4 | N/A |
| 7. Use of consultation and collaboration in school activities.                                              | 1      | 2 | 3 | 4 | N/A |
| 8. Assist school personnel in developing academic support or interventions.                                 | 1      | 2 | 3 | 4 | N/A |
| 9. Assist school personnel in developing social, emotional and behavioral supports and interventions.       | 1      | 2 | 3 | 4 | N/A |
| 10. Assist schools in assessing, developing, and/ or implement school-wide practices that promote learning. | 1      | 2 | 3 | 4 | N/A |
| 11. Assist schools in implementing Preventive and Responsive Services.                                      | 1      | 2 | 3 | 4 | N/A |
| 12. Participate in Family-School-Community collaborations/partnerships                                      | 1      | 2 | 3 | 4 | N/A |
| 13. Implement diversity and social justice issues in practice.                                              | 1      | 2 | 3 | 4 | N/A |

|                                                              |   |   |   |   |     |
|--------------------------------------------------------------|---|---|---|---|-----|
| 14. Use research and program evaluation skills in practice.  | 1 | 2 | 3 | 4 | N/A |
| 15. Use Legal, Ethical, & Professional training in practice. | 1 | 2 | 3 | 4 | N/A |

**C. Please highlight a rating for each of the items below.**

*1-Not Satisfied at all    2-Somewhat Satisfied    3-Satisfied    4-Very Satisfied    N/A Non-Applicable*

How **satisfied** are you with the **training you received** in the following area s? Provide additional comments in **Section E**.

| Area                                                                                                                     | Rating |   |   |   |     |
|--------------------------------------------------------------------------------------------------------------------------|--------|---|---|---|-----|
| 16. Use of data to help schools make informed decisions.                                                                 | 1      | 2 | 3 | 4 | N/A |
| 17. Use of consultation and collaboration in school activities.                                                          | 1      | 2 | 3 | 4 | N/A |
| 18. Ability to assist school personnel in developing academic support or interventions.                                  | 1      | 2 | 3 | 4 | N/A |
| 19. Ability to assist school personnel in developing social, emotional and behavioral supports and interventions.        | 1      | 2 | 3 | 4 | N/A |
| 20. Ability to assist schools in assessing, developing, and or implementing school-wide practices that promote learning. | 1      | 2 | 3 | 4 | N/A |
| 21. Ability to assist schools in implementing Preventive and Responsive Services.                                        | 1      | 2 | 3 | 4 | N/A |
| 22. The importance of establishing Family-School-Community relationships.                                                | 1      | 2 | 3 | 4 | N/A |
| 23. Consideration of diversity and social justice issues in practice.                                                    | 1      | 2 | 3 | 4 | N/A |
| 24. Use of research and program evaluation support.                                                                      | 1      | 2 | 3 | 4 | N/A |
| 25. Understanding of Legal, Ethical, & Professional Practice.                                                            | 1      | 2 | 3 | 4 | N/A |

**D. Place check marks next to all that apply.**

26. Please share any milestones or recognitions you have received since you started your work.

|                             |       |                           |       |
|-----------------------------|-------|---------------------------|-------|
| a. State Certification      | _____ | e. Second/Advanced Degree | _____ |
| b. NASP Certification       | _____ | f. Doctorate Degree       | _____ |
| c. Full-Time Certification  | _____ | g. Special Award          | _____ |
| d. *Tenure/Permanent Status | _____ | h. Other: _____           | _____ |

\*In Maryland tenure is granted after 3 satisfactory years of service.

**E. Comments**

27. Please feel free to share any feedback or recommendations you have for the EPP School Psychology program.

### Overview of Findings

In June 2019, seven (7) candidates completed the MA/CAS program in School Psychology. Each of the program completers were able to gain employment (six in school systems in Maryland and one in California). Each of the program completers were asked to complete an employee survey in May 2020. The employee survey was the same survey sent to program completers in May 2019. Most of the questions are aligned to the 10 domains of practice outlined by the National Association of School Psychologists. After tabulating the scores and reviewing the comments, the results are as follows:

#### Strengths

Most of the program completers indicate that they are satisfied with the training they received in most of the key domains of practice (i.e., data based decision making, consultation and collaboration, work on academic interventions, family-school communication, considerations for diversity and social justice, research and program evaluation as well as legal, ethical and professional practice)

#### Challenges and areas of growth to explore

Based on the review of the data comments, program completers indicated the need to have more training and clinical experiences that would enable them to provide more support in the social-emotional- behavioral areas (i.e., complete functional behavior assessments, complete behavior intervention plans, write better IEP goals, and provide more counseling services). The data also suggests more training in approaches to working at the system's level would be helpful.

Program faculty are committed to collaborating with various stakeholders to expand training and clinical experiences in these areas. Some of the ideas we have already considered were to revise and add additional courses to the program of study, provide focused workshops on selected topics, and request support for additional personnel (e.g., adjunct and part-time field-based field placement coordinator/instructor).

See Data Summary Below

**Employee Survey- Second Round 2019-2020: Level of Relevancy in the Workplace**How often do you use the following skills **in your workplace?**

|                                  | 1-Not at all | 2-Somewhat  | 3-Often      | 4-Very Often | N/A Non-Applicable |             |             |      |
|----------------------------------|--------------|-------------|--------------|--------------|--------------------|-------------|-------------|------|
| A                                | B            | C           | D            | E            | F                  | G           | H           | I    |
| Subject<br>N=7                   | 001          | 002         | 003          | 004          | 005                | 006         | 007         | Mean |
| Time<br>Working as<br>employees. | <i>9 mo.</i> | <i>9mo.</i> | <i>9 mo.</i> | <i>9mo.</i>  | <i>9mo.</i>        | <i>9mo.</i> | <i>9mo.</i> |      |
| Item #                           |              |             |              |              |                    |             |             |      |
| 6.                               | 3            | 3           | 4            | 4            | 4                  | 4           | 4           | 3.71 |
| 7.                               | 4            | 2           | 4            | 4            | 3                  | 3           | 4           | 3.43 |
| 8.                               | 4            | 2           | 3            | 2            | 2                  | 2           | 3           | 2.57 |
| 9.                               | 3            | 2           | 4            | 2            | 4                  | 4           | 4           | 3.29 |
| 10.                              | 2            | 2           | 2            | 2            | 2                  | 2           | 2           | 2    |
| 11.                              | 2            | 2           | 2            | 2            | 3                  | 2           | 3           | 2.29 |
| 12.                              | 3            | 1           | 3            | 3            | 4                  | 2           | 3           | 2.71 |
| 13.                              | 3            | 2           | 3            | 2            | 4                  | 3           | 4           | 3    |
| 14.                              | 3            | 2           | 3            | 3            | 3                  | 3           | 3           | 2.86 |
| 15.                              | 3            | 3           | 4            | 4            | 4                  | 4           | 4           | 3.71 |

Item 13: Use of training in diversity in practice. Seven (7) out of seven (7) surveys were returned.

**Employee Survey-Level of Satisfaction in Training**How **satisfied** are you with the **training you received** in the following areas?

|                |         | 1-Not Satisfied at all | 2-Somewhat Satisfied | 3-Satisfied | 4-Very Satisfied | N/A Non-Applicable |     |      |
|----------------|---------|------------------------|----------------------|-------------|------------------|--------------------|-----|------|
| A              | B       | C                      | D                    | E           | F                | G                  | H   |      |
| Subject<br>N=7 | 001     | 002                    | 003                  | 004         | 005              | 006                | 007 | Mean |
| Item #         |         |                        |                      |             |                  |                    |     |      |
| 16.            | 2       | 3                      | 3                    | 4           | 2                | 4                  | 4   | 3.14 |
| 17.            | 3       | 3                      | 4                    | 3           | 3                | 3                  | 4   | 3.29 |
| 18.            | 3       | 3                      | 4                    | 3           | 3                | 3                  | 2   | 3    |
| 19.            | 2       | 3                      | 3                    | 3           | 2                | 3                  | 2   | 2.57 |
| 20.            | 2       | 3                      | 3                    | 2           | 2                | 3                  | 2   | 2.43 |
| 21.            | omitted | 3                      | 3                    | 2           | 2                | 3                  | 2   | 2.5  |
| 22.            | 3       | 3                      | 3                    | 3           | 4                | 4                  | 4   | 3.43 |
| 23.            | 4       | 4                      | 4                    | 4           | 4                | 4                  | 4   | 4    |
| 24.            | 3       | 3                      | 4                    | 3           | 3                | 4                  | 4   | 3.43 |
| 25.            | 3       | 3                      | 4                    | 3           | 4                | 4                  | 4   | 3.57 |
| 26.            |         |                        |                      |             |                  |                    |     |      |
| 26a            | X       | X                      | X                    | X           | X                | X                  | X   |      |
| 26b            | X       | X                      |                      |             | X                | X                  | X   |      |
| 26c            | FT      | FT                     | FT                   | FT          | FT               | FT                 | FT  |      |
| 26d            |         |                        |                      |             |                  |                    |     |      |
| 26e            |         |                        |                      |             |                  |                    |     |      |
| 26f            |         |                        |                      |             |                  |                    |     |      |
| 26g            |         |                        |                      |             |                  |                    |     |      |
| 26h            | X       |                        |                      |             |                  |                    |     |      |

\*Rater indicated that certification in her district is awarded at the end of the first year. \*\*FT Full-Time-Private Practice diversity. Note: #004 is in a state that does not accept the NCSP.

Item 23-Satisfaction with training in

## List of Items 6-15

- 6. Use of data to help schools make informed decisions.
- 7. Use of consultation and collaboration in school activities.
- 8. Assist school personnel in developing academic support or interventions.
- 9. Assist school personnel in developing social, emotional and behavioral supports and interventions.
- 10. Assist schools in assessing, developing, and/ or implement school- wide practices that promote learning.
- 11. Assist schools in implementing Preventive and Responsive Services.
- 12. Participate in Family-School-Community collaborations/partnerships
- 13. Implement diversity and social justice issues in practice.
- 14. Use research and program evaluation skills in practice.
- 15. Use Legal, Ethical, & Professional training in practice.

## List of Items 16-26h

- 16. Use of data to help schools make informed decisions.
- 17. Use of consultation and collaboration in school activities.
- 18. Ability to assist school personnel in developing academic support or interventions.
- 19. Ability to assist school personnel in developing social, emotional and behavioral supports and interventions.
- 20. Ability to assist schools in assessing, developing, and or implementing school-wide practices that promote learning.
- 21. Ability to assist schools in implementing Preventive and Responsive Services.
- 22. The importance of establishing Family-School-Community relationships.
- 23. Consideration of diversity and social justice issues in practice.
- 24. Use of research and program evaluation support.
- 25. Understanding of Legal, Ethical, & Professional Practice.

26a State Certified

26b NCSP

26c Full-Time certification/employment  
 26d Tenure/Permanent Status  
 26e Second/Advanced Degree  
 26f Doctoral Degree  
 26g Special Award  
 26h Other

Comments. Please feel free to share any feedback or recommendations you have for the EPP School Psychology program.

**001**

The areas that I indicated two's for are areas that I don't really provide that much support for because our admin does the collection of data and has created a group that looks at how we can use the data we get from Swiss to help us implement new and different strategies to help engage our students. I am a part of that group, but I do not facilitate or collect that data.

As for question 19, I felt that we didn't focus too much on how to provide students who have emotional disability support or interventions that would be a match for certain behaviors or diagnosis. I think for the school that I am at and me, I would have benefited from that a little more just because the school I am at has an ED program, and I work with those kiddos often and their teachers. Also, we might have gone over it too, and maybe I overlooked that part in my studies.

Question 20; I am also part of a committee that looks at this together, and we decide on how we plan to implement new practices and how we plan on engaging our students. I gave a two for this because I do not do this solely by myself, and it is a team effort, and the collection of data comes from Swiss, and we use this to help us make an informed decision for the best of our students.

**004**

I believe a strength of the BSU School Psychology Program is the focus on cultural diversity and social justice. I felt that I was properly prepared in areas of evaluation and consultation. I think I had a solid understanding of developing academic and behavioral interventions. I think the program provided me with a good foundation that I am continuing to build on. I think there should be more training in Counseling and Social Skills. I also think the program would benefit from having clinics or labs to practice administering assessments.

**005**

I think students would benefit from assessment case studies that would allow them to analyze data (background information, school history, assessment data (cognitive and educational) and make a determination based upon the data using IDEA/COMAR regulations and review it in class. I also think it would be beneficial for students to be familiar with academic assessments because they will be using the data to assist with determinations. I would suggest more classes that focus on counseling, and social and emotional interventions.

**006**

The area that I am struggling in is on making social and emotional goals.

**007**

I enjoyed my time in the School Psychology Program at BSU. Now that I am in the field, I wish there was more time spent on FBA's/BIP's and on counseling. I find that in my schools, behaviors and the social emotional needs are what is most required from our positions,