

**CAEP Annual Report 2021
Measure 4-Satisfaction of Completers
Component A4.2**

Advanced programs wrote plans for data collection that were at various stages of implementation in 2019-2020. Data collected are presented in data summary tables below. Results support alumni felt at least adequately prepared. Data collection for the Principal and Superintendent programs relied on F2F meetings in Spring 2020 therefore did not occur due to COVID-19. Overall data collection was slowed due to COVID-19 but continues for all programs.

Crosscutting Theme Technology:

Data table sections in **BLUE** align with the cross-cutting theme Technology.

Crosscutting Theme Diversity:

Data table sections in **RED** align with the cross-cutting theme Diversity.

BOTH: Data table sections in Purple indicate the sections includes cross-cutting themes

Technology and Diversity.

Color Legend

Red Text = Cross-cutting theme of diversity

Blue Text = Cross-cutting theme of technology

Purple Text = Cross-cutting themes of Diversity and technology

Yellow Box = Overall mean of Each Section that is Below Expectation

Green Box = Overall Mean of Each Section that is full score

Educational Diagnostician Alumni Satisfaction Survey

Rating Scale:

- **4 = Highly Prepared**-The SFA Ed Diag program prepared me to demonstrate strong skill or characteristic/disposition development of this professional responsibility and I can independently perform the task with no supervision.
- **3= Adequately Prepared** - The SFA Ed Diag program prepared me to competently demonstrate the characteristic/disposition or ability to perform this professional

responsibility. More experience may be beneficial but is not needed for me to attain competency.

- **2 = Minimally Prepared** - The SFA Ed Diag program prepared me to demonstrate some of the characteristics/dispositions or ability to perform this professional responsibility but on a limited basis with more opportunities needed to develop consistency or assure competency. Close supervision may continue to be needed to help me demonstrate this professional responsibility.
- **1 = Not Prepared** - The SFA Ed Diag program did not prepare me to demonstrate the characteristics/disposition or ability to perform this professional responsibility when provided with experience and supervision and I am need of more intense direct supervised assistance.

See data summary table below.

Educational Diagnostician Alumni Satisfaction Survey 2019		Fall 2019		Spring 2020	
		14		10	
Elements (1-4 Scale)		Mean	StDev	Mean	StDev
Please rate your perception of how well SFASU's educational diagnostician M.Ed. coursework, including the practicum, prepared you for the following: APS 1: Assessment and TAC §239.83. Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations. - Using valid and reliable assessment practices to minimize bias.		3.67	0.47	3.55	0.66
Please rate your perception of how well SFASU's educational diagnostician M.Ed. coursework, including the practicum, prepared you for the following: APS 1: Assessment and TAC §239.83. Standard V. The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need. - Understanding of and respect for similarities and differences in human growth and development for individuals with exceptionalities.		3.83	0.37	3.27	0.75
Please rate your perception of how well SFASU's educational diagnostician M.Ed. coursework, including the practicum, prepared you for the following: APS 1: Assessment and TAC §239.83. Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making. - Identification and use of accommodations and modifications based on characteristics of an individual.		3.5	0.5	3.45	0.66
Please rate your perception of how well SFASU's educational diagnostician M.Ed. coursework, including the practicum, prepared you for the following: APS 1: Assessment and TAC §239.83. Standard V. The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need - Determining special education eligibility.		3.33	0.47	3.18	0.94
Please rate your perception of how well SFASU's educational diagnostician M.Ed. coursework, including the practicum, prepared you for the following: APS 2: Curricular Content Knowledge and TAC §239.83. Standard X. The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities. - Using knowledge of general and specialized curricula to coordinate or align educational standards to the needs of the individual with exceptionalities.		3.17	0.69	3.27	0.86
Please rate your perception of how well SFASU's educational diagnostician M.Ed. coursework, including the practicum, prepared you for the following: APS 3: Programs, Services, and Outcomes and TAC §239.83. 1) Standard VII. The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction, 2) Standard IX. The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies. - Using your understanding of cultural, social, economic diversity, and individual learner differences to develop the IEP supports and services for individuals with exceptionalities.		3.17	0.37	3.36	0.64
Please rate your perception of how well SFASU's educational diagnostician M.Ed. coursework, including the practicum, prepared you for the following: APS 3: Programs, Services, and Outcomes and TAC §239.83. Standard X. The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities. - Applying your knowledge of assessment theories, evidence-based practices and relevant laws to advocate for IEP supports and services for individuals with exceptionalities.		3.5	0.5	3.27	0.75
Please rate your perception of how well SFASU's educational diagnostician M.Ed. coursework, including the practicum, prepared you for the following: APS 4: Research and Inquiry and TAC §239.83. Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities. - Knowing models, theories, philosophies and research methods that form the basis for evidence-based practices in special education.		3.67	0.47	3.27	0.75
Please rate your perception of how well SFASU's educational diagnostician M.Ed. coursework, including the practicum, prepared you for the following: APS 4: Research and Inquiry and TAC §239.83. Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities. - Using your knowledge of research literature to inform your professional practice.		3.83	0.37	3.36	0.64
Please rate your perception of how well SFASU's educational diagnostician M.Ed. coursework, including the practicum, prepared you for the following: APS 5: Leadership and Policy and TAC §239.83. Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities. - Modeling respect and ethical practice for all individuals and encouraging challenging expectations for individuals with exceptionalities.		3.83	0.37	3.64	0.48
Please rate your perception of how well SFASU's educational diagnostician M.Ed. coursework, including the practicum, prepared you for the following: APS 5: Leadership and Policy and TAC §239.83. Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel. - Creating and maintaining a collegial and productive work environment that respects and safeguards the rights of individuals with exceptionalities.		3.83	0.37	3.73	0.45
Please rate your perception of how well SFASU's educational diagnostician M.Ed. coursework, including the practicum, prepared you for the following: APS 6: Professional and Ethical Practice and TAC §239.83. Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel. - Promoting respect for individuals with exceptionalities and facilitating professional and ethical practice.		4	0	3.73	0.45
Please rate your perception of how well SFASU's educational diagnostician M.Ed. coursework, including the practicum, prepared you for the following: APS 6: Professional and Ethical Practice and TAC §239.83. Standard 1 The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education. - Understanding the history of special education, its legal policies, ethical standards, and emerging issues.		3.83	0.37	3.55	0.5
Please rate your perception of how well SFASU's educational diagnostician M.Ed. coursework, including the practicum, prepared you for the following: APS 7: Collaboration and TAC §239.83. Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel. - Understanding the significance of collaboration with education colleagues, families, related service providers, and others from the community to resolve conflicts and build consensus.		3.83	0.37	3.54	0.48
Please rate your perception of how well SFASU's educational diagnostician M.Ed. coursework, including the practicum, prepared you for the following: APS 7: Collaboration and TAC §239.83. Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities. - Possessing current knowledge of ethical and legal issues.		3.67	0.47	3.55	0.5

Reading Specialist Alumni Satisfaction Survey

RATING SCALE:

4 = Highly Prepared-The SFA Reading Specialist program prepared me to demonstrate strong skill or characteristic/disposition development of this professional responsibility and I can independently perform the task with no supervision.

3= Adequately Prepared - The SFA Reading Specialist program prepared me to competently demonstrate the characteristic/disposition or ability to perform this professional responsibility. More experience may be beneficial but is not needed for me to attain competency.

2 = Minimally Prepared - The SFA Reading Specialist program prepared me to demonstrate some of the characteristics/dispositions or ability to perform this professional responsibility but on a limited basis with more opportunities needed to develop consistency or assure competency. Close supervision may continue to be needed to help me demonstrate this professional responsibility.

1 = Not Prepared - The SFA Reading Specialist program did not prepare me to demonstrate the characteristics/disposition or ability to perform this professional responsibility when provided with experience and supervision and I am need of more intense direct supervised assistance.

Reading Specialist Alumni Satisfaction Suvey 2019	Fall 2019		Spring 2020	
n=	12		2	
Elements (1-4 Scale)	Mean	StDev	Mean	StDev
Please rate your perception of how well SFA's reading specialist coursework, including the practicum, prepared you for the following: TX I: Components of Reading: The Reading Specialist demonstrates foundational reading knowledge EC-12	3.73	0.45	4.00	0.00
Please rate your perception of how well SFA's reading specialist coursework, including the practicum, prepared you for the following: TX II: Assessment and Instruction: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction.	3.91	0.29	4.00	0.00
Please rate your perception of how well SFA's reading specialist coursework, including the practicum, prepared you for the following: TX III: Strengths and Needs of Individual Students: The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development	3.73	0.45	4.00	0.00
Please rate your perception of how well SFA's reading specialist coursework, including the practicum, prepared you for the following: TX IV: Professional Knowledge and Leadership: The Reading Specialist participates and takes a leadership role.	3.91	0.29	3.50	0.50