

## Exit Survey: Introduction

In 2016, the EPP created an Exit Survey which is parallel to the Alumni and Employer Surveys. Exit Survey response rates are: Fall 2018 = 100%, Spring 2019 = 100%; Fall 2019 = 100%; and Spring 2020 = 100%. The response rate is 100% as the Exit Survey is required by all student teachers during their final week of student teaching. The Exit Survey allows the EPP to collect a more representative data set from our completer population for all EPP Programs. The Exit Survey is administered to all student teachers at the end of their student teaching experience, just prior to graduation. This measure allows us to compare how completers perceive their preparation right at the end of their programs and then after one year. We also compare these perceptions to those gathered through the Alumni Survey. The Exit Survey was first administered to completers graduating in May 2016.

The Exit Survey has seven program satisfaction questions and 24 core questions on teacher preparation that are aligned to the InTASC standards (Learner and Learning 1, 2 & 3; Content Knowledge 4 & 5; Instructional Practice 6 & 7; Professional Responsibilities 8 & 9). The 24 core questions match the EPP Alumni and Employer survey questions. The surveys include two opened ended questions asking for additional comments on program satisfaction and quality of their teacher preparation program. The surveys conclude by asking if the completer/Alumni would recommend their teacher education program to other prospective teachers. Findings show that almost all of our Alumni would recommend their teacher education program to prospective students with no more than 7% of each graduating class indicating “probably no” or “definitely no” (Fall 2018 = 6%, Spring 2019 = 7%; Fall 2019 = 4%; and Spring 2020 = 3%). Although these numbers are low and generally reflect a population of 15 to 8 students, we review their feedback and continually work to reach 100% satisfaction.

Would you recommend your teacher education program to other prospective teachers?	Definitely Yes	Probably Yes	Probably No	Definitely No
<b>Fall 2018 (n=193)</b>	<b>69.0%</b>	<b>25.0%</b>	<b>5.0%</b>	<b>1.0%</b>
<b>Spring 2019 (n=213)</b>	<b>55.0%</b>	<b>38.0%</b>	<b>6.50%</b>	<b>0.5%</b>
<b>Fall 2019 (n=187)</b>	<b>67.0%</b>	<b>29.0%</b>	<b>3.0%</b>	<b>1.0%</b>
<b>Spring 2020 (n=246)</b>	<b>72.0%</b>	<b>25.0%</b>	<b>2.0%</b>	<b>1.0%</b>

The open-ended statements reflect the data given in the above table with the majority of completers being satisfied with their programs and the preparation they received at SUNY Cortland. The qualitative feedback contains many positive and reinforcing pieces of information regarding strengths in the EPP’s programs.

**EPP Exit Survey Fall 2018 (n=193), Spring 2019 (n=213), Fall 2019 (n=187), and Spring 2020 (n=246)**

***Question Set 1: Satisfaction Questions on Teacher Preparation***

	Q 1. How satisfied were you with the following aspects of your teacher preparation program? Balance between theory and practice in your teacher preparation courses.		Q 2. How satisfied were you with the following aspects of your teacher preparation program? Integration of technology throughout your teacher preparation program.		Q 3. How satisfied were you with the following aspects of your teacher preparation program? Quality of instruction in your teacher preparation courses.		Q 4. How satisfied were you with the following aspects of your teacher preparation program? Incorporation of multiple perspectives on teaching and learning as related to diversity of student experiences in schools today.	
	Very Satisfied/ Satisfied	Dissatisfied/ Very Dissatisfied	Very Satisfied/ Satisfied	Dissatisfied/ Very Dissatisfied	Very Satisfied/ Satisfied	Dissatisfied/ Very Dissatisfied	Very Satisfied/ Satisfied	Dissatisfied/ Very Dissatisfied
<b>Fall 2018</b>	<b>92%</b>	<b>8%</b>	<b>85%</b>	<b>15%</b>	<b>91%</b>	<b>9%</b>	<b>86%</b>	<b>14%</b>
<b>Spring 2019</b>	<b>80%</b>	<b>20%</b>	<b>79%</b>	<b>21%</b>	<b>84%</b>	<b>16%</b>	<b>84%</b>	<b>16%</b>
<b>Fall 2019</b>	<b>89%</b>	<b>11%</b>	<b>83%</b>	<b>17%</b>	<b>93%</b>	<b>7%</b>	<b>89%</b>	<b>11%</b>
<b>Spring 2020</b>	<b>95%</b>	<b>5%</b>	<b>92%</b>	<b>8%</b>	<b>94%</b>	<b>6%</b>	<b>95%</b>	<b>5%</b>

	Q 5. How satisfied were you with the following aspects of your teacher preparation program? Connection and coherence between your coursework and early field experiences.		Q 6. How satisfied were you with the following aspects of your teacher preparation program? Quality of field experiences prior to student teaching.		Q 7. How satisfied were you with the following aspects of your teacher preparation program? Your student teaching experience.	
	Very Satisfied/ Satisfied	Dissatisfied/ Very Dissatisfied	Very Satisfied/ Satisfied	Dissatisfied/ Very Dissatisfied	Very Satisfied/ Satisfied	Dissatisfied/ Very Dissatisfied
<b>Fall 2018</b>	<b>86%</b>	<b>14%</b>	<b>88%</b>	<b>12%</b>	<b>96%</b>	<b>4%</b>
<b>Spring 2019</b>	<b>80%</b>	<b>20%</b>	<b>83%</b>	<b>17%</b>	<b>94%</b>	<b>6%</b>
<b>Fall 2019</b>	<b>84%</b>	<b>16%</b>	<b>84%</b>	<b>16%</b>	<b>97%</b>	<b>3%</b>
<b>Spring 2020</b>	<b>92%</b>	<b>8%</b>	<b>92%</b>	<b>8%</b>	<b>97%</b>	<b>3%</b>

**Question Set 2: SUNY Cortland education provided me with ...**

	Q1: My SUNY Cortland education provided me with in- depth knowledge and content in my field. InTASC: CK-4.		Q2: My SUNY Cortland education provided me in-depth knowledge and understanding of instructional theory and strategies for planning instruction that supports all students in meeting learning goals. InTASC: IP-7,8.		Q3: My SUNY Cortland education provided me the ability to create learning experiences that make content in my discipline accessible and meaningful for students. InTASC: CK-4.	
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree
<b>Fall 2018</b>	<b>96%</b>	<b>4%</b>	<b>93%</b>	<b>7%</b>	<b>95%</b>	<b>5%</b>
<b>Spring 2019</b>	<b>93%</b>	<b>7%</b>	<b>89%</b>	<b>11%</b>	<b>90%</b>	<b>10%</b>
<b>Fall 2019</b>	<b>99%</b>	<b>1%</b>	<b>97%</b>	<b>3%</b>	<b>97%</b>	<b>3%</b>
<b>Spring 2020</b>	<b>97%</b>	<b>3%</b>	<b>96%</b>	<b>4%</b>	<b>96%</b>	<b>4%</b>
	Q4: My SUNY Cortland education provided me the ability to integrate technology and digital media into my practice capably and strategically. InTASC: CK-4.		Q5: My SUNY Cortland education provided me with the skills necessary to improve students' reading, writing, speaking, listening, and language abilities. InTASC: LL-1.		Q6: My SUNY Cortland education provided me with the ability to reflect on my work as a professional. InTASC: PR-9.	
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree
<b>Fall 2018</b>	<b>81%</b>	<b>19%</b>	<b>84%</b>	<b>16%</b>	<b>98%</b>	<b>2%</b>
<b>Spring 2019</b>	<b>84%</b>	<b>16%</b>	<b>79%</b>	<b>21%</b>	<b>96%</b>	<b>4%</b>
<b>Fall 2019</b>	<b>82%</b>	<b>18%</b>	<b>88%</b>	<b>12%</b>	<b>98%</b>	<b>2%</b>
<b>Spring 2020</b>	<b>89%</b>	<b>11%</b>	<b>91%</b>	<b>9%</b>	<b>98%</b>	<b>2%</b>
	Q7: My SUNY Cortland education provided me with the understanding and respect for student, family, and community diversity. InTASC: LL-2		Q8: My SUNY Cortland education provided me with understanding the importance of analyzing and using educational research in my field. InTASC: PR-9		Q9: My SUNY Cortland education provided me with the ability to assess student learning, use these assessments to inform my work, and improve student learning. InTASC: IP-6	
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree
<b>Fall 2018</b>	<b>94%</b>	<b>6%</b>	<b>92%</b>	<b>8%</b>	<b>91%</b>	<b>9%</b>
<b>Spring 2019</b>	<b>96%</b>	<b>4%</b>	<b>91%</b>	<b>9%</b>	<b>93%</b>	<b>7%</b>
<b>Fall 2019</b>	<b>98%</b>	<b>2%</b>	<b>93%</b>	<b>7%</b>	<b>95%</b>	<b>5%</b>
<b>Spring 2020</b>	<b>98%</b>	<b>2%</b>	<b>95%</b>	<b>5%</b>	<b>96%</b>	<b>4%</b>

	Q10: My SUNY Cortland education provided me with the ability to create a positive environment that supports learning and development for all students. InTASC: LL-3.		Q11: My SUNY Cortland education provided me with the ability to build on students' developmental levels in designing and implementing learning experiences. InTASC: LL-1.		Q12: My SUNY Cortland education provided me with the ability to understand and apply educational and institutional policies that relate to my work. InTASC: PR-9.	
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree
<b>Fall 2018</b>	<b>98%</b>	<b>2%</b>	<b>95%</b>	<b>5%</b>	<b>96%</b>	<b>4%</b>
<b>Spring 2019</b>	<b>99%</b>	<b>1%</b>	<b>94%</b>	<b>6%</b>	<b>89%</b>	<b>11%</b>
<b>Fall 2019</b>	<b>98%</b>	<b>2%</b>	<b>96%</b>	<b>4%</b>	<b>98%</b>	<b>2%</b>
<b>Spring 2020</b>	<b>99%</b>	<b>1%</b>	<b>95%</b>	<b>5%</b>	<b>94%</b>	<b>6%</b>
	Q13: My SUNY Cortland education provided me with the ability to demonstrate behavior that supports fairness and the belief that all students can learn. InTASC: IP-7.		Q14: My SUNY Cortland education provided me with the ability to manage classrooms to promote a safe learning environment. InTASC: LL-3.		Q15: My SUNY Cortland education provided me with the ability to use various techniques to manage student behavior. InTASC: LL-3.	
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree
<b>Fall 2018</b>	<b>99%</b>	<b>1%</b>	<b>91%</b>	<b>9%</b>	<b>74%</b>	<b>26%</b>
<b>Spring 2019</b>	<b>98%</b>	<b>2%</b>	<b>86%</b>	<b>14%</b>	<b>72%</b>	<b>28%</b>
<b>Fall 2019</b>	<b>97%</b>	<b>3%</b>	<b>90%</b>	<b>10%</b>	<b>84%</b>	<b>16%</b>
<b>Spring 2020</b>	<b>98%</b>	<b>2%</b>	<b>93%</b>	<b>7%</b>	<b>86%</b>	<b>14%</b>
	Q16: My SUNY Cortland education provided me with the knowledge of a variety of teaching strategies to develop students critical thinking and problem- solving skills. InTASC: IP-8.		Q17: My SUNY Cortland education provided me with the ability to promote parental involvement to support student learning. InTASC: PR-10.		Q18: My SUNY Cortland education provided me with the knowledge and skills necessary to work with English language learners in my field. InTASC: LL-2.	
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree
<b>Fall 2018</b>	<b>92%</b>	<b>8%</b>	<b>79%</b>	<b>21%</b>	<b>70%</b>	<b>30%</b>
<b>Spring 2019</b>	<b>92%</b>	<b>8%</b>	<b>78%</b>	<b>22%</b>	<b>70%</b>	<b>30%</b>
<b>Fall 2019</b>	<b>96%</b>	<b>4%</b>	<b>82%</b>	<b>18%</b>	<b>69%</b>	<b>31%</b>
<b>Spring 2020</b>	<b>97%</b>	<b>3%</b>	<b>85%</b>	<b>15%</b>	<b>80%</b>	<b>20%</b>

	Q19: My SUNY Cortland education provided me with the knowledge and skills necessary to work with students with disabilities in my field. InTASC: LL-2.		Q20: My SUNY Cortland education provided me with an understanding of how to effectively use technology to enhance teaching and promote active engagement in learning. InTASC: LL-3; CK-4.		Q21: My SUNY Cortland education provided me with the knowledge and skills necessary to collect, analyze, and use student data to inform curriculum and instructional practices. InTASC: PR-9.	
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree
<b>Fall 2018</b>	<b>85%</b>	<b>15%</b>	<b>89%</b>	<b>11%</b>	<b>92%</b>	<b>8%</b>
<b>Spring 2019</b>	<b>84%</b>	<b>16%</b>	<b>84%</b>	<b>16%</b>	<b>88%</b>	<b>12%</b>
<b>Fall 2019</b>	<b>90%</b>	<b>10%</b>	<b>86%</b>	<b>14%</b>	<b>94%</b>	<b>6%</b>
<b>Spring 2020</b>	<b>88%</b>	<b>12%</b>	<b>93%</b>	<b>7%</b>	<b>95%</b>	<b>5%</b>
	Q22: My SUNY Cortland education provided me with the ability to foster positive social interaction and active engagement among students in my classroom. InTASC: LL-3.		Q23: My SUNY Cortland education provided me with the ability to implement and manage instruction in ways that actively engage students in meeting learning objectives. InTASC: LL-3.		Q24: My SUNY Cortland education provided me with the knowledge to connect concepts and use multiple perspective to engage learners in problem solving within my content. InTASC: CK-5.	
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree
<b>Fall 2018</b>	<b>97%</b>	<b>3%</b>	<b>96%</b>	<b>4%</b>	<b>97%</b>	<b>3%</b>
<b>Spring 2019</b>	<b>95%</b>	<b>5%</b>	<b>94%</b>	<b>6%</b>	<b>94%</b>	<b>6%</b>
<b>Fall 2019</b>	<b>97%</b>	<b>3%</b>	<b>96%</b>	<b>4%</b>	<b>96%</b>	<b>4%</b>
<b>Spring 2020</b>	<b>98%</b>	<b>2%</b>	<b>98%</b>	<b>2%</b>	<b>99%</b>	<b>1%</b>

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