

Reasons to Celebrate



- **Satisfaction with Instructors:**
 - All stakeholders responded “highly satisfied” or “satisfied” to most items.
 - Approximately 84% of respondents were “Highly Satisfied” or “Satisfied” with their instructors.
- **Satisfaction with the University:**
 - 82.5% of respondents were “Highly Satisfied” or “Satisfied” with the university’s handling of online learning.
- **Satisfaction with Department or Program:**
 - Approximately 76% of respondents were “Highly Satisfied” or “Satisfied” with their department or program.
- **Satisfaction with the College of Education:**
 - Approximately 76% of respondents were “Highly Satisfied” or “Satisfied” with the College of Education.

Opportunities for Growth

- **Confidence in Using Technology to Analyze Data:**
 - 16.3% of respondents either disagreed or strongly disagreed with being confident in using technology to analyze data. 14.3% indicated they did not learn this during their program.
- **Confidence in Providing Feedback to Families:**
 - 20.4% of respondents disagreed with being confident in providing feedback to families based on their training. 18.4% indicated they did not learn this during their program.
- **Confidence in Designing Instruction to Incorporate Connections Between Content and Life Experiences:**
 - 18.4% of respondents indicated that they did not learn this their program.
- **Confidence in Designing Instruction That Engages Students in Disciplinary Literacy:**
 - 24.5% of respondents indicated they did not learn this during their program.
- **Confidence in Designing Instructional Adaptations for Diverse Learners:**
 - 18.4% of respondents reported they did not this during their program.
- **Adapting Instruction Using Technology:**
 - 14.3% of respondents either disagreed or did not learn how to adapt instruction using technology.
- **Integrating Interdisciplinary Units of Study:**
 - 18.4% of respondents either disagreed or did not learn how to integrate interdisciplinary units of study.

Respondents say:

“The content courses were overall well done.”

“My professional experiences aligned clearly my work. I was doing research on teachers and learning about how to conduct data analyses on this population.”

“The high impact practice course [was] directly applicable as an assessment professional working with cocurricular programs.”

“The embedded courses provide great experience while learning strategies then being able to actually use them.”

“Very passionate and communicative professors.”

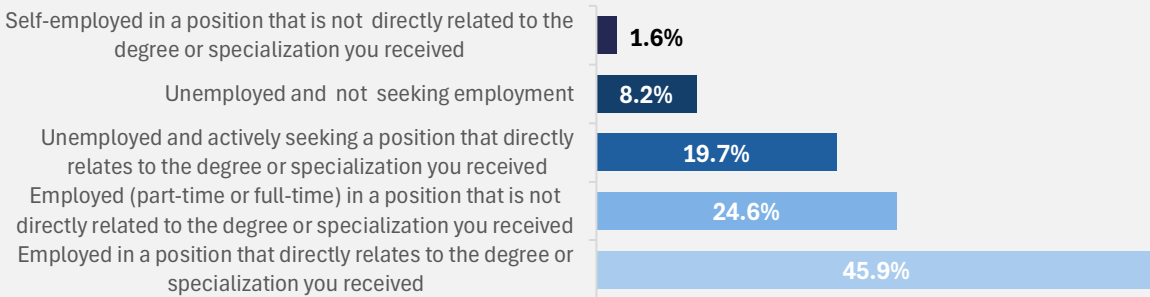
“Learning to be a critical thinker and learning to orally defend my stance/position in educational research.”

Demographic Data

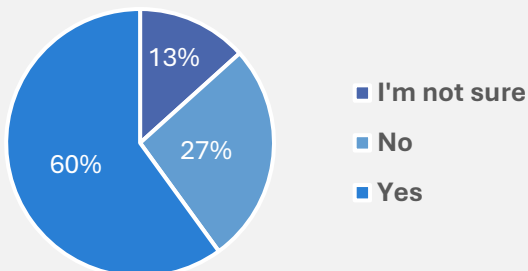
Category	Details	Count	Percentage
Citizenship Status	U.S. Citizens	59	97%
	Foreign Nationals	2	3%
Race/Ethnicity	White	51	68.9%
	Black or African American	5	6.8%
	Asian	2	2.7%
	Multiple Races (e.g., White/Black, Asian/Black)	-	-
Gender	Female	40	54.1%
	Male	18	24.3%
	Other	2	-
	Gender Non-Conforming	1	-

Current Employment Status

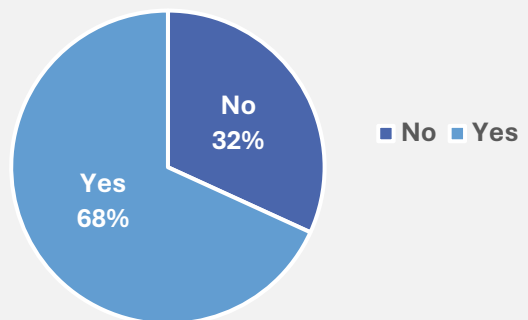
Current Employment Status



Actively Looking for Position Related to Degree



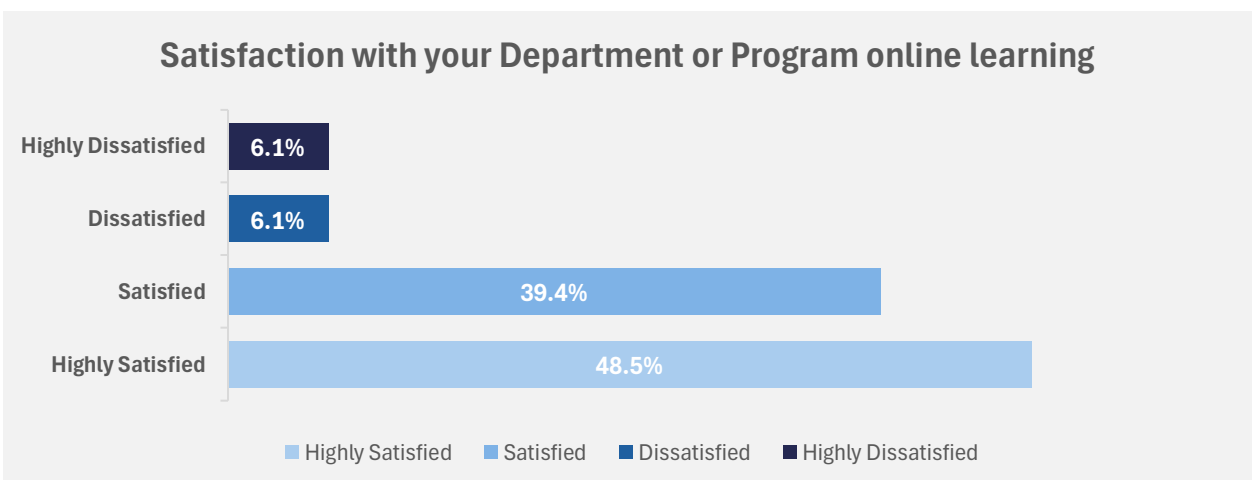
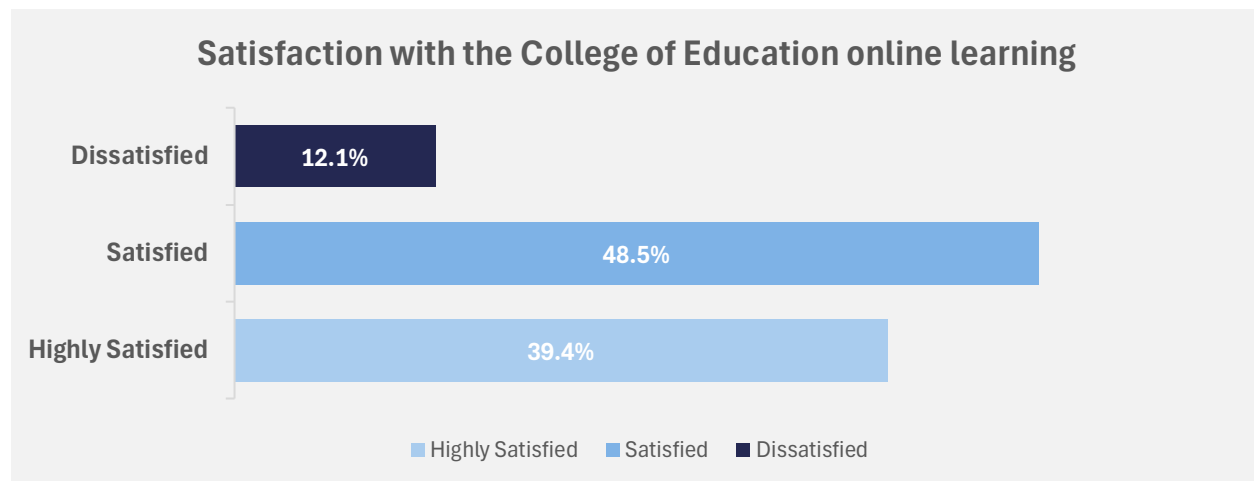
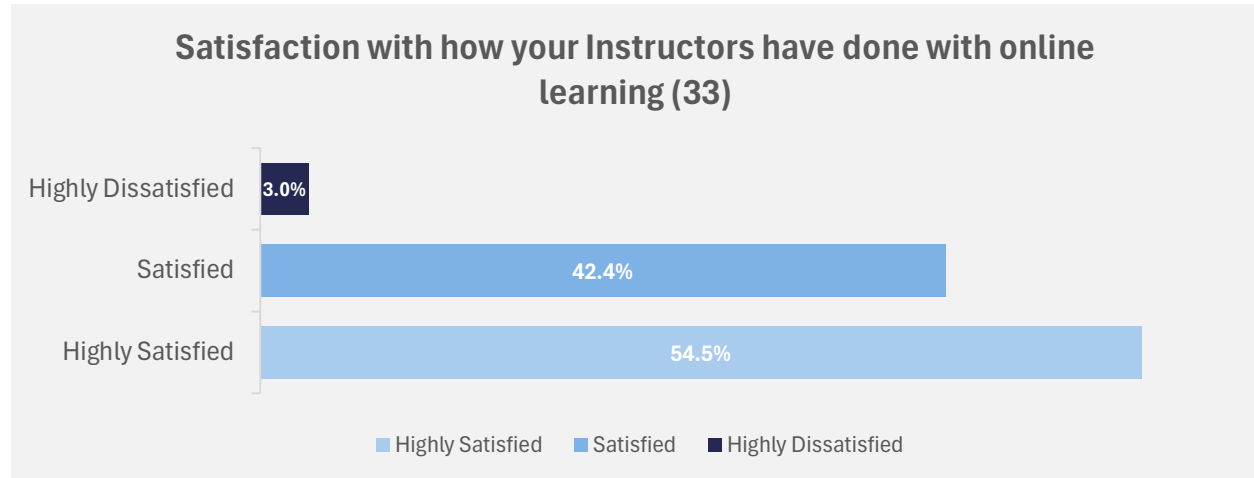
Currently Work in Kentucky



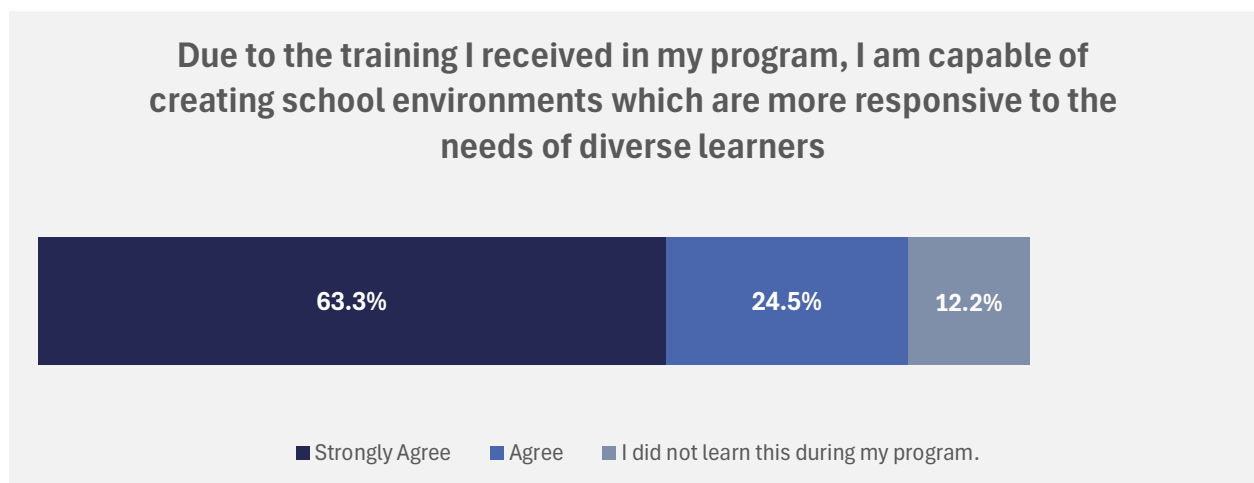
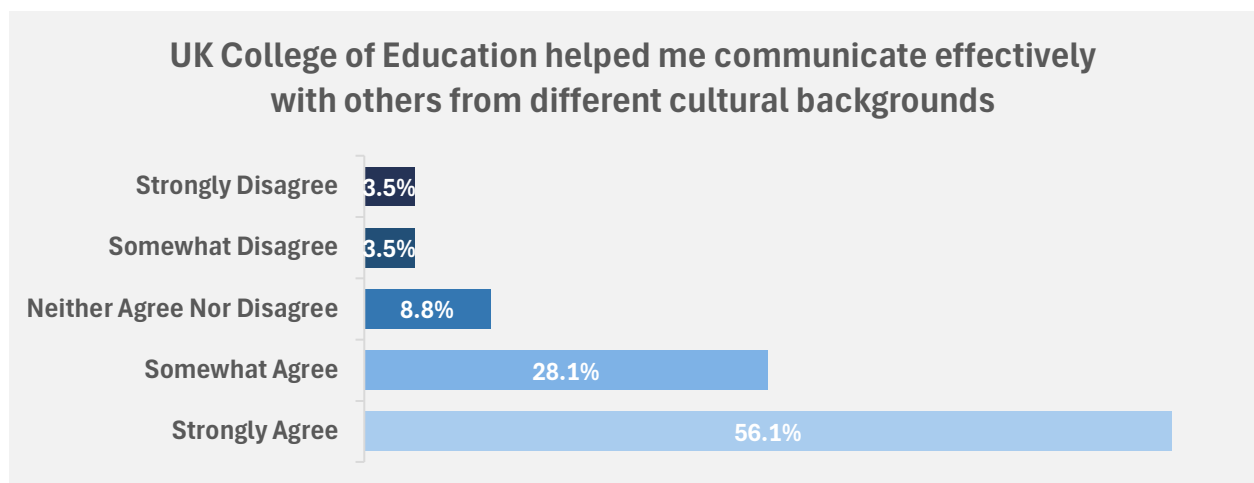
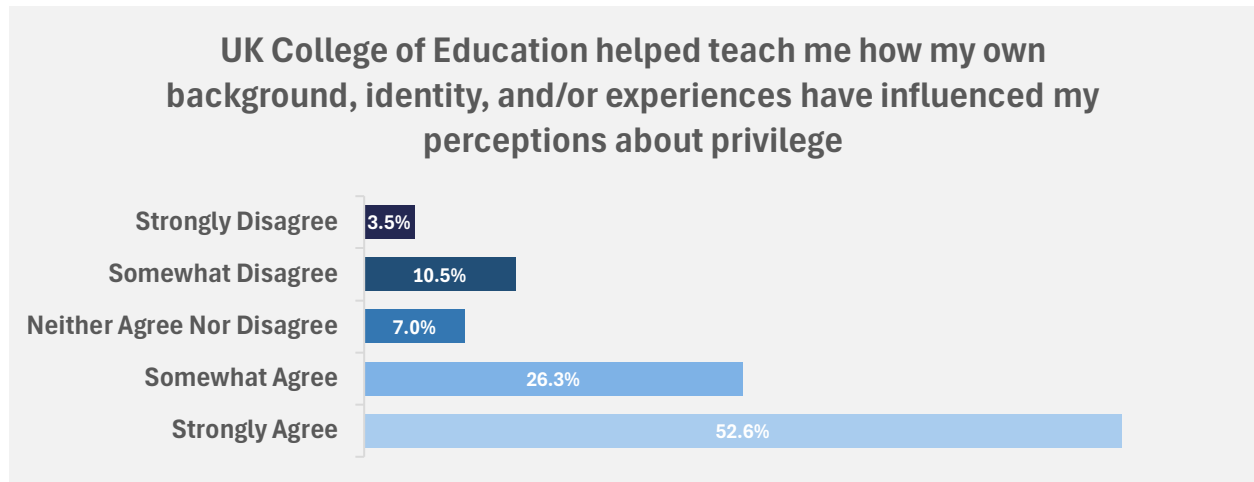
Completer Perceptions of Program

The following charts present an aggregated overview of the entire survey, rather than being segmented by specific programs.

Online Learning

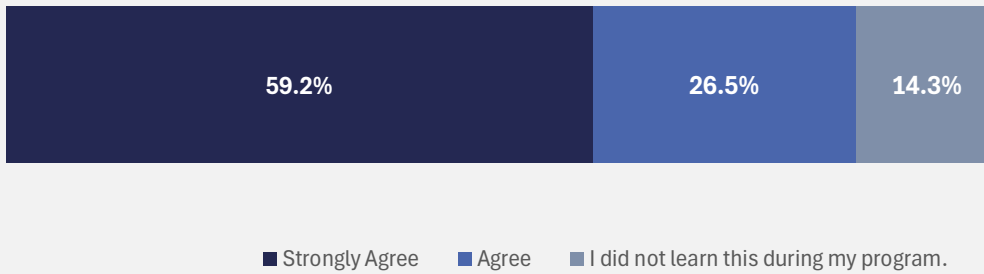


Teaching to the Needs of Diverse Learners

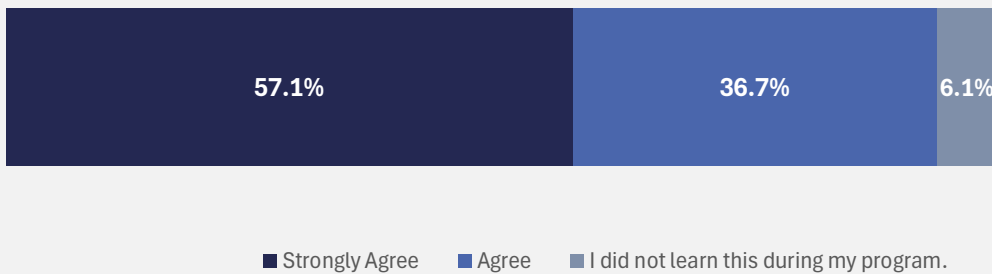


Adaptive Instructional Design

I can adapt instruction to student learning needs by using the foundations of my major or certification area



I can adapt instruction to student learning needs by using environmental factors such as school or community culture(s)

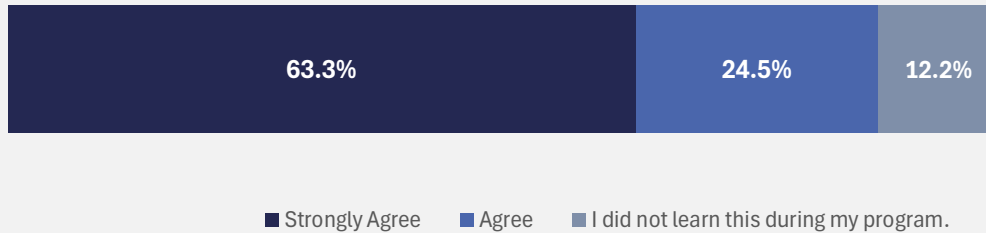


I can adapt instruction to student learning needs by using my knowledge of learner development (both typical and exceptional)



Confidence in Working with Diverse Learners and Assessment

Due to the training I received in my program, I am capable of creating school environments which are more responsive to the needs of diverse learners



Due to the training I received in my program, I am confident I can implement assessment techniques

