

Graduate Program Content Specific Area Survey Trend Data

Addresses CAEP Standards A.4.2, A.5.4

READING Trend Information from One Year Alumni Survey

Fall 2016 - Fall 2018

7 out of 44 responded, 15.9%

The Harding University Graduate Reading Program prepared me to:

Understand the theoretical and evidence-based foundations of reading and writing process and instruction. (ILA 1.0)	Strongly Agree Agree All other ratings	85.71% 14.29% 0.00%
Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. (ILA 2.1)	Strongly Agree Agree All other ratings	57.14% 42.86% 0.00%
Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections. (ILA 2.2)	Strongly Agree Agree All other ratings	57.14% 42.86% 0.00%
Understand types of assessments and their purposes, strengths, and limitations. (ILA 3.1)	Strongly Agree Agree All other ratings	85.71% 14.29% 0.00%
Use assessment information to plan and evaluate instruction. (ILA 3.3)	Strongly Agree Agree All other ratings	85.71% 14.29% 0.00%
Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. (ILA 4.1)	Strongly Agree Agree All other ratings	57.14% 42.86% 0.00%
Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. (ILA 4.2)	Strongly Agree Agree All other ratings	100.00% 0.00% 0.00%
Design the physical environment to optimize student's use of traditional print, digital, and online resources in reading and writing instruction. (ILA 5.1)	Strongly Agree Agree All other ratings	71.43% 28.57% 0.00%
Use a variety of classroom configurations (ie. Whole class, small group, and individual) to differentiate instruction. (ILA 5.4)	Strongly Agree Agree All other ratings	85.71% 14.29% 0.00%
Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members. (ILA 6.4)	Strongly Agree Agree All other ratings	85.71% 14.29% 0.00%

Special Education Trend Information from One Year Alumni Survey

		Fall 2016 - Fall 2018 4 out of 11 responded, 36.4%
The Harding University Graduate Special Education Program prepared me to:		
Understand how exceptionalities may interact with student learning. (CEC 1)	Strongly Agree Agree All other ratings	50.00% 50.00% 0.00%
Provide challenging learning experiences for individuals with exceptionalities. (CEC 1)	Strongly Agree Agree All other ratings	50.00% 50.00% 0.00%
Create culturally responsive learning environments for individuals with exceptionalities. (CEC 2)	Strongly Agree Agree All other ratings	50.00% 50.00% 0.00%
Create environments that promote positive social interactions for individuals with exceptionalities. (CEC 2)	Strongly Agree Agree All other ratings	50.00% 50.00% 0.00%
Use academic content to individualize learning for individuals with exceptionalities. (CEC 3)	Strongly Agree Agree All other ratings	50.00% 25.00% 25.00%
Use multiple methods of assessments in making educational decisions. (CEC 4)	Strongly Agree Agree All other ratings	25.00% 75.00% 0.00%
Use evidence-based instructional strategies to promote learning among individuals with exceptionalities. (CEC 5)	Strongly Agree Agree All other ratings	50.00% 50.00% 0.00%
Use ethical principles in the field of special education to inform your practice. (CEC 6)	Strongly Agree Agree All other ratings	75.00% 25.00% 0.00%
Collaborate with families to address the needs of individuals with exceptionalities. (CEC 7)	Strongly Agree Agree All other ratings	75.00% 0.00% 25.00%