Lewis University – College of Education
Graduate Survey – Data Collected Fall 2013
(From December 2011, May 2012 and August 2012 Graduates)

Data and Summary

The College of Education sends a survey to its alumni who graduated in the academic year one year prior to the conducting of survey, every year. The purpose of the survey is two folds. First the unit collects data on the demographic information and the subject area of specialization of the alumni as well as the geographic, grade level, and type of school setting in which they are employed.   Secondly, the survey attempts to grasp the perception of the graduates about how well they have been prepared for conducting their responsibilities in their position as teachers or other school personnel.

Survey questions have been prepared in relation to the unit standards and the Conceptual Framework of the COE. The survey inquires about how the ethical and moral orientation of their preparation helped them as an educator, whether or not the coursework was challenging, frequency of reflective and analytical practices, application of theory into practice, development of a vision of learning, developing a command of effective instruction, assessment, collaboration and perspective taking. The survey finally examines the alumni's measures of their understanding of and willingness to be an agent of improvement of education for the marginalized individuals as an advocate for social justice, which are core elements of the mission of Lewis University.

Thirty seven graduates of the COE participated in completing the survey distributed in fall of 2013. Participants included 32 female and 5 male graduates. The group included majority (31) white individuals but also represented educators of Asian, Hispanic or Latino, and African-American descent. Six of the graduates had earned credentials at the bachelor's degree, and thirty of them had received a Master's degree. One individual completed a certification (licensure) program without seeking the degree. Areas of studies varied from different areas of teaching to other school personnel (administrators, reading specialists, counselors). They were employed in different capacities and different types of school settings as rural, suburban, or urban.   Participants were asked and described their setting in terms of socio-economical status and diversity. A variety of geographic and socio-economic areas where Lewis graduates are employed were represented. Even though some of the graduates completed advanced programs such as reading specialist the majority reported their primary responsibility as classroom teachers.

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Responses to Survey Questions about Academic Preparation:

Review, analysis and synthesis of data indicate that the majority of graduates (89.2% at the highest and 64.8% at the lowest) chose strongly agree or agree that they were academically well-prepared. The highest rating was given to the question about how well they reflected on their practices and analyzed their practices to improve it.   The lowest rating was given to the question item about how well the program helped them understand the need for school-wide or district-wide transformation. We looked at how well this concept is covered in different program curricula to make sure that the concept is discussed in courses adequately. It may also be that the question was not very clear for all graduates.

There were some areas where candidates either strongly disagreed (13.5% at the highest and 2.7% at the lowest) or disagreed with certain statements about their academic preparation. 5 individuals or 13.5% disagreed that the ethical and moral orientation of the program helped them as a professional educator. This is another area where we discussed the concern and examined the curriculum to ensure that the topic is covered and emphasized in all programs.

These surveys provide an opportunity for us to learn and improve our practice. While most of our graduates feel well-prepared as a result of their academic preparation, reflecting on their feedback about areas that we can improve proves to be immensely valuable.

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Gender

	Frequency	Percent %
Female	32	86.5%
Male	5	13.5%
Total	37	100.0%

Ethnicity

	Frequency	Percent %
No Response	1	2.7%
Asian	2	5.4%
Black or African-American	1	2.7%
Hispanic or Latino	1	2.7%
Not Reported	1	2.7%
White Non-Hispanic	31	83.8%
Total	37	100.0%

Degree

	Frequency	Percent %
Bachelor's Degree	6	16.2%
Certification (no degree)	1	2.7%
Master's Degree	30	81.1%
Total	37	100.0%

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Program of Study

	Frequency	Percent %
Educational Leadership	11	29.7%
Elementary Education	4	10.8%
English as a Second Language (ESL)	0	0.0%
Instructional Technology	2	5.4%
Reading & Literacy	8	21.6%
Secondary Education	4	10.8%
Special Education	8	21.6%
School Counseling	0	0.0%
Superintendents Endorsement	0	0.0%
Total	37	100.0%

If Secondary Education, please choose content area:

	Frequency	Percent %
Secondary - Chemistry	2	50.0%
Secondary - Mathematics	2	50.0%
Total	4	100.0%

Employment status: If employed, indicate current position.

	Frequency	Percent %
Certified position, public school	33	89.2%
District Administrator, public system	2	5.4%
Substitute Teacher	2	5.4%
Total	37	100.0%

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Type of school/district where you work:

	Frequency	Percent %
No Response	1	2.7%
Public school	36	97.3%
Total	37	100.0%

School Setting:

	Frequency	Percent %
Rural	2	5.4%
Suburban	29	78.4%
Urban	6	16.2%
Total	37	100.0%

How would you describe your school? Choose all that apply.

	Frequency	**Percent %**
No Response	1	2.7%
High percentage of students on free/reduced lunch, Limited diversity in teaching population, Not made Adequate Yearly Progress (AYP)	1	2.7%
Limited diversity	2	5.4%
Limited diversity, Achieves Adequate Yearly Progress (AYP)	1	2.7%
Limited diversity, High percentage of students on free/reduced lunch, Diverse teaching population, Not made Adequate Yearly Progress (AYP	1	2.7%
Limited diversity, High percentage of students on free/reduced lunch, Limited diversity in teaching population, Not made Adequate Yearly Progress (AYP)	1	2.7%
Limited diversity, High percentage of students on free/reduced lunch, Not made Adequate Yearly Progress (AYP)	2	5.4%
Limited diversity, Limited diversity in teaching population, Has difficulty Adequate Yearly Progress (AYP)	1	2.7%
Limited diversity, Low percentage of students on free/reduced lunch, Achieves Adequate Yearly Progress (AYP)	1	2.7%

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Limited diversity, Low percentage of students on free/reduced lunch, Has difficulty Adequate Yearly Progress (AYP)	1	2.7%
Limited diversity, Low percentage of students on free/reduced lunch, Limited diversity in teaching population, Achieves Adequate Yearly Progress (AYP)	4	10.8%
Limited diversity, Low percentage of students on free/reduced lunch, Limited diversity in teaching population, Has difficulty Adequate Yearly Progress (AYP)	3	8.1%
Limited diversity, Low percentage of students on free/reduced lunch, Limited diversity in teaching population, Not made Adequate Yearly Progress (AYP)	1	2.7%
Very diverse student population, High percentage of students on free/reduced lunch	1	2.7%
Very diverse student population, High percentage of students on free/reduced lunch, Diverse teaching population, Achieves Adequate Yearly Progress (AYP)	1	2.7%
Very diverse student population, High percentage of students on free/reduced lunch, Diverse teaching population, Has difficulty Adequate Yearly Progress (AYP)	3	8.1%
Very diverse student population, High percentage of students on free/reduced lunch, Diverse teaching population, Not made Adequate Yearly Progress (AYP)	4	10.8%
Very diverse student population, High percentage of students on free/reduced lunch, Has difficulty Adequate Yearly Progress (AYP)	1	2.7%
Very diverse student population, High percentage of students on free/reduced lunch, Limited diversity in teaching population	1	2.7%
Very diverse student population, High percentage of students on free/reduced lunch, Limited diversity in teaching population, Achieves Adequate Yearly Progress (AYP)	1	2.7%
Very diverse student population, High percentage of students on free/reduced lunch, Limited diversity in teaching population, Has difficulty Adequate Yearly Progress (AYP)	3	8.1%
Very diverse student population, High percentage of students on free/reduced lunch, Limited diversity in teaching population, Not made Adequate Yearly Progress (AYP)	1	2.7%
Very diverse student population, Low percentage of students on free/reduced lunch, Diverse teaching population, Achieves Adequate Yearly Progress (AYP)	1	2.7%
Total	37	100.0%

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Grade Level: check all that apply

	Frequency	Percent %
Early Elementary (K-2)	2	5.4%
Early Elementary (K-2),Late Elementary (3-5)	5	13.5%
Early Elementary (K-2),Late Elementary (3-5),Jr. High or Middle School	1	2.7%
High School	14	37.8%
Jr. High or Middle School	8	21.6%
Late Elementary (3-5)	1	2.7%
Late Elementary (3-5),Jr. High or Middle School	1	2.7%
Pre-school or day care, Early Elementary (K-2),Late Elementary (3-5)	1	2.7%
Pre-school or day care, Early Elementary (K-2),Late Elementary (3-5),High School	1	2.7%
Pre-school or day care, Early Elementary (K-2),Late Elementary (3-5),Jr. High or Middle School	3	8.1%
Total	37	100.0%

What is your primary role? Check all that apply.

	Frequency	Percent %
Classroom teacher	20	54.1%
Classroom teacher, Lead Teacher or Department Chair	1	2.7%
Classroom teacher, Other	1	2.7%
Lead Teacher or Department Chair	1	2.7%
Other	3	8.1%
School Administration	2	5.4%
School Counselor	1	2.7%
Specialist	3	8.1%
Specialist, Other	1	2.7%
Substitute Teacher	2	5.4%
Teaching Assistant	2	5.4%
Total	37	100.0%

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Are you working in the subject/specialty area for which you prepared at Lewis?

	Frequency	Percent %
No Response	1	2.7%
N	11	29.7%
Y	25	67.6%
Total	37	100.0%

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Survey Questions

The ethical and moral orientation helped me as a professional educator.

	Initial Programs			Advanced Programs				
	Elementary Education	Secondary Education	Special Education	Educational Leadership	Instructional Technology	Reading & Literacy	Total #	Total %
Not Applicable	0	0	0	0	0	0	0	0%
Strongly Disagree	0	0	2	1	0	2	5	13.5%
Disagree	0	0	0	0	0	0	0	0%
Somewhat Agree	0	2	0	0	0	1	3	8.1%
Agree	1	0	5	3	1	4	14	37.8%
Strongly Agree	3	2	1	7	1	1	15	40.5%
# & % within Group	4	4	8	11	2	8	37	100.0%
	10.8%	10.8%	21.6%	29.7%	5.4%	21.6%	100.0%	

The coursework was challenging and intellectually stimulating.

	Initial Programs			Advanced Programs				
	Elementary Education	Secondary Education	Special Education	Educational Leadership	Instructional Technology	Reading & Literacy	Total #	Total %
Not Applicable	0	0	0	0	0	0	0	0%
Strongly Disagree	1	0	1	1	0	0	3	8.1%
Disagree	0	0	1	0	0	0	1	2.7%
Somewhat Agree	2	1	1	2	0	2	8	21.6%
Agree	0	2	3	3	1	4	13	35.1%
Strongly Agree	1	1	2	5	1	2	12	32.4%
# & % within Group	4	4	8	11	2	8	37	100.0%
	10.8%	10.8%	21.6%	29.7%	5.4%	21.6%	100.0%	

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I was often asked to reflect on practice and analyze how to improve it

	Initial Programs			Advanced Programs				
	Elementary Education	Secondary Education	Special Education	Educational Leadership	Instructional Technology	Reading & Literacy	Total #	Total %
Not Applicable	1	0	0	0	0	0	1	2.7%
Strongly Disagree	0	0	0	1	0	0	1	2.7%
Disagree	0	0	1	1	0	0	2	5.4%
Somewhat Agree	0	0	0	0	0	0	0	0%
Agree	1	2	5	1	0	4	13	35.1%
Strongly Agree	2	2	2	8	2	4	20	54.1%
# & % within Group	4	4	8	11	2	8	37	100.0%
	10.8%	10.8%	21.6%	29.7%	5.4%	21.6%	100.0%	

The program integrated theory and practice

	Initial Programs			Advanced Programs				
	Elementary Education	Secondary Education	Special Education	Educational Leadership	Instructional Technology	Reading & Literacy	Total #	Total %
Not Applicable	0	0	0	0	0	0	0	0%
Strongly Disagree	0	0	1	1	0	0	2	5.4%
Disagree	0	0	1	0	0	0	1	2.7%
Somewhat Agree	2	1	3	0	0	1	7	18.9%
Agree	1	2	1	5	1	2	12	32.4%
Strongly Agree	1	1	2	5	1	5	15	40.5%
# & % within Group	4	4	8	11	2	8	37	100.0%
	10.8%	10.8%	21.6%	29.7%	5.4%	21.6%	100.0%	

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The program helped me articulate a rich and compelling vision of learning

	Initial Programs			Advanced Programs				
	Elementary Education	Secondary Education	Special Education	Educational Leadership	Instructional Technology	Reading & Literacy	Total #	Total %
Not Applicable	0	0	0	0	0	0	0	0%
Strongly Disagree	0	0	1	1	0	0	2	5.4%
Disagree	0	0	0	0	0	0	0	0%
Somewhat Agree	1	0	2	1	0	1	5	13.5%
Agree	3	3	4	5	2	3	20	54.1%
Strongly Agree	0	1	1	4	0	4	10	27.0%
# & % within Group	4	4	8	11	2	8	37	100.0%
	10.8%	10.8%	21.6%	29.7%	5.4%	21.6%	100.0%	

The program helped me know how to analyze and recommend effective curriculum, instruction and assessment

	Initial Programs			Advanced Programs			Total	
	Elementary Education	Secondary Education	Special Education	Educational Leadership	Instructional Technology	Reading & Literacy	Total #	Total %
Not Applicable	1	0	0	0	0	0	1	2.7%
Strongly Disagree	0	0	0	1	0	0	1	2.7%
Disagree	0	0	2	1	0	0	3	8.1%
Somewhat Agree	2	1	3	0	0	0	6	16.2%
Agree	1	3	2	6	2	4	18	48.6%
Strongly Agree	0	0	1	3	0	4	8	21.6%
# & % within Group	4	4	8	11	2	8	37	100.0%
	10.8%	10.8%	21.6%	29.7%	5.4%	21.6%	100.0%	

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The program helped me understand the importance of collaborating with all the stakeholders and gaining multiple perspectives on issues.

	Initial Programs			Advanced Programs				
	Elementary Education	Secondary Education	Special Education	Educational Leadership	Instructional Technology	Reading & Literacy	Total #	Total %
Not Applicable	0	0	0	0	0	0	0	0%
Strongly Disagree	0	0	0	1	0	0	1	2.7%
Disagree	0	0	0	0	0	0	0	0%
Somewhat Agree	0	1	1	0	0	0	2	5.4%
Agree	4	3	4	5	2	4	22	59.5%
Strongly Agree	0	0	3	5	0	4	12	32.4%
# & % within Group	4	4	8	11	2	8	37	100.0%
	10.8%	10.8%	21.6%	29.7%	5.4%	21.6%	100.0%	

The program helped me understand what is needed for school-wide/district-wide transformation.

	Initial Programs			Advanced Programs				
	Elementary Education	Secondary Education	Special Education	Educational Leadership	Instructional Technology	Reading & Literacy	Total #	Total %
Not Applicable	0	0	1	0	0	1	2	5.4%
Strongly Disagree	0	1	0	1	0	0	2	5.4%
Disagree	0	0	1	0	0	0	1	2.7%
Somewhat Agree	3	0	2	1	1	1	8	21.6%
Agree	1	3	4	5	1	2	16	43.2%
Strongly Agree	0	0	0	4	0	4	8	21.6%
# & % within Group	4	4	8	11	2	8	37	100.0%
	10.8%	10.8%	21.6%	29.7%	5.4%	21.6%	100.0%	

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The program increased my awareness of marginalized populations.

	Initial Programs			Advanced Programs				
	Elementary Education	Secondary Education	Special Education	Educational Leadership	Instructional Technology	Reading & Literacy	Total #	Total %
Not Applicable	0	0	0	0	0	0	0	0%
Strongly Disagree	0	0	0	1	0	0	1	2.7%
Disagree	0	0	0	0	1	0	1	2.7%
Somewhat Agree	1	0	2	2	0	0	5	13.5%
Agree	2	3	4	4	1	2	16	43.2%
Strongly Agree	1	1	2	4	0	6	14	37.8%
# & % within Group	4	4	8	11	2	8	37	100.0%
	10.8%	10.8%	21.6%	29.7%	5.4%	21.6%	100.0%	

The program adequately prepared me to assume the role and responsibilities of a multicultural and transformative educator and a social justice advocate.

	Initial Programs			Advanced Programs				
	Elementary Education	Secondary Education	Special Education	Educational Leadership	Instructional Technology	Reading & Literacy	Total #	Total %
Not Applicable	0	0	0	0	0	0	0	0%
Strongly Disagree	0	0	0	1	0	0	1	2.7%
Disagree	0	0	0	0	0	0	0	0%
Somewhat Agree	1	0	0	2	1	0	4	10.8%
Agree	2	3	5	2	1	2	15	40.5%
Strongly Agree	1	1	3	6	0	6	17	45.9%
# & % within Group	4	4	8	11	2	8	37	100.0%
	10.8%	10.8%	21.6%	29.7%	5.4%	21.6%	100.0%	