

Lewis University – College of Education
Graduate Survey – Data Collected Summer 2014
(From December 2012, May 2013 and August 2013 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.

Eighteen graduates of the COE participated in completing the survey distributed in summer of 2014. Participants included 3 female and 5 male graduates. The group included majority white individuals but also represented educators of Hispanic or Latino (1), and African-American (1) descent. Graduates had earned credentials at the graduate and undergraduate level in different areas of teaching or other school personnel (reading specialists, counselors) and were employed in different capacities and different types of school settings. A variety of geographic and socio-economic areas where Lewis graduates are employed were represented.

Responses to Survey Questions about Academic Preparation:

Review, analysis and synthesis of data indicate that the majority of graduates (100% at the highest and 61.1% 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 the program increased their awareness of marginalized population. This was a concern that was discussed among faculty. Preparing educators who meet the need of the marginalized people is part of the core value of the University and the COE conceptual framework. Further discussions will take place in the upcoming year to address this concern. This year 100% of graduates stated that they believed that the program of their study integrated theory into practice.

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

Lewis University – College of Education
Graduate Survey – Data Collected Summer 2014
(From December 2012, May 2013 and August 2013 Graduates)

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.

Lewis University – College of Education
Graduate Survey – Data Collected Summer 2014
(From December 2012, May 2013 and August 2013 Graduates)

Gender

| | Frequency | Percent % |
|--------|-----------|-----------|
| Female | 13 | 72.2% |
| Male | 5 | 27.8% |
| Total | 18 | 100.0% |

Ethnicity

| | Frequency | Percent % |
|---------------------------|-----------|-----------|
| Black or African-American | 1 | 5.6% |
| Hispanic or Latino | 1 | 5.6% |
| White Non-Hispanic | 16 | 88.9% |
| Total | 18 | 100.0% |

Degree

| | Frequency | Percent % |
|-------------------|-----------|-----------|
| Bachelor's Degree | 5 | 27.8% |
| Master's Degree | 13 | 72.2% |
| Total | 18 | 100.0% |

Program of Study

| | Frequency | Percent % |
|---|-----------|-----------|
| Combined - Special and Elementary Education | 1 | 5.6% |
| Elementary Education | 3 | 16.7% |
| Instructional Technology | 1 | 5.6% |
| Reading & Literacy | 7 | 38.9% |
| School Counseling & Guidance | 5 | 27.8% |
| Secondary Education | 1 | 5.6% |
| Total | 18 | 100.0% |

Lewis University – College of Education
Graduate Survey – Data Collected Summer 2014
(From December 2012, May 2013 and August 2013 Graduates)

If Secondary Education, please choose content area:

| | Frequency | Percent % |
|-----------------------------------|-----------|-----------|
| Secondary - English/Language Arts | 1 | 50.0% |
| Secondary - History | 1 | 50.0% |
| Total | 2 | 100.0% |

Employment status: If employed, indicate current position.

| | Frequency | Percent % |
|---|-----------|-----------|
| Certified position, private school | 3 | 16.7% |
| Certified position, public school | 10 | 55.6% |
| Non-certified position, public school | 1 | 5.6% |
| Non-teaching related, seeking teaching position | 1 | 5.6% |
| Not applicable | 1 | 5.6% |
| Not seeking teaching position | 1 | 5.6% |
| Substitute Teacher | 1 | 5.6% |
| Total | 18 | 100.0% |

Type of school/district where you work:

| | Frequency | Percent % |
|---------------------------|-----------|-----------|
| No Response | 3 | 16.7% |
| Private school: religious | 2 | 11.1% |
| Public school | 13 | 72.2% |
| Total | 18 | 100.0% |

Lewis University – College of Education
Graduate Survey – Data Collected Summer 2014
(From December 2012, May 2013 and August 2013 Graduates)

School Setting:

| | Frequency | Percent % |
|-------------|-----------|-----------|
| No Response | 2 | 11.1% |
| Rural | 2 | 11.1% |
| Suburban | 10 | 55.6% |
| Urban | 4 | 22.2% |
| Total | 18 | 100.0% |

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

| | Frequency | Percent % |
|--|-----------|-----------|
| No Response | 3 | 16.7% |
| High percentage of students on free/reduced lunch | 2 | 11.1% |
| High percentage of students on free/reduced lunch, Diverse teaching population, Achieves AYP | 1 | 5.6% |
| Limited diversity | 1 | 5.6% |
| Limited diversity, High percentage of students on free/reduced lunch, Limited diversity in teaching population, Not made AYP | 1 | 5.6% |
| Limited diversity, Low percentage of students on free/reduced lunch, Limited diversity in teaching population | 1 | 5.6% |
| Limited diversity, Low percentage of students on free/reduced lunch, Limited diversity in teaching population, Achieves AYP | 1 | 5.6% |
| Limited diversity, Not made AYP | 1 | 5.6% |
| Very diverse student population | 4 | 22.2% |
| Very diverse student population, High percentage of students on free/reduced lunch, Diverse teaching population, Not made AYP | 1 | 5.6% |
| Very diverse student population, High percentage of students on free/reduced lunch, Limited diversity in teaching population, Has difficulty AYP | 1 | 5.6% |
| Very diverse student population, Low percentage of students on free/reduced lunch, Limited diversity in teaching population, Achieves AYP | 1 | 5.6% |
| Total | 18 | 100.0% |

Lewis University – College of Education
Graduate Survey – Data Collected Summer 2014
(From December 2012, May 2013 and August 2013 Graduates)

Grade Level: Check all that apply.

| | Frequency | Percent % |
|--|-----------|-----------|
| No Response | 3 | 16.7% |
| Early Elementary (K-2) | 2 | 11.1% |
| Early Elementary (K-2),Late Elementary (3-5) | 1 | 5.6% |
| Early Elementary (K-2),Late Elementary (3-5),Jr. High or Middle School | 1 | 5.6% |
| High School | 6 | 33.3% |
| Jr. High or Middle School | 4 | 22.2% |
| Jr. High or Middle School, High School | 1 | 5.6% |
| Total | 18 | 100.0% |

What is your primary role? Check all that apply

| | Frequency | Percent % |
|--------------------|-----------|-----------|
| No Response | 1 | 5.6% |
| Classroom teacher | 9 | 50.0% |
| Other | 2 | 11.1% |
| School Counselor | 3 | 16.7% |
| Specialist | 1 | 5.6% |
| Substitute Teacher | 1 | 5.6% |
| Teaching Assistant | 1 | 5.6% |
| Total | 18 | 100.0% |

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

| | Frequency | Percent % |
|-------------|-----------|-----------|
| No Response | 1 | 5.6% |
| N | 8 | 44.4% |
| Y | 9 | 50.0% |
| Total | 18 | 100.0% |

Lewis University – College of Education
Graduate Survey – Data Collected Summer 2014
(From December 2012, May 2013 and August 2013 Graduates)

Survey Questions

The ethical and moral orientation helped me as a professional educator

| | Initial Programs | | | Advanced Programs | | | Total # | Total % |
|--------------------|----------------------|---------------------|-------------------|--------------------------|--------------------|-------------------|---------|---------|
| | Elementary Education | Secondary Education | Special Education | Instructional Technology | Reading & Literacy | School Counseling | | |
| Not Applicable | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 5.6% |
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Disagree | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 5.6% |
| Somewhat Agree | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 11.1% |
| Agree | 1 | 0 | 0 | 0 | 3 | 1 | 5 | 27.8% |
| Strongly Agree | 1 | 1 | 1 | 1 | 3 | 2 | 9 | 50.0% |
| # & % within Group | 3 | 1 | 1 | 1 | 7 | 5 | 18 | 100.0% |
| | 16.7% | 5.6% | 5.6% | 5.6% | 38.9% | 27.8% | 100.0% | |

The coursework was challenging and intellectually stimulating.

| | Initial Programs | | | Advanced Programs | | | Total # | Total % |
|--------------------|----------------------|---------------------|-------------------|--------------------------|--------------------|-------------------|---------|---------|
| | Elementary Education | Secondary Education | Special Education | Instructional Technology | Reading & Literacy | School Counseling | | |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Disagree | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 5.6% |
| Somewhat Agree | 1 | 0 | 0 | 0 | 1 | 1 | 3 | 16.7% |
| Agree | 1 | 0 | 1 | 1 | 4 | 2 | 9 | 50.0% |
| Strongly Agree | 1 | 1 | 0 | 0 | 2 | 1 | 5 | 27.8% |
| # & % within Group | 3 | 1 | 1 | 1 | 7 | 5 | 18 | 100.0% |
| | 16.7% | 5.6% | 5.6% | 5.6% | 38.9% | 27.8% | 100.0% | |

Lewis University – College of Education
Graduate Survey – Data Collected Summer 2014
(From December 2012, May 2013 and August 2013 Graduates)

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

| | Initial Programs | | | Advanced Programs | | | Total # | Total % |
|--------------------|----------------------|---------------------|-------------------|--------------------------|--------------------|-------------------|---------|---------|
| | Elementary Education | Secondary Education | Special Education | Instructional Technology | Reading & Literacy | School Counseling | | |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Somewhat Agree | 0 | 0 | 0 | 0 | 1 | 2 | 3 | 16.7% |
| Agree | 1 | 0 | 0 | 1 | 3 | 1 | 6 | 33.3% |
| Strongly Agree | 2 | 1 | 1 | 0 | 3 | 2 | 9 | 50.0% |
| # & % within Group | 3 | 1 | 1 | 1 | 7 | 5 | 18 | 100.0% |
| | 16.7% | 5.6% | 5.6% | 5.6% | 38.9% | 27.8% | 100.0% | |

The program integrated theory and practice

| | Initial Programs | | | Advanced Programs | | | Total # | Total % |
|--------------------|----------------------|---------------------|-------------------|--------------------------|--------------------|-------------------|---------|---------|
| | Elementary Education | Secondary Education | Special Education | Instructional Technology | Reading & Literacy | School Counseling | | |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Somewhat Agree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Agree | 1 | 0 | 0 | 0 | 2 | 3 | 6 | 33.3% |
| Strongly Agree | 2 | 1 | 1 | 1 | 5 | 2 | 12 | 66.7% |
| # & % within Group | 3 | 1 | 1 | 1 | 7 | 5 | 18 | 100.0% |
| | 16.7% | 5.6% | 5.6% | 5.6% | 38.9% | 27.8% | 100.0% | |

Lewis University – College of Education
Graduate Survey – Data Collected Summer 2014
(From December 2012, May 2013 and August 2013 Graduates)

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

| | Initial Programs | | | Advanced Programs | | | Total # | Total % |
|--------------------|----------------------|---------------------|-------------------|--------------------------|--------------------|-------------------|---------|---------|
| | Elementary Education | Secondary Education | Special Education | Instructional Technology | Reading & Literacy | School Counseling | | |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Disagree | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 5.6% |
| Somewhat Agree | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 11.1% |
| Agree | 1 | 0 | 0 | 1 | 2 | 2 | 6 | 33.3% |
| Strongly Agree | 2 | 1 | 1 | 0 | 5 | 0 | 9 | 50.0% |
| # & % within Group | 3 | 1 | 1 | 1 | 7 | 5 | 18 | 100.0% |
| | 16.7% | 5.6% | 5.6% | 5.6% | 38.9% | 27.8% | 100.0% | |

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

| | Initial Programs | | | Advanced Programs | | | Total # | Total % |
|--------------------|----------------------|---------------------|-------------------|--------------------------|--------------------|-------------------|---------|---------|
| | Elementary Education | Secondary Education | Special Education | Instructional Technology | Reading & Literacy | School Counseling | | |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Somewhat Agree | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 16.7% |
| Agree | 2 | 0 | 0 | 0 | 2 | 2 | 6 | 33.3% |
| Strongly Agree | 1 | 1 | 1 | 1 | 5 | 0 | 9 | 50.0% |
| # & % within Group | 3 | 1 | 1 | 1 | 7 | 5 | 18 | 100.0% |
| | 16.7% | 5.6% | 5.6% | 5.6% | 38.9% | 27.8% | 100.0% | |

Lewis University – College of Education
Graduate Survey – Data Collected Summer 2014
(From December 2012, May 2013 and August 2013 Graduates)

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

| | Initial Programs | | | Advanced Programs | | | Total # | Total % |
|--------------------|----------------------|---------------------|-------------------|--------------------------|--------------------|-------------------|---------|---------|
| | Elementary Education | Secondary Education | Special Education | Instructional Technology | Reading & Literacy | School Counseling | | |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Somewhat Agree | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 11.1% |
| Agree | 1 | 0 | 0 | 0 | 4 | 2 | 7 | 38.9% |
| Strongly Agree | 2 | 1 | 1 | 1 | 2 | 2 | 9 | 50.0% |
| # & % within Group | 3 | 1 | 1 | 1 | 7 | 5 | 18 | 100.0% |
| | 16.7% | 5.6% | 5.6% | 5.6% | 38.9% | 27.8% | 100.0% | |

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

| | Initial Programs | | | Advanced Programs | | | Total # | Total % |
|--------------------|----------------------|---------------------|-------------------|--------------------------|--------------------|-------------------|---------|---------|
| | Elementary Education | Secondary Education | Special Education | Instructional Technology | Reading & Literacy | School Counseling | | |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Disagree | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 11.1% |
| Somewhat Agree | 1 | 0 | 0 | 0 | 0 | 2 | 3 | 16.7% |
| Agree | 2 | 0 | 0 | 1 | 4 | 0 | 7 | 38.9% |
| Strongly Agree | 0 | 1 | 1 | 0 | 2 | 2 | 6 | 33.3% |
| # & % within Group | 3 | 1 | 1 | 1 | 7 | 5 | 18 | 100.0% |
| | 16.7% | 5.6% | 5.6% | 5.6% | 38.9% | 27.8% | 100.0% | |

Lewis University – College of Education
Graduate Survey – Data Collected Summer 2014
(From December 2012, May 2013 and August 2013 Graduates)

The program increased my awareness of marginalized populations.

| | Initial Programs | | | Advanced Programs | | | | |
|--------------------|----------------------|---------------------|-------------------|--------------------------|--------------------|-------------------|---------|---------|
| | Elementary Education | Secondary Education | Special Education | Instructional Technology | Reading & Literacy | School Counseling | Total # | Total % |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Disagree | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 5.6% |
| Somewhat Agree | 1 | 0 | 0 | 0 | 3 | 2 | 6 | 33.3% |
| Agree | 1 | 0 | 0 | 1 | 1 | 1 | 4 | 22.2% |
| Strongly Agree | 1 | 1 | 1 | 0 | 3 | 1 | 7 | 38.9% |
| # & % within Group | 3 | 1 | 1 | 1 | 7 | 5 | 18 | 100.0% |
| | 16.7% | 5.6% | 5.6% | 5.6% | 38.9% | 27.8% | 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 | Instructional Technology | Reading & Literacy | School Counseling | Total # | Total % |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| Disagree | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 5.6% |
| Somewhat Agree | 0 | 0 | 0 | 0 | 1 | 2 | 3 | 16.7% |
| Agree | 1 | 0 | 0 | 1 | 3 | 1 | 6 | 33.3% |
| Strongly Agree | 2 | 1 | 1 | 0 | 3 | 1 | 8 | 44.4% |
| # & % within Group | 3 | 1 | 1 | 1 | 7 | 5 | 18 | 100.0% |
| | 16.7% | 5.6% | 5.6% | 5.6% | 38.9% | 27.8% | 100.0% | |