Lewis University – College of Education

Program Completers Survey

2014-2015

The College of Education underwent NCATE review in fall of 2014. The College met all the standards and the recognition of the unit as an NCATE approved institution was renewed. The assessment data was extensively reviewed by the assessment committee of the College of Education prior to the NCATE visit. The committee continued to review the survey instruments completed by three groups: program completers, the graduates (alumni), and the employers. The revised survey was presented to the Leadership and the faculty of the College of Education and approved by both bodies. The revised survey was applied in the spring of 2015.

The following report demonstrates the result of the surveys completed by candidates from the College of Education who completed their program of study in May of 2015.

Demographics:

Sixty two program completers from the College of Education completed the survey. The makeup of candidates included elementary education, secondary education, special education, ESL, and Reading and Literacy. Candidates from secondary education completed programs in English/language arts, history, mathematics, biology, and physics. The survey was conducted anonymously. From the group, 23 or 37% candidates were elementary education, 9 or 14. 5% secondary, 28 or 45.2% special education, one ESL, and one reading student 1.6% each. A Likert scale was used to scale program completers' perceptions about their preparation. Participants were asked to rate questions related to the following two categories:

1. How they believed the program had prepared them in different areas related to their pedagogical and academic preparation.
2. Their satisfaction with other aspects of the program and the College of Education such as admission, advising, technology, and the quality of instruction.

Candidates could also complete responses in the following areas:

1. Overall quality of the program.
2. Their most beneficial experience(s) in Lewis University's College of Education relative to their present/future career.
3. Change(s) that they would recommend in their major academic program at Lewis University.

In relation to the first category of questions, the academic and pedagogy preparedness, program completers rated their preparedness mostly favorable with ratings of 4 and 3 (strongly agree or agree). The strongest rating of 96.8% and 90.3% were given to the two questions: "Ability to

create positive environment for student learning in my classroom or building," and "Ability to develop a classroom or a school climate that values diversity," respectively.

There were no ratings of strongly disagree. The rating for accessibility to program advisor indicates a 12.9% of dissatisfaction.

Students had expressed concern with their familiarity with technological innovations. This area will be highlighted and discussed with program faculty. Even though the percent rate of negative response is low, the data will be shared with the program directors and department chairs who can discuss ways to develop awareness of technologies applied to the classroom for students.

The second category of questions dealt with the processes of admission, advising, resources, and relationship with faculty and the institution. In a few rare cases, program completers rated the scale of 1 on their satisfaction with certain aspects of resources - mainly technology and library resources as strongly disagree. In general, however, completers rated their strong satisfaction with the processes of the program delivery, quality of instruction, resources (library, technology, etc.) very highly (rating on the scale of 3 and 4). The strongest positive rating, 74.2% of participants, was given to "Attitude conveyed by the faculty to you as an aspiring professional."

The majority of candidates also rated their satisfaction with their practicum (advanced candidates) and clinical practice (initial licensure) very positively.

Finally, candidates had the option of sharing information about their gender and ethnicity. Fifty two of the 62 respondents or participants were female and 10 were male. From the 52 female respondents, 48 were white and four reported as being Latino or Hispanic. Two of the 10 male participants reported as being Latino or Hispanic and eight reposted as being white.

Detailed and disaggregated data is available in the tables below:

Q1. Broad knowledge of content and pedagogical knowledge and skills.

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
2	1	0	0	0	0	1	1.6%
3	5	2	13	0	0	20	32.3%
4	17	7	15	1	1	41	66.1%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q2. Ability to use current research to inform my work.

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
2	0	1	2	0	0	3	4.8%
3	6	2	9	0	1	18	29.0%
4	17	6	17	1	0	41	66.1%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q3. Ability to assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress.

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
2	1	0	0	0	0	1	1.6%
3	3	2	8	0	0	13	21.0%
4	19	7	20	1	1	48	77.4%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q4. Experience integrating different types of technology into your work.

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
2	0	0	1	0	0	1	1.6%
3	7	4	11	0	0	22	35.5%
4	16	5	16	1	1	39	62.9%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q5. Strategies to stay abreast of technological innovations relevant to education.

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
2	4	1	3	0	0	8	12.9%
3	6	4	15	0	0	25	40.3%
4	13	4	10	1	1	29	46.8%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q6. Ability to model professional dispositions in working with students, families and communities.

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
2	2	0	0	0	0	2	3.2%
3	4	1	2	0	0	7	11.3%
4	17	8	26	1	1	53	85.5%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q7. Ability to create positive environments for student learning in my classroom or building.

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
2	1	0	0	0	0	1	1.6%
3	1	0	0	0	0	1	1.6%
4	21	9	28	1	1	60	96.8%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q8. Ability to create developmentally appropriate experiences.

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
2	0	0	1	0	0	1	1.6%
3	3	3	6	0	0	12	19.4%
4	20	6	21	1	1	49	79.0%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q9. Recognize my own biases/prejudices and how they impact classroom instruction.

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
0	1	0	0	0	0	1	1.6%
2	1	1	0	0	0	2	3.2%
3	2	2	6	0	0	10	16.1%
4	18	6	22	1	1	48	77.4%
No Response	1	0	0	0	0	1	1.6%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q10. Understanding of the needs of the diverse students in my classroom or building, and their families and communities.

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
3	4	4	3	0	0	11	17.7%
4	19	5	25	1	1	51	82.3%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q11. Understanding of classroom and school climate characteristics that place diverse

students at a disadvantage.

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
2	1	1	0	0	0	2	3.2%
3	2	2	3	0	0	7	11.3%
4	20	6	25	1	1	53	85.5%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q12. Ability to develop a classroom or a school climate that values diversity.

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
3	4	1	0	0	1	6	9.7%
4	19	8	28	1	0	56	90.3%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q13. Ability to design instruction or services for ALL students.

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
2	0	0	1	0	0	1	1.6%
3	4	3	10	0	0	17	27.4%
4	19	6	17	1	1	44	71.0%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q14. Ability to help ALL students learn with whom I come in contact.

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
2	0	0	2	0	0	2	3.2%
3	3	2	6	0	0	11	17.7%
4	20	7	20	1	1	49	79.0%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q15. Admission procedures to the program.

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
1	1	0	0	0	0	1	1.6%
2	3	0	2	0	0	5	8.1%
3	6	4	3	0	0	13	21.0%
4	13	5	23	1	1	43	69.4%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q16. Accessibility of your program advisor.

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
2	4	1	3	0	0	8	12.9%
3	3	1	7	0	0	11	17.7%
4	16	7	18	1	1	43	69.4%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q17. Advisement provided by your program advisor.

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
1	1	0	1	0	0	2	3.2%
2	3	1	3	0	0	7	11.3%
3	4	2	8	0	0	14	22.6%
4	15	6	16	1	1	39	62.9%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q18. Availability of courses that you needed in the program (i.e., timing, location).

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
2	3	0	1	0	0	4	6.5%
3	6	6	11	0	1	24	38.7%
4	14	3	16	1	0	34	54.8%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q19. Availability of library resources.

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
0	3	1	3	0	0	7	11.3%
2	2	0	0	0	1	3	4.8%
3	4	0	9	0	0	13	21.0%
4	14	8	16	1	0	39	62.9%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q20. Quality of library resources.

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
0	3	1	3	0	0	7	11.3%
2	0	0	2	0	0	2	3.2%
3	5	1	5	0	1	12	19.4%
4	15	7	17	1	0	40	64.5%
No Response	0	0	1	0	0	1	1.6%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q21. Availability of technology resources.

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
1	0	0	1	0	0	1	1.6%
2	1	0	0	0	1	2	3.2%
3	7	2	12	0	0	21	33.9%
4	15	7	15	0	0	37	59.7%
No Response	0	0	0	1	0	1	1.6%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q22. Quality of technology resources.

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
1	0	0	1	0	0	1	1.6%
2	1	0	0	0	1	2	3.2%
3	8	2	11	0	0	21	33.9%
4	14	7	16	1	0	38	61.3%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q23. Quality of instruction.

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
2	1	0	2	0	0	3	4.8%
3	3	1	12	0	0	16	25.8%
4	19	8	14	1	1	43	69.4%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q24. Attitude conveyed by the faculty to you as an aspiring professional.

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
1	0	0	1	0	0	1	1.6%
2	1	0	3	0	0	4	6.5%
3	3	1	6	0	0	10	16.1%
4	19	8	17	1	1	46	74.2%
No Response	0	0	1	0	0	1	1.6%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q25. Assistance in helping you become involved with professional organizations.

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
0	1	0	0	0	0	1	1.6%
1	3	0	2	0	0	5	8.1%
2	2	0	2	0	0	4	6.5%
3	4	6	13	0	0	23	37.1%
4	13	3	10	1	1	28	45.2%
No Response	0	0	1	0	0	1	1.6%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q26. OVERALL QUALITY OF YOUR PROGRAM.

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
2	1	1	3	0	0	5	8.1%
3	8	2	14	0	0	24	38.7%
4	14	6	11	1	1	33	53.2%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q27. Internship: Counseling, Reading Specialist and Principal Preparation Programs:

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
0	12	5	13	0	0	30	48.4%
3	0	0	4	0	1	5	8.1%
4	9	2	3	0	0	14	22.6%
No Response	2	2	8	1	0	13	21.0%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q28. Clinical Practice: Elementary, Early Childhood, Secondary, Special:

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
0	1	0	0	0	0	1	1.6%
2	1	0	1	0	0	2	3.2%
3	3	2	9	0	1	15	24.2%
4	18	7	18	0	0	43	69.4%
No Response	0	0	0	1	0	1	1.6%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q29. Internship: Counseling, Reading Specialist and Principal Preparation Programs:

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
0	12	4	13	0	1	30	48.4%
3	0	0	3	0	0	3	4.8%
4	8	3	5	0	0	16	25.8%
No Response	3	2	7	1	0	13	21.0%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q30. Clinical Practice: Elementary, Early Childhood, Secondary, Special:

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
0	1	0	0	0	1	2	3.2%
1	1	0	0	0	0	1	1.6%
2	0	0	1	0	0	1	1.6%
3	1	1	6	0	0	8	12.9%
4	20	8	21	0	0	49	79.0%
No Response	0	0	0	1	0	1	1.6%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q31. Internship: Counseling, Reading Specialist and Principal Preparation Programs:

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
0	12	5	12	0	0	29	46.8%
3	0	0	3	0	1	4	6.5%
4	8	2	5	0	0	15	24.2%
No Response	3	2	8	1	0	14	22.6%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	

Q32. Clinical Practice: Elementary, Early Childhood, Secondary, Special:

	Elementary Education	Secondary Education	Special Education	ESL	Reading & Literacy	Total #	Total %
2	0	0	2	0	0	2	3.2%
3	1	2	8	0	0	11	17.7%
4	22	7	18	0	1	48	77.4%
No Response	0	0	0	1	0	1	1.6%
# & % within Group	23	9	28	1	1	62	100.0%
	37.1%	14.5%	45.2%	1.6%	1.6%	100.0%	