

Data and Summary

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

Survey questions are focused on the unit standards and conceptual framework of the College of Education. The survey includes questions 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, their knowledge and ease about assessment, collaboration, and perspective taking. The survey also examines the alumni's measure of their understanding and willingness to be an agent of improvement in education for the marginalized individuals as an advocate for social justice, which is the core value of the mission of Lewis University.

Eight graduates of the College of Education (one male and seven females) completed the survey. Seven participants are employed at a school with one graduate not seeking a teaching position. Two of the participants graduated from educational leadership and six from the special education program. They serve in a variety of settings, but mostly in suburban schools.

Participants' responses to questions regarding their preparation was generally positive. The highest rating was given to the question about "reflect and act on your professional conviction" where 100% strongly agreed. Responses to the questions about "being involved in the profession beyond day to day responsibilities" and "contribution to transformation in your current professional setting" were not as unanimously high. One participant had given low ratings to both questions. It may be concluded that those responses were provided by the participant who is not in the educational setting.

Survey results were shared with the program chairs and program directors to be shared with the program faculty and discussed in department meetings.

How many years has it been since you completed your Education program at Lewis University?

	Frequency	Percent
1	3	37.5
2	4	50.0
4 years or more	1	12.5

Lewis University – College of Education
 Graduate Survey – Data Collected Fall 2015
 (From December 2013, May 2014 and August 2014 Graduates)

Total	8	100.0
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Year in which you completed your program of study: (Please provide only one year. Use all four digits to indicate the year, i.e, 1997)

	Frequency	Percent
2012	1	12.5
2013	3	37.5
2014	4	50.0
Total	8	100.0

Gender

	Frequency	Percent
Female	7	87.5
Male	1	12.5
Total	8	100.0

Ethnicity

	Frequency	Percent
Black or African-American	1	12.5
White Non-Hispanic	7	87.5
Total	8	100.0

Program Type

	Frequency	Percent
Bachelor's Degree	2	25.0
Licensure (no degree)	1	12.5
Master's Degree	5	62.5
Total	8	100.0

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Program of Study/Major

	Frequency	Percent
Combined - Special and Elementary Education	1	12.5
Educational Leadership	2	25.0
Special Education	5	62.5
Total	8	100.0

Employment status: If employed, indicate current position.

	Frequency	Percent
Certified/Licensed position, public school	7	87.5
Not seeking teaching position	1	12.5
Total	8	100.0

Type of school/district where you work:

	Frequency	Percent
	1	12.5
Other (please explain)	1	12.5
Public school	6	75.0
Total	8	100.0

If you selected "Other" for Type of school/district where you work, please explain below

	Frequency	Percent
Public school	7	87.5
Consultant, educational and adult programs (autism & intellectual disabilities)	1	12.5
Total	8	100.0

School Setting:

	Frequency	Percent
Suburban	6	75.0
Urban	2	25.0
Total	8	100.0

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

	Frequency	Percent
Limited diversity, High percentage of students on free/reduced lunch, Not made AYP	1	12.5
Limited diversity, Low percentage of students on free/reduced lunch, Limited diversity in teaching population, Achieves AYP	1	12.5
Very diverse student population	2	25.0
Very diverse student population, High percentage of students on free/reduced lunch, Diverse teaching population, Achieves AYP	1	12.5
Very diverse student population, High percentage of students on free/reduced lunch, Diverse teaching population, Has difficulty AYP	1	12.5
Very diverse student population, High percentage of students on free/reduced lunch, Limited diversity in teaching population, Achieves AYP	1	12.5
Very diverse student population, High percentage of students on free/reduced lunch, Limited diversity in teaching population, Not made AYP	1	12.5
Total	8	100.0

What is your primary role? (Check all that apply)

	Frequency	Percent
Classroom teacher	6	75.0
Lead Teacher or Department Chair	1	12.5
Specialist	1	12.5
Total	8	100.0

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

	Frequency	Percent
N	3	37.5
Y	5	62.5
Total	8	100.0

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Survey Questions

Implement effective curriculum, instruction, and assessment.

	Educational Leadership	Special Education	Total	Total %
0	0	0	0	0.0%
1	0	0	0	0.0%
2	0	0	0	0.0%
3	2	2	4	50.0%
4	0	4	4	50.0%
Count	2	6	8	100.0%
% of Total	25.0%	75.0%	100.0%	

Reflect and act on your professional convictions.

	Educational Leadership	Special Education	Total	Total %
0	0	0	0	0.0%
1	0	0	0	0.0%
2	0	0	0	0.0%
3	0	0	0	0.0%
4	2	6	8	100.0%
Count	2	6	8	100.0%
% of Total	25.0%	75.0%	100.0%	

Assume the roles and responsibilities of a multicultural educator.

	Educational Leadership	Special Education	Total	Total %
0	0	0	0	0.0%
1	0	0	0	0.0%
2	0	0	0	0.0%
3	1	2	3	37.5%
4	1	4	5	62.5%
Count	2	6	8	100.0%
% of Total	25.0%	75.0%	100.0%	

Assume the roles and responsibilities of a social justice advocate.

	Educational Leadership	Special Education	Total	Total %
0	0	0	0	0.0%
1	0	0	0	0.0%
2	1	0	1	12.5%
3	0	2	2	25.0%
4	1	4	5	62.5%
Count	2	6	8	100.0%
% of Total	25.0%	75.0%	100.0%	

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Be involved in the profession beyond your day-to-day responsibilities.

	Educational Leadership	Special Education	Total	Total %
0	0	0	0	0.0%
1	0	0	0	0.0%
2	1	0	1	12.5%
3	0	1	1	12.5%
4	1	5	6	75.0%
Count	2	6	8	100.0%
% of Total	25.0%	75.0%	100.0%	

Contribute to transformation in your current professional setting.

	Educational Leadership	Special Education	Total	Total %
0	0	0	0	0.0%
1	0	0	0	0.0%
2	1	1	2	25.0%
3	0	2	2	25.0%
4	1	3	4	50.0%
Count	2	6	8	100.0%
% of Total	25.0%	75.0%	100.0%	