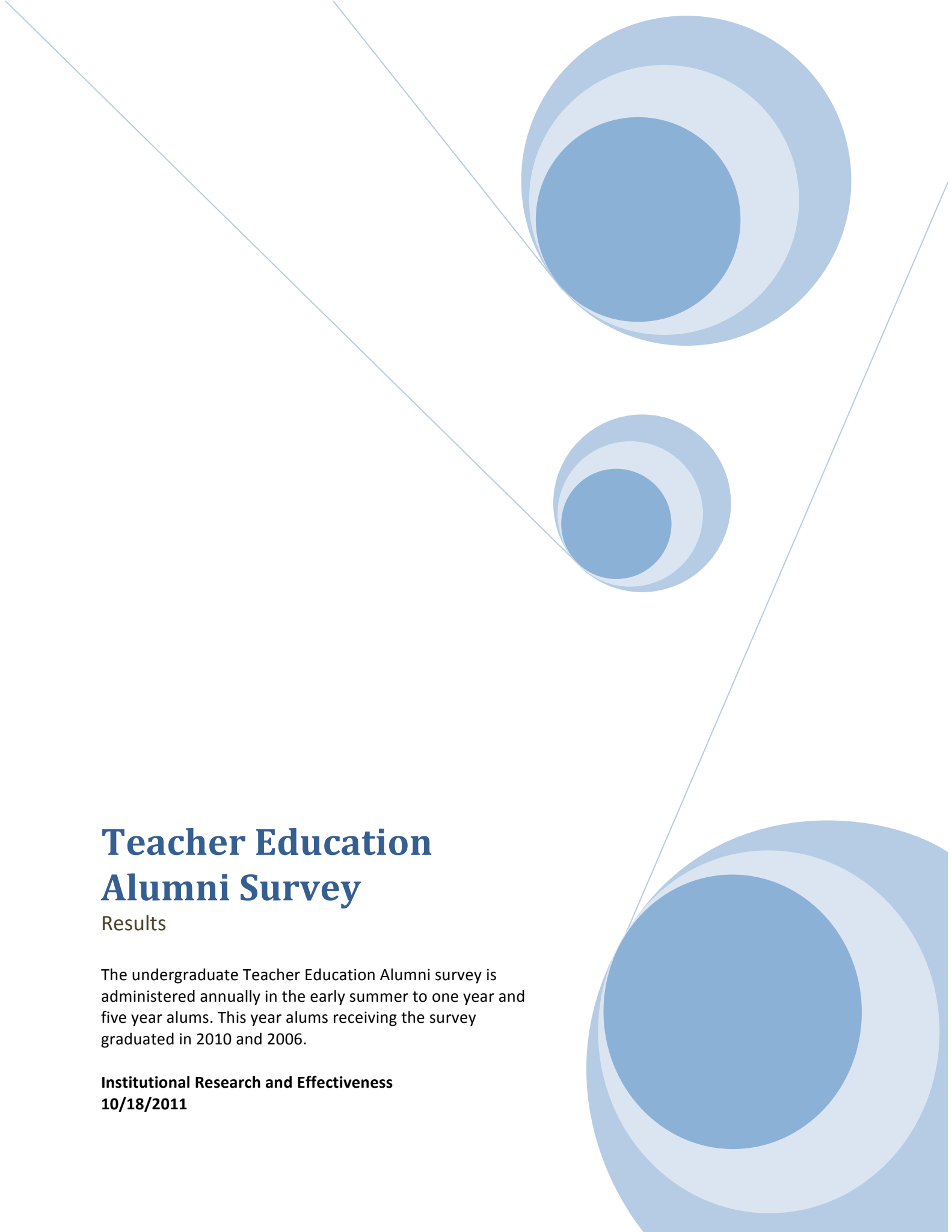




Teacher Education Alumni Survey

Results

The undergraduate Teacher Education Alumni survey is administered annually in the early summer to one year and five year alums. This year alums receiving the survey graduated in 2010 and 2006.

Institutional Research and Effectiveness
10/18/2011

Education Dept Alumni Survey Results
Summer 2011
Undergraduate Program

 Summary

- **Background Information**
 - **Response rates:**
 - Survey sent to 65 alums -37 responded i.e. 57% response rate.
 - 40% of the 37 respondents completed the teacher ed. program last year, and 60% completed the program five years ago.
 - “Elementary Education PreK-6” rates highest in tracks completed at 41%.
- **Current Position**
 - **Teaching** — of 36 respondents 89% currently teach, and 11% are not teaching
 - **Five year alums:** all 21 respondents teaching
 - **One year alums:** 11 teaching; 4 not teaching
 - **Type of school** — of 32 respondents 78% teach in public schools, 22% in private schools
 - **Five year alums:** 4 private, 17 public
 - **One year alums:** 3 private, 8 public
 - **Accreditation** — of 37 respondents 91% teach in accredited schools, 9% in unaccredited
 - **Five year alums:** all 21 respondents in accredited schools
 - **One year alums:** 8 in accredited, 3 in non-accredited
 - **Location of school** — of 32 respondents 63% teach in Va., and 37% outside Va.
 - **Five year alums:** 13 in Va., 8 outside Va.
 - **One year alums:** 7 in Va., 4 outside Va.
 - **Subjects** — a 30% majority of the 37 respondents teach in “elementary content.” Of 5-yr grads, 6 of 22 respondents; and of 1-yr grads, 5 of 15 respondents.
- **Program outcomes**
 - **Scholarship** — mean responses were between “competent” and “mastery.”
 - **Inquiry** — mean responses were between “competent” and “exemplary.”
 - **Professional knowledge** — mean responses were between “competent” and “exemplary.”
 - **Communication** — mean responses were between “competent” and “exemplary.”
 - **Caring** —predominant mean responses were between “mastery” to “exemplary.”
 - **Leadership** — mean responses were between “mastery” to “exemplary.”
- **Program overall effectiveness** — mean rating of “well prepared.”
- **Facebook** — 20 of the 28 respondents are on facebook and would join an education department facebook group. 3 are on facebook but wouldn’t join the group. 5 are not on facebook.

- **Administrator Responses:** a 20% response rate –too few (two out of ten) responses for comparison purposes. However, the comments are included at the end of this report.

Results in detail

Background Information

- 40% of the 37 respondents completed the teacher ed. program last year, and 60% completed the program five years ago.
- **Tracks Completed (37 total respondents):**
 - **Early/Primary Education PreK-3:**
 - **Five year alums:** selected by one (5%) of 22 respondents
 - **One year alums:** selected by none of the 15 respondents
 - **Elementary Education PreK-6:**
 - **Five year alums:** selected by seven (32%) of the 22 respondents
 - **One year alums:** selected eight (15%) of 15 respondents
 - **Special Education K-12:**
 - **Five years alums:** selected by one (5%) of 22 respondents
 - **One year alums:** selected by one (7%) of 15 respondents
 - **All-Grade Education PreK-12: Art:**
 - **Five year alums:** selected by one (5%) of 22 respondents
 - **One year alums:** selected by one (7%) of 15 respondents
 - **All-Grade Education PreK-12: English as a Second Language:**
 - **Five year alums:** selected by four (18%) of 22 respondents
 - **One year alums:** selected by one (7%) of 15 respondents
 - **All-Grade Education PreK-12: French:**
 - **Five year alums:** selected by none of 22 respondents
 - **One year alums:** not selected none 15 respondents
 - **All-Grade Education PreK-12: German:**
 - **Five year alums:** selected by none of 22 respondents
 - **One year alums:** not selected none of 22 respondents
 - **All-Grade Education PreK-12: Health & Physical Education:**
 - **Five year alums:** selected by two (9%) of 22 respondents
 - **One year alums:** selected by none one (7%) of 15 respondents
 - **All-Grade Education PreK-12: Music:**
 - **Five year alums:** selected by one (5%) of 22 respondents
 - **One year alums:** selected by none (7%) of 15 respondents
 - **All-Grade Education PreK-12: Spanish:**
 - **Five year alums:** selected by one (5%) of 22 respondents
 - **One year alums:** selected by one (7%) of 15 respondents
 - **All-Grade Education PreK-12: Theater Arts:**
 - **Five year alums:** selected by none of 22 respondents
 - **One year alums:** not selected by none of 15 respondents
 - **Secondary Education 6-12: Biology:**
 - **Five year alums:** selected by none of 22 respondents

- **One year alums:** not selected none of 15 respondents
- **Secondary Education 6-12: Chemistry:**
 - **Five year alums:** selected by one (5%) of 22 respondents
 - **One year alums:** selected by none of 15 respondents (1) 2.7%
- **Secondary Education 6-12: Computer Science:**
 - **Five year alums:** selected by none of 22 respondents
 - **One year alums:** not selected by none of 15 respondents
- **Secondary Education 6-12: English:**
 - **Five year alums:** selected by one (5%) of 22 respondents
 - **One year alums:** selected by one (7%) of 15 respondents
- **Secondary Education 6-12: History & Social Sciences:**
 - **Five year alums:** selected by five (23%) of 22 respondents
 - **One year alums:** selected by (8) 21.6%
- **Secondary Education 6-12: Mathematics:**
 - **Five year alums:** selected by two (9%) of 22 respondents
 - **One year alums:** selected by (3) 8.1%
- **Additional Endorsement: Journalism:**
 - **Five year alums:** selected by none of 22 respondents
 - **One year alums:** not selected by none of 15 respondents

	last year		five years ago		Total	
	N	%	N	%	N	%
I graduated from the undergraduate program:	15	40.5%	22	59.5%	37	100%

I completed the following undergraduate licensure area(s): (one year ago graduates)	Yes		Not selected		Total	
	N	%	N	%	N	%
Early/Primary Education PreK-3	0	100.0%	15	100%	15	100.0%
Elementary Education PreK-6	8	46.7%	7	46.7%	15	100.0%
Special Education K-12	1	93.3%	14	93.3%	15	100.0%
All-Grade Education PreK-12: Art	1	93.3%	14	93.3%	15	100.0%
All-Grade Education PreK-12: English as a Second Language	1	93.3%	14	93.3%	15	100.0%
All-Grade Education PreK-12: French	0	100.0%	15	100%	15	100.0%
All-Grade Education PreK-12: German	0	100.0%	15	100%	15	100.0%
All-Grade Education PreK-12: Health & Physical Education	0	100.0%	15	100%	15	100.0%
All-Grade Education PreK-12: Music	0	100.0%	15	100%	15	100.0%
All-Grade Education PreK-12: Spanish	1	93.3%	14	93.3%	15	100.0%
All-Grade Education PreK-12: Theater Arts	0	100.0%	15	100%	15	100.0%
Secondary Education 6-12: Biology	0	100.0%	15	100%	15	100.0%
Secondary Education 6-12: Chemistry	0	100.0%	15	100%	15	100.0%
Secondary Education 6-12: Computer Science	0	100.0%	15	100%	15	100.0%

Secondary Education 6-12: English	1	93.3%	14	93.3%	15	100.0%
Secondary Education 6-12: History & Social Sciences	3	80.0%	12	80%	15	100.0%
Secondary Education 6-12: Mathematics	1	93.3%	14	93.3%	15	100.0%
Additional Endorsement: Journalism	0	100.0%	15	100%	15	100.0%

I completed the following undergraduate licensure area(s): (five years ago graduates)	Yes		Not selected		Total	
	N	%	N	%	N	%
Early/Primary Education PreK-3	1	4.5%	21	95.5%	22	100.0%
Elementary Education PreK-6	7	31.8%	15	68.2%	22	100.0%
Special Education K-12	1	4.5%	21	95.5%	22	100.0%
All-Grade Education PreK-12: Art	1	4.5%	21	95.5%	22	100.0%
All-Grade Education PreK-12: English as a Second Language	4	18.2%	18	81.8%	22	100.0%
All-Grade Education PreK-12: French	0	.0%	22	100%	22	100.0%
All-Grade Education PreK-12: German	0	.0%	22	100%	22	100.0%
All-Grade Education PreK-12: Health & Physical Education	2	9.1%	20	90.9%	22	100.0%
All-Grade Education PreK-12: Music	1	4.5%	21	95.5%	22	100.0%
All-Grade Education PreK-12: Spanish	1	4.5%	21	95.5%	22	100.0%
All-Grade Education PreK-12: Theater Arts	0	.0%	22	100%	22	100.0%
Secondary Education 6-12: Biology	0	.0%	22	100%	22	100.0%
Secondary Education 6-12: Chemistry	1	4.5%	21	95.5%	22	100.0%
Secondary Education 6-12: Computer Science	0	.0%	22	100%	22	100.0%
Secondary Education 6-12: English	1	4.5%	21	95.5%	22	100.0%
Secondary Education 6-12: History & Social Sciences	5	22.7%	17	77.3%	22	100.0%
Secondary Education 6-12: Mathematics	2	9.1%	20	90.9%	22	100.0%
Additional Endorsement: Journalism	0	.0%	22	100%	22	100.0%

Current Position:

- **Teaching:** overall –36 respondents 89% currently teaching, 11% not
 - **Five year alums:** all 21 respondents (100%) teaching
 - **One year alums:** of 15 respondents, 11 (73%) teaching, 4 (27%) not teaching
- **Type of school:** overall – 32 respondents 78% teach in public schools, 22% in private
 - **Five year alums:** of 21 respondents (81%) in public; 19% in private
 - **One year alums:** of 15 respondents (53%) in public; 20% in private
- **Accreditation:** overall –32 respondents 91% teach in accredited schools, 9% in unaccredited.
 - **Five year alums:** all 22 respondents teach in an accredited school.
 - **One year alums:** of 15 respondents (53%) in accredited; 20% in unaccredited
- **Location of school:** overall – 36 respondents, 63% teach in Va., and 37% outside Va.
 - **Five year alums:** of 21 respondents 13 (62%) in Va., 8 (38%) outside Va.
 - **One year alums:** of 15 respondents 7 (47%) in Va., 4 (27%) outside Va.

- **Subjects** –*I am currently teaching in the following subject area(s):*
 - **Art:** overall – selected by three (8.1%) out of 37 respondents
 - **Five year alums:** selected by one (5%) of 22 respondents
 - **One year alums:** selected by two (13%) of 15 respondents
 - **Biology:** overall – selected by one (2.7%) out of 37 respondents
 - **Five year alums:** selected by one (5%) of 22 respondents
 - **One year alums:** not selected by 15 respondents
 - **Chemistry:** overall – selected by one (2.7%) out of 37 respondents
 - **Five year alums:** selected by one (5%) of 22 respondents
 - **One year alums:** not selected by 15 respondents
 - **Computer Science:** overall – selected by one (2.7%) out of 37 respondents
 - **Five year alums:** selected by one (5%) of 22 respondents
 - **One year alums:** not selected by 15 respondents
 - **Elementary content:** overall – selected by 11 (29.7%) out of 37 respondents
 - **Five year alums:** selected by six (27%) of 22 respondents
 - **One year alums:** selected by five (33%) of 15 respondents
 - **English:** overall – selected by three (8.1%) out of 37 respondents
 - **Five year alums:** selected by two (9%) of 22 respondents
 - **One year alums:** selected by one (7%) of 15 respondents
 - **English as a Second Language:** overall – selected by four (10.8%) out of 37 respondents
 - **Five year alums:** selected by two (9%) of 22 respondents
 - **One year alums:** selected by two (13%) of 15 respondents
 - **French:** not selected by either five or one year alums.
 - **German:** overall – selected by one (2.7%) out of 37 respondents
 - **Five year alums:** selected by one (5%) of 22 respondents
 - **One year alums:** not selected by 15 respondents
 - **Health & Physical education:** overall – selected by one (2.7%) out of 37 respondents
 - **Five year alums:** selected by one (5%) of 22 respondents
 - **One year alums:** not selected by 15 respondents
 - **History & Social Sciences:** overall – selected by seven (18.9%) out of 37 respondents
 - **Five year alums:** selected by five (23%) of 22 respondents
 - **One year alums:** selected by two (13%) of 15 respondents
 - **Journalism:** overall – selected by one (2.7%) out of 37 respondents
 - **Five year alums:** selected by one (5%) of 22 respondents
 - **One year alums:** not selected by 15 respondents
 - **Mathematics:** overall – selected by three (8.1%) out of 37 respondents
 - **Five year alums:** selected by three (14%) of 22 respondents
 - **One year alums:** not selected by 15 respondents
 - **Music:** overall – selected by two (5.4%) out of 37 respondents
 - **Five year alums:** selected by one (5%) of 22 respondents
 - **One year alums:** selected by one (7%) of 15 respondents
 - **Physics:** overall – selected by one (2.7%) out of 37 respondents

- **Five year alums:** selected by one (5%) of 22 respondents
 - **One year alums:** not selected by 15 respondents
- **Spanish:** overall – selected by two (5.4%) out of 37 respondents
 - **Five year alums:** selected by one (5%) of 22 respondents
 - **One year alums:** selected by one (7%) of 15 respondents
- **Special Education:** overall – selected by three (8.1%) out of 37 respondents
 - **Five year alums:** selected by two (9%) of 22 respondents
 - **One year alums:** selected by one (7%) of 15 respondents
- **Theater Arts:** overall – selected by one (2.7%) out of 37 respondents
 - **Five year alums:** selected by none of 22 respondents
 - **One year alums:** selected by one (7%) of 15 respondents
- **Other:**
 - Instructional Aide
 - Physical Science
 - Earth Science
 - Library
 - Accounting, Office Applications
 - Gifted
- **Grades** – *I am currently teaching in the following grade level(s):*
 - **Pre-Kindergarten:** overall – selected by one (2.7%) out of 37 respondents
 - **Five year alums:** selected by none of 22 respondents
 - **One year alums:** selected by one (7%) of 15 respondents
 - **Kindergarten:** overall – selected by one (2.7%) out of 37 respondents
 - **Five year alums:** selected by none of 22 respondents
 - **One year alums:** selected by one (7%) of 15 respondents
 - **First :** overall – selected by two (5.4%) out of 37 respondents
 - **Five year alums:** selected by one (5%) of 22 respondents
 - **One year alums:** selected by one (7%) of 15 respondents
 - **Second:** overall – selected by two (5.4%) out of 37 respondents
 - **Five year alums:** selected by two (9%) of 22 respondents
 - **One year alums:** selected by none of 15 respondents
 - **Third:** overall – selected by six (16.2%) out of 37 respondents
 - **Five year alums:** selected by two (9%) of 22 respondents
 - **One year alums:** selected by four (27%) of 15 respondents
 - **Fourth:** overall – selected by five (13.5%) out of 37 respondents
 - **Five year alums:** selected by two (9%) of 22 respondents
 - **One year alums:** selected by three (20%) of 15 respondents
 - **Fifth:** overall – selected by two (5.4%) out of 37 respondents
 - **Five year alums:** selected by none of 22 respondents
 - **One year alums:** selected by two (13%) of 15 respondents
 - **Sixth:** overall – selected by four (10.8%) out of 37 respondents
 - **Five year alums:** selected by two (9%) of 22 respondents
 - **One year alums:** selected by two (13%) of 15 respondents
 - **Seventh:** overall – selected by seven (18.9%) out of 37 respondents

- **Five year alums:** selected by four (18%) of 22 respondents
 - **One year alums:** selected by three (20%) of 15 respondents
- **Eighth:** overall –selected by eight (21.6%) out of 37 respondents
 - **Five year alums:** selected by six (27%) of 22 respondents
 - **One year alums:** selected by two (13%) of 15 respondents
- **Ninth:** overall –selected by twelve (32.4%) out of 37 respondents
 - **Five year alums:** selected by ten (45%) of 22 respondents
 - **One year alums:** selected by two (13%) of 15 respondents
- **Tenth:** overall –selected by twelve (32.4%) out of 37 respondents
 - **Five year alums:** selected by ten (45%) of 22 respondents
 - **One year alums:** selected by two (13%) of 15 respondents
- **Eleventh:** overall –selected by eleven (29.7%) out of 37 respondents
 - **Five year alums:** selected by ten (45%) of 22 respondents
 - **One year alums:** selected by one (7%) of 15 respondents
- **Twelfth:** overall –selected by eleven (29.7%) out of 37 respondents
 - **Five year alums:** selected by ten (45%) of 22 respondents
 - **One year alums:** selected by one (7%) of 15 respondents
- **You indicated that you are not currently teaching –what is your current occupation?**
 - Retail
 - Retail
 - Substitute teaching and nanny-ing
 - Unemployed. My school district is going through budget shortfalls and has laid off about 1000 teachers since I moved here. I tutor when I can but there is currently no demand since school is out.
- **How would you describe the diversity at your school?**
 - High diversity
 - I work at 3 education-related jobs -- 2 being schools. Pleasant Valley - Large Russian, Kurdish and Hispanic populations. Eastern Mennonite Elementary - Some African American and Asian students, but mainly white Mennonite. Second Home After school Program - 98% Hispanic.
 - Out of my 12 students, 8 are Hopi, 3 are Navajo, and 1 is Korean. In the whole school, 95% are Hopi/Navajo. There are no Caucasian children.
 - The school at which I teach is largely rural and lacking in ethnic diversity.
 - Very diverse, majority is free and reduced lunch, many ethnicities and over 40% of our students speak English as a second language
 - Very diverse, majority free and reduce lunch and just over 40 percent ESL. I have a class of 17, 13 are ESL.
 - Not very diverse
 - Very diverse
 - Christian; About 50% Mennonite with other Christian denominations represented. About 8-10% international students, mostly from Asia.
 - I actually teach at the college level now; the answers for the above questions about my high school teaching experience refer to my two years at Rockingham county because the survey would not let me proceed without answering. The diversity in my ESL classes is obviously unique. I have students from all over the world with a

concentration being from Saudi Arabia. My other English classes are made up mostly of white students but I have a handful of African American students as well.

- I have a significant number of English Language Learners and students with ethnic diversity. About a third of my students speak a language other than English.
- 50% white, 20% Hispanic, 30% other
- Very diverse-over 50% ESL and over 70% Free and reduced lunch
- There is some diversity here.
- Very: Harrisonburg City
- I work with low-income families. About 50% of the parents do not have jobs, a few of these do go to Career Link. Two children are adopted. Two are African-American.
- Some diversity
- Pretty diverse in terms of student ethnicity, demographics, and ability levels.
- 10 percent international students but mostly white middle class families
- 38 of the 40 students were Hopi or Navajo. The other 2 were Korean.
- Not incredibly diverse
- Not very diverse at all. A predominantly white, rural, Kansas, small town public school.
- Very diverse. 45% ESL. 75% Free/Reduced Lunch
- Minimal
- Very diverse
- We are a mostly white, middle-low class school district.
- One of the most diverse school systems in the state of Virginia.
- Ethnically, economically, and intellectuality is very diverse as we are located just outside of Harrisburg, PA.

(one year ago graduates)	Yes		No		Total	
	N	%	N	%	N	%
Are you currently teaching?	11	73.3%	4	26.7%	15	100.0%

(five years ago graduates)	Yes		No		Total	
	N	%	N	%	N	%
Are you currently teaching?	21	100.0%	0	.0%	21	100.0%

(one year ago graduates)	private		public		Total	
	N	%	N	%	N	%
I teach in a school that is:	3	20.0%	8	53.3%	15	100.0%

(five years ago graduates)	private		public		Total	
	N	%	N	%	N	%
I teach in a school that is:	4	19%	17	81%	21	100.0%

(one year ago graduates)	accredited		not accredited		Total	
	N	%	N	%	N	%
My school is:	8	53.3%	3	20.0%	15	100.0%

(five years ago graduates)	accredited		not accredited		Total	
	N	%	N	%	N	%
My school is:	21	95.5%	0	.0%	22	100.0%

(one year ago graduates)	outside Virginia		in Virginia		Total	
	N	%	N	%	N	%
My school is located	4	26.7%	7	46.7%	15	100.0%

(five years ago graduates)	outside Virginia		in Virginia		Total	
	N	%	N	%	N	%
My school is located	8	38.1%	13	61.9%	21	100.0%

I am currently teaching in the following subject area(s) (one year ago graduates)	Yes		Not selected		Total	
	N	%	N	%	N	%
Art	2	13.3%	13	86.7%	15	100.0%
Biology	0	0%	15	100.0%	15	100.0%
Chemistry	0	0%	15	100.0%	15	100.0%
Computer Science	0	0%	15	100.0%	15	100.0%
Elementary content	5	33.3%	10	66.7%	15	100.0%
English	1	6.7%	14	93.3%	15	100.0%
English as a Second Language	2	13.3%	13	86.7%	15	100.0%
French	0	.0%	15	100.0%	15	100.0%
German	0	.0%	15	100.0%	15	100.0%
Health & Physical Education	0	.0%	15	100.0%	15	100.0%
History & Social Sciences	2	13.3%	13	86.7%	15	100.0%
Journalism	0	.0%	15	100.0%	15	100.0%
Mathematics	0	.0%	15	100.0%	15	100.0%
Music	1	6.7%	14	93.3%	15	100.0%
Physics	0	.0%	15	100.0%	15	100.0%
Spanish	1	6.7%	14	93.3%	15	100.0%
Special Education	1	6.7%	14	93.3%	15	100.0%

Theater Arts	1	6.7%	14	93.3%	15	100.0%
--------------	---	------	----	-------	----	--------

I am currently teaching in the following subject area(s) (five years ago graduates)	Yes		Not selected		Total	
	N	%	N	%	N	%
Art	1	4.5%	21	95.5%	22	100.0%
Biology	1	4.5%	21	95.5%	22	100.0%
Chemistry	1	4.5%	21	95.5%	22	100.0%
Computer Science	1	4.5%	21	95.5%	22	100.0%
Elementary content	6	27.3%	16	72.7%	22	100.0%
English	2	9.1%	20	90.9%	22	100.0%
English as a Second Language	2	9.1%	20	90.9%	22	100.0%
French	0	.0%	22	100.0%	22	100.0%
German	1	4.5%	21	95.5%	22	100.0%
Health & Physical Education	1	4.5%	21	95.5%	22	100.0%
History & Social Sciences	5	22.7%	17	77.3%	22	100.0%
Journalism	1	4.5%	21	95.5%	22	100.0%
Mathematics	3	13.6%	19	86.4%	22	100.0%
Music	1	4.5%	21	95.5%	22	100.0%
Physics	1	4.5%	21	95.5%	22	100.0%
Spanish	1	4.5%	21	95.5%	22	100.0%
Special Education	2	9.1%	20	90.9%	22	100.0%
Theater Arts	0	.0%	22	100.0%	22	100.0%

Program Outcomes –Scholarship

Please rate how well each statement describes you:

(1=Poor, 2= Emerging, 3= Competent, 4= Mastery and 5= Exemplary)

- I articulate major concepts, assumptions, debates, and methodologies of inquiry that are central to the discipline I teach:
 - Five year alums: *mean response of 3.86*
 - One year alums: *mean response of 3.56*
- I demonstrate awareness and apply meaningful connections across disciplines and cultures:
 - Five year alums: *mean response of 4.05*
 - One year alums: *mean response of 3.67*

Program Outcomes – Inquiry

Please rate how well each statement describes you:

(1=Poor, 2= Emerging, 3= Competent, 4= Mastery and 5= Exemplary)

- I evaluate philosophies of education from multiple perspectives to articulate a personal philosophy that enhances student learning:
 - Five year alums: *mean response of 3.90*
 - One year alums: *mean response of 3.60*
- I use inquiry-based strategies to enable students to construct knowledge:

- Five year alums: *mean response 3.95*
- One year alums: *mean response of 3.50*
- I analyze social contexts for reflection, problem solving, and learning through dialogue:
 - Five year alums: *mean response 3.90*
 - One year alums: *mean response of 3.40*
- I draw upon personal and collegial reflections to evaluate and revise practice:
 - Five year alums: *mean response 4.42*
 - One year alums: *mean response of 3.67*

Program Outcomes – Professional Knowledge

Please rate how well each statement describes you:

(1=Poor, 2= Emerging, 3= Competent, 4= Mastery and 5= Exemplary)

- I plan appropriate instruction and assessment based on the knowledge of constructivist learning theory, subject matter, student development, instructional strategies, the learning context, and curriculum:
 - Five year alums: *mean response of 4.00*
 - One year alums: *mean response of 3.40*
- I integrate informal and formal assessments into instruction, maintain records, and analyze data to inform teaching decisions and to monitor student progress:
 - Five year alums: *mean response 4.25*
 - One year alums: *mean response of 3.22*
- I adapt and/or create a variety of instruction to provide equitable opportunities for all learners including those from diverse cultural and linguistic backgrounds and with exceptional learning needs:
 - Five year alums: *mean response of 4.30*
 - One year alums: *mean response of 3.40*
- I understand how educational legal and policy issues affect students', parents'/guardians', and teachers' roles and responsibilities:
 - Five year alums: *mean response of 3.65*
 - One year alums: *mean response of 3.50*
- I develop and design technologically mediated learning environments that are developmentally and task appropriate:
 - Five year alums: *mean response of 3.85*
 - One year alums: *mean response of 3.38*
- I identify, locate, evaluate, and use appropriate instructional hardware and software to support state standards and specialty professional association standards:
 - Five year alums: *mean response of 4.11*
 - One year alums: *mean response of 3.11*

Program Outcomes – Communication

Please rate how well each statement describes you:

(1=Poor, 2= Emerging, 3= Competent, 4= Mastery and 5= Exemplary)

- I use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom:
 - Five year alums: *mean response of 4.05*
 - One year alums: *mean response of 3.80*
- I demonstrate effective reading, writing, speaking, listening, and observation skills to enhance student learning:

- Five year alums: *mean response of 4.37*
- One year alums: *mean response of 3.80*
- I communicate appropriately with caregivers of students and school personnel:
 - Five year alums: *mean response of 4.10*
 - One year alums: *mean response of 3.60*
- I use electronic technologies to access manage and exchange information for sound problem-solving and decision-making:
 - Five year alums: *mean response of 4.00*
 - One year alums: *mean response of 3.56*

Program Outcomes – Caring

Please rate how well each statement describes you:

(1=Poor, 2= Emerging, 3= Competent, 4= Mastery and 5= Exemplary)

- I plan and advocate for safe and just learning experiences for all students:
 - Five year alums: *mean response of 4.45*
 - One year alums: *mean response of 4.20*
- I evaluate the effects of my actions on students, colleagues, and supervisors:
 - Five year alums: *mean response of 4.30*
 - One year alums: *mean response of 4.10*
- I promote social harmony and peacebuilding in learning communities:
 - Five year alums: *mean response of 4.25*
 - One year alums: *mean response of 4.10*
- I model caring by treating students fairly and respectfully, promoting student feelings of self-worth, and creating a climate that allows access to appropriate learning opportunities for all students:
 - Five year alums: *mean response of 4.45*
 - One year alums: *mean response of 4.20*
- I value stewardship of self, community, ideas, and environmental resources by integrating Christian faith and ethics with professional responsibility:
 - Five year alums: *mean response of 4.25*
 - One year alums: *mean response of 4.10*

Program Outcomes –Leadership

Please rate how well each statement describes you:

(1=Poor, 2= Emerging, 3= Competent, 4= Mastery and 5= Exemplary)

- I view teaching as a vocation:
 - Five year alums: *mean response of 4.47*
 - One year alums: *mean response of 4.10*
- I demonstrate resourcefulness and responsibility in educational settings influencing positive change:
 - Five year alums: *mean response of 4.35*
 - One year alums: *mean response of 3.90*
- I build professional relationships with colleagues:
 - Five year alums: *mean response of 4.55*
 - One year alums: *mean response of 3.60*
- I participate in opportunities for professional growth:
 - Five year alums: *mean response of 4.30*
 - One year alums: *mean response of 3.33*

Program outcome –scholarship (one year ago graduates)	Poor		Emerging		Competent		Mastery		Exemplary		Total
	N	%	N	%	N	%	N	%	N	%	Mean
I articulate major concepts, assumptions, debates, and methodologies of inquiry that are central to the discipline I teach	0	.0%	0	.0%	4	44.4%	5	55.6%	0	.0%	3.56
I demonstrate awareness and apply meaningful connections across disciplines and cultures	0	.0%	0	.0%	4	44.4%	4	44.4%	1	11.1%	3.67

Program outcome –scholarship (five years ago graduates)	Poor		Emerging		Competent		Mastery		Exemplary		Total
	N	%	N	%	N	%	N	%	N	%	Mean
I articulate major concepts, assumptions, debates, and methodologies of inquiry that are central to the discipline I teach	0	.0%	0	.0%	5	23.8%	14	66.7%	2	9.5%	3.86
I demonstrate awareness and apply meaningful connections across disciplines and cultures	0	.0%	0	.0%	4	19.0%	12	57.1%	5	23.8%	4.05

Program outcome –Inquiry (one year ago graduates)	Poor		Emerging		Competent		Mastery		Exemplary		Total
	N	%	N	%	N	%	N	%	N	%	Mean
I evaluate philosophies of education from multiple perspectives to articulate a personal philosophy that enhances student learning	0	.0%	0	.0%	4	40.0%	6	60.0%	0	.0%	3.60
I use inquiry-based strategies to enable students to construct knowledge	0	.0%	0	.0%	6	60.0%	3	30.0%	1	10.0%	3.50
I analyze social contexts for reflection, problem solving, and learning through dialogue	0	.0%	0	.0%	6	60.0%	4	40.0%	0	.0%	3.40
I draw upon personal and collegial reflections to evaluate and revise practice	0	.0%	0	.0%	4	44.4%	4	44.4%	1	11.1%	3.67

Program outcome –Inquiry (five years ago graduates)	Poor		Emerging		Competent		Mastery		Exemplary		Total
	N	%	N	%	N	%	N	%	N	%	Mean
I evaluate philosophies of education from multiple perspectives to articulate a personal philosophy that enhances student learning	0	.0%	0	.0%	6	30.0%	10	50.0%	4	20.0%	3.90
I use inquiry-based strategies to enable students to construct knowledge	0	.0%	0	.0%	4	20.0%	13	65.0%	3	15.0%	3.95

I analyze social contexts for reflection, problem solving, and learning through dialogue	0	.0%	0	.0%	5	25.0%	12	60.0%	3	15.0%	3.90
I draw upon personal and collegial reflections to evaluate and revise practice	0	.0%	0	.0%	0	.0%	11	57.9%	8	42.1%	4.42

Program outcome –professional knowledge (one year ago graduates)	Poor		Emerging		Competent		Mastery		Exemplary		Total
	N	%	N	%	N	%	N	%	N	%	Mean
I plan appropriate instruction and assessment based on the knowledge of constructivist learning theory, subject matter, student development, instructional strategies, the learning context, and curriculum	0	.0%	0	.0%	6	60.0%	4	40.0%	0	.0%	3.40
I integrate informal and formal assessments into instruction, maintain records, and analyze data to inform teaching decisions and to monitor student progress	0	.0%	1	11.1%	5	55.6%	3	33.3%	0	.0%	3.22
I adapt and/or create a variety of instruction to provide equitable opportunities for all learners including those from diverse cultural and linguistic backgrounds and with exceptional learning needs	0	.0%	1	10.0%	4	40.0%	5	50.0%	0	.0%	3.40
I understand how educational legal and policy issues affect students', parents'/guardians', and teachers' roles and responsibilities	0	.0%	1	10.0%	4	40.0%	4	40.0%	1	10.0%	3.50
I develop and design technologically mediated learning environments that are developmentally and task appropriate	0	.0%	1	12.5%	3	37.5%	4	50.0%	0	.0%	3.38
I identify, locate, evaluate, and use appropriate instructional hardware and software to support state standards and specialty professional association standards	1	11.1%	1	11.1%	3	33.3%	4	44.4%	0	.0%	3.11

Program outcome –professional knowledge (five years ago graduates)	Poor		Emerging		Competent		Mastery		Exemplary		Total
	N	%	N	%	N	%	N	%	N	%	Mean
I plan appropriate instruction and assessment based on the knowledge of constructivist learning theory, subject matter, student development, instructional strategies, the learning context, and curriculum	0	.0%	0	.0%	4	20.0%	12	60.0%	4	20.0%	4.00

I integrate informal and formal assessments into instruction, maintain records, and analyze data to inform teaching decisions and to monitor student progress	0	.0%	0	.0%	3	15.0%	9	45.0%	8	40.0%	4.25
I adapt and/or create a variety of instruction to provide equitable opportunities for all learners including those from diverse cultural and linguistic backgrounds and with exceptional learning needs	0	.0%	0	.0%	1	5.0%	12	60.0%	7	35.0%	4.30
I understand how educational legal and policy issues affect students', parents'/guardians', and teachers' roles and responsibilities	0	.0%	0	.0%	9	45.0%	9	45.0%	2	10.0%	3.65
I develop and design technologically mediated learning environments that are developmentally and task appropriate	0	.0%	1	5.0%	4	20.0%	12	60.0%	3	15.0%	3.85
I identify, locate, evaluate, and use appropriate instructional hardware and software to support state standards and specialty professional association standards	0	.0%	0	.0%	3	15.8%	11	57.9%	5	26.3%	4.11

Program Outcome – Leadership (one year ago graduates)	Poor		Emerging		Competent		Mastery		Exemplary		Total
	N	%	N	%	N	%	N	%	N	%	Mean
I view teaching as a vocation	0	.0%	0	.0%	2	20.0%	5	50.0%	3	30.0%	4.10
I demonstrate resourcefulness and responsibility in educational settings influencing positive change	0	.0%	1	10.0%	2	20.0%	4	40.0%	3	30.0%	3.90
I build professional relationships with colleagues	0	.0%	2	20.0%	2	20.0%	4	40.0%	2	20.0%	3.60
I participate in opportunities for professional growth	0	.0%	3	33.3%	1	11.1%	4	44.4%	1	11.1%	3.33

Program Outcome – Leadership (five years ago graduates)	Poor		Emerging		Competent		Mastery		Exemplary		Total
	N	%	N	%	N	%	N	%	N	%	Mean
I view teaching as a vocation	0	.0%	0	.0%	2	10.5%	6	31.6%	11	57.9%	4.47
I demonstrate resourcefulness and responsibility in educational settings influencing positive change	0	.0%	0	.0%	3	15.0%	7	35.0%	10	50.0%	4.35
I build professional relationships with colleagues	0	.0%	0	.0%	0	.0%	9	45.0%	11	55.0%	4.55
I participate in opportunities for professional growth	0	.0%	0	.0%	2	10.0%	10	50.0%	8	40.0%	4.30

Program outcome –communication (one year ago graduates)	Poor		Emerging		Competent		Mastery		Exemplary		Total
	N	%	N	%	N	%	N	%	N	%	Mean

I use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom	0	.0%	0	.0%	2	20.0%	8	80.0%	0	.0%	3.80
I demonstrate effective reading, writing, speaking, listening, and observation skills to enhance student learning	0	.0%	1	10.0%	2	20.0%	5	50.0%	2	20.0%	3.80
I communicate appropriately with caregivers of students and school personnel	0	.0%	2	20.0%	1	10.0%	6	60.0%	1	10.0%	3.60
I use electronic technologies to access manage and exchange information for sound problem-solving and decision-making	0	.0%	1	11.1%	3	33.3%	4	44.4%	1	11.1%	3.56

Program outcome –communication (five years ago graduates)	Poor		Emerging		Competent		Mastery		Exemplary		Total
	N	%	N	%	N	%	N	%	N	%	Mean
I use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom	0	.0%	1	5.0%	4	20.0%	8	40.0%	7	35.0%	4.05
I demonstrate effective reading, writing, speaking, listening, and observation skills to enhance student learning	0	.0%	0	.0%	2	10.5%	8	42.1%	9	47.4%	4.37
I communicate appropriately with caregivers of students and school personnel	0	.0%	0	.0%	4	20.0%	10	50.0%	6	30.0%	4.10
I use electronic technologies to access manage and exchange information for sound problem-solving and decision-making	0	.0%	0	.0%	5	25.0%	10	50.0%	5	25.0%	4.00

Program outcome –scholarship (one year ago graduates)	Poor		Emerging		Competent		Mastery		Exemplary		Total
	N	%	N	%	N	%	N	%	N	%	Mean
I articulate major concepts, assumptions, debates, and methodologies of inquiry that are central to the discipline I teach	0	.0%	0	.0%	4	44.4%	5	55.6%	0	.0%	3.56
I demonstrate awareness and apply meaningful connections across disciplines and cultures	0	.0%	0	.0%	4	44.4%	4	44.4%	1	11.1%	3.67

Program Outcome – Caring (one year ago graduates)	Poor		Emerging		Competent		Mastery		Exemplary		Total
	N	%	N	%	N	%	N	%	N	%	Mean
I plan and advocate for safe and just learning experiences for all students	0	.0%	0	.0%	1	10.0%	6	60.0%	3	30.0%	4.20
I evaluate the effects of my actions on students, colleagues, and supervisors	0	.0%	0	.0%	2	20.0%	5	50.0%	3	30.0%	4.10
I promote social harmony and peacebuilding in learning communities	0	.0%	1	10.0%	1	10.0%	4	40.0%	4	40.0%	4.10
I model caring by treating students fairly and respectfully, promoting student feelings of self-worth, and creating a climate that allows access to appropriate learning opportunities for all students	0	.0%	0	.0%	2	20.0%	4	40.0%	4	40.0%	4.20
I value stewardship of self, community, ideas, and environmental resources by integrating Christian faith and ethics with professional responsibility	0	.0%	0	.0%	2	20.0%	5	50.0%	3	30.0%	4.10

Program Outcome – Caring (five years ago graduates)	Poor		Emerging		Competent		Mastery		Exemplary		Total
	N	%	N	%	N	%	N	%	N	%	Mean
I plan and advocate for safe and just learning experiences for all students	0	.0%	0	.0%	1	5.0%	9	45.0%	10	50.0%	4.45
I evaluate the effects of my actions on students, colleagues, and supervisors	0	.0%	0	.0%	2	10.0%	10	50.0%	8	40.0%	4.30
I promote social harmony and peacebuilding in learning communities	0	.0%	0	.0%	3	15.0%	9	45.0%	8	40.0%	4.25

I model caring by treating students fairly and respectfully, promoting student feelings of self-worth, and creating a climate that allows access to appropriate learning opportunities for all students	0	.0%	0	.0%	0	.0%	11	55.0%	9	45.0%	4.45
I value stewardship of self, community, ideas, and environmental resources by integrating Christian faith and ethics with professional responsibility	0	.0%	0	.0%	2	10.0%	11	55.0%	7	35.0%	4.25

Overall Program Effectiveness

(1= Not Well Prepared, 2= Less than Adequately Prepared, 3= Adequately Prepared, 4= Well Prepared and 5= Extremely Well Prepared)

- How well did Eastern Mennonite University prepare you for success in your job?
 - Five year alums: *mean response of 4.20*
 - One year alums: *mean response of 4.09*

Overall Program Effectiveness (one year ago graduates)	Not Well Prepared		Less than Adequately Prepared		Adequately Prepared		Well Prepared		Extremely Well Prepared		Total
	N	%	N	%	N	%	N	%	N	%	Mean
How well did Eastern Mennonite University prepare you for success in your job?	0	.0%	0	.0%	1	9.1%	8	72.7%	2	18.2%	4.09

Overall Program Effectiveness (five years ago graduates)	Not Well Prepared		Less than Adequately Prepared		Adequately Prepared		Well Prepared		Extremely Well Prepared		Total
	N	%	N	%	N	%	N	%	N	%	Mean
How well did Eastern Mennonite University prepare you for success in your job?	0	.0%	0	.0%	0	.0%	16	80.0%	4	20.0%	4.20

What do you identify as the strengths of your teacher preparation program?

- I appreciated the emphasis on constructivism. I still remind myself often of what EMU taught me. A student does not come to class with an empty brain, as teachers we must connect with what s/he brings and add to the existing knowledge. In this way, teachers are doing much more than simply filling a brain -- we are connecting to a student's experiences.
- The many classroom experiences I had and the relationships built with accessible professors, some of whom are no longer at EMU, were strengths of EMU's program.
- Adequate amount of time out in the classroom, focus on reflection
- Good student to professor relationships. Getting students in the classrooms early and often in their education experience.

- Getting into the classroom freshman year was really great. I appreciated the feedback from my adviser during student teaching; it was constructive criticism that actually helped me to improve instead of just building me up.
- Practical and hands on training; effective and relevant teaching strategies taught and encouraged; emphasis on personal and professional reflection as well as life-long learning; modeling of pedagogy by professors; authentic and genuine relationships with professors in Anabaptist educational fashion
- Amazing professors who helped push me to the limit and made me believe in myself
- I know a great deal about good lesson planning, time management, organizational skills, overall teaching strategies, and ways to teach diverse learners.
- EMU provided ample opportunity for practical application of the skills we learned in the classroom through various practicum. Additionally, EMU, while spending time on the teaching of theory, focused on applicable and useful skills. My special methods course and Reading and Writing Across the Curriculum were especially good.
- I appreciated the mentoring roles professors played. The classroom experiences I learned from over the course of four years provided insights into a variety of teaching settings and responsibilities. I gained a strong base in both theoretical and practical knowledge.
- During the time I spent in this program, the strengths I saw focused on how to lead an IEP meeting, gave me several chances in many different types of teaching environments, and how to do a well thought out lesson plan.
- Because EMU has small class size we got a lot of one on one attention from professors. We were able to ask questions about our content even though classes were not always content specific. We were also able to get into the classroom a great deal and early in the education program.
- Experience in the classroom during practicums and student teaching
- I appreciate the EMU view of teaching as a vocation, of reaching children where they are and understanding how their situations effect them in school, and how every class at EMU stressed a child-centered program with caring teachers concerned for student wellbeing over scores.
- Chance to get into schools early and often.
- The importance placed on conflict resolution... great field experience as well as classroom lecture time & practice...
- Reflection
- The many opportunities to work in actual classrooms
- Opportunities for practical experience in the classroom
- The chance to get in the classroom from the start. Honestly, the best thing that prepared me was student teaching. A lot of the methodology classes didn't stick with me.
- Being able to try things and fail - but then be showed how to make changes for the next time.
- The professors were great in both the education and history departments, and were always willing to take time for questions and help students. I also enjoyed the opportunities to interact with students in local schools who were diverse.
- Many opportunities to be in a classroom. Practice in writing thorough and well thought out lesson plans. Emphasis on building community. Children's literature class. Emphasis on professionalism.
- The practicums in the field, esp. the early bird tutoring and literature block that prepared us for that
- I loved all of the classroom experience. It makes me feel like I am prepared for a classroom. Student teaching gave me a chance to feel secure and proficient. I wasn't flailing and trying to

learn the basics because I had already had a chance to spend a lot of time in the classroom and learn a lot.

- Experience in observations/practicums every year.
- Getting the teachers out into the classroom to experience teaching and working with students from Day 1.
- After completing this program I knew how to create effective lessons with a balance of inquiry learning and appropriate assessment. I was also well-trained in classroom management and parent communication. Another strength of this program was being able to go into the classrooms several times for field experience. I gained knowledge not only through classroom learning but also hands-on experiences.
- Student Teaching/practicum experiences; knowledgeable, skilled and caring professors; projects that involved putting together units, notebooks, etc (these were practical and so beneficial in my first few years of teaching); forming a written teaching philosophy; learning how to reflect and revise
- Emphasis on caring and diversity
- Being originally certified PreK-6 in VA, I never thought I'd have to pass the PRAXIS tests for all middle-level subjects in PA and was delightfully surprised when I could also add library science and German to that list without breaking a sweat. The two different elementary student teaching placements (2nd and 6th) really helped me to see with which age group my teaching style best aligned.

What changes or additional experiences would you recommend for program improvement?

- I felt that many of my classes were redundant. While I understand that the professors were likely trying to hit one concept from many perspectives, I often felt that the class time was misused, even wasted. I would have enjoyed hearing more about teaching in a variety of school atmospheres. Since graduating, I have become more interested in alternative education and schooling, which I do not recall hearing about at EMU -- The Sudbury School, The Edible Schoolyard program out of Martin Luther King Jr. Middle in Berkeley, CA etc. Teaching has SO MANY faces, and I feel that EMU focuses too strongly on the traditional public systems. Thanks for the space to share!
- It would be great if EMU offered a class or experience that somehow gave students a real chance to work on classroom management skills. I know it's what most new teachers struggle with and it's hard to simulate, but it would have been great to get more opportunities to handle difficult management situations and discuss strategies. Also, make sure that students get the opportunity to have practicums in multiple grade levels/subject levels. For me, it would have been nice to get more experience with observing different kinds of math classes.
- Maybe more opportunity to train with classmates of same content area
- Change student teaching into a one placement experience. I would have rather had one long placement so I could bond with the students more and see them grow.
- Musically I don't feel as prepared as I would have liked. I feel that there were a lot of choral techniques that I never learned and overall high school music techniques that EMU didn't teach.
- The first year of teaching/student teaching inevitably produce the greatest source for learning, but EMU's program gives young teachers a set of skills and knowledge that prepare teachers for the challenge of first-year teaching in a way that I believe is unique and superior to other university programs. Thus, based on my experience, I can't think of anything essential I

would change and if you all ever need an alumni to praise the program, I'd be happy to do so (Ashley Kniss).

- I have been thinking about how the linking of the TESL program with the Teacher Education program could increase the teaching expertise of pre-service teachers. I would also be interested in EMU building relationships with local schools that could include after-school tutoring. JMU students are currently involved in a program called BLAST.
- For the program, I would spend more time focusing on how to handle with difficult event with parents. I would also focus on self defense techniques, how to organize your time when working on state tests such as materials for the VAAP, and I would make sure all placements are appropriate.
- More resources for specific content. More classes on diversity and teaching students with limited English proficiency.
- More hands on experiences with designing and implementing lessons and assessments
- Some things that we did were not meaningful at the time. I did not have enough background knowledge to connect the activities with their application in the school setting. For example, mapping out a year of curriculum did not help me be better prepared for planning a year of teaching. When I was in class, it was more of a puzzle; it had no connection to student learning. Now that I am teaching, I can see why that activity would be useful. Also, the documentation of student learning was not a useful part of my pre-service program. I see all its projected values and expected worth, but as a student teacher, it was mostly numbers and examples of student work. The core of it is "reflection in action:" using assessment to guide instruction. There has to be a less cumbersome way of getting to the main point. All the other pages that go with it only served to cover up the "big idea," in my mind. Focusing on each piece in more manageable, strongly focused sections would have been much more tangible for me.
- Grading instruction
- More student academic accountability
- More technology instruction
- Maybe a little more instruction on simple applicable things like, parent teacher conferences, how to set up field trips, school board meetings, classroom routines, etc.
- More information on collaborative teaching in the undergrad program.
- More involved early practicums.
- More debate, perhaps? Chances to verbally articulate as well as write about your philosophy.
- More teaching on how to use materials in the field, teacher tricks, organizational ideas for the classroom, how to work as a team of teachers to make reading and math goals for students, etc... and less emphasis on creativity/ doing all things from scratch. There are so many resources-teach how to use them effectively. Less student taught class sessions based on researching information in groups.
- The program taught us to give considerations to our students, their backgrounds, and any stressful life events they may be going through. Sometimes, however, it felt like the program didn't do those same things and students got punished for things they couldn't control. I know that we are adults and this is a very demanding program, but if a degree candidate understands and embraces the material and performs well in the schools, they shouldn't be punished for things you would never advise them to punish a student for.
- There were unrealistic views and practices given to us by professors. A public classroom with 20-28 students is not ideal, but it is unfortunately the norm, and many practices that were encouraged by our professors are not possible within that large of a classroom of unmotivated high school students.

- No changes
- Anything hands-on (in the classroom, in a variety of different schools) is so helpful...it gives students an idea of what type of school they would like to work in, and what age level (of students) they would like to work with
- More real-life classroom management practice/instruction/experience
- A more firm understanding/instruction of laws and protocol for things like state standards and IEPs for both VA and other states.

 The EMU Education Department is considering creating a facebook group for the purpose of communicating with alumni. Would you join this group?

(1=Yes, 2=No (I use facebook, but I would not join this group) and 3=No (I do not use facebook.)

- Average response (1.46) of 25 respondents i.e. have facebook page and would join this group.
 - **Five year alums:** 14 “yes” and 6 “no”
 - **One year alums:** 6 “yes” and 2 “no”

facebook (one year ago graduates)	Yes		No (I use Facebook, but I would not join this group)		No (I do not use Facebook.)		Total
	N	%	N	%	N	%	Mean
The EMU Education Department is considering creating a Facebook group for the purpose of communicating with alumni. Would you join this group?	6	75.0%	0	.0%	2	25.0%	1.50

facebook (five years ago graduates)	Yes		No (I use Facebook, but I would not join this group.)		No (I do not use Facebook.)		Total
	N	%	N	%	N	%	Mean
The EMU Education Department is considering creating a Facebook group for the purpose of communicating with alumni. Would you join this group?	14	70%	3	15.0%	3	15.0%	1.45

 Administrator survey responses

- Only two administrators responded, not feasible for comparative purposes. However, these are their qualitative responses:
 - *What strengths does this EMU teacher education graduate have?*
 - faith; unconditional love; confidence; patience; organization skills; ability to be teachable and receive instruction; creative ideas for children
 - Ability to work with all levels of learners; professionalism; knowledge of literacy and content; communication skills; love of children. I could go on and on...
 - *What changes or additional experiences would you recommend for program improvement?*
 - it has been hard to articulate the VA degree to our PA degree--it would be wonderful if you could aid in this process--