

Evidence	Graduate Exit Survey
<p>What is it?</p>	<p>This evidence consists of two pieces of information. The first is an online survey form, which is submitted by completers who have just finished the Teacher Preparation Program at CNU. Its first iteration was as part of a survey given to all CNU graduates, administered through the Office of Assessment. However, when the Office of Assessment ceased giving the survey in 2009, the Office of Teacher Preparation assumed responsibility for it.</p> <p>In 2010, the MAT Graduate Exit Survey was created on Google forms, using a Likert scale of satisfaction with an opportunity for free response. It was piloted in 2011. The 2015-2016 scale for this chart was a five-point scale. As a response to CAEP requirements, it was adjusted to a four-point scale in 2017, and the benchmark was set at 3.2. The survey is reviewed each year and adjusted based on the Teacher Preparation Council's input from the previous year's survey. The second document summarizes the means and standard deviations of responses, as well as providing the response rate and other program service items for the years 2017-2019.</p>
<p>What evidence is available regarding its quality?</p>	<p>This survey was created based on the objectives of the program, satisfaction with program services, and the course outcomes of major courses in the program. There is generally close to a 90% response rate. The survey is reviewed by the Teacher Preparation Council every year and changes are made based on inconsistencies or lack of clarity.</p> <p>This survey does not lend itself to inter-rater reliability data. However, internal consistency (reliability) of the Graduate Exit Survey has been established using the most recent two years of available data. Reliability coefficients (Cronbach's alpha) range from $\alpha = .80$ to $\alpha = .88$.</p>
<p>How are candidates informed about the purpose of the survey?</p>	<p>In the last intern seminar, candidates are told they will be completing several surveys as part of their professional requirements. For this Graduate Exit Survey, they are told that this is part of an ongoing effort to improve the program.</p>
<p>How are the data collected?</p>	<p>The online survey is distributed in mid-late May. The survey does not require identification of the completer. Two reminders are sent, at the end of May, to encourage participation.</p>
<p>Who collects, analyzes, and reports the data?</p>	<p>Data are collected by the Director of Teacher Preparation, who does an initial analysis of the data, compares the results to previous years' data, and makes initial recommendations. This is reported to the TPC in the August meeting.</p>

What criteria have been established for successful performance and why?	The data are summarized as mean scores of agreement. The criteria is that the mean is 3.2 or above, which means that 80% of candidates “agree” with the statements about their preparation. Areas with means below 3.2 are discussed, and at least one action item is created for program improvement aimed at that area.
What do the reported results mean?	Results indicate to what extent recent program completers are satisfied with the program and the services they received. Additionally, the extent to which they believe they have mastered basic program skills and competencies is assessed.
How are results used for improvement?	The data are examined in the August meeting of the Teacher Preparation Council, including the recommendations from the Director. The Council makes or approves recommendations for changes based on the data. If these changes require curricular or catalog language change, they are referred to the Graduate Council for approval.

Summary
Responses to Graduate Exit Survey
By MAT Cohorts 2017-2019

1. Total survey responders and response rate:

2017	2018	2019
46/70	68/79	46/60
65.7%	86.0%	77.0%

2. Satisfaction with advising by faculty advisor:

Cohort	Satisfied	Unsatisfied	Neutral	
2017	88.7%	11.3%	0%	
2018	94.1%	5.9%	0%	
Cohort	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied
2019	41.3%	47.8%	10.9%	0%

3. Satisfaction with admissions process:

Cohort	Satisfied	Unsatisfied	Neutral	
2017	97.7%	2.3%	0%	
2018	97.1%	2.9%	0%	
Cohort	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied
2019	50%	43.5%	6.5%	0%

4. Satisfaction with assistance in job seeking:

Cohort	Satisfied	Unsatisfied	Neutral	
2017	90.0%	10%	0%	
2018	79.4%	20.6%	0%	
Cohort	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied
2019	32.6%	50%	15.2%	2.2%

5. Satisfaction with process of obtaining license:

Cohort	Satisfied	Unsatisfied	Neutral	
2017	97.7%	2.3%	0%	
2018	95.6%	4.4%	0%	
Cohort	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied
2019	60.9%	34.8%	4.3%	0%

6. Financial support for graduate program:

	2017	2018	2019
Did not receive university support for graduate program	31.8%	42.6%	45.7%
Stafford or student loan	96.8%	74.4%	84%
Grant /contract/scholarship	45.2%	48.7%	12%
Stafford or student loan AND scholarship	N/A	N/A	N/A
Other source(s)	6.5%	12.8%	4%

7. Overall (mean) impression of the CNU graduate program:

Agree 4 >>> Disagree 1 (2017)	2017	2018	2019
a. My CNU graduate program experience met my expectations.	3.48	3.51	3.41
b. If given the choice again, I would select CNU as the place to pursue my graduate education.	3.52	3.69	3.52

Student suggestions for program improvement:

2017

Suggestions- if occurring more than once	# Times Suggested
Let students choose their supervisors for student teaching.	2
Student teaching internship should involve some form of compensation.	2
The format of the impact study needs to be revisited.	2

2018

Suggestions- if occurring more than once	# Times Suggested
Need elementary representative in Office of Teacher Preparation	2
Exposure to different grade levels and ranges	2

2019

Suggestions- if occurring more than once	# Times Suggested
More classes for K-12 students.	3
Exposure to different grade levels and ranges	2

Graduate Exit Survey Responses Mean and SD for Cohorts 2017-2019

		2017		2018			2019		
		Mean	SD		Mean	SD		Mean	SD
A. I was provided with a firm base of knowledge in the academic subjects I will teach, including national standards for those subjects.	Overall n=46	3.52	0.62	Overall n = 68	3.85	0.40	Overall n=46	3.89	0.48
	Elementary n=25	3.53	0.63	Elementary n=39	3.85	0.37	Elementary n=27	3.96	0.19
	N/A	N/A	N/A	N/A	N/A	N/A	PK-12 n=9	3.89	0.33
	Secondary n=21	3.55	0.62	Secondary n=29	3.86	0.44	Secondary n=10	3.70	0.95
B. I was provided with the pedagogical skills to teach subject matter in an interactive and engaging manner.	Overall n=46	3.59	0.62	Overall n=68	3.53	0.53	Overall n=46	3.54	0.62
	Elementary n=25	3.6	0.62	Elementary n=39	3.56	0.50	Elementary n=27	3.63	0.56
	N/A	N/A	N/A	N/A	N/A	N/A	PK-12 n=9	3.22	0.83
	Secondary n=21	3.57	0.63	Secondary n=29	3.52	0.57	Secondary n=10	3.60	0.52
C. I was provided with an understanding of how to meet the needs of diverse learners.	Overall n=46	3.2	0.65	Overall n=68	3.19	0.65	N/A	N/A	N/A
	Elementary n=25	3.6	0.62	Elementary n=39	3.31	0.52	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Secondary n=21	3.57	0.63	Secondary n=29	3.03	0.78	N/A	N/A	N/A

		2017			2018			2019		
		Mean	SD		Mean	SD		Mean	SD	
C.1 (2019). I was provided with an understanding of how to meet the needs of TAG and/or high-performing students.	N/A	N/A	N/A	N/A	N/A	N/A	Overall n=46	3.39	.80	
· In 2019, "C" was broken into the different types of diverse learners.	N/A	N/A	N/A	N/A	N/A	N/A	Elementary N=27	3.59	.64	
	N/A	N/A	N/A	N/A	N/A	N/A	PK-12 n=9	2.78	1.09	
							Secondary n=10	3.40	0.70	
C.2 (2019). I was provided with an understanding of how to meet the needs of students with disabilities.	N/A	N/A	N/A	N/A	N/A	N/A	Overall n=46	3.50	.78	
· In 2019, "C" was broken into the different types of diverse learners.	N/A	N/A	N/A	N/A	N/A	N/A	Elementary N=27	3.67	.62	
	N/A	N/A	N/A	N/A	N/A	N/A	PK-12 n=9	2.89	1.05	
							Secondary n=10	3.60	0.70	
C.3 (2019). I was provided with an understanding of how to meet the needs of students who are English Language Learners.	N/A	N/A	N/A	N/A	N/A	N/A	Overall n=46	3.46	.94	
· In 2019, "C" was broken into the different types of diverse learners:	N/A	N/A	N/A	N/A	N/A	N/A	Elementary N=27	3.85	0.36	
	N/A	N/A	N/A	N/A	N/A	N/A	PK-12 n=9	2.56	1.42	
							Secondary n=10	3.20	0.92	

F. I was provided with an understanding and appreciation of the historical, sociological, and legal foundations of education.	Overall n=46	3.3	0.7	Overall n=68	3.35	0.59	Overall n=27	3.39	0.61
	Elementary n=25	3.31	0.7	Elementary n=39	3.25	0.55	Elementary N=27	3.30	0.67
	N/A	N/A	N/A	N/A	N/A	N/A	PK-12 n=9	3.44	0.53
	Secondary n=21	3.26	0.7	Secondary n=29	3.48	0.63	Secondary n=10	3.60	0.52
G. Middle/Secondary: I learned to promote student acquisition and use of literacy tools in reading and writing.	Secondary n=21	3.58	0.58	Secondary n=20	3.1	0.77	Secondary n=10	3.70	0.67
Elementary: I learned to promote student acquisition and use of literacy tools in...									
<i>Reading</i>	Elementary n=25	3.48	0.58	Elementary n=39	3.49	0.55	Elementary n=27	3.63	0.56
<i>Writing</i>	Elementary n=25	3.54	0.65	Elementary n=39	3.28	0.64	Elementary n=27	3.48	0.70
<i>Science</i>	Elementary n=25	3.0	0.75	Elementary n=39	3.13	0.79	Elementary n=27	3.33	0.68
<i>Mathematics</i>	Elementary n=25	3.27	0.72	Elementary n=39	3.23	0.57	Elementary n=27	3.44	0.75