



Alumni Year-Out Survey Report

2017-2018 and 2018-2019

Data from Michigan Department of Education (MDE)

Responses are included from 2016 and 2017 Program Completers (n=16) who were surveyed by MDE in 2017-2018 and 2018-2019. Percentages were calculated from student responses: "Strongly Agree," "Somewhat Agree," "Somewhat Disagree," "Strongly Disagree," and "Don't Know/Doesn't Apply."

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Demographic Information

Responses for the Alumni Survey are included from 2016 and 2017 program completers who were surveyed by MDE in 2017-2018 and 2018-2019. Of the 72 completers, 16 responded, which was a 22% response rate. 10 completers responded from 2018 and six from 2019; because of the low number of respondents, data was combined in this report. Response data was not included for the 2016-2017 survey because of insufficient data.

Table 1. provides descriptive statistics. Of the 16 participants, the majority were female (n=14), and all were white. Half of the group were certified in elementary, and all but two had been immediately employed after graduation.

Table 1. Demographic Data for 2016 & 2017 Teacher Education Alumni

	2017-2018		2018-2019	
	<u>Elementary</u> (n=5)	<u>Secondary</u> (n=5)	<u>Elementary</u> (n=3)	<u>Secondary</u> (n=3)
Gender				
- Female	5	4	3	2
- Male	0	1	0	1
Ethnicity	White	White	White	White
Employed				
- Yes	5	5	2	2
- No	0	0	0	0

Preparation Program Assessment

The following categories include a list of question sets completers were asked regarding their preparation in the CU Teacher Education program.

SUPPORT FOR YOUR JOB SEARCH FROM YOUR TEACHER PREPARATION PROGRAM

The following questions sets ask about the support completers received from the Teacher Preparation Program.

82% of alumni “Strongly Agree” or “Somewhat Agree” that Cornerstone University’s Teacher Education Program supported them for their job search.

My program...		“Strongly Agree” or “Somewhat Agree”
1.	Prepared me well for the teaching job market.	100%
2.	Supported me in my job search.	56%
3.	Provided opportunities for resume' building.	100%
4.	Provided opportunities for interview preparation.	88%
5.	Holds a positive reputation among prospective employers.	88%
6.	Good advice on job placement opportunities.	81%
7.	Promoted networking for new teachers.	63%

DESIGNING HIGH QUALITY LEARNING EXPERIENCES

"High quality learning experiences" are learning opportunities and classroom experiences that are age-appropriate and content-rich, where learners can construct meaning and understand key concepts within the content area(s).

90% of alumni “Strongly Agree” or “Somewhat Agree” that Cornerstone University’s Teacher Education Program prepared them to design high quality learning experiences.

In retrospect, my college/university prepared me to...		“Strongly Agree” or “Somewhat Agree”
1.	Use instructional strategies to help students understand key concepts in the content area(s).	87%
2.	Use knowledge of content area(s) to design high-quality learning experiences.	100%

3.	Use instructional strategies to help students connect their prior knowledge and experiences to new concepts.	87%
4.	Use multiple ways to model and represent key concepts in the content area(s) taught	87%

APPLYING CRITICAL THINKING

"Critical thinking" means being able to think about the content in multiple ways, question and challenge assumptions, solve problems, and interpret, evaluate, and apply information.

85% of alumni "Strongly Agree" or "Somewhat Agree" that Cornerstone University's Teacher Education Program prepared them to apply critical thinking.

In retrospect, my college/university prepared me to...		"Strongly Agree" or "Somewhat Agree"
1.	Question and challenge assumptions within the content area(s) being taught.	87%
2.	Apply various perspectives to analyze complex issues and solve problems.	80%
3.	Interpret and evaluate information in the content area(s).	87%

CONNECTING REAL-WORLD PROBLEMS AND LOCAL AND GLOBAL ISSUES

"Connecting real-world problems and local and global issues" means the teacher can verbalize and connect the content in a manner necessary to discuss relevant issues.

80% of alumni "Strongly Agree" or "Somewhat Agree" that Cornerstone University's Teacher Education Program prepares them to connect real-world problems and local and global issues.

In retrospect, my college/university prepared me to...		"Strongly Agree" or "Somewhat Agree"
1.	Connect content knowledge to LOCAL issues in his or her teaching.	73%
2.	Connect content knowledge to GLOBAL issues in his or her teaching	80%
3.	Develop meaningful learning experiences to help students apply content knowledge to real world problems.	87%

ADDRESSING THE NEEDS OF SPECIAL POPULATIONS

For this section, completers were asked to think about how they were prepared to address the unique learning needs and characteristics of diverse students, including English language learners, students with varying learning abilities, and students from under-represented populations and subgroups.

73% of alumni “Strongly Agree” or “Somewhat Agree” that Cornerstone University’s Teacher Preparation Program prepared them to address the needs of special populations.

In retrospect, my college/university prepared me to...		“Strongly Agree” or “Somewhat Agree”
1.	Adapt instructional strategies and resources to support students from diverse cultural and ethnic backgrounds.	87%
2.	Adapt instructional strategies and resources to support English language learners.	66%
3.	Apply modifications and accommodations based on legal requirements for supporting English language learners.	66%
4.	Apply modifications and accommodations based on Individualized Education Programs (IEPs).	73%
5.	Adapt instructional strategies and resources to support students with varying learning abilities (e.g., special education students, gifted and talented students, and students with disabilities).	73%

ORGANIZING THE LEARNING ENVIRONMENT

For this section, completers were asked to think about how they were prepared to create learning environments to support individual and collaborative learning, positive social interaction, and active engagement in learning.

86% of alumni “Strongly Agree” or “Somewhat Agree” that Cornerstone University’s Teacher Education Program prepared them for organizing the learning environment.

In retrospect, my college/university prepared me to...		“Strongly Agree” or “Somewhat Agree”
1.	Create a learning environment which engages students in both collaborative and self-directed ways.	93%
2.	Establish and communicate explicit expectations with colleagues and families to promote individual student growth.	86%
3.	Manage the learning environment to promote student engagement and minimize loss of instructional time.	80%

USING TECHNOLOGY TO MAXIMIZE STUDENT LEARNING

For this section, completers were asked to think about how they were prepared to use technology tools to organize a classroom, deliver instruction, assess student learning and their own teaching, and communicate with students, colleagues, and parents/guardians.

87% of alumni “Strongly Agree” or “Somewhat Agree” that Cornerstone University’s Teacher Education Program prepared them to use technology to maximize student learning.

In retrospect, my college/university prepared me to...		“Strongly Agree” or “Somewhat Agree”
1.	Facilitate the creation of digital content by students.	87%
2.	Create an online learning environment for students which includes digital content, personal interaction, and assessment.	80%
3.	Integrate digital content into her or his teaching which is pedagogically effective.	80%
4.	Use technology tools to organize the classroom, assess student learning and her or his teaching, and communicate.	93%
5.	Practice high ethical standards in his or her use of technology.	93%
6.*	Integrate digital content into her or his teaching which is pedagogically effective.	(80%)

*Question 6 was added to the survey for 2018-2019 and was only completed by the 2017 completers; the percentage is not included in the total percentage for Using Technology to Maximize Student Learning.

EFFECTIVE USE OF ASSESSMENTS AND DATA

For this section, completers were asked to think about how they were prepared to use student assessments and data to assess student learning, diagnose student needs, and plan for and differentiate instruction.

80% of alumni “Strongly Agree” or “Somewhat Agree” that Cornerstone University’s Teacher Education Program prepared them to effectively use assessment and data.

In retrospect, my college/university prepared me to...		“Strongly Agree” or “Somewhat Agree”
1.	Design or select assessments to help students make progress toward learning goals.	80%
2.	Analyze assessment data to understand patterns and gaps in learning for each student and for groups of students.	80%

3.	Differentiate instruction based on student assessment data.	80%
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FIELD EXPERIENCES AND CLINICAL PRACTICES

For this section, completers were asked to think about how the college/university provided authentic field experiences and clinical practices offered in collaboration with K-12 schools, and supported their development to become an effective teacher.

93% of alumni “Strongly Agree” or “Somewhat Agree” that Cornerstone University’s Teacher Education Program provided authentic field experiences and clinical practices that supported their development in becoming an effective teacher.

I feel my teaching experience during this year...		“Strongly Agree” or “Somewhat Agree”
1.	Was positively affected by the field experiences and clinical practice I had through my preparation program.	93%
2.	Included the ability to work with diverse students at my certificate grade level, including students with disabilities and English language learners, because of the preparation I received.	93%
3.	Was shaped by the regular, constructive feedback provided by my college/university supervisor.	93%
4.	Was better because of the opportunities I had to voice concerns and issues to my college/university supervisor.	93%
5.	Was a product of the high expectations for my clinical practice and field experiences held by my college/university supervisor during my preparation.	93%

Conclusions

Once per year, MDE surveys Education Preparation Program (EPP) completers across the state. The data sent to the Educator Preparation Institutions (EPIs) provide information about completer perceptions of the effectiveness of their programs.

This Alumni Year-Out Survey includes the results from 2016 and 2017 Program Completers surveyed in 2017-2018 and 2018-2019. Percentages were calculated from student responses: “Strongly Agree,” “Somewhat Agree,” “Somewhat Disagree,” “Strongly Disagree,” and “Don’t Know/Doesn’t Apply.” Because of the low number of respondents (n=16), data was combined in this report. Combined, the response rate was 22%, an adequate response rate. Response data was not included for the 2016-2017 survey because of insufficient data.

Although a low response rate affects the full picture of completer perception of the Cornerstone University Teacher Education Program, the data still provides evidence worthy of consideration. For example, areas in which completers rated highest were Designing High Quality Learning Experiences and Field Experiences and Clinical Practices. 100% of the completers rated their use of content area knowledge to design high quality learning experiences either “Strongly Agree” or “Somewhat Agree.” Perhaps this high rating is connected to the historically high MTTC scores CU candidates have earned. Addressing the Needs of Special Populations was rated low, especially in the areas of adapting instructional strategies and resources to support English Language Learners (ELLs) and applying modifications and accommodations based on legal requirements for supporting ELLs where only 66% of the completers selected “Strongly Agree” or “Somewhat Agree.”

The EPP will continue to monitor low areas and areas that are consistently strong. The EPPs goal is to raise each category that is currently below 85% to 85% or higher. Categories that are higher than 85% will be monitored to determine trends. Actions have already been taken to address the lowest category regarding candidates’ ability to support the needs of special populations. In the 2020-2021 academic year, more emphasis on supports for ELLs will be included into courses. Also, all secondary students will take EDU 233, Introduction to Special Education, starting in 2020-2021.