

Program Impact and Outcomes Data

Fall 2017

School of Education
Monmouth University

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Candidate Evaluation of Cooperating Teacher

FA 17 Candidate Evaluation of Cooperating Teacher

Survey Question	UG N= 28	MAT N= 17	Elementary N= 24	Secondary N= 3	Art/Music/ PE/Health N= 7	P-3 N= 10	ESL/ Spanish N= 0	TSD N= 32	Total Mean
1. Made teaching seem enjoyable and rewarding	4.75	4.76	4.79	5.00	4.75	4.50		4.78	4.76
2. Demonstrated enthusiasm about teaching and the field of education.	4.79	4.76	4.79	5.00	4.88	4.50		4.78	4.78
3. Acquainted me with the school curriculum activities and organizations.	4.79	4.82	4.82	5.00	4.88	4.50		4.81	4.80
4. Helped me become familiar with available teaching aids and materials.	4.75	4.88	4.86	5.00	4.75	4.50		4.84	4.80
5. Provided experiences that allowed for gradual introduction into teaching responsibilities.	4.75	4.88	4.86	5.00	4.88	4.40		4.81	4.80
6. Helped me gain confidence in my teaching abilities.	4.64	4.65	4.71	5.00	4.50	4.40		4.69	4.66
7. Provided assistance with and evaluation of long-range planning.	4.79	4.53	4.64	5.00	4.88	4.40		4.66	4.70
8. Provided assistance with and evaluation of daily lesson plans.	4.79	4.59	4.68	5.00	4.88	4.50		4.69	4.73
9. Provided suggestions for disciplinary measures when control problems arose.	4.71	4.71	4.75	5.00	4.75	4.40		4.72	4.72
10. Conferred with me regularly regarding my classroom instruction and professional development.	4.75	4.59	4.68	5.00	4.75	4.40		4.69	4.69
11. Provided daily feedback that was evaluative, supportive, encouraging, and helpful.	4.75	4.59	4.68	5.00	4.75	4.50		4.69	4.71
12. Was effective at interpersonal communication.	4.75	4.69	4.74	5.00	4.75	4.50		4.74	4.74
13. Encouraged me to feel free to ask for suggestions and to seek advice.	4.71	4.71	4.75	5.00	4.75	4.40		4.72	4.72
14. Shared knowledge of learning and teaching and a range of methodologies in professional discussions.	4.79	4.71	4.75	5.00	4.75	4.50		4.78	4.75
15. Was open and willing to discuss problems and issues with me.	4.82	4.65	4.71	5.00	5.00	4.50		4.72	4.77
16. Created a motivating learning environment in the classroom.	4.68	4.88	4.86	5.00	4.50	4.50		4.84	4.75
17. Provided suggestions on how assessments and instruction could be linked to gain information on student learning.	4.68	4.59	4.68	5.00	4.50	4.50		4.69	4.66
18. Demonstrated sensitivity to individual student differences.	4.75	4.65	4.71	5.00	4.75	4.50		4.72	4.73
19. Showed respect for the individual worth of each student.	4.75	4.88	4.86	5.00	4.75	4.50		4.84	4.80
20. Set realistic expectations for my teaching competencies and development.	4.68	4.76	4.79	5.00	4.50	4.50		4.78	4.72
21. Was supportive in the development of my edTPA portfolio.	4.64	4.71	4.75	5.00	4.13	4.50		4.81	4.65
22. Allowed me to have the opportunity to solve problems in class without interference.	4.61	4.71	4.75	5.00	4.25	4.50		4.75	4.65
23. Was willing to help me when I needed assistance.	4.82	4.71	4.75	5.00	4.88	4.60		4.78	4.79
24. Trusted me regarding my acceptance of instructional responsibilities.	4.64	4.76	4.79	5.00	4.50	4.40		4.75	4.69
25. Behaved consistently and predictably in his/her relationship with others and especially with me.	4.64	4.71	4.75	5.00	4.38	4.50		4.75	4.67
26. Established a positive, cooperative relationship with my University Supervisor and SOE University personnel.	4.71	4.65	4.71	5.00	4.75	4.40		4.69	4.70
27. Had relevant knowledge of Specialty Professional Association (SPA) Standards.	4.64	4.47	4.61	5.00	4.25	4.60		4.66	4.60
28. Had relevant knowledge of New Jersey Professional Standards for Teachers.	4.79	4.41	4.57	5.00	4.75	4.50		4.63	4.66
29. Demonstrated in-depth knowledge of content area.	4.82	4.88	4.86	5.00	4.88	4.60		4.88	4.84
30. Incorporated strategies that develop 21st century skills (creativity, collaboration, communication, and critical thinking).	4.75	4.76	4.79	5.00	4.63	4.60		4.81	4.76
31. Demonstrated use and analysis of formative assessments to gauge K-12 student achievement.	4.79	4.82	4.82	5.00	4.75	4.67		4.84	4.81

Scale: 5= Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree, 1= Strongly Disagree

Candidate Evaluation of University Clinical Educator

FA 17 Candidate Evaluation of Cooperating Teacher

Survey Question	UG	MAT	Elementary	Secondary	Art/Music/ PE/Health	P-3	TSD	Total Mean
	N= 28	N= 17	N= 24	N= 3	N= 7	N= 10	N= 32	
1. Made teaching seem enjoyable and rewarding	4.75	4.76	4.79	5.00	4.75	4.50	4.78	4.76
2. Demonstrated enthusiasm about teaching and the field of education.	4.79	4.76	4.79	5.00	4.88	4.50	4.78	4.78
3. Acquainted me with the school curriculum activities and organizations.	4.79	4.82	4.82	5.00	4.88	4.50	4.81	4.80
4. Helped me become familiar with available teaching aids and materials.	4.75	4.88	4.86	5.00	4.75	4.50	4.84	4.80
5. Provided experiences that allowed for gradual introduction into teaching responsibilities.	4.75	4.88	4.86	5.00	4.88	4.40	4.81	4.80
6. Helped me gain confidence in my teaching abilities.	4.64	4.65	4.71	5.00	4.50	4.40	4.69	4.66
7. Provided assistance with and evaluation of long-range planning.	4.79	4.53	4.64	5.00	4.88	4.40	4.66	4.70
8. Provided assistance with and evaluation of daily lesson plans.	4.79	4.59	4.68	5.00	4.88	4.50	4.69	4.73
9. Provided suggestions for disciplinary measures when control problems arose.	4.71	4.71	4.75	5.00	4.75	4.40	4.72	4.72
10. Conferred with me regularly regarding my classroom instruction and professional development.	4.75	4.59	4.68	5.00	4.75	4.40	4.69	4.69
11. Provided daily feedback that was evaluative, supportive, encouraging, and helpful.	4.75	4.59	4.68	5.00	4.75	4.50	4.69	4.71
12. Was effective at interpersonal communication.	4.75	4.69	4.74	5.00	4.75	4.50	4.74	4.74
13. Encouraged me to feel free to ask for suggestions and to seek advice.	4.71	4.71	4.75	5.00	4.75	4.40	4.72	4.72
14. Shared knowledge of learning and teaching and a range of methodologies in professional discussions.	4.79	4.71	4.75	5.00	4.75	4.50	4.78	4.75
15. Was open and willing to discuss problems and issues with me.	4.82	4.65	4.71	5.00	5.00	4.50	4.72	4.77
16. Created a motivating learning environment in the classroom.	4.68	4.88	4.86	5.00	4.50	4.50	4.84	4.75
17. Provided suggestions on how assessments and instruction could be linked to gain information on student learning.	4.68	4.59	4.68	5.00	4.50	4.50	4.69	4.66
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19. Showed respect for the individual worth of each student.	4.75	4.88	4.86	5.00	4.75	4.50	4.84	4.80
20. Set realistic expectations for my teaching competencies and development.	4.68	4.76	4.79	5.00	4.50	4.50	4.78	4.72
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22. Allowed me to have the opportunity to solve problems in class without interference.	4.61	4.71	4.75	5.00	4.25	4.50	4.75	4.65
23. Was willing to help me when I needed assistance.	4.82	4.71	4.75	5.00	4.88	4.60	4.78	4.79
24. Trusted me regarding my acceptance of instructional responsibilities.	4.64	4.76	4.79	5.00	4.50	4.40	4.75	4.69
25. Behaved consistently and predictably in his/her relationship with others and especially with me.	4.64	4.71	4.75	5.00	4.38	4.50	4.75	4.67
26. Established a positive, cooperative relationship with my University Supervisor and SOE University personnel.	4.71	4.65	4.71	5.00	4.75	4.40	4.69	4.70
27. Had relevant knowledge of Specialty Professional Association (SPA) Standards.	4.64	4.47	4.61	5.00	4.25	4.60	4.66	4.60
28. Had relevant knowledge of New Jersey Professional Standards for Teachers.	4.79	4.41	4.57	5.00	4.75	4.50	4.63	4.66
29. Demonstrated in-depth knowledge of content area.	4.82	4.88	4.86	5.00	4.88	4.60	4.88	4.84
30. Incorporated strategies that develop 21st century skills (creativity, collaboration, communication, and critical thinking).	4.75	4.76	4.79	5.00	4.63	4.60	4.81	4.76
31. Demonstrated use and analysis of formative assessments to gauge K-12 student achievement.	4.79	4.82	4.82	5.00	4.75	4.67	4.84	4.81

Scale: 5= Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree, 1= Strongly Disagree

Exit Surveys (by INTASC Category)

CAEP	INTASC Category	INTASC NPST	Exit Survey Fall 2017 Grouped by InTASC Category	EPP n=3	MAT n=6	UG n=24	Elem. N=14	Secondary n=2	TSD n=1	K-12 Art, Music, Health, PE n=3	P-3 n=3	ESL n=5
1.1	1	2,3	7. Identify differences in student learning styles to teach to the developmental ability of the student.	4.53	4.83	4.62	4.79	4.00	4.71	4.33	4	4.53
1.1	1	2,3	8. Use strategies to support the learning of ESL/bilingual students.	4.03	4.50	4.31	4.36	3.33	4.31	4.33	3.33	4.03
1.1	1	3	13. Apply strategies for effective classroom environment and climate.	4.43	4.83	4.54	4.79	4.00	4.76	3.67	4	4.43
1.1	1	3	14. Establish a positive classroom environment conducive to learning.	4.70	4.83	4.77	4.79	4.00	4.76	4.67	4	4.70
1.1	1	3	15. Motivate students to engage in learning.	4.40	4.83	4.54	4.71	4.00	4.65	4.33	4	4.40
1.1	1	2	16. Modify instruction to accommodate the learning needs of all students.	4.47	4.83	4.69	4.79	4.00	4.76	4.33	4	4.47
1.1.4	2	4	3. Use instruction methods to teach the New Jersey Core Curriculum Content Standards.	4.67	5.00	4.69	4.86	4	4.78	4.67	4.33	4.67
1.1	2	4	6. Develop Students' literacy and/or numeracy skills to enable them to construct meaning within a particular content area.	4.40	4.83	4.54	4.79	4	4.71	4	4	4.40
1.1	2	4	9. Use available and appropriate resources for instructional planning.	4.50	4.83	4.62	4.64	4.00	4.65	4.67	4	4.50
1.1.5	2	8	10. Use educational technology effectively for instruction.	4.53	4.83	4.62	4.64	4.00	4.65	4.67	4	4.53
1.1.2	2	6	11. Use multiple assessment strategies for evaluating student learning (e.g., criterion-referenced tests, norm-referenced tests, performance-based tests, observations, formative and summative assessments, etc.)	4.47	5.00	4.54	4.79	4.33	4.78	4	4.33	4.47
1.1.2	2	6	12. Understand assessment and measurement related issues to interpret test score data.	4.17	5.00	4.31	4.71	4.33	4.73	3.33	4.33	4.17
1.1.3	2	4	24. Use instructional methods related to Specialty Professional Association (SPA) Standards	4.27	4.83	4.23	4.43	4	4.47	4	4	4.27
1.1.3	2	4	25. Use instructional methods related to New Jersey Professional Standards for Teachers.	4.57	5.00	4.62	4.79	4.33	4.78	4.33	4.33	4.57
1.1	2,3	2,7	4. Plan instruction based on learners' needs, developmental progress, and prior knowledge.	4.53	4.83	4.69	4.79	4.00	4.71	4.67	4	4.53
1.1	3	7	17. Interpret and implement an individualized Education Plan (IEP).	4.2	4.83	4.23	4.50	3.33	4.49	3.67	3.33	4.2
1.1	3	8	18. Develop questioning techniques to stimulate critical thinking.	4.33	4.83	4.46	4.71	4	4.65	4	4	4.33
1.1	3	8	19. Use effective verbal, non-verbal, and written communication techniques to foster learning in the classroom.	4.53	5.00	4.69	4.86	4.33	4.84	4.33	4.33	4.53
1.1.3	3	4	26. Effectively teach in my content area.	4.47	4.83	4.54	4.71	4	4.71	4	4	4.47
1.1.2	3	6	28. Design learner outcomes that are linked to assessment.	4.57	5.00	4.77	4.86	4.33	4.84	4.67	4.33	4.57
1.1.2	3	8	29. Compare pre and post data to analyze student learning.	4.23	5.00	4.38	4.71	4.33	4.73	3.67	4.33	4.23
1.1.2	3	6,8	30. Reflect on assessment and instruction to identify ways to improve teaching and student learning.	4.50	5.00	4.54	4.86	4.33	4.84	3.67	4.33	4.50
1.1.4	3	7,8	31. Incorporate strategies that develop 21st century skills (creativity, collaboration, communication, and critical thinking).	4.67	5.00	4.69	4.86	4.33	4.84	4.33	4.33	4.67
1.1	4	9	20. Effectively communicate and collaborate with parents, peers, and community members.	4.23	4.83	4.31	4.64	4.00	4.65	3.33	4	4.23
1.1	4	9	21. Effectively communicate and collaborate with school administration and other school personnel.	4.37	5.00	4.31	4.64	4.33	4.67	3.67	4.33	4.37
1.1	4	10	23. Engage in professional development activities and reflection to promote learning in the students I serve.	4.47	5.00	4.46	4.79	4.33	4.78	3.67	4.33	4.47
1.1	4	10	27. Reflect on and develop appropriate teaching dispositions.	4.60	4.83	4.77	4.79	4.00	4.76	4.67	4	4.60
1.1.3	4	10	22. Use education research to make decisions that benefit my teaching.	4.27	4.83	4.23	4.57	4.00	4.53	3.67	4	4.27

Strongly Agree=5; Agree=4; Neutral=3; Disagree=2; Strongly Disagree=1

Exit Summary Fall 17 by InTASC Category	EPP n=30	MAT n=6	UG n=24	Elem. N=14	Secondary n=2	TSD n=12	K-12 Art, Music, Health, PE n=3	P-3 n=3	ESL n=5
Category 1: The Learner and Learning	4.43	4.78	4.58	4.71	3.89	4.66	4.28	3.89	4.43
Category 2: Content Knowledge	4.46	4.91	4.54	4.72	4.11	4.70	4.26	4.15	4.46
Category 3: Instructional Practice	4.45	4.92	4.55	4.76	4.11	4.74	4.11	4.11	4.45
Category 4: Professional Responsibility	4.39	4.90	4.42	4.69	4.13	4.68	3.80	4.13	4.39

Strongly Agree=5; Agree=4; Neutral=3; Disagree=2; Strongly Disagree=1

Employer Surveys (by INTASC Category)

Q6 - InTASC Category 1: The Learner and Learning The teacher.....				2017 N=46		2018 N=10	
CAEP	InTASC	NIPTS	Question	% agree or Strongly Agree	mean	% agree or Strongly Agree	mean
1.1 3.3	1	1	(1) Understands how learners grow and develop	94%	3.36	90%	3.30
1.1 3.3	1	1	(1) recognizes patterns of learning and development vary across the cognitive, social, emotional and physical areas	94%	3.3	90%	3.30
1.1 3.3	1	1	(1) designs and implements developmentally appropriate and challenging learning experiences	94%	3.42	90%	3.30
1.1 3.3	2	2	(2) Uses understanding of individual differences to ensure inclusive environments to meet high standards	96%	3.28	90%	3.30
1.1	3	3	(3) Collaborates to create environments that support individual and collaborative learning	94%	3.42	90%	3.30
1.1	3	3	(3) Collaborates to create environments that encourage positive social interaction	96%	3.52	90%	3.30
1.1	3	3	(3)Collaborates to create environments that encourage active engagement in learning	96%	3.5	90%	3.30
1.1	3	3	(3) Collaborates to create environments that encourage self-motivation.	96%	3.36	90%	3.30
					3.4		3.30

Strongly Agree= 4 Pts Agree=3 Pts Disagree= 2 Pts Strongly Disagree= 1 Pt

Q7 - InTASC Category 2: Content Knowledge The teacher understands.....				2017 N=46		2018 N=10	
CAEP	InTASC	NIPTS	Question	% agree or Strongly Agree	mean	% agree or Strongly Agree	mean
1.1	4	4	(4) the central concepts, tools of inquiry and structures of the discipline	93.61%	3.29	100%	3.50
1.1	4	4	(4) how to create learning experiences that make the content accessible	95.74%	3.36	100%	3.50
1.1	4	4	(4) "how to make the content meaningful to assure mastery	91.49%	3.26	100%	3.60
1.1	5	5	(5) how to connect concepts using different perspectives to engage learners in critical thinking	87.23%	3.26	100%	3.50
1.1	5	5	(5) how to connect concepts to engage learners in collaborative problem solving related to authentic and local global issues	87.24%	3.0	100%	3.50
					3.23		3.52

Strongly Agree= 4 Pts Agree=3 Pts Disagree= 2 Pts Strongly Disagree= 1 Pt

Q8 - InTASC Category 3: Instructional Practice The teacher				2017 N=46		2018 N=10	
CAEP	InTASC	NJPTS	Question	% agree or Strongly Agree	mean	% agree or Strongly Agree	mean
1.1	6	6	(6) understands and uses multiple methods of assessment to engage learners in their growth	91.11%	3.36	90%	3.50
1.1	6	6	(6) uses multiple methods of assessment to monitor learner progress	88.88%	3.29	90%	3.50
1.1	6	6	(6) uses multiple methods of assessment to guide decision making	88.89%	3.33	90%	3.50
1.1	7	7	(7) plans instruction that supports every student in meeting rigorous learning goals	86.67%	3.36	100%	3.60
1.1	7	7	(7) creates plans that draw upon knowledge of content areas and curriculum	95.56%	3.38	100%	3.50
1.1,1.5	7	7	(7) creates plans that use appropriate pedagogy	98.33%	3.38	100%	3.60
1.1,1.5	7	7	(7) creates plans that include knowledge of learners and the community	88.88%	3.29	90%	3.30
1.1, 1.5	8	8	(8) understands and uses a variety of instructional strategies	93.33%	3.42	100%	3.60
1.1, 1.5	8	8	(8) provides instruction that encourages deep understanding of content	86.66%	3.24	100%	3.50
1.1, 1.5	8	8	(8) uses strategies to apply knowledge in meaningful ways	95.56%	3.29	90%	3.30
					3.33		3.49

Strongly Agree= 4 Pts Agree=3 Pts Disagree= 2 Pts Strongly Disagree= 1 Pt

Q9 - InTASC Category #4: Professional Responsibility The teacher.....				2017 N=46		2018 N=10	
CAEP	InTASC	NJPTS	Question	% agree or Strongly Agree	mean	% agree or Strongly Agree	mean
1.1, 1.2	9	9	(9) engages in ongoing professional learning	95.65%	3.48	90%	3.20
1.1, 1.2	9	9	(9) continually evaluates his/her practice	93.48%	3.39	90%	3.40
1.1, 1.2	9	9	(9) adapts practice to meet the needs of each learner	89.13%	3.33	100%	3.50
1.1, 1.2	10	10	(10) seeks appropriate leadership roles	93.33%	3.22	90%	3.40
1.1, 1.2	10	10	(10) seeks opportunities to take responsibility for students learning	93.48%	3.37	90%	3.30
1.1, 1.2	10	10	(10) collaborates with learners, families, colleagues, and other professionals to ensure learner growth	95.65%	3.39	90%	3.30
					3.36		3.35

Strongly Agree= 4 Pts Agree=3 Pts Disagree= 2 Pts Strongly Disagree= 1 Pt

First Destination Surveys

Education Career and Service Information

Employment Status:

8 out of 12 (66.67%) - 2017 graduates who completed the survey are employed full-time

11 out of 12 (91.67%) – Did not have their current job prior to graduating from the program

How soon after graduation were graduates working full-time:

Duration	Less than a month	1-2 months	3-4 months	5-6 months	More than 6 months
% of Grads	0%	0%	40%	20%	30%

*2 graduates did not answer the question

How graduates obtained their current employment:

- 40% through their own personal connections/contacts
- 40% through an external source (i.e. online)
- 10% through collaboration with a faculty member
- 10% other

Employment Information:

Title	Employer	Employer Location
ESL Teacher	Englewood Cliffs School District	Englewood Cliffs, NJ
Assistant Teacher	Our Lady of the Lake	Verona, NJ
Teacher	Edgemont Union Free School District	Scarsdale, NY
Kindergarten Teacher	Perth Amboy School District	Perth Amboy, NJ
Teacher	Jefferson Schools	Jefferson Township, NJ
Teacher	Woodbridge Township	Woodbridge, NJ
ABA Preschool Teacher	Marlboro School District	Marlboro, NJ
Paraprofessional	Wall Township Board of Education	Wall, NJ
Supporting Staff Member	Jersey City Global Charter School	Jersey City, NJ
Replacement ESL Teacher (maternity leave)	Manalapan Englishtown School District	Manalapan, NJ

Starting Salary:

Salary	\$30,000 – \$39,999	\$40,000 – \$49,999	\$50,000 – \$59,999	\$60,000 – \$69,999	\$70,000 +
% of Grads	0%	10%	60%	0%	0%

*2 graduates did not answer the question

Level of Satisfaction with Current Career:

Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
% of Grads	82%	9%	9%	0%	0%

*1 graduate did not answer the question

What graduate degrees are graduates interested in pursuing/enrolled in:

Graduate School Information:

Degree Program	College/University
Literacy	Monmouth University
Early Literacy	SUNY Oneonta
MSEd TSD	Monmouth University
MSEd	Monmouth University
Education Administration	Monmouth University
Masters of Education	Any institution with a full online Masters program for education which Monmouth does not have

Evaluating Your Undergraduate Education

Level of Satisfaction with Undergraduate Education and Support Services:

Overall Level of Satisfaction:

Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
% of Grads	67%	22%	0%	0%	11%

*3 graduates did not answer the question

Level of Satisfaction with Academic Experiences/Services:

Academic Experiences/Services Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
The quality of instruction in your courses	78%	22%	0%	0%	0%
Availability of faculty members	67%	33%	0%	0%	0%
Availability of academic support services	44 %	56%	0%	0%	0%
Quality of academic support services	44%	33%	22. %	0%	0%
Quality of advising services	44%	22%	22%	11%	0%

*3 graduates did not answer portions of the question

Preparation of Program Graduates:

Overall, how prepared do you feel a Monmouth education made you to be competitive with graduates from other institution:

Level of Preparedness	Very Prepared	Somewhat Prepared	Somewhat Unprepared	Very Unprepared	Not Sure
% of Grads	67%	22%	0%	0%	11%

*3 graduates did not answer the question

Level of Preparation in the Following Areas:

Academic Outcomes Level of Preparation	Very Well	Adequately	Less than Adequately	Very Poorly	Not Sure
Write clearly and effectively	63%	25%	12%	0%	0%
Communicate/present information well orally	75%	12.5%	12.5%	0%	0%
Think critically	50%	50%	0%	0%	0%
Locate, evaluate and use information effectively	62.5%	37.5%	0%	0%	0%
Work effectively as a member of a team	75%	25%	0%	0%	0%
Be an effective leader	62.5%	37.5%	0%	0%	0%
Identify ethical issues in your field	50%	37.5%	0%	0%	12.5%
Conduct research	75%	12.5%	0%	0%	12.5%
Acquire in-depth knowledge in your field of study	75%	25%	0%	0%	0%
Develop your career or work related knowledge and skills	87.5%	12.5%	0%	0%	0%
Use the skills, techniques and tools necessary for your profession/career	62.5%	37.5%	0%	0%	0%
Plan and execute complex projects.	50%	50%	0%	0%	0%

Engagement in Extracurricular Activities

Internships:

9 - 2017 graduates identified that they participated in an internship
 2 out of 9 (22.22%) – obtained the internship through collaboration with a faculty member
 6 out of 9 (66.67%) – were “Very Satisfied” with their internship experience

Internship Placements
Twp. of Ocean many school districts
East Brunswick Board of Education
Woodbridge Township School District, Woodbridge NJ
Woodrow Wilson Elementary School, Neptune city
Lafayette Mills Elementary, student teaching at: Middle Road School
LOCAL SCHOOL DISTRICTS (Ocean, Long Branch, Rumson, Eatontown)
Manalapan-Englishtown Regional School District And Toms River Regional School District
Gregory Elementary School
Monmouth County Public Schools, Monmouth County, NJ (field work) Franklin Lakes School District, Franklin Lakes, NJ (student teaching)

Level of Satisfaction with Internship Placement:

Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
% of Grads	667%	22%	11%	0%	0%

Community Service:

5 - 2017 graduates identified that they participated in community service

Community Service Experiences
School of Education CEC ILA KDP
Big Event, Greek organized events, community walks
Big Event
Read aloud at Gutenberg Center at Monmouth Medical
Breast cancer awareness

Level of Satisfaction with Community Service Experiences:

Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
% of Grads	50%	33%	0%	0%	17%

Study Abroad:

2 - 2017 graduates identified that they participated in Study Abroad

Study Abroad Experiences
Regent's College in London, England
Australia

Level of Satisfaction with Study Abroad Experiences:

Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
% of Grads	67%	0%	0%	0%	33%

Research Experience:

0 - 2017 graduates identified that they participated in research

Research Conducted
N/A

Level of Satisfaction with Research Experience:

Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
% of Grads	%	%	%	%	%

Additional Extra Curricular Activities:

What Additional Extra Curricular Activities Should be Available: (Open-Ended)

KDP					
OAK					
Outdoors Club					

Level of Satisfaction with Extra Curricular Activities:

Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
% of Grads	50%	37.5%	12.5%	0%	0%

Evaluating the Student Support Services at Monmouth

Level of Satisfaction with Student Support Services

Overall Satisfaction with Student Support Services:

	Level of Preparedness	Very Satisfied				
% of Grads	33%	57%	0%	0%	11%	

*3 graduates did not answer the question

Level of Satisfaction with the Following Areas:

Academic Outcomes Level of Preparation	Very Satisfied				
Admissions Office	50%	50%	0%	0%	0%
Bursar's Office	29%	43%	0%	14 %	14%
Career Services	50%	33%	0%	0%	17%
Financial Aid Office	57%	29%	0%	0%	14%
Help Desk (IT Services)	50%	17%	17%	0%	17%
MU Police Department (Campus Safety)	43%	43%	14%	0%	0%
University Bookstore	55%	33%	11%	0%	0%
University Library	67%	33%	0%	0%	0%

Overall

Most Memorable Moment from Your Time at Monmouth: (Open-Ended)

Senior Week and Award Ceremonies
The friends that I made
Meeting my friends
Studying abroad in London; it was an incredible experience and Monmouth/Robyn Asaro provided an amazing amount of support throughout the entire process. I wish I could experience it all over again!

If you could change one thing about your time at Monmouth what would it be? (Open-Ended)

Bad advice from advisor and bad placements
Be more involved
Monmouth University did a great job preparing me to be in a classroom. However, Monmouth did a very poor job preparing me to get a job. The knowledge I acquired of how to be a teacher was useless without the knowledge of how to actually get the job (resume, interviews, etc.)
Participating more in campus life.

Would You Still Choose to Attend Monmouth:

Likelihood of Choosing MU, Again	Definitely Yes	Probably Yes	Probably Not	Definitely Not	Not Sure
% of Grads	75%	12.5%	0%	0%	12.5%