

Alumni Survey

Alumni Data Survey 2012 & 2014 By Criteria

		Element	Spring 2012	Summer 2014
InTASC/ NJPST	CAEP	My initial teacher preparation program at Monmouth University prepared me to:	Mean (N=176)	Mean (N=180)
4	1.1	1. Use instructional methods to teach the New Jersey Core Curriculum Content Standards.	4.25	4.37
1	1.1	2. Plan instruction based on learner's needs, developmental progress, and prior knowledge.	4.22	4.39
5	1.1	3. Engage in interdisciplinary unit planning.	4.06	4.13
4	1.1	4. Develop students' literacy and/or numeracy skills to enable them to construct meaning within a particular content area.	4.07	4.15
2	1.1	5. Identify differences in student learning styles to teach to the development ability of the student.	4.16	4.34
2	1.1	6. Use strategies to support the learning of ESL/bilingual students.	3.57	3.79
7	1.1, 1.5	7. Use available and appropriate resources for instructional planning.	4.17	4.38
8	1.1,1.5	8. Use educational technology effectively for instruction.	3.97	4.14
6	1.1,1.5	9. 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.). (4.21	4.32
6	1.1	10. Understand assessment and measurement related issues to interpret test score data.	3.98	4.12
3	1.1	11. Apply strategies for effective classroom management.	3.9	4.11
3	1.1	12. Establish a positive classroom environment conducive to learning.	4.29	4.34
3	1.1	13. Motivate students to engage in learning.	4.2	4.23
2	1.1	14. Modify instruction to accommodate the learning needs of all students.	4	4.31
2	1.1	15. Interpret and implement an Individualized Education Program (IEP).	3.45	3.70
8	1.1	16. Develop questioning techniques to stimulate critical thinking.	4.08	4.15
3	1.1	17. Use effective verbal, non-verbal, and written communication techniques to foster learning in the classroom.	4.1	4.27
10	1.1	18. Effectively communicate and collaborate with parents, peers, and community members.	3.97	4.19
10	1.1	19. Effectively communicate and collaborate with school administration and other school personnel.	3.86	4.14
9	1.1	20. Use educational research to make decisions that benefit my teaching.	4	4.28
9	1.1	21. Engage in professional development activities and reflection to promote learning in the students I serve.	4.18	4.37
4	1.1	22. Use instructional methods related to Specialty Professional Association (SPA) Standards	3.64	3.93
5	1.1	23. Use instructional methods related to New Jersey Professional Standards for Teachers.	3.86	4.12
5	1.1	24. Effectively teach in my content area.	4.22	4.31
9	1.1	25. Reflect on and develop appropriate teaching dispositions.	4.2	4.37
6	1.1	26. Design learner outcomes that are linked to assessment.	4.19	4.45
6	1.1	27. Compare pre and post data to analyze student learning.	4.07	4.23
6	1.1	28. Reflect on assessment and instruction to identify ways to improve teaching and student learning.	4.21	4.36
Average			4.04	4.21

Strongly Agree: 4; Agree:3; Disagree: 2; Strongly Disagree: 1

Alumni Survey

2018 Alumni Survey Revised

1. 2018 Alumni Survey (revised) Data: 23 responses out of 100 received by graduates. 23% response rate

	EPP	UG	Graduate n=4	ELEM n=11	Secondary n=6	K-6 Art, Music, Health, PE n=3	P-3 n=3	TSD
	2018 (n=23)	2018 (n=19)	2018 n=4	2018 n=11	2018 (n=6)	2018 (n=3)	2018 (n=3)	2018 (n=13)
1: Learner and Learning	3.05	3.01	3.28	3.14	3.02	2.54	3.33	3.01
2: Content Knowledge	2.96	2.87	3.35	2.91	2.93	2.80	3.33	2.85
3: Instructional Practice	3.01	2.98	3.13	3.01	3.17	2.37	3.33	2.98
4: Professional Responsibility	2.97	2.97	3.00	3.06	3.14	2.06	3.33	3.00

Category 1 The Learner and Learning

2018 Items by InTASC Category	EPP	UG	Graduate n=4	ELEM n=11	Secondary n=6	K-6 Art, Music, Health, PE n=3	P-3 n=3	TSD
	2018 (n=22)	2018 (n=19)	2018 n=4	2018 n=11	2018 (n=6)	2018 (n=3)	2018 (n=3)	2018 (n=13)
InTASC Category 1: (1) Understand how learners grow and develop	3.13	3.11	3.25	3.18	3.33	2.33	3.33	3.15
InTASC Category 1: (1) recognizes patterns of learning and development vary across the cognitive, social, emotional and physical areas	3.13	3.11	3.25	3.09	3.33	2.67	3.33	3.08
InTASC Category 1: (1) design and implement developmentally appropriate and challenging learning experiences	2.91	2.84	3.25	3	2.83	2.33	3.33	2.92
InTASC Category 1: (2) Use understanding of individual differences to ensure inclusive environments to meet high standards	3.09	3.05	3.25	3.09	3.33	2.33	3.33	3.15
InTASC Category 1: (3) Collaborate to create environments that support individual and collaborative learning	3.04	3	3.25	3.27	2.67	2.67	3.33	3
InTASC Category 1: (3) Collaborate to create environments that encourage positive social interaction	3.09	3.05	3.25	3.18	3	2.67	3.33	3
InTASC Category 1: (3) Collaborate to create environments that encourage active engagement in learning	3.04	2.95	3.5	3.18	2.83	2.67	3.33	2.92
InTASC Category 1: (3) Collaborate to create environments that encourage self-motivation.	3	2.95	3.25	3.09	2.83	2.67	3.33	2.85
	3.05	3.01	3.28	3.14	3.02	2.54	3.33	3.01

Alumni Survey

2018 REVISED Category 2 Content Knowledge (revised)

	EPP	UG	Graduate n=4	ELEM n=11	Second ary n=6	K-6 Art, Music, Health, PE n=3	P-3 n=3	TSD
	2018 (n=22)	2018 (n=19)	2018 n=4	2018 n=11	2018 (n=6)	2018 (n=3)	2018 (n=3)	2018 (n=13)
InTASC Category 2: Content Knowledge								
InTASC Category 2: (4)utilize the central concepts, tools of inquiry and structures of the discipline	2.96	2.89	3.25	3	3	2.33	3.33	2.92
InTASC Category 2: (4) create learning experiences that make the content accessible	2.91	2.79	3.5	2.91	2.83	2.67	3.33	2.85
InTASC Category 2: (4) make the content meaningful to assure mastery	3	2.89	3.5	2.82	3.17	3	3.33	2.92
InTASC Category 2: - (5) connect concepts using different perspectives to engage learners in critical thinking	3	2.95	3.25	3	2.83	3	3.33	2.77
InTASC Category 2:(5) connect concepts to engage learners in collaborative problem solving related to authentic and local global issues	2.91	2.84	3.25	2.82	2.83	3	3.33	2.77
	2.96	2.87	3.35	2.91	2.93	2.80	3.33	2.85

2018 (Revised) Category 3 Instructional Practice

	EPP	UG	Graduate n=4	ELEM n=11	Second ary n=6	K-6 Art, Music, Health, PE n=3	P-3 n=3	TSD
	2018 (n=22)	2018 (n=19)	2018 n=4	2018 n=11	2018 (n=6)	2018 (n=3)	2018 (n=3)	2018 (n=13)
InTASC Category 3 Instructional Practice								
InTASC Category 3:(6) understand and use multiple methods of assessment to engage learners in their growth	3	3	3	3	3.33	2	3.33	3
InTASC Category 3: (6) use multiple methods of assessment to monitor learner progress	3.04	3	3.25	2.91	3.5	2.33	3.33	3
InTASC Category 3: Instructional PracticeMonmouth University prepared me to: - (6) use multiple methods of assessment to guide decision making	2.83	2.84	2.75	3	2.67	2	3.33	2.77
InTASC Category 3: (7) plan instruction that supports every student in meeting rigorous learning goals	2.91	2.89	3	3	2.83	2.33	3.33	2.77
InTASC Category 3: (7) create plans that draw upon knowledge of content areas and curriculum	3.09	3.05	3.25	3.18	3.33	2	3.33	3.08
InTASC Category 3: (7) create plans that use appropriate pedagogy	3.22	3.16	3.5	3.18	3.33	3	3.33	3.15
InTASC Category 3: Instructional PracticeMonmouth University prepared me to: - (7) create plans that include knowledge of learners and the community	3.09	3.11	3	3.09	3.17	2.67	3.33	3.15
InTASC Category 3: (8) understand and uses a variety of instructional strategies	3	2.89	3.5	2.9	3.17	2.67	3.33	2.92
InTASC Category 3: (8) provide instruction that encourages deep understanding of content	2.96	2.95	3	2.91	3.17	2.33	3.33	3
InTASC Category 3: (8) use strategies to apply knowledge in meaningful ways	2.96	2.95	3	2.91	3.17	2.33	3.33	3
	3.01	2.98	3.13	3.01	3.17	2.37	3.33	2.98

Alumni Survey

2018 (Revised) Category 4: Professional Responsibility

	EPP	UG	Graduate n=4	ELEM n=11	Second ary n=6	K-6 Art, Music, Health, PE n=3	P-3 n=3	TSD
	2018 (n=22)	2018 (n=19)	2018 n=4	2018 n=11	2018 (n=6)	2018 (n=3)	2018 (n=3)	2018 (n=13)
InTASC Category 4 Professional Responsibility								
learning	3	3	3	2.91	3.5	2	3.5	2.92
InTASC Category #4: (9) continually evaluate my practice	3.14	3.11	3.25	3.18	3.33	2.33	3.5	3.23
InTASC Category #4: (9) adapt practice to meet the needs of each learner	3.09	3.06	3.25	3.09	3.33	2.33	3.5	3.15
InTASC Category #4: (10) seek appropriate leadership roles	2.95	3	2.75	3.18	2.83	2	3	2.92
InTASC Category #4: (10) seek opportunities to take responsibility for students learning	2.95	2.94	3	3	3.17	2	3.5	2.92
InTASC Category #4: (10) collaborate with learners, families, colleagues, and other professionals to ensure learner growth	2.71	2.71	2.75	3	2.67	1.67	3	2.83
	2.97	2.97	3.00	3.06	3.14	2.06	3.33	3.00