EMORY & HENRY COLLEGE

1836

Alumni Survey Results

Instrument	Internal or External Source	Collection Frequency	Collected from Whom	Review by	CAEP Standards Addressed
Alumni Survey	Internal	Every year	Completers	EHC Education Department & Education Recruitment, Admission, & Retention Committee (EdRAR)	2.3, 4.1, 4.2, 4.3, 4.4, 5.5

Summary:

The Emory & Henry Teacher Preparation Alumni Survey is sent to Emory & Henry education students who are working in their first three years of teaching and is used to provide the program with additional useful insight in alumni opinions on the quality and effectiveness of the Emory & Henry education program content and procedures. The survey is distributed to alumni each February who are currently employed in a teaching position. Multiple attempts are made to contact all program completers.

The 2019-2020 survey items inquire about a wide range of teacher preparation topics including; endorsement content preparation, classroom management preparation, adapting instruction to students' special needs, and pedagogical approaches for increased student engagement. Alumni respond to survey items with levels of adequacy regarding topic preparation (Inadequately prepared, Adequately prepared, Well prepared), level of emphasis placed on a subject material (Need more emphasis, No change required, Need less emphasis), and open ended responses.

Prior to the 2019 and 2020 Alumni Survey instrument use, the 2017 Alumni Survey asked similar questions as the current survey. The results of that survey are also included in this piece of evidence.

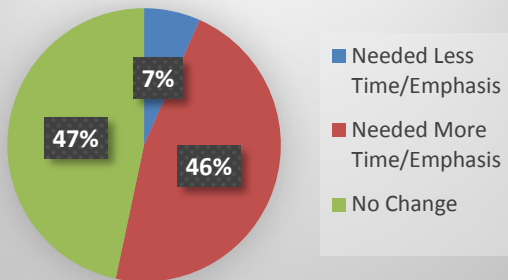## Comparable Alumni Survey Results for 2019 and 2020

	2019SP					2020SP					Comparison
	N	Min.	Max.	Mean	SD	N	Min.	Max.	Mean	SD	Difference of mean (2020SP - 2019SP)
For those subjects in which you hold an endorsement, overall how well prepared were you by Emory & Henry	15	2.0	3.0	2.667	.4880	16	2.0	3.0	2.813	.4031	0.146
Understanding the similarities and differences in how students learn and develop	14	2.0	3.0	2.643	.4972	16	2.0	3.0	2.813	.4031	0.170
Adapting instruction to meet the needs of students with diverse learning styles and backgrounds	15	2.0	3.0	2.600	.5071	16	2.0	3.0	2.688	.4787	0.087
Identifying students' special needs	15	1.0	3.0	2.600	.7368	16	2.0	3.0	2.625	.5000	0.025
Adapting instruction to meet the needs of students with disabilities	15	1.0	3.0	2.467	.6399	15	2.0	3.0	2.667	.4880	0.200
Relating instruction to students' lives and interests	15	2.0	3.0	2.667	.4880	16	2.0	3.0	2.813	.4031	0.146
Varying teaching methods and instructional strategies to deepen student engagement in learning	15	2.0	3.0	2.600	.5071	16	2.0	3.0	2.750	.4472	0.150
Planning instruction to achieve objectives that reflect the VA Standards of Learning, school division curriculum guidelines, and national standards	15	2.0	3.0	2.733	.4577	16	2.0	3.0	2.813	.4031	0.079
Using a variety of assessment strategies to monitor and document student learning	15	1.0	3.0	2.400	.6325	16	2.0	3.0	2.750	.4472	0.350
Analyzing and using assessment data in making instructional decisions	15	1.0	3.0	2.333	.8165	16	2.0	3.0	2.625	.5000	0.292

Integrating technology into the instructional and assessment process	15	1.0	3.0	2.467	.6399	16	2.0	3.0	2.688	.4787	0.221
Creating a safe and supportive learning environment for all students	15	2.0	3.0	2.867	.3519	16	2.0	3.0	2.813	.4031	-0.054
Managing the classroom to maximize student learning	15	1.0	3.0	2.533	.6399	16	2.0	3.0	2.688	.4787	0.154
Promoting positive social interactions among students	15	2.0	3.0	2.667	.4880	16	2.0	3.0	2.688	.4787	0.021
Implementing appropriate strategies to address students' behavioral problems	15	1.0	3.0	2.267	.5936	16	2.0	3.0	2.563	.5123	0.296
Communicating effectively with school staff, educators, and administrators	15	2.0	3.0	2.533	.5164	16	2.0	3.0	2.750	.4472	0.217
Modeling positive leadership roles for students and other members of the learning community	15	2.0	3.0	2.800	.4140	16	2.0	3.0	2.813	.4031	0.012
Communicating effectively to bring families into the school community	15	1.0	3.0	2.267	.7037	16	2.0	3.0	2.500	.5164	0.233
Reflecting systematically on my practice to improve my teaching	15	2.0	3.0	2.800	.4140	16	2.0	3.0	2.813	.4031	0.012
As you reflect on your first year of teaching, how well do you think your field experience(s) prepared you for the challenges of teaching your own class?	15	2.0	3.0	2.533	.5164	16	2.0	3.0	2.688	.4787	0.154

Combined Alumni Survey Results by Category

Student Teaching Experience SP 2019

- Needed Less Time/Emphasis: 6%
- Needed More Time/Emphasis: 27%
- No Change: 67%

Student Teaching Experience SP 2020

- Needed More Time/Emphasis: 25%
- No Change: 75%
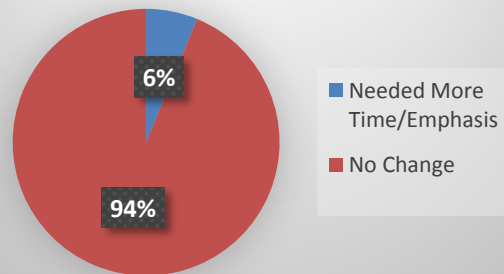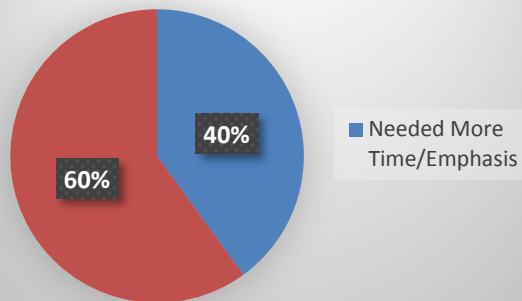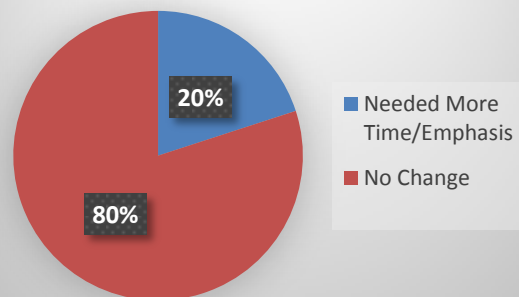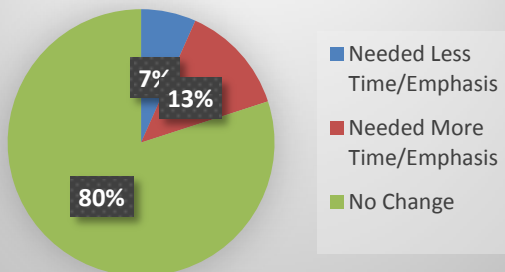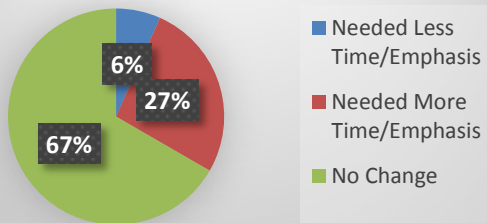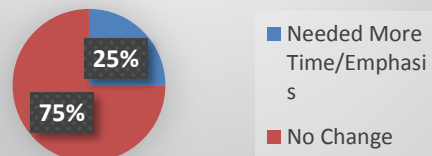
2017 Alumni Survey Results

2017 Alumni Results

	N	Min.	Max.	Mean	SD
For those subjects in which you hold an endorsement, overall how well prepared were you by Emory & Henry	21	2	4	3.10	.436
Understanding the similarities and differences in how students learn and develop	20	2	4	3.15	.671
Adapting instruction to meet the needs of students with diverse learning styles and backgrounds	21	2	4	2.67	.577
Identifying students' special needs	21	2	4	2.48	.602
Adapting instruction to meet the needs of students with disabilities	20	1	3	2.40	.598
Relating instruction to students' lives and interests	21	2	4	3.43	.746
Varying teaching methods and instructional strategies to deepen student engagement in learning	20	2	4	3.00	.649
Planning instruction to achieve objectives that reflect the Virginia Standards of Learning, school division curriculum guidelines, and national standards	20	2	4	3.20	.768
Using a variety of assessment strategies to monitor and document student learning	20	2	4	3.15	.745
Analyzing and using assessment data in making instructional decisions	19	2	4	2.89	.737
Integrating technology into the instructional and assessment process	20	2	4	3.05	.826
Creating a safe and supportive learning environment for all students	21	2	4	3.67	.577
Managing the classroom to maximize student learning	21	1	4	2.76	.831
Promoting positive social interactions among students	21	2	4	3.10	.625
Implementing appropriate strategies to address students' behavioral problems	21	2	4	2.48	.602
Communicating effectively with school staff, educators, and administrators	21	2	4	3.33	.796
Modeling positive leadership roles for students and other members of the learning community	21	3	4	3.52	.512
Communicating effectively to bring families into the school community	20	1	4	2.60	.940
Reflecting systematically on my practice to improve my teaching	21	2	4	3.38	.590
As you reflect on your first year of teaching, how well do you think your field experience(s) prepared you for the challenges of teaching your own class?	20	2	4	3.00	.725
Modeling positive leadership roles for students and other members of the learning community	21	3	4	3.48	.512
Valid N (list wise)	17				

2017 Combined Alumni Survey Results by Category
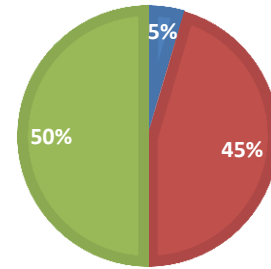
SUBJECT MATTER CONTENT

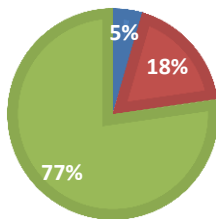- Needed Less Time/Emphasis
- Needed More Time/Emphasis
- No Change

9%
32%
59%
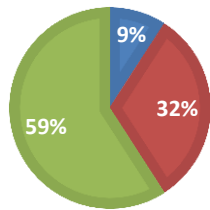
PEDAGOGY

- Needed Less Time/Emphasis
- Needed More Time/Emphasis
- No Change

5%
45%
50%

EARLY FIELD EXPERIENCE

- Needed Less Time/Emphasis
- Needed More Time/Emphasis
- No Change

5%
18%
77%

STUDENT TEACHING EXPERIENCE

- Needed Less Time/Emphasis
- Needed More Time/Emphasis
- No Change

4%
41%
55%