Spring 2012

Alumni Survey
Recent Degree (n=166)

- Bachelor's: 82%
- Master's: 17%
- Educational Specialist (Ed.S.): 1%
- Ed.D.: 0%
Field of Study (n=165)

- Special Education Licensure: 7
- School Psychology: 1
- School Counseling: 3
- Physics Licensure: 0
- Physical Education/Sport Coaching Dual: 1
- Physical Education Licensure: 6
- Music Education: 11
- Mathematics Licensure: 4
- Library Media: 0
- Instructional Technology (Business Technology): 5
- History Licensure: 7
- Foreign Language Licensure: 3
- English Licensure: 10
- Elementary/Special Education Dual Licensure: 4
- Elementary Education Licensure: 68
- Educational Leadership/Administration: 21
- Education of the Deaf Licensure: 3
- Dance Licensure: 5
- Chemistry Licensure: 0
- Biological Sciences Licensure: 4
- Art Education: 2

0 10 20 30 40 50 60 70 80
Educator (n=163)

- 61% Working as a classroom teacher.
- 20% Working as an education professional other than a classroom teacher.
- 15% Worked as a teacher or other education professional at one time, but left the field of education.
- 4% Never worked as a teacher or other education professional.
Position (n=101)

- Regular full-time teacher, specialist, or staff developer: 90%
- Regular part-time teacher, specialist, or staff developer: 3%
- Long-term substitute: 3%
- Short-term substitute: 3%
- Other: 1%
Type of School (n=101)

- Preschool: 90%
- Public school: 0%
- Public charter school: 7%
- Private school that is religiously affiliated: 2%
- For profit school: 0%
Level of Teaching Area (n=101)

- Elementary school: 43%
- Secondary school: 28%
- Middle school: 25%
- Preschool: 4%
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education (teaching all or most)</td>
<td>28</td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
</tr>
<tr>
<td>Dance</td>
<td>4</td>
</tr>
<tr>
<td>Dual language</td>
<td>0</td>
</tr>
<tr>
<td>English as a second language (ESL)</td>
<td>0</td>
</tr>
<tr>
<td>English or Language Arts</td>
<td>10</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>4</td>
</tr>
<tr>
<td>Health or Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>History, Geography, Social Studies, or</td>
<td>5</td>
</tr>
<tr>
<td>Instructional Technology/Business</td>
<td>0</td>
</tr>
<tr>
<td>Math</td>
<td>7</td>
</tr>
<tr>
<td>Music</td>
<td>5</td>
</tr>
<tr>
<td>Reading</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>11</td>
</tr>
<tr>
<td>Special Education (own class)</td>
<td>10</td>
</tr>
<tr>
<td>Special Education (other than own class)</td>
<td>4</td>
</tr>
<tr>
<td>Vocational Education</td>
<td>2</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>6</td>
</tr>
</tbody>
</table>
Earn Certificate (n=102)

- 97% As part of a bachelor’s degree program
- 1% As part of a 5th year program
- 0% As part of a master’s degree program
- 0% As part of a post-baccalaureate program
- 1% After I began teaching, as part of an alternative program such as Teach for America
- 0% Through continuing professional development
- 0% I do not hold a certificate
Student Teaching Experience (n=102)

- About right: 52%
- More: 44%
- Less: 4%
Quality of Supervision During Student Teaching (n=102)

- Excellent: 57%
- Good: 30%
- Fair: 8%
- Poor: 5%
Notable comments - supervisor

- Positive
  - Quality of supervision
  - Constant feedback
  - Availability
  - Professional
  - Excellent foundation classes
  - Assist with further instructions

- Negative
  - Weak background
  - No encouragement
  - Limited personal visits
  - Lack of support/feedback
  - Not available/hard to reach
Teaching a First or Second Career (n=102)

- Yes: 14%
- No: 86%
Start Over to Become a Teacher (n=101)

- **47%**: Definitely would become a teacher
- **39%**: Probably would become a teacher
- **12%**: Probably would not become a teacher
- **2%**: Definitely would not become a teacher
# Teacher Program Preparation (n=101)

<table>
<thead>
<tr>
<th>Question</th>
<th>Very well</th>
<th>Moderately well</th>
<th>Somewhat well</th>
<th>Not at all well</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate technology into the grade level or subject taught. (Technology)</td>
<td>42.16%</td>
<td>39.22%</td>
<td>12.75%</td>
<td>5.88%</td>
<td>3.18</td>
</tr>
<tr>
<td>Maintain order and discipline in the classroom. (Classroom Management)</td>
<td>31.68%</td>
<td>40.59%</td>
<td>15.84%</td>
<td>11.88%</td>
<td>2.92</td>
</tr>
<tr>
<td>Use student performance-based assessment techniques. (Assessment of Learning)</td>
<td>44.55%</td>
<td>42.57%</td>
<td>10.89%</td>
<td>1.98%</td>
<td>3.30</td>
</tr>
<tr>
<td>Address the needs of students with disabilities. (Diversity)</td>
<td>37.00%</td>
<td>40.00%</td>
<td>21.00%</td>
<td>2.00%</td>
<td>3.12</td>
</tr>
<tr>
<td>Address the needs of gifted and advanced learners. (Diversity)</td>
<td>25.74%</td>
<td>43.56%</td>
<td>21.78%</td>
<td>8.91%</td>
<td>2.86</td>
</tr>
<tr>
<td>Address the needs of students with limited English proficiency. (Diversity)</td>
<td>15.84%</td>
<td>31.68%</td>
<td>34.65%</td>
<td>17.82%</td>
<td>2.46</td>
</tr>
</tbody>
</table>
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<th>Mean</th>
</tr>
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<tbody>
<tr>
<td>Address the needs of students from diverse cultural backgrounds. (Diversity)</td>
<td>31.68%</td>
<td>46.53%</td>
<td>17.82%</td>
<td>3.96%</td>
<td>3.06</td>
</tr>
<tr>
<td>Possess a content and theoretical knowledge base supported by technological and pedagogical skills that empowers you with the ability to support learning. (Content Knowledge &amp; Technology)</td>
<td>55.45%</td>
<td>36.63%</td>
<td>5.94%</td>
<td>1.98%</td>
<td>3.46</td>
</tr>
<tr>
<td>Develop knowledge, understanding, and awareness of other cultures and develop the same for the learning community in and beyond the classroom. (Diversity)</td>
<td>47.52%</td>
<td>39.60%</td>
<td>9.90%</td>
<td>2.97%</td>
<td>3.32</td>
</tr>
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<tr>
<td>Understand content knowledge contained in the local, state, and national standards. (Content knowledge)</td>
<td>60.40%</td>
<td>33.66%</td>
<td>4.95%</td>
<td>99.00%</td>
<td>3.53</td>
</tr>
<tr>
<td>Develop knowledge, understanding, and awareness of student learning processes and apply that knowledge to support learning. (Pedagogy)</td>
<td>59.00%</td>
<td>30.00%</td>
<td>9.00%</td>
<td>2.00%</td>
<td>3.46</td>
</tr>
<tr>
<td>Demonstrate a belief that all persons can learn. (Diversity)</td>
<td>66.67%</td>
<td>26.26%</td>
<td>7.07%</td>
<td>0.00%</td>
<td>3.60</td>
</tr>
<tr>
<td>Know and utilize the best practices and base knowledge and skills on sound educational theory, practice, and research. (Pedagogy)</td>
<td>60.00%</td>
<td>29.00%</td>
<td>9.00%</td>
<td>2.00%</td>
<td>3.47</td>
</tr>
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<tr>
<td>Reveal personal and professional resolve by continuously progressing and learning from difficult situations, supporting and assisting others through adversarial times, and assuring others that they are respected and valued. <em>(Dispositions)</em></td>
<td>53.47%</td>
<td>33.66%</td>
<td>9.90%</td>
<td>2.97%</td>
<td>3.38</td>
</tr>
<tr>
<td>Pursue learning opportunities while continuing to grow and develop. <em>(Disposition)</em></td>
<td>56.44%</td>
<td>35.64%</td>
<td>7.92%</td>
<td>0.00%</td>
<td>3.49</td>
</tr>
<tr>
<td>Actively engage learners in cognitive and participatory learning. <em>(Instructional Planning)</em></td>
<td>60.00%</td>
<td>30.00%</td>
<td>10.00%</td>
<td>0.00%</td>
<td>3.50</td>
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<tr>
<td>Demonstrate professional values and high moral principles by conforming to accepted professional standards of conduct. (Dispositions)</td>
<td>67.68%</td>
<td>25.25%</td>
<td>7.07%</td>
<td>0.00%</td>
<td>3.61</td>
</tr>
<tr>
<td>Use data-driven evidence to improve the learning process and support improved learning outcomes. (Assessment of Learning)</td>
<td>46.00%</td>
<td>35.00%</td>
<td>17.00%</td>
<td>2.00%</td>
<td>3.25</td>
</tr>
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</thead>
<tbody>
<tr>
<td>Communicate with parents, administrators, and other stakeholders in the community and act in a manner that supports improved learning outcomes in the classroom. (Communication &amp; Professional Collaboration)</td>
<td>40.59%</td>
<td>39.60%</td>
<td>12.89%</td>
<td>6.93%</td>
<td>3.14</td>
</tr>
<tr>
<td>Communicate effectively to inspire students to be successful. (Communication)</td>
<td>59.00%</td>
<td>28.00%</td>
<td>11.00%</td>
<td>2.00%</td>
<td>3.44</td>
</tr>
<tr>
<td>Create a learning environment that promotes learning and positive dispositions. (Classroom Management)</td>
<td>61.39%</td>
<td>27.72%</td>
<td>8.91%</td>
<td>1.98%</td>
<td>3.49</td>
</tr>
</tbody>
</table>
Reasons Leaving Profession (n=101) (Choose 3)

- Low prestige of the teaching profession (19%)
- Inadequate academic preparation (4%)
- Inadequate preparation for the realities of the classroom (11%)
- Inadequate mentoring or induction after beginning teaching (18%)
- Low pay (26%)
- Culture of the school in which the teacher works (7%)
- Demands of the job that lead to burnout (14%)

(Choose 3)
Best Model for Teacher Preparation (n=101)

- **46%** Four year undergraduate degree in education
- **16%** Four year undergraduate degree with an academic major and a minor in education
- **11%** Four year undergraduate degree with an academic major followed by a one-year master’s degree in education
- **9%** A five-year program combining teacher preparation with another major
- **8%** Post-baccalaureate certification
Improving Teacher Preparation Programs (n=99)
(Choose 3)

- Require a major in an academic subject other than education at the undergraduate level
- Increase mastery of pedagogical practice
- Raise requirements for academic performance
- Recruit higher quality faculty
- Strike a better balance between subject matter preparation and field experience
Current Position (n=33)

- Superintendent: 58%
- District level administrator: 9%
- Principal or School Head: 12%
- Assistant principal or program director: 6%
- Curriculum specialist or coordinator: 9%
- School psychologist: 6%
- School guidance counselor: 3%
Length in Current Position (n=33)

- Less than a year: 52%
- 1 – 3 years: 27%
- 4 – 7 years: 18%
- More than 7 years: 3%
Reason to Become an Educator Professional (n=30)

- Impact on children/students’ lives: 23%
- Challenging and rewarding job: 23%
- Think I could do a great job: 17%
- Provide teachers instructional supervision: 14%
- Career advancement: 13%
- Pay raise: 10%
- Encouraged by others: 10%
- It’s a calling: 0%
- Could do better job than current/former administrator: 0%
- Address shortage of administrators: 0%
Taught K-12 Before Current Position (n=31)

- Yes: 65%
- No: 35%
Years Taught (n=19)

- 1 – 5 years: 53%
- 6 – 10 years: 32%
- 11 – 15 years: 5%
- 16 – 20 years: 0%
- More than 20 years: 0%
Additional Training (n=19)

- Academic and curriculum programs (11%)
- Crisis management/emergency preparedness (11%)
- Discipline/classroom behavior (11%)
- Finance (11%)
- Grant writing (11%)
- Marketing (11%)
- Mentoring (11%)
- Organizational change (11%)
- Research and assessments (11%)
- Special education (26%)
- Special programs (i.e., Bilingual, Gifted, etc.) (5%)
- Recruitment/retention of school personnel (5%)
- Strategic planning (5%)
Decision to Leave Education (n=6)

- 83% after By the end of my fifth year
- 17% after After two years
- 0% after After three years
- 0% after After the first year
- 0% after After the first semester
- 0% after After my first day on the job
- 0% after Between the end of my fifth year and my tenth year
- 0% after After my tenth year
Reasons for Leaving Education (n=6)

- Unrealistic expectations: 22%
- Lack of opportunity for advancement: 0%
- Better salary: 0%
- Demands of the job led to burnout: 7%
- Needed additional training: 7%
- Career interests changed: 14%
- Family obligations: 14%
- Lack of status: 7%
- Other (please specify): 7%
- Pressure from high standardized test scores: 7%
- Lack of mentoring from employer: 0%
Academic Program Did Not Prepare You (n=6)

- Yes: 83%
- No: 17%
### Suggestions for Program Improvement (n=1)  
(Top 3 choices)

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide better preparation to handle the subject</td>
<td>1</td>
</tr>
<tr>
<td>Provide better preparation to handle the subject</td>
<td></td>
</tr>
<tr>
<td>Provide better preparation for certification</td>
<td></td>
</tr>
<tr>
<td>Offer a more relevant curriculum</td>
<td></td>
</tr>
<tr>
<td>Provide administrative internships of higher duration</td>
<td></td>
</tr>
<tr>
<td>Allow more time for administrative supervision</td>
<td></td>
</tr>
<tr>
<td>Provide a stronger mastery of your subject</td>
<td></td>
</tr>
<tr>
<td>Provide better preparation in working with the subject</td>
<td></td>
</tr>
<tr>
<td>Provide better preparation in maintaining the subject</td>
<td></td>
</tr>
<tr>
<td>Provide better preparation in using technology</td>
<td></td>
</tr>
<tr>
<td>Mentor all new teachers</td>
<td></td>
</tr>
<tr>
<td>Provide closer supervision of student</td>
<td></td>
</tr>
<tr>
<td>Require student teaching of longer duration</td>
<td></td>
</tr>
<tr>
<td>Strike a better balance between subject</td>
<td></td>
</tr>
<tr>
<td>Recruit higher quality faculty</td>
<td></td>
</tr>
<tr>
<td>Raise requirements for academic success</td>
<td></td>
</tr>
<tr>
<td>Increase mastery of pedagogical practice</td>
<td></td>
</tr>
<tr>
<td>Require a major in an academic subject</td>
<td></td>
</tr>
</tbody>
</table>
Area of Primary Responsibility (n=6)

- Employed: 50%
- Caring for family members: 33%
- Attending graduate school working on advanced education degree: 17%
- Attending graduate school working on advanced degree in a field other than education: 0%
- Self-employed: 0%
- Military service: 0%
- Unemployed: 0%
Last Position Held (n=6)

- Regular full-time educator: 67%
- Regular part-time educator: 0%
- Long-term substitute: 17%
- Short-term substitute: 0%
- Curriculum specialist: 0%
- Counselor: 0%
- School Psychologist: 16%
- Principal or Assistant Principal: 0%
- Administrator other than Principal or Assistant Principal: 0%
- Educational researcher: 0%
- Other (please specify): 0%
Decision to Not Enter Education (n=19)

- 84% After graduation
- 11% Before student teaching/practicum/internship
- 5% While student teaching/practicum/internship
Main Reason for Earning an Education Degree from USM (n=23)

- Planned to make education my career: 65%
- Undecided about a career: 4%
- Employment in education was readily available: 13%
- Easy major: 13%
- Family wanted me to study education: 5%
- Degree was my backup plan: 0%
- Other (please specify): 0%
Main Reason Chose Not To Be An Educator (n=22)

- Career interest changed: 32%
- Never intended to work in the education field: 14%
- Could not find work in the education field: 14%
- Could not find work in the location I wanted: 9%
- Family responsibilities: 27%
- Didn't feel education adequately prepared me: 0%
- Salaries were too low: 4%
- Low status of the education profession: 0%
- In graduate school working on advanced education degree: 14%
- In graduate school working on advanced degree in other field: 14%
- Gender bias: 0%
- Ethnicity bias: 0%
- Other (please specify): 0%
Factors to Enter Education Field (n=21)

- Greater opportunity for advancement: 15%
- Better job opportunities in my field: 14%
- Better job opportunities in my preferred location: 14%
- A better salary: 16%
- Higher status: 15%
- Loan forgiveness: 12%
- Better preparation by my education program: 9%
- Other (please specify): 3%
**Class Instruction**

<table>
<thead>
<tr>
<th>Question</th>
<th>Excellent</th>
<th>Good</th>
<th>Needs Improvement</th>
<th>Needs Substantial Improvement</th>
<th>Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall quality</td>
<td>52.90%</td>
<td>39.35%</td>
<td>5.16%</td>
<td>2.58%</td>
<td>155</td>
<td>3.43</td>
</tr>
<tr>
<td>Academic reputation</td>
<td>60.00%</td>
<td>34.19%</td>
<td>5.16%</td>
<td>65.00%</td>
<td>155</td>
<td>3.54</td>
</tr>
<tr>
<td>Cooperation between Education and other departments or colleges</td>
<td>48.65%</td>
<td>35.14%</td>
<td>10.81%</td>
<td>5.41%</td>
<td>148</td>
<td>3.27</td>
</tr>
<tr>
<td>Job readiness of graduates</td>
<td>38.31%</td>
<td>42.86%</td>
<td>15.58%</td>
<td>3.25%</td>
<td>154</td>
<td>3.16</td>
</tr>
<tr>
<td>The curriculum</td>
<td>45.10%</td>
<td>41.18%</td>
<td>9.80%</td>
<td>3.92%</td>
<td>153</td>
<td>3.27</td>
</tr>
<tr>
<td>Question</td>
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<td>-----------------------------------------------</td>
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</tr>
<tr>
<td>Faculty involvement in local or regional public schools</td>
<td>45.14%</td>
<td>40.28%</td>
<td>11.11%</td>
<td>3.47%</td>
<td>144</td>
<td>3.27</td>
</tr>
<tr>
<td>Recruitment of minority students</td>
<td>42.98%</td>
<td>42.11%</td>
<td>13.16%</td>
<td>1.75%</td>
<td>114</td>
<td>3.26</td>
</tr>
<tr>
<td>Admission requirements</td>
<td>40.13%</td>
<td>51.32%</td>
<td>7.24%</td>
<td>1.32%</td>
<td>152</td>
<td>3.30</td>
</tr>
<tr>
<td>Facilities</td>
<td>41.33%</td>
<td>38.67%</td>
<td>13.33%</td>
<td>6.67%</td>
<td>150</td>
<td>3.15</td>
</tr>
<tr>
<td>Intellectual ability of graduates</td>
<td>47.40%</td>
<td>46.10%</td>
<td>5.19%</td>
<td>1.30%</td>
<td>154</td>
<td>3.40</td>
</tr>
<tr>
<td>Sense of community</td>
<td>49.67%</td>
<td>44.44%</td>
<td>5.88%</td>
<td>0.00%</td>
<td>153</td>
<td>3.44</td>
</tr>
</tbody>
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<th>Mean</th>
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</thead>
<tbody>
<tr>
<td>Quality of fellow students</td>
<td>47.40%</td>
<td>43.51%</td>
<td>8.44%</td>
<td>65.00%</td>
<td>154</td>
<td>3.38</td>
</tr>
<tr>
<td>Books used in courses</td>
<td>29.68%</td>
<td>47.10%</td>
<td>21.94%</td>
<td>1.29%</td>
<td>155</td>
<td>3.05</td>
</tr>
<tr>
<td>Quality of teaching</td>
<td>53.55%</td>
<td>39.35%</td>
<td>6.45%</td>
<td>65.00%</td>
<td>155</td>
<td>3.46</td>
</tr>
<tr>
<td>Quality of advising</td>
<td>44.16%</td>
<td>37.66%</td>
<td>15.58%</td>
<td>2.60%</td>
<td>154</td>
<td>3.23</td>
</tr>
<tr>
<td>Administrative internship</td>
<td>44.00%</td>
<td>45.60%</td>
<td>8.00%</td>
<td>2.40%</td>
<td>125</td>
<td>3.31</td>
</tr>
</tbody>
</table>
# Class Instruction

<table>
<thead>
<tr>
<th>Question</th>
<th>Excellent</th>
<th>Good</th>
<th>Needs Improvement</th>
<th>Needs Substantial Improvement</th>
<th>Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student teaching</td>
<td>43.84%</td>
<td>37.67%</td>
<td>14.38%</td>
<td>4.11%</td>
<td>146</td>
<td>3.21</td>
</tr>
<tr>
<td>Faculty who are familiar with the day-to-day realities of classroom or school life</td>
<td>49.68%</td>
<td>30.32%</td>
<td>12.90%</td>
<td>7.10%</td>
<td>155</td>
<td>3.23</td>
</tr>
</tbody>
</table>
Most valuable/least valuable re program

- Positive
  - Individual instructor
  - Content knowledge
  - Relationships with profs
  - Professional experiences
  - Ideas for useful classroom activities
  - Student teaching abroad
  - Student teaching experience
  - Peer learning
  - Diversity in placements

-Negative
  - Real world mentors to fill in the gaps that USM did not prepare me for
  - Not prepared for real life experiences and personality conflicts
  - Debt
  - Real classroom management strategies
  - Information on requirements being consistent
  - Better balance of education and content classes
  - More special education training
Missing from education program

- Too much academia, not enough skill building
- Job placement & interview skills
- Surviving on a teacher’s salary
- More diversity
- How to communicate with parents
- Variety of teaching experiences
- More guest speakers
- Communication between major dept and education dept regarding meetings
- Pedagogy classes for more than one semester
- More time in public school classrooms
- Demands of being a teacher
- How to deal with administrators
- Newer technology
- SPE documentation
- Increased time in the field
- Common core
- Same classroom facilities as Hattiesburg campus
- More instruction on state testing
Attending Status (n=153)

- Full-time student: 96%
- Part-time student: 4%
## Program rating

<table>
<thead>
<tr>
<th>Question</th>
<th>Excellent</th>
<th>Good</th>
<th>Needs Improvement</th>
<th>Needs Substantial Improvement</th>
<th>Don't Know</th>
<th>Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing you to handle the growing testing and accountability movement</td>
<td>31.99%</td>
<td>39.98%</td>
<td>23.99%</td>
<td>4.00%</td>
<td>0.04%</td>
<td>148</td>
<td>2.52</td>
</tr>
<tr>
<td>Preparing you to deal with issues and constituencies beyond the classroom such as parents and school bureaucracy</td>
<td>44.43%</td>
<td>37.02%</td>
<td>7.40%</td>
<td>11.11%</td>
<td>4.00%</td>
<td>153</td>
<td>3.00</td>
</tr>
<tr>
<td>Providing you with up to date knowledge of teaching and learning</td>
<td>48.15%</td>
<td>33.33%</td>
<td>11.11%</td>
<td>3.70%</td>
<td>3.70%</td>
<td>152</td>
<td>2.96</td>
</tr>
<tr>
<td>Preparing you to work with a multi-ethnic, multi-racial student population</td>
<td>40.74%</td>
<td>40.74%</td>
<td>11.11%</td>
<td>3.70%</td>
<td>3.70%</td>
<td>151</td>
<td>2.89</td>
</tr>
</tbody>
</table>
## Program rating

<table>
<thead>
<tr>
<th>Question</th>
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<th>Needs Improvement</th>
<th>Needs Substantial Improvement</th>
<th>Don't Know</th>
<th>Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing you to apply what you learned to a variety of tasks and jobs</td>
<td>44.43%</td>
<td>40.74%</td>
<td>11.11%</td>
<td>3.70%</td>
<td>0.04%</td>
<td>153</td>
<td>3.04</td>
</tr>
<tr>
<td>Preparing you to deal with students from various socio-economic backgrounds</td>
<td>34.60%</td>
<td>40.73%</td>
<td>19.22%</td>
<td>11.53%</td>
<td>0.04%</td>
<td>153</td>
<td>3.04</td>
</tr>
<tr>
<td>Preparing you to deal with in-school politics</td>
<td>35.60%</td>
<td>34.60%</td>
<td>19.22%</td>
<td>11.53%</td>
<td>0.04%</td>
<td>150</td>
<td>2.54</td>
</tr>
<tr>
<td>Preparing you to deal with a variety of different school environments</td>
<td>44.43%</td>
<td>29.62%</td>
<td>22.21%</td>
<td>3.70%</td>
<td>0.04%</td>
<td>152</td>
<td>2.70</td>
</tr>
</tbody>
</table>
## Program rating

<table>
<thead>
<tr>
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<th>Don't Know</th>
<th>Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job placement services</td>
<td>11.54%</td>
<td>34.62%</td>
<td>23.08%</td>
<td>11.54%</td>
<td>19.23%</td>
<td>144</td>
<td>1.62</td>
</tr>
<tr>
<td>Career counseling</td>
<td>14.81%</td>
<td>44.44%</td>
<td>14.81%</td>
<td>7.41%</td>
<td>18.52%</td>
<td>138</td>
<td>2.00</td>
</tr>
</tbody>
</table>
Resources that USM Needs to do Better (n=149)

(Top 3 Choices)

- Commitment to high quality educator preparation
- Admissions standards that are more selective
- Upgraded technology

- Faculty with more research expertise
- Faculty with more experience as practitioners
- Ability to offer more financial aid to students
- More relevant curriculum

- Faculty more committed to preparing students
- A curriculum that requires more clinical experience
- A curriculum that requires stronger research preparation
- Smaller classes
Reason to Attend USM (n=152)

- Convenient location: 23%
- Reasonable tuition: 12%
- Financial aid: 4%
- Scholarships: 7%
- Good reputation: 19%
- Quality of program: 16%
- Courses offered at convenient times: 9%
- Shortness of program: 6%
- Other (please specify): 4%

Total: 100%
Satisfied With Education at USM (n=152)

- Very Satisfied: 73%
- Somewhat Satisfied: 22%
- Neutral: 1%
- Somewhat Dissatisfied: 2%
- Very Dissatisfied: 2%
Usefullness of Education Received at USM (n=152)

- Very Useful: 49%
- Useful: 41%
- Neutral: 6%
- Not at all useful: 2%
- Not applicable: 2%
Age (n=101)

- 1950-1959: 3%
- 1960-1969: 8%
- 1970-1979: 18%
- 1980-1989: 71%

Legend:
- 1950-1959
- 1960-1969
- 1970-1979
- 1980-1989
Gender (n=145)

- Female: 80%
- Male: 20%
Income (n=146)

- Under $15,000: 7%
- $15,000 to less than $20,000: 7%
- $20,000 to less than $25,000: 5%
- $25,000 to less than $30,000: 6%
- $30,000 to less than $40,000: 28%
- $40,000 to less than $50,000: 25%
- $50,000 to less than $75,000: 7%
- $75,000 to less than $100,000: 5%
- $100,000 or more: 10%
Profs agreeing to be a reference should respond in a timely manner
Should think seriously about offering online education classes
SMTTT! Send me the free gift
Advisors need to be more friendly and not selective to whom they assist.
Better prepare students for the SLLA

Loved the classes, but do not feel as prepared for my 1st year of teaching as I should have been.
Test and measurements is useless for a music teacher
Was part of SPGE. Hated to see it come to an end
Wish I had been better prepared.
Need longer student teaching
I am excited about the positive changes taking place in the program. A program must constantly reflect upon all the available data and make changes based upon that data, and it seems that USM is doing so.

Course and program goals were not adequately communicated.

Tension amongst the staff/professors should not be evident.

Due dates for coursework should be posted in the same place for every class.

APA should be consistent among all instructors.

Wimba sessions should be run like a classroom, organized, smooth, and upbeat. The professors should practice before classes begin so we don't spend time in class waiting for them to figure something out.

The professors have all been GREAT. They all seem knowledgeable about the topics, and most of been willing to work with students on deadlines when needed.

I appreciate the hard work of the faculty in educating me and striving to adjust the program to keep up with the emerging instructional practices and newest content available.

TO THE TOP!!!