

Table 30
Alumni Survey Results by Program

2015-2016 Academic Year										
CLAIMS	Elementary Education		IDS		Cross Cat Spec Ed		CS		ESL	
	Mean	St Dev	Mean	St Dev	Mean	St Dev	Mean	St Dev	Mean	St Dev
Claim 1: <i>Our Program completers demonstrate competence in general education outcomes</i>	0	N/A	3.75	0.89	0	N/A	0	N/A	0	N/A
Claim 2: <i>Pedagogical Knowledge</i>	0	N/A	3.75	0.46	0	N/A	0	N/A	0	N/A
Claim 3: <i>Responsive, caring and reflective teaching skills</i>	0	N/A	3.94	0.50	0	N/A	0	N/A	0	N/A
<i>Multicultural Perspectives</i>	0	N/A	3.31	0.53	0	N/A	0	N/A	0	N/A
<i>Technology</i>	0	N/A	3.88	0.35	0	N/A	0	N/A	0	N/A
<i>Learning for Life</i>	0	N/A	3.88	0.35	0	N/A	0	N/A	0	N/A
N	0		8		0		0		0	
2016-2017 Academic Year										
Claim 1: <i>Our Program completers demonstrate competence in general education outcomes</i>	0		N/A		N/A		N/A		N/A	
Claim 2: <i>Pedagogical Knowledge</i>	0		N/A		N/A		N/A		N/A	
Claim 3: <i>Responsive, caring and reflective teaching skills</i>	0		N/A		N/A		N/A		N/A	
<i>Multicultural Perspectives</i>	0		N/A		N/A		N/A		N/A	
<i>Technology</i>	0		N/A		N/A		N/A		N/A	

2015-2016 Academic Year

CLAIMS	Elementary Education		IDS		Cross Cat Spec Ed		CS		ESL	
	Mean	St Dev	Mean	St Dev	Mean	St Dev	Mean	St Dev	Mean	St Dev
<i>Learning for Life</i>	0		N/A		N/A		N/A		N/A	
<i>N</i>	0		0		0		0		0	

Revised Alumni Survey

2017-2018 Academic Year

CLAIMS	Elementary Education		IDS		Special Ed		Career Switcher		C&I - GFT	
	Mean	St Dev	Mean	St Dev	Mean	St Dev	Mean	St Dev	Mean	St Dev
<i>Understanding how learners grow and develop</i>	-	-	4		4.40	0.55	5	-	-	-
<i>Using understanding of individual differences and diverse cultures and communities to ensure inclusive learning</i>	-	-	4		4.60	0.55	4	-	-	-
<i>Working with others to create environments that support individual and collaborate learning</i>	-	-	5		4.20	0.45	5	-	-	-
<i>Understanding the central concepts and structures of the disciplines I teach</i>	-	-	5		4.20	0.45	3	-	-	-
<i>Understanding how to connect concepts and use differing perspectives to engage leaders</i>	-	-	5		4.20	0.45	4	-	-	-
<i>Understanding and using a multiple methods of assessment</i>	-	-	5		4.20	0.45	4	-	-	-
<i>Planning instruction that supports every student in</i>	-	-	4		4.40	0.55	4	-	-	-

2017-2018 Academic Year

CLAIMS	Elementary Education		IDS		Special Ed		Career Switcher		C&I - GFT	
	Mean	St Dev	Mean	St Dev	Mean	St Dev	Mean	St Dev	Mean	St Dev
<i>meeting rigorous learning goals</i>										
<i>Understanding and using a variety of instructional strategies</i>	-	-	5		4.60	0.55	4	-	-	-
<i>Seeking appropriate leadership roles and opportunities</i>	-	-	4		4.20	0.45	4	-	-	-
<i>Please rate your program preparation as relevant to the responsibilities you confront on the job and if that preparation was effective.</i>	-	-	4		4.20	0.45	4	-	-	-
<i>N</i>			1		5		1			

2018-2019 Academic Year

	Elementary Education		IDS		Special Ed		Career Switcher		C&I - GFT	
	Mean	St Dev	Mean	St Dev	Mean	St Dev	Mean	St Dev	Mean	St Dev
<i>Understanding how learners grow and develop</i>	-	-	4	-	4.50	0.71	4.50	0.58	-	-
<i>Using understanding of individual differences and diverse cultures and communities to ensure inclusive learning</i>	-	-	3	-	4.50	0.71	4.50	1.00	-	-
<i>Working with others to create environments that support individual and collaborate learning</i>	-	-	4	1.41	4	-	3.25	1.71	-	-
<i>Understanding the central concepts and structures of the disciplines I teach</i>	-	-	3.50	0.71	4	-	3.50	1.00	-	-

2018-2019 Academic Year

	Elementary Education		IDS		Special Ed		Career Switcher		C&I - GFT	
	Mean	St Dev	Mean	St Dev	Mean	St Dev	Mean	St Dev	Mean	St Dev
<i>Understanding how to connect concepts and use differing perspectives to engage leaders</i>	-	-	4.50	0.71	4	-	4.25	0.96	-	-
<i>Understanding and using a multiple methods of assessment</i>	-	-	4.500	0.71	4	-	4.50	0.58	-	-
<i>Planning instruction that supports every student in meeting rigorous learning goals</i>	-	-	4	-	4.40	0.55	3.75	1.89	-	-
<i>Understanding and using a variety of instructional strategies</i>	-	-	4.50	0.71	4.60	0.55	4.25	0.50	-	-
<i>Seeking appropriate leadership roles and opportunities</i>	-	-	4	-	4.20	0.45	3.00	0.82	-	-
<i>Please rate your program preparation as relevant to the responsibilities you confront on the job and if that preparation was effective.</i>	-	-	4	-	4.20	0.45	3.25	1.71	-	-
<i>N</i>			2		2		4			

Note: Rating scale 1 to 5, with 5 being the best score.

Alumni Survey return rates are historically low, and the university has addressed this issue with faculty and staff calling campaigns, improved faculty tracking of graduates with assistance from the Virginia Department of Education, and improved communications with current students regarding national accreditation of licensure programs and how faculty use program data to make decisions.