

Table 49:

Regent University's Revised Alumni Survey for the Leadership in Mathematics Education Program for 2020-21

Survey Items	2020-21*	
	Mean	St. Dev.
NCTM Standards		
<i>Understanding and applying major mathematics concepts, procedures, knowledge, and applications within and among the various mathematical domains</i>	4.40	0.55
<i>Applying the mathematical processes of problem solving, reasoning and communicating mathematically, and mathematical modeling</i>	4.20	0.84
<i>Using technology appropriately within the mathematical processes of problem solving, reasoning and communicating mathematically, and mathematical modeling</i>	4.40	0.55
<i>Using knowledge of students and mathematics to plan rigorous and engaging mathematics instruction that supports students' learning and provides equitable, culturally responsive opportunities for all students to learn and apply mathematics</i>	4.40	0.55
<i>Implementing effective and equitable teaching practices to support rigorous mathematical learning for a full range of students</i>	4.60	0.55
<i>Assessing and using evidence of students' learning to improve instruction and subsequent student learning</i>	4.40	0.89
<i>Being a reflective mathematics educator who collaborates with colleagues and other stakeholders to grow professionally, to support student learning, and to create more equitable mathematics learning environments</i>	4.40	0.55
Level of Satisfaction with Program		
<i>I am satisfied with the quality of teaching in the program</i>	4.60	0.55
<i>I am satisfied with my learning in the program</i>	4.60	0.55
<i>I am satisfied with my accomplishments after completing the program</i>	4.40	0.89
Utilization of Values in Professional Life		
<i>Seeking wisdom and knowledge</i>	4.60	0.55
<i>Serving and edifying others</i>	4.80	0.45
<i>Exploring and living your faith</i>	4.60	0.55
<i>Incorporating Christianity into your life today</i>	4.80	0.45
<i>Integrating your faith with professional practices from a Christian worldview</i>	4.60	0.55
<i>I would recommend my Regent University program to others</i>	100%	
N	5	

*No responses received for 2019-20

Scale: 1 = unsatisfactory; 2 = needs improvement; 3 = developing; 4 = proficient; 5 = exemplary

Table 50:

Regent University's Revised Alumni Survey for the Leadership in Mathematics Education Program for 2021-22

Survey Items	2021-22	
	Mean	St. Dev.
NCTM Standards		
<i>Understanding and applying major mathematics concepts, procedures, knowledge, and applications within and among the various mathematical domains</i>	3.43	0.53
<i>Applying the mathematical processes of problem solving, reasoning and communicating mathematically, and mathematical modeling</i>	3.57	0.53
<i>Using knowledge of students and mathematics to plan and assist teachers in planning rigorous and engaging mathematics instruction that supports students' learning</i>	3.43	0.53
<i>Demonstrating, promoting, and assisting teachers in providing equitable, culturally responsive opportunities for all students to learn and apply mathematics</i>	3.00	0.82
<i>Applying knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains in teaching students and coaching/mentoring classroom teachers</i>	3.29	0.49
<i>Implementing effective and equitable teaching practices to support rigorous mathematical learning for a full range of students</i>	3.14	0.69
<i>Assessing and using evidence of students' learning to improve instruction and subsequent student learning</i>	3.14	0.69
<i>Collaborating with colleagues and other stakeholders to support student learning, and to create more equitable mathematics learning environments</i>	3.00	0.82
<i>Drawing upon mathematics education research to grow professionally, to support student learning, and to create more equitable mathematics learning environments</i>	3.29	0.49
<i>Advocating for appropriate mathematical teaching and learning practices to relevant stakeholders</i>	3.14	0.69
<i>Advocating for equity at school, district, and community levels</i>	2.86	0.90
<i>Advocating on behalf of teachers, students, families, and communities</i>	3.00	0.82
<i>Understanding the role of the mathematics specialist in schools</i>	3.57	0.53
Utilization of Technology		
<i>Demonstrating a foundational understanding of the technology used in teaching mathematics</i>	3.29	0.76
<i>Being effective in selecting and utilizing instructional technology to support student learning</i>	3.14	0.38
<i>Encouraging staff and students to use the technological tools available to them</i>	3.29	0.49

Survey Items	2021-22	
	Mean	St. Dev.
NCTM Standards		
Level of Satisfaction with the Program		
<i>Being effective in selecting and utilizing instructional technology to support student learning</i>	3.29	0.76
<i>Encouraging staff and students to use the technological tools available to them</i>	3.29	0.49
<i>Understanding the role of the mathematics specialist in schools</i>	3.00	0.82
Utilization of Values in Professional Life		
<i>Seeking wisdom and knowledge</i>	3.29	0.76
<i>Serving and edifying others</i>	3.57	0.53
<i>Exploring and living your faith</i>	3.33	0.82
<i>Incorporating Christianity into your life today</i>	3.57	0.79
<i>Integrating your faith with professional practices from a Christian worldview</i>	3.43	0.53
<i>I would recommend my Regent University program to others</i>	100%	
n	7	

Scale: 1 = ineffective; 2 = approaching effective; 3 = effective; 4 = highly effective