**Program Exit Survey Summary**

*Spring 2020*

The program exit survey is one of the EPP signature assessment originally developed as an EPP-created assessment.

**Spring 2018**

The EPP-created survey was developed to obtain feedback from program completers. This survey assessed both InTASC and CAEP standards.

**PNW Educator Preparation Program Exit Survey**

As part of the graduation process, you will need to complete the PNW Educator Preparation Program Exit Survey. This survey should take you approximately 10 minutes. The results will be used by faculty and staff members who teach in your program area to make improvements. We thank you in advance for your participation.

***Name:***

***Please provide your personal email:***

***What program area are you completing your degree in?***

***For which semester are you applying for graduation?***

***To what extent did PNW’s education program prepare you to:***

|  | **Education Coursework** | | | | **Field Experience and Student Teaching** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Not at all  (1) | Somewhat (2) | Mostly (3) | Well (4) | Not at all (1) | Somewhat (2) | Mostly (3) | Well (4) |
| understand the central concepts and tools of inquiry that enable you to create learning experiences that are meaningful for learners? (InTASC1) |  |  |  |  |  |  |  |  |
| understand how learners learn and develop so that you are able to create learning opportunities that support their intellectual, social, and personal development? (InTASC 2) |  |  |  |  |  |  |  |  |
| understand how individuals differ in their approaches to learning so that you are able to create and adapt learning opportunities to meet their needs? (InTASC 3) |  |  |  |  |  |  |  |  |
| understand and use a variety of instructional strategies that encourage the development of critical thinking, problem solving, and performance skills? (InTASC 4) |  |  |  |  |  |  |  |  |
| create a learning environment that encourages positive social interaction, active engagement, and self-motivation? (InTASC 5) |  |  |  |  |  |  |  |  |
| use verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom? (InTASC 6) |  |  |  |  |  |  |  |  |
| plan instruction based upon knowledge subject matter, the community, and curriculum goals? (InTASC 7) |  |  |  |  |  |  |  |  |
| use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner? (InTASC 8) |  |  |  |  |  |  |  |  |
| be a reflective practitioner who continually evaluates the effects of your choices and actions on others? (InTASC 9) |  |  |  |  |  |  |  |  |
| foster relationships with school colleagues, parents, and community agencies that support learners' learning and well-being? (InTASC 10) |  |  |  |  |  |  |  |  |

***Considering your education coursework, as well as your field experiences and student teaching, please indicate the extent to which PNW’s education program prepared you to:***

|  | **Education Coursework** | | | | **Field Experiences and Student Teaching** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Not at all  (1) | Somewhat (2) | Mostly (3) | Well (4) | Not at all  (1) | Somewhat (2) | Mostly (3) | Well (4) |
| Integrate technology effectively and appropriately into instruction (CAEP) |  |  |  |  |  |  |  |  |
| Demonstrate a positive impact on student learning (CAEP) |  |  |  |  |  |  |  |  |
| Help you develop knowledge, skills, and dispositions needed to help all students learn (CAEP) |  |  |  |  |  |  |  |  |
| Enable you to use technology (CAEP) |  |  |  |  |  |  |  |  |
| Allow you to demonstrate knowledge and skills gained in the university classroom (CAEP) |  |  |  |  |  |  |  |  |
| Include support from university faculty and school-based faculty (CAEP) |  |  |  |  |  |  |  |  |
| Include feedback from peers and faculty (CAEP) |  |  |  |  |  |  |  |  |
| Work with highly effective school-based faculty (CAEP) |  |  |  |  |  |  |  |  |
| Include opportunities to work with diverse students (CAEP) |  |  |  |  |  |  |  |  |

***So that we can compare your experiences with that of other graduating seniors, we would like to ask a few more facts about you.***

***What was your class standing when you entered PNW?***

* Freshman
* Sophomore
* Junior
* Senior
* Transfer

***How many TOTAL SEMESTERS did it take for you to obtain your degree?***

***Have you primarily been a full-time or part-time student?***

* Full-time (12 or more credits per semester)
* Part-time (fewer than 12 credits per semester)

***While at PNW, did you work mostly full-time, mostly part-time, intermittently or did not work at all?***

* Mostly full-time
* Mostly part-time
* Intermittently
* Not at all

***Please share any additional comments about PNW Educator Preparation Programs below:***

**Program Exit Survey Data**

**EPP-Created**

*Spring 2019*

| **InTASC Standards** | **Course** | | |
| --- | --- | --- | --- |
|  | **Field (ST)** | **Course** | **Overall** |
|  | Sp 19  N=85 | Sp19  N=85 | Sp19 n=85 |
| understand the central concepts and tools of inquiry that enable you to create learning experiences that are meaningful for learners? (InTASC1) | 3.6 | 3.3 | 3.5 |
| understand how learners learn and develop so that you are able to create learning opportunities that support their intellectual, social, and personal development? (InTASC 2) | 3.6 | 3.4 | 3.5 |
| understand how individuals differ in their approaches to learning so that you are able to create and adapt learning opportunities to meet their needs? (InTASC 3) | 3.6 | 3.4 | 3.5 |
| understand and use a variety of instructional strategies that encourage the development of critical thinking, problem solving, and performance skills? (InTASC 4) | 3.6 | 3.5 | 3.6 |
| create a learning environment that encourages positive social interaction, active engagement, and self-motivation? (InTASC 5) | 3.7 | 3.5 | 3.6 |
| use verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom? (InTASC 6) | 3.6 | 3.4 | 3.5 |
| plan instruction based upon knowledge subject matter, the community, and curriculum goals? (InTASC 7) | 3.6 | 3.3 | 3.5 |
| use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner? (InTASC 8) | 3.4 | 3.2 | 3.3 |
| be a reflective practitioner who continually evaluates the effects of your choices and actions on others? (InTASC 9) | 3.6 | 3.4 | 3.5 |
| foster relationships with school colleagues, parents, and community agencies that support learners' learning and well-being? (InTASC 10) | 3.5 | 3.0 | 3.3 |
| **Overall** | **3.6** | **3.4** | **3.5** |

*\*4= Well, 3= Mostly, 2= Somewhat, 1= Not at all*

| **CAEP STANDARDS** | **Course** | | |
| --- | --- | --- | --- |
|  | **Field (ST)** | **Course** | **Overall** |
|  | Sp19 n=85 | Sp19 n=85 | Sp19 n=85 |
| Integrate technology effectively and appropriately into instruction (CAEP) | 3.5 | 3.1 | 3.3 |
| Demonstrate a positive impact on student learning (CAEP) | 3.6 | 3.4 | 3.5 |
| Help you develop knowledge, skills, and dispositions needed to help all students learn (CAEP) | 3.6 | 3.3 | 3.5 |
| Enable you to use technology (CAEP) | 3.4 | 3.1 | 3.3 |
| Allow you to demonstrate knowledge and skills gained in the university classroom (CAEP) | 3.5 | 3.4 | 3.5 |
| Include support from university faculty and school-based faculty (CAEP) | 3.4 | 3.2 | 3.3 |
| Include feedback from peers and faculty (CAEP) | 3.4 | 3.2 | 3.3 |
| Work with highly effective school-based faculty (CAEP) | 3.5 | 3.1 | 3.3 |
| Include opportunities to work with diverse students (CAEP) | 3.6 | 3.2 | 3.4 |
| **Overall** | **3.5** | **3.2** | **3.4** |

*\*4= Well, 3= Mostly, 2= Somewhat, 1= Not at all*

**Fall 2019**

**Content Validity**

The EPP experienced difficulty in obtaining content validity on the EPP-created Program Exit Survey. On November 6, 2019, the Office of Assessment and Accreditation recommended to the SOEC Leadership Committee that the NeXT Exit Survey be adopted and implemented Fall 2019.

*Excerpt from November 6, 2019 SOEC Leadership Minutes*

**SoEC Leadership Agenda**

**November 6, 2019**

**2:15-4:15 PM**

**PMF 104**

In attendance: Mary Jane Eisenhauer, Anne Gregory, Katie Bowers, Dave Pratt, Pam Ayala, Lisa Hollingsworth, Sheila Stephenson, Geoff Schultz, LaVada Taylor, and Amanda Timm

* 1. NeXT survey-Dave Pratt
     1. Exit survey changes each semester
     2. High quality surveys already developed that are valid and reliable
     3. Switch out our surveys with NeXT
     4. Free if we provide them our data
     5. $200 for the report
     6. Pre-developed survey in Qualtrics
     7. Use as a completer survey
     8. After first year, send to building admins also

## New Instrument

## The NeXT Exit Survey was created by a consortium of teacher preparation programs at 14 colleges and universities in Minnesota, North Dakota, and South Dakota. The purpose of the exit survey is to identify learning opportunities and practices candidates believe are effective teacher preparation strategies. The exit survey is designed to gather candidate’s perspectives on their teacher preparation programs as they leave their institution of higher education and prepare to enter the teaching profession. The survey is administered to teacher candidates during their last semester at the university, often at the end of their student teaching experiences. Students who are on track to graduate during the summer should complete the survey toward the end of the spring semester and should be included in the spring semester data submission [*Source*](https://www.nexteachers.org/surveys-1)*.*

**NeXT Exit survey is a** [valid and reliable instrument.](https://static1.squarespace.com/static/576c2250579fb30cbde835ea/t/5d77db3c03ba3060e604d6bb/1568135996544/Exit+Survey+2017+validity+and+reliability.pdf)

## Fall 2019 NeXT Survey Data Summary

## There was a total of 25 undergraduate completers during the Fall 2019, however, there were only a total of 9 survey participants during this pilot semester. The Office of Outreach and Partnerships will identify some type of incentive for Spring 2020 in order to increase the number of survey participation.

| Elementary n=3 | Secondary English n=2 |
| --- | --- |
| Elementary Special Education n=3 | Secondary Social Studies n=1 |

## Top 50% categories identified…

| Program Structure/Quality |  |
| --- | --- |
| *Very Satisfied/Satisfied* | *Dissatisfied/Very Dissatisfied* |
| Advising on professional education program requirements 56% | Balance between theory and practice in your teacher preparation courses 56% |
| Coherence between your coursework and field experiences prior to student teaching 56% |  |
| Quality of field experiences prior to student teaching 56% |  |
| Your student teaching placement site 67% |  |

## Would you recommend your teacher education program to other prospective teachers?

|  |  |
| --- | --- |
| **Probably Yes** | **Probably No** |
| **33%** | **33%** |

| Preparation for Teaching |  |
| --- | --- |
| *Very Satisfied/Satisfied* | *Dissatisfied/Very Dissatisfied* |
| Account for students' prior knowledge or experiences in instructional planning. 67% | Design activities where students engage with subject matter from a variety of perspectives. 67% |
| Regularly adjust instructional plans to meet students' needs. 56% |  |
| Provide students with meaningful feedback to guide next steps in learning. 56% |  |
| Use formative and summative assessments to inform instructional practice. 56% |  |
| Analyze appropriate types of assessment data to identify student learning needs. 56% |  |
| Use digital and interactive technologies to achieve instructional goals. 56% |  |
| Help students develop critical thinking processes. 56% |  |
| Understand how interdisciplinary themes connect to core subjects. 56% |  |
| Help students analyze multiple sources of evidence to draw sound conclusions. 67% |  |
| Diverse Learners |  |
| *Very Satisfied/Satisfied* | *Dissatisfied/Very Dissatisfied* |
| Differentiate instruction for a variety of learning needs. 44% | Effectively teach students from culturally and ethnically diverse backgrounds and communities. 44% |
| Differentiate for students at varied developmental levels. 44% | Differentiate instruction for students with mental health needs. 44% |
| Differentiate instruction for students with IEPs and 504 plans. 44% |  |
| Learning Environment |  |
| *Very Satisfied/Satisfied* | *Dissatisfied/Very Dissatisfied* |
|  | n/a |
| Use effective communication skills and strategies to convey ideas and information to students. 56% |  |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected. 67% |  |
| Professionalism |  |
| *Very Satisfied/Satisfied* | *Dissatisfied/Very Dissatisfied* |
| Access the professional literature to expand my knowledge about teaching and learning. 56% | n/a |
| Collaborate with teaching colleagues to improve student performance. 56% |  |
| Uphold laws related to student rights and teacher responsibility. 67% |  |
| Act as an advocate for all students. 56% |  |
| Student Teaching/University Supervisor |  |
| *Very Satisfied/Satisfied* | *Dissatisfied/Very Dissatisfied* |
| Was available when I needed help. 67% | n/a |
| Acted as a liaison between me and the school 56% |  |
| Gave me constructive feedback on my teaching. 67% |  |
| Helped me understand my role and responsibilities as a student teacher. 67% |  |
| Helped me develop as a reflective practitioner 67% |  |
| Cooperating Teachers |  |
| *Very Satisfied/Satisfied* | *Dissatisfied/Very Dissatisfied* |
| Provided adequate opportunities for me to observe the classroom 100% | n/a |
| Provided adequate time for planning 89% |  |
| Helped me with classroom management 78% |  |
| Made me feel welcome 100% |  |
| Gave me constructive feedback on my teaching. 67% |  |
| Let me experiment with my own teaching ideas 67% |  |
| Included me in parent-teacher conferences, school meetings 89% |  |
| Shared ideas and materials 89% |  |
| Helped me develop as a reflective practitioner 89% |  |
| Helped me plan differentiated instruction for a variety of learning needs 78% |  |
| Helped me reflect on student data to inform instruction 78% |  |

## Completers’ Future Plans: 100% of the participants plan on teaching 11 or more years.

## Where would you consider teaching: The majority of the participants prefer teaching in either rural or suburban Northwest Indiana.