



2018-2019 Alumni Year-Out Survey

Data from Michigan Department of Education (MDE)

**Responses from GVSU Fall 2017 and Winter 2018 Program Completers (N = 43),
who were surveyed by MDE in 2018-2019 and distributed to GVSU in 2020.**

Percentages are calculated using the responses from students who responded that they “Strongly Agree”, “Somewhat Agree”, “Somewhat Disagree”, “Strongly Disagree”, or “Don't Know/Doesn't Apply”.

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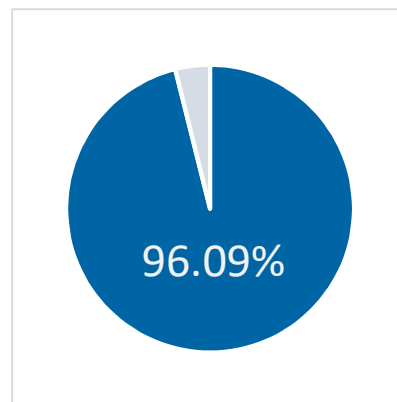
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Preparation Program Assessment

The following consists of question sets asking about the preparation program you are completing.

Designing High-Quality Learning Experiences

This question set asks about your preparation in DESIGNING HIGH-QUALITY LEARNING EXPERIENCES for students. "High-quality learning experiences" are learning opportunities and classroom experiences which are age appropriate and content-rich, where learners can construct meaning and understand key concepts within the content area(s).

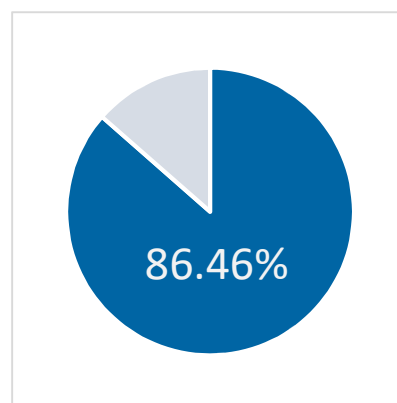


96.09% of alumni "Strongly Agree" or "Somewhat Agree" that Grand Valley State University's College of Education prepares teacher candidates to design high-quality learning experiences.

My institution prepares teacher candidates to...		% "Strongly Agree" or "Somewhat Agree"
1.	Use instructional strategies to help students understand key concepts in my content area(s).	100.00%
2.	Use knowledge of my content area(s) to design high-quality learning experiences.	90.63%
3.	Use instructional strategies to help students connect their prior knowledge and experiences to new concepts.	96.88%
4.	Use multiple ways to model and represent key concepts in the content area(s) taught.	96.88%

Applying Critical Thinking

This question set asks about your preparation in APPLYING CRITICAL THINKING to your content area(s). "Critical thinking" means being able to think about the content in multiple ways, question and challenge assumptions, solve problems, and interpret, evaluate, and apply information.



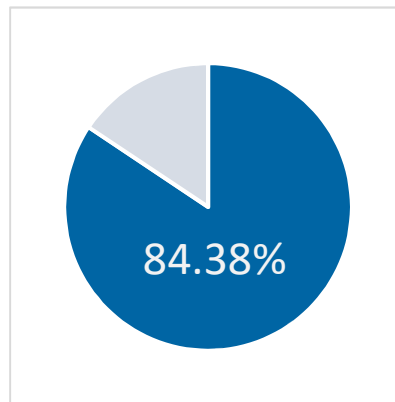
86.46% of alumni "Strongly Agree" or "Somewhat Agree" that Grand Valley State University's College of Education prepares teacher candidates to apply critical thinking.

My institution prepares teacher candidates to...		% "Strongly Agree" or "Somewhat Agree"
5.	Question and challenge assumptions within the content area(s) being taught.	84.38%
6.	Apply various perspectives to analyze complex issues and solve problems.	87.50%
7.	Interpret and evaluate information in their content area(s).	87.50%

Connecting Real World Problems and Local and Global Issues

This question set asks about your preparation in CONNECTING REAL WORLD PROBLEMS AND LOCAL AND GLOBAL ISSUES within your teaching. "Connecting real world problems and local and global issues" means the candidate can verbalize and connect the content in a manner necessary to discuss relevant issues.

84.38% of alumni "Strongly Agree" or "Somewhat Agree" that Grand Valley State University's College of Education prepares teacher candidates to connect real world problems and local and global issues within teaching.

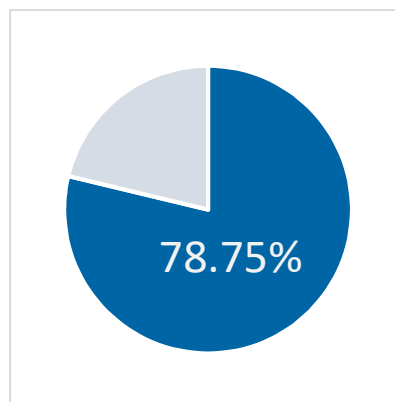


My institution prepares teacher candidates to...		% "Strongly Agree" or "Somewhat Agree"
8.	Connect content knowledge to LOCAL issues in his or her teaching.	75.00%
9.	Connect content knowledge to GLOBAL issues in his or her teaching.	84.38%
10.	Develop meaningful learning experiences which help students apply content knowledge to real world problems.	93.75%

Addressing the Needs of Special Populations

This question set asks about your preparation in ADDRESSING THE NEEDS OF SPECIAL POPULATIONS. Think about how you were prepared to address the unique learning needs and characteristics of diverse students, including English language learners, students with varying learning abilities, and students from under-represented populations and subgroups.

78.75% of alumni "Strongly Agree" or "Somewhat Agree" that Grand Valley State University's College of Education prepares teacher candidates to address the needs of special populations.

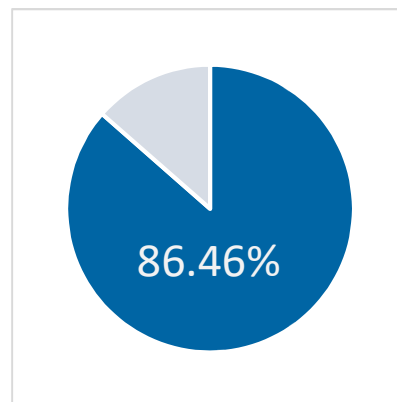


My institution prepares teacher candidates to...		% "Strongly Agree" or "Somewhat Agree"
11.	Adapt instructional strategies and resources to support students from diverse cultural and ethnic backgrounds.	84.38%
12.	Adapt instructional strategies and resources to support English language learners.	84.38%
13.	Apply modifications and accommodations based on legal requirements for supporting English language learners.	78.13%
14.	Apply modifications and accommodations based on Individualized Education Program (IEP).	68.75%
15.	Adapt instructional strategies and resources to support students with varying learning abilities (e.g., special education students, gifted and talented students, and students with disabilities).	78.13%

Organizing the Learning Environment

This question set asks about your preparation in ORGANIZING THE LEARNING ENVIRONMENT. Think about how you were prepared to create learning environments which support individual and collaborative learning, positive social interaction, and active engagement in learning.

86.46% of alumni “Strongly Agree” or “Somewhat Agree” that Grand Valley State University’s College of Education prepares teacher candidates to organize the learning environment.

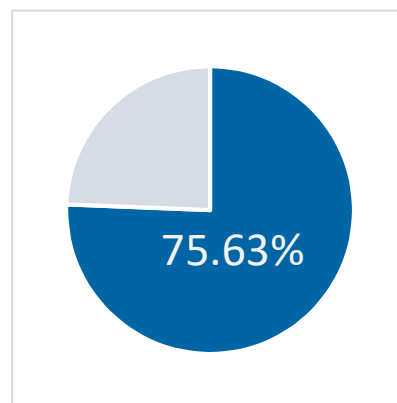


My institution prepares teacher candidates to...		% “Strongly Agree” or “Somewhat Agree”
16.	Create a learning environment which engages students in both collaborative and self-directed ways.	87.50%
17.	Establish and communicate explicit expectations with colleagues and families to promote individual student growth.	84.38%
18.	Manage the learning environment to promote student engagement and minimize loss of instructional time.	87.50%

Using Technology to Maximize Student Learning

This question set asks about your preparation in USING TECHNOLOGY TO MAXIMIZE STUDENT LEARNING. Think about how you were prepared to use technology tools to organize a classroom, deliver instruction, assess student learning and your own teaching, and communicate with students, colleagues, and parents.

75.63% of alumni “Strongly Agree” or “Somewhat Agree” that Grand Valley State University’s College of Education prepares teacher candidates to use technology to maximize student learning.

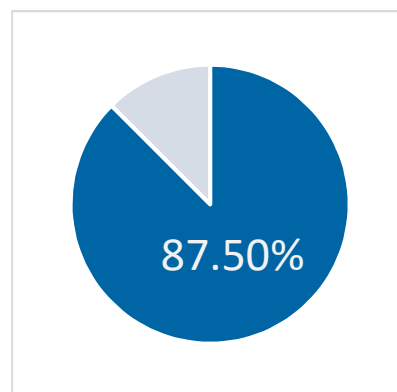


My institution prepares teacher candidates to...		% “Strongly Agree” or “Somewhat Agree”
19.	Facilitate the creation of digital content by students.	65.63%
20.	Create an online learning environment for students which includes digital content, personal interaction, and assessment.	59.38%
21.	Integrate digital content into her or his teaching which is pedagogically effective.	84.38%
22.	Use technology tools to organize the classroom, assess student learning and her or his teaching, and communicate.	87.50%
23.	Practice high ethical standards in his or her use of technology.	81.25%

Effective Use of Assessments and Data

This question set asks about your preparation in the EFFECTIVE USE OF ASSESSMENTS AND DATA. Think about how you were prepared to use student data in the course of assessing student learning, diagnosing student needs, and planning for and differentiating instruction.

87.50% of alumni “Strongly Agree” or “Somewhat Agree” that Grand Valley State University’s College of Education prepares teacher candidates in the effective use of assessments and data.

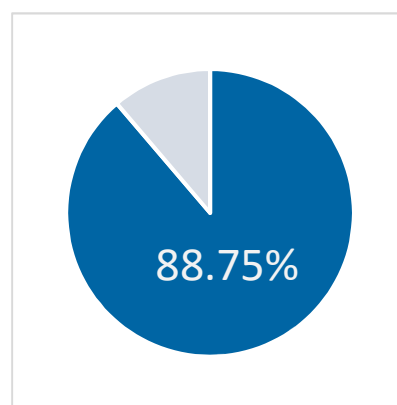


My institution prepares teacher candidates to...		% “Strongly Agree” or “Somewhat Agree”
24.	Design or select assessments to help students make progress toward learning goals.	84.38%
25.	Analyze assessment data to understand patterns and gaps in learning for each student and for groups of students.	87.50%
26.	Differentiate instruction based on student assessment data.	90.63%

Field Experiences and Clinical Practice

This question set asks about your FIELD EXPERIENCES AND CLINICAL PRACTICE. Think about how your program provided authentic field experiences and clinical practice, offered in collaboration with PK-12 schools, and supported candidate development as effective teachers.

88.75% of alumni “Strongly Agree” or “Somewhat Agree” that Grand Valley State University’s College of Education prepares teacher candidates with high-quality field experiences and clinical practice.

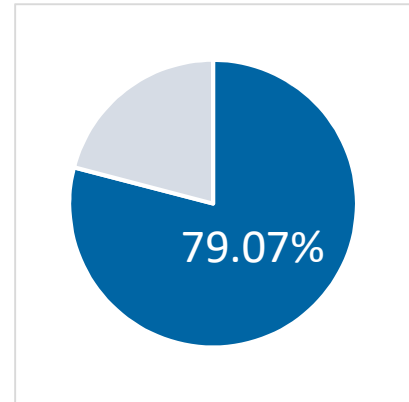


Field Experience and Clinical Practice		% “Strongly Agree” or “Somewhat Agree”
27.	I feel my teaching experience during this year was positively affected by the field experiences and clinical practice I had through my preparation program.	81.25%
28.	I feel my teaching experience during this year included the ability to work with diverse students at my certificate grade level, including students with disabilities and English language learners, because of the preparation I received.	90.63%
29.	I feel my teaching experience during this year was shaped by the regular, constructive feedback provided by my college/university supervisor.	87.50%
30.	I feel my teaching experience during this year was better because of the opportunities I had to voice concerns and issues to my college/university supervisor.	84.38%
31.	I feel my teaching experience during this year was a product of the high expectations for my clinical practice and field experiences held by my college/university supervisor during my preparation.	100.00%

Support for Your Job Search from Your Education Program

Please indicate the extent to which your education program provided support for your job search.

Overall, 79.07% of alumni “Strongly Agree” or “Somewhat Agree” that Grand Valley State University’s College of Education supported them in their job search.



Support for Your Job Search from Your Education Program	% “Strongly Agree” or “Somewhat Agree”
My program prepared me well for the teaching job market.	88.37%
My program supported me in my job search.	58.14%
My program provided opportunities for resume building.	90.70%
My program provided opportunities for interview preparation.	79.07%
My program holds a positive reputation among prospective employers.	93.02%
My program provided good advice on job placement opportunities.	69.77%
My program promoted networking for new teachers.	74.42%