

Ratings by Alumni of their Indiana Wesleyan Program Preparation

The survey was administered by the Indiana Department of Education (IDOE) to Indiana Wesleyan program completers. The IDOE gathered the data and provided it to the unit for analysis. The survey contains a set of four items that may be grouped as knowledge preparation, a set of ten that represent performance preparation, and a set of six as disposition preparation. Completers were asked to “strongly agree,” “agree,” “disagree,” or “strongly disagree” with well they were prepared by their preparation institution in each area. They were also asked to provide an overall assessment of their preparation as either “excellent,” “good,” “fair,” or “poor.”

There were 85 responses from IWU completers, although one was a school nurse and likely not an education program completer. There is no way to separate the data by alternative or traditional program completers; from a general comment field provided on the survey, one may infer that a few respondents went through the TTT program, but not enough to make a firm distinction. The unit met its target.

The respondents identified the school and content area assignments for the year, and from this we largely inferred the certificate level: 40 elementary, 29 secondary, 10 admin, and 5 which could not be determined. 77/84 respondents have a full-time position, two are part-time, and the other five are unemployed as educators. Six of the 84 were employed out-of-state, the rest in-state.

The following table provides a summary of responses per item, for each of the three groups, and for all items together.

Table: Ratings by Alumni of Their Indiana Wesleyan Program Preparation, 2014-15 N=85

Area	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree + Agree
All Knowledge Preparation	65.2%	28.9%	0.9%	4.9%	94.1%
Understanding how learners/students develop and grow	58.8%	36.5%	0%	4.7%	95.3%
Meeting the content preparation and knowledge level expected of a beginning teacher	56.5%	36.5%	2.4%	4.7%	92.9%
Adhering to the ethical requirements of the teaching profession	77.6%	17.6%	0%	4.7%	95.3%
Recognizing the importance of continued professional development	68.2%	23.5%	2.5%	5.9%	91.8%
All Performance Preparation	59.5%	33.2%	3.6%	3.8%	92.7%

Providing appropriate and challenging learning experiences	60.0%	34.1%	2.4%	3.5%		94.1%
Providing an inclusive learning environment	68.2%	25.9%	2.4%	3.5%		94.1%
Providing a rigorous learning environment	58.8%	36.5%	1.2%	3.5%		95.3%
Working collaboratively with school leaders and/or colleagues to promote safe and positive learning	68.2%	27.1%	1.2%	3.5%		95.3%
Differentiating instruction to meet all students' learning needs	63.5%	29.4%	3.5%	3.5%		92.9%
Working effectively with students with all exceptionalities	52.9%	37.6%	5.9%	3.5%		90.6%
Developing quality assessments to test for student understanding of lessons	57.6%	35.3%	2.4%	4.7%		92.9%
Analyzing student assessment data to improve classroom instruction	58.8%	31.8%	5.9%	3.5%		90.6%
Using appropriate strategies to effectively manage learning environments	55.3%	35.3%	4.7%	4.7%		90.6%
Integrating technological tools as appropriate to advance student learning	51.8%	38.8%	5.9%	3.5%		90.6%
All Disposition Preparation	67.1%	28.6%	0.6%	3.7%		95.7%
Openly accepting suggestions/constructive feedback	69.4%	27.1%	0%	3.5%		96.5%
Exhibiting ethical behavior	76.5%	20.0%	0%	3.5%		96.5%
Working effectively with other professionals	69.4%	27.1%	0%	3.5%		96.5%
Working effectively with parents/guardians	55.3%	37.6%	2.4%	4.7%		92.9%
Working effectively within school leaders	67.1%	28.2%	1.2%	3.5%		95.3%
Working effectively within the school culture	64.7%	31.8%	0%	3.5%		96.5%
All Survey Items	67.1%	28.6%	0.6%	3.7%		95.7%
Overall Assessment of Preparedness by Teacher Preparation Program	Excellent 70.6%	Good 24.7%	Fair 4.7%	Poor 0%		Ex. + Good 95.3%

State comparison data not provided

Interestingly, three respondents gave responses of “strongly disagree” for every item, but rated the program excellent. It would seem that some misreading of a Likert scale occurred.

Of the 40 elementary respondents, 26 rated their overall preparation by IWU as “excellent,” 13 as “good,” and 1 as “fair.” If “good” is used as target satisfaction, then 97.5% gave IWU a target rating. For individual items, elementary respondents gave IWU a target rating ranging from 95% (38/40) to 100% (40/40). While the ratings were generally very strong, “less strong” ratings were found for working with parents and guardians, managing learning environments, and working effectively with students of all exceptionalities.

Of the 29 secondary respondents, 22 rated their overall preparation by IWU as “excellent,” 4 as “good,” and 3 as “fair.” If “good” is used as target satisfaction, then 89.7% gave IWU a target rating. For individual items, secondary respondents gave IWU a target rating ranging from 79.3% (23/29) to 93.1% (27/29). Dispositional Preparation items received the higher ratings, and Performance Preparation items related to integration of technology, using effective management strategies, analyzing student assessment data, and working effectively with students of all exceptionalities received the lower ratings.