

Summary of Initial Certification Graduate Follow-up Survey Data

The unit has been systematically collecting graduate follow-up data on initial certification graduates through *Survey Monkey*. These survey data are available and used for program improvement. The survey link is posted on the unit's website and *Facebook* page. The unit connects with graduates through email lists, alumni mailings, alumni email lists, face to face interactions, and at the time they receive their certification stamp to invite them to participate in the survey. Graduates complete a comprehensive [survey](#) that asks them to report on their teaching/career experiences and to rate the effectiveness of their initial certification program in preparing them to be caring, thoughtful, skilled, and knowledgeable practitioners who respect diversity and advocate for democracy and social justice.

Over the past four years (2007-2010), the unit has had 180 graduates complete the survey. These graduates represent students enrolled across the years 2001 through 2010. To view the detailed *Graduate Follow-up Survey Summary Results*, please click on:

http://www.umbc.edu/ncate/Std_1/EX_6/Alumni_Results/SurveySummary.html. The highest response rate came from the ESOL graduates probably due to the fact that this program very actively promotes their list serve community. The other programs are working to develop more effective ways to stay in touch with their graduates. The unit has created a *Facebook* page where graduates from all programs can stay in touch with graduates. The unit is working to increase the survey response rate. The most recent data from the surveys will be available at the time of the review.

Highlights from the current survey summary data show that graduates from all programs responded to the survey: Early Childhood (13), Elementary (33), Secondary (32), ESOL (95), K-12 Art (1), K-12 Music (2), K-12 Dance (2), K-12 Theatre (2). 68/89.5% of the respondents are working as a teacher in a preK-12 public or private school. 63/84% of the respondents are teaching full-time in their certification area with another 31/23.1% working as a professional educator in a non-school setting. The graduates gave the highest effectiveness ratings to 1) being able to integrate diverse cultural perspectives into my classroom 2) being able to employ a wide variety of teaching skills in my classroom 3) being able to plan and implement lessons based on my knowledge of the learners physical, cognitive, social, and cultural development 4) being able to find and use resources reflective of the cultural diversity in the classroom. It should be noted that all four of these abilities link directly to the unit's conceptual framework which expects teachers to be caring, thoughtful, skilled, knowledgeable and responsive to children. The majority of the items where graduates were asked to rate the effectiveness of the program were skewed toward *effective* and *very effective* ratings (see detailed survey summary attached to this exhibit). The lowest effectiveness ratings were connected with 1) being able to interact effectively with significant adults to meet student needs 2) being able to meet the needs of all learners 3) being able to use technology effectively to meet student needs 4) differentiating instruction for learners. Summary data for other survey items that most directly connect to the

unit's conceptual framework are summarized in the chart below. These data tell us that the graduates felt the unit was most effective in ensuring that they have a strong academic background.

Survey Items Linked to CF	Not Effective	Somewhat Effective	Moderately Effective	Effective	Very Effect	Count
How effective was your UMBC program in ensuring you have a strong academic background?	6.1% (7)	6.1% (7)	12.1% (14)	38.3% (44)	37.4% (43)	115
How effective was your program in nurturing your growth across the professional development continuum, providing field-based experiences, classroom experiences, and an internship in which your professional knowledge, skills and dispositions became increasingly sophisticated?	5.3% (6)	17.5% (20)	12.3% (14)	27.2% (31)	37.7% (43)	114
How effective was your program in ensuring your proficiencies related to diversity and equity, and your ability to practice inclusive pedagogy, accommodating students' diverse strengths, abilities, needs, and interests?	10.4% (12)	11.3% (13)	13.9% (16)	30.4% (35)	33.9% (39)	115