

Alumni Survey Data

The Office of Institutional Effectiveness and Assessment (OIEA) surveys all institutional graduates one year after graduating and again three years after graduation. The survey includes generic questions that are asked of all graduates, as well as a set of questions related to graduates of specific programs and/or majors. The data that follow are reflective of responses of College of Education program completers to generic questions asked of all graduates and is directly aligned with standard 4.4: 'Satisfaction of Completers'. In the tables that follow, data from both the 1-year and 3-year surveys are displayed. The overall combined response rates for program completers in the College of Education was 30%, which was a better return rate than that of the other two colleges at the university; the College of Arts and Sciences had a return rate of 25% and the College of Business and Information Systems had a return rate of 23%. The respondents are anonymous, so no disaggregation is possible.

Section I: Generic Questions

Technology, as a cross-cutting theme within the recommendations of the Commission, is an area in which Dakota State University takes a great deal of pride and one to which the institution and its faculty devote a great deal of time and energy. The data displayed in Table 1 below reflects alumni satisfaction levels for questions under the heading of 'Technology Skills'. The four questions are asked of all DSU graduates, regardless of major. The data in the table are for College of Education program completers only and reflect perceptions of the graduates both one year following graduation and again at three years post-graduation.

The data suggest that program completers become increasingly satisfied with the preparation they received related to technology skills (Standard 1.5) as time passes. Without exception, the level of satisfaction that program completers express related to their technology skills increased from year one to year three.

The following key applies to data displayed in shaded cells in each of the tables that are included in this section.

One year following program completion	
Three years following program completion	
Not applicable	N/A

Table 1: Alumni Survey items related to Technology Skills

Question	Satisfaction				Total Responses	Average Value
	Very Satisfied 4	3	2	Very Dis-satisfied 1		
Technology Skills						
1. Ability to use computer applications effectively	53.85%	46.15%	0.00%	0.00%	13	3.54
	73.68%	26.32%	0.00%	0.00%	19	3.74
2. Ability to adapt to changes in the computing environment	41.67%	58.33%	0.00%	0.00%	12	3.42
	68.42%	31.58%	0.00%	0.00%	19	3.68
3. Use of computers for research (e.g. Library's research databases, web search engines)	50.00%	41.67%	0.00%	8.33%	12	3.33
	68.42%	31.58%	0.00%	0.00%	19	3.68

4. Ability to select and apply appropriate technology	50.00%	41.67%	0.00%	8.33%	12	3.33
	84.21%	15.79%	0.00%	0.00%	19	3.84

Diversity is also a cross-cutting theme within the recommendations of the Commission, and it is an area that Dakota State University continues to emphasize in its recruitment, programming and coursework. The data from the Alumni Survey in the category of ‘Communication/Socialization Skills’ displayed below reflect on the level of satisfaction that program completers from the College of Education express related to cultural and ethnic differences among people. Over 84% of first-year respondents rated their level of satisfaction as a 4 (Very Satisfied) or 3, with the remaining respondents recording a satisfaction level of 2. At the three-year mark, the percentage of program completers rating their level of satisfaction as a 3 or 4 rises to just under 95%. Items shaded in dark grey were not deemed to be applicable to any of the CAEP standards.

Table 2: Alumni Survey items related to Diversity

Question	Satisfaction				Total Responses	Average Value
	Very Satisfied 4	3	2	Very Dis-satisfied 1		
Communication/Socialization Skills						
5. Written communication skills						
6. Oral communication skills						
7. Appreciate the cultural and ethnic differences among people	53.85%	30.77%	15.38%	0.00%	13	3.38
	42.11%	52.63%	5.26%	0.00%	19	3.37
8. Interpersonal skills						
9. Develop and exercise a lifelong commitment						
10. Understand and appreciate the arts						
11. Achieve and maintain a healthy lifestyle						

The section on ‘Job-Related Skills’ below contains a number of items that reflect on elements within selected standards. Item 14 below displays questions that reflect program completer satisfaction with their ability to use information ethically (Standard 1.1: InTASC Standard 9). Item 15 addresses satisfaction related to preparation in their content area (also Standard 1.1). Items 16 and 17 also reflect program completer satisfaction with their ability to engage in ‘ongoing professional learning’ (Standard 1.1: InTASC Standard 9). Finally, item 18 provides a generic reflection on satisfaction with overall professional preparation and the ability of the program completer’s capability to function in a professional role.

Table 3: Alumni Survey items related to satisfaction with preparation for the workforce

Question	Satisfaction				Total Responses	Average Value
	Very Satisfied 4	3	2	Very Dis-satisfied 1		
Job-Related Skills						
12. Ability to solve work-related problems						
13. Ability to find, evaluate, and apply information						

Table 3: Alumni Survey items related to satisfaction with preparation for the workforce (continued)

Question	Satisfaction				Total Responses	Average Value
	Very Satisfied 4	3	2	Very Dis-satisfied 1		
14. Ability to use information ethically in your position	58.33%	33.33%	8.33%	0.00%	12	3.50
	78.95%	15.79%	5.26%	0.00%	19	3.74
15. Knowledge of academic area as it relates to your position	69.23%	30.77%	0.00%	0.00%	13	3.69
	77.78%	22.22%	0.00%	0.00%	18	3.78
16. Ability to learn on the job	61.54%	38.46%	0.00%	0.00%	13	3.62
	89.47%	5.26%	5.26%	0.00%	19	3.84
17. Seek out opportunities for professional growth (i.e. reading professional journals, searching for new ways to use technology, attending trainings)	46.15%	46.15%	7.69%	0.00%	13	3.38
	73.68%	26.32%	0.00%	0.00%	19	3.74
Job-Related Skills						
18. Overall professional capabilities	69.23%	30.77%	0.00%	0.00%	13	3.69
	83.33%	16.67%	0.00%	0.00%	18	3.83

The final question in Section I reflects overall satisfaction with their professional preparation program. The scale for this item deviates from the previous 4-point Likert scale and utilizes a 5-point scale with the following descriptors: 5 = Excellent preparation; 4 = Good preparation; 3 = Adequate preparation; 2 = Below average preparation; and 1 = Poor preparation. Results of the 1-year study suggest that over 93% of respondents felt they received Excellent or Good preparation, whereas the 3-year survey results reflect less satisfaction, with 83% of respondent rating their professional preparation as Excellent or Good. While the level of satisfaction appeared to decline, an 83% approval rating still reflects a high level of satisfaction with their preparation for a career.

Table 4: Alumni Survey items related to satisfaction with preparation for a teaching career

The following items utilized a 5-point Likert Scale ranging from Excellent (5) to Poor (1)						
	5	4	3	2	1	N
19. Overall, how would you rate the academic programs at DSU?						
20. How well did the academic advising system meet your needs?						
Satisfaction rating >	5	4	3	2	1	N
21. How well did DSU prepare you for your career?	15.38%	76.92%	7.69%	0.00%	0.00%	13
	38.89%	44.44%	11.11%	5.56%	0.00%	18

Section II: Questions Specific for Education Program Completers

The second section of the Alumni Survey asks questions specific to College of Education teacher preparation program completers. These questions are divided into six (6) sections, each of which mirrors one of the core values of the College of Education. As other evidence confirms, these core values are aligned with the InTASC standards. The six core values are: Knowledge; Planning and Preparation; Instruction and Assessment; Classroom Management; Technology; and Professionalism.

The following table displays the results of both the 1-year survey and the 3-year survey. Results of the 1-year survey are listed in the top line for each question, followed by the 3-year survey results that are shaded in the data table. The respondents are anonymous, so no disaggregation is possible.

Sample:

1. Demonstrate an understanding of the central concepts, tools of inquiry, and structures of the content/subject matter/ disciplines s/he teaches.	Responses from the 1-year survey						
	30.77%	61.54%	7.69%	0.00%	0.00%	13	4.23
	Responses from the 3-year survey						
	42.86%	57.14%	0.00%	0.00%	0.00%	14	4.43

The full data set is displayed in Table 5. In all instances, program completers rate their level of satisfaction very high (5 or 4) with very few respondents selecting the midpoint (3) and only one response each at level 2 or 1.

Table 5: Results for both the 1-year survey and the 3-year survey for Education program completers

	A great deal 5	4	3	2	None 1	Total Responses	Average Value
Knowledge							
1. Demonstrate an understanding of the central concepts, tools of inquiry, and structures of the content/subject matter/ disciplines s/he teaches.	30.77%	61.54%	7.69%	0.00%	0.00%	13	4.23
	42.86%	57.14%	0.00%	0.00%	0.00%	14	4.43
2. Create learning experiences that make the content/subject matter/disciplines meaningful for learners.	53.85%	38.46%	7.69%	0.00%	0.00%	13	4.46
	35.71%	57.14%	7.14%	0.00%	0.00%	14	4.29
3. Demonstrate an understanding of how students learn, construct knowledge, and how students develop.	23.08%	61.54%	15.38%	0.00%	0.00%	13	4.08
	50.00%	42.86%	7.14%	0.00%	0.00%	14	4.43

Table 5: Results for both the 1-year survey and the 3-year survey for Education program completers (continued)

	A great deal 5	4	3	2	None 1	Total Responses	Average Value
4. Demonstrate an understanding of how learners differ in their approaches to learning and the ability to create instructional opportunities that are adapted to diverse learners.	30.77%	53.85%	15.38%	0.00%	0.00%	13	4.15
	57.14%	35.71%	7.14%	0.00%	0.00%	14	4.50
Planning and Preparation							
5. Provide learning opportunities that support the intellectual, social, and personal development of students.	30.77%	69.23%	0.00%	0.00%	0.00%	13	4.31
	40.00%	46.67%	6.67%	0.00%	6.67%	15	4.13
6. Use a variety of instructional strategies to encourage learners' development of critical thinking, problem solving, and performance skills.	38.46%	61.54%	0.00%	0.00%	0.00%	13	4.38
	40.00%	46.67%	6.67%	0.00%	6.67%	15	4.13
7. Plan instruction based upon knowledge of subject matter, learners, the community, and curriculum goals.	23.08%	69.23%	7.69%	0.00%	0.00%	13	4.15
	33.33%	53.33%	6.67%	0.00%	6.67%	15	4.07
Instruction and Assessment							
8. Use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	46.15%	46.15%	7.69%	0.00%	0.00%	13	4.38
	28.57%	64.29%	7.14%	0.00%	0.00%	14	4.21
9. Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	30.77%	53.85%	15.38%	0.00%	0.00%	13	4.15
	28.57%	57.14%	14.29%	0.00%	0.00%	14	4.14
Managing the Environment (Classroom Management)							
10. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	30.77%	38.46%	23.08%	7.69%	0.00%	13	3.92
	28.57%	57.14%	14.29%	0.00%	0.00%	14	4.14

Table 5: Results for both the 1-year survey and the 3-year survey for Education program completers (continued)

	A great deal 5	4	3	2	None 1	Total Responses	Average Value
Technology							
11. Demonstrate an understanding of the capabilities of technology and its impact on education.	46.15%	53.85%	0.00%	0.00%	0.00%	13	4.46
	50.00%	42.86%	7.14%	0.00%	0.00%	14	4.43
12. Integrate technology into the teaching and learning process.	46.15%	53.85%	0.00%	0.00%	0.00%	13	4.46
	71.43%	14.29%	14.29%	0.00%	0.00%	14	4.57
13. Demonstrate appropriate moral, legal, ethical, and political judgments in professional decisions.	46.15%	46.15%	7.69%	0.00%	0.00%	13	4.38
	50.00%	42.86%	7.14%	0.00%	0.00%	14	4.43
Professionalism							
14. Reflect on and evaluate the effects of their choices and action on others (students, parents, and other professionals in the learning community).	46.15%	53.85%	0.00%	0.00%	0.00%	13	4.46
	50.00%	42.86%	7.14%	0.00%	0.00%	14	4.43
15. Seek opportunities for professional growth and responsibility.	61.54%	30.77%	7.69%	0.00%	0.00%	13	4.54
	57.14%	28.57%	14.29%	0.00%	0.00%	14	4.43
16. Collaborate with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	61.54%	30.77%	7.69%	0.00%	0.00%	13	4.54
	42.86%	42.86%	14.29%	0.00%	0.00%	14	4.29

These data reflect very favorably on the professional preparation programs in the College of Education. Satisfaction levels are very high in all sections of the survey.