

Schools of Education Research Project Alumni Survey

Methods Report

Prepared For:

**Schools of Education Research Project
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INTRODUCTION

The Schools of Education Research Project (SERP), which is funded by foundations and housed at Teachers College, Columbia University, conducted a study of the state of schools, colleges, and departments of education. As part of its research, SERP did systematic surveys of key constituencies involved in the preparation of teachers, administrators and other educators. The four surveys covered the following constituencies:

- Deans of Schools of Education and Chairs of education programs
- Education school faculty
- Alumni of schools of education
- School principals

This report describes the method used to conduct the survey of alumni of schools of education.

METHOD

1. Sample

The goal of the sample design was to provide a statistically representative yet efficient sample to represent the alumni of programs in education throughout the United States and to over-emphasize larger programs without diminishing the role of smaller programs.

The sample design created a two-way stratification of all the Schools and Departments of Education identified by project staff. Programs were stratified by geographic region (East, Midwest, South and West), excluding schools in Puerto Rico, U.S. Virgin Islands, and Guam. Within regions, programs were stratified by size to yield three strata having approximately equal numbers of degrees granted within each.

The sample frame consisted of the 1,206 programs identified by project staff. The list was matched to the U.S. Department of Education 1998 IPEDS database for a measure of size (number of education degrees granted). Schools with fewer than 20 degrees awarded were removed from the sampling frame, including some schools that have education programs but do not award a degree in education.

A primary sample of 150 programs and a back-up sample of 100 additional programs were selected. The back-up sample was intended for use to replace programs in the primary sample for which alumni lists could not be obtained. The primary sample was generated by allocating the 150 programs to regions proportionate to the number of known programs within each region. Then an equal number of programs were allocated to each size stratum within each region. The resulting number of programs was then sampled randomly from among all programs within each region-by-size stratum.

After requesting alumni lists from the deans or administrative officers of the 150 schools in the primary sample, it became clear that many schools could not or would not provide lists. Some cited policy reasons for refusing; others had no records or kept them in ways that records could not be retrieved. Many simply ignored the request, even after repeated contacts. In response, the team requested alumni lists from all 100 schools in the back-up sample. Because too few alumni lists had been obtained from schools in the Carnegie classification BLA (Baccalaureate of Liberal Arts) to represent that segment of educational institutions adequately, the team recruited and received lists from several additional BLA schools. In all, Market Facts received alumni lists from 119 schools.

Respondent Eligibility

To be eligible to participate in this study, the respondent had to meet two criteria:

- Received an undergraduate degree, a graduate degree, or certificate in education from an eligible institution.
- Received the degree or certificate in 1995 or 2000.

If respondents had more than one degree from a school, they were asked to answer with regard to the most recent degree.

2. Questionnaire Design

The alumni questionnaire was developed in collaboration with project staff. Two waves of pilot testing took place with alumni that project director Al Sanoff recruited. One pilot test was done in New York at Teachers College on July 24 and one test in September with alumni of Towson University. A copy of the final questionnaire is in the Appendix.

3. Mail Procedures

A notification postcard was mailed to 15,024 alumni on November 9, 2001. The postcard briefly described the study and the importance of respondent participation. A questionnaire accompanied by a cover letter printed on SERP stationery were mailed on November 19, 2001. The return address was Schools of Education Research Project, Teachers College, Columbia University, P. O. Box 94602, Palatine, IL 60094-9923. A reminder letter with another survey was sent on December 14, 2001.

An additional 444 questionnaires were mailed to the supplemental sample of alumni of BLA programs on December 19, 2001, following a postcard notification mailed on December 14, 2001. A reminder letter with survey was sent on January 11, 2002.

4. Internet Option

Market Facts established a web site where alumni could complete the survey. Instructions for accessing the survey web site, the alumni's project ID, and password were included in the cover letter.

5. Incentive

To encourage the highest possible response, the survey sponsors offered an incentive. Respondents who completed the questionnaire by January 7, 2002 were entered into a prize drawing to win one of fifteen DVD players. Respondents from the supplemental BLA mailing who completed the questionnaire by February 1, 2002 were entered into a prize drawing to win a DVD player. Market Facts notified the 15 winners by letter in January 2002 and the single winner in February 2002.

6. Response Rate

The field closed on the alumni survey on February 1, 2002. Responses were received from 4,773 alumni: 4,354 by mail and 419 from the Internet. The response rate was calculated by dividing the number of respondents by the number of eligible alumni. The response rate is 33.8%.

TABLE 1 SAMPLE DISPOSITION		
	Number	Percent
Total Sample	15,468	100
Ineligible	320	
Undeliverable	1,026	
Total Eligible	14,122	100
Total Respondents	4,773	33.8
Mail respondents	4,354	91.2
Internet respondents	419	8.8

7. Data Preparation and Processing

Marginal frequencies were delivered to project staff on March 12, 2002. After reviewing these frequencies, the staff decided on the following banner plan. The variables of region, domain (public or private), Carnegie classification and size were not survey variables; they were added as analytical variables. Data were tabulated separately for respondents who reported that they were currently teaching, for other professionals in education, and for all alumni.

**Banner Plan for Alumni
May 10, 2002**

Teachers 75 banner points
Total (1)
Q1 Degree year and type (4)
Undergraduate in 1995
Grad and Cert in 1995 (b, c)
Undergrad in 2000
Grad and Cert in 2000 (e, f)
Q2 Degree (5)
Bachelor's
Master's
Certificate and Specialist (c, d,)
Ed.D.
Ph.D.
Q5 Type of school (3)
Preschool
Public (b, c)
Private (d, e)
Q6 School level teaching (4)
Preschool
Elementary
Middle
Secondary
Q7 Main subject taught (9)
General
Math and science (b, c)
History
Reading
English
Health or physical education
Art and music (i, j)
Dual language and ESL (l, m)
Special ed own and special ed other (n, o)

Q8 How earned teaching certificate (7)
Bachelor's
5 th year
Master's
Post-baccalaureate
Alternative program
Continuing professional development
Do not hold certificate
Q10 Student teach at professional development school (2)
Yes
No
Q11 Length of student teaching (4)
Less than one semester
One semester
Longer than one semester
One year internship
Q14 Teaching a second career (2)
Yes
No
Q38 Status as student (2)
Full time
Part time
Q47 Age (4)
21-30 (1980-1971)
31-40 (1970-1961)
41-50 (1960-1951)
51 and older (1950-1921)
Q48 Gender (2)
Female
Male
Q49 Race (5)
American Indian or Alaskan Native
Asian or Pacific Islander
African American
White
Hispanic
Q50 Income (5)
Under \$30,000 (a, b, c, d)
\$30,000 to less than \$50,000 (e, f)
\$50,000 to less than \$75,000 (g)
\$75,000 to less than \$100,000

\$100,000 or more
Region (4)
East Midwest South West
Domain(2)
Public Private
Carnegie Classification (7)
BG BLA (SIO TR SP) DRE DRI M1 M2
Size (3)
Small Medium Large

Education Professionals other than Teachers 49 banner points	
Total (1)	
Q1 Degree year and type (4)	
	Undergraduate in 1995
	Grad and Cert in 1995 (b, c)
	Undergrad in 2000
	Grad and Cert in 2000 (e, f)
Q2 Degree (5)	
	Bachelor's
	Master's
	Certificate and Specialist (c, d,)
	Ed.D.
	Ph.D.
Q20 Current position (5)	
	Administrative (a, b, c; superintendent from coding list. From "other" list: director of community services; supervisor state education dept; vocational supervisor; founder public magnet school; director pupil services).
	Administrative, no Curriculum Specialist. (a, b, superintendent from coding list. From "other" list: director of community services; supervisor state education dept; vocational supervisor; founder public magnet school; director pupil services).
	Library, computer (e, g; from "other" list: substitute library media)
	Counselor (include schools psychologists from coding list)
	Higher education (From coding list: college/university professor/instructor; various administrative positions - higher education. From "other" list: academic research; student services director; academic advisor; visiting lecturer; academic advisor and education instructor on college level; academic advisor at a university; resource dev foundation office at a community college; college of ed pt3 grant program coordinator; work with pre-service teachers who are grant ESL students.)
Q38 Status as student (2)	
	Full time
	Part time
Q47 Age (4)	
	21-30 (1980-1971)
	31-40 (1970-1961)
	41-50 (1960-1951)
	51 and older (1950-1921)
Q48 Gender (2)	
	Female
	Male

Q49 Race (5)
American Indian or Alaskan Native
Asian or Pacific Islander
African American
White
Hispanic
Q50 Income (5)
Under \$30,000 (a, b, c, d)
\$30,000 to less than \$50,000 (e, f)
\$50,000 to less than \$75,000
\$75,000 to less than \$100,000
\$100,000 or more
Region (4)
East Midwest South West
Domain(2)
Public Private
Carnegie Classification (7)
BG BLA (SIO TR SP) DRE DRI M1 M2
Size (3)
Small Medium Large

All Alumni 48 banner points	
Total (1)	
Q1 Degree year and type (4)	
	Undergraduate in 1995
	Grad and Cert in 1995 (b, c)
	Undergrad in 2000
	Grad and Cert in 2000 (e, f)
Q2 Degree (5)	
	Bachelor's
	Master's
	Certificate and Specialist (c, d,)
	Ed.D.
	Ph.D.
Q3 Current status (4)	
	Teacher
	Other than teacher
	Left the field
	Never entered the field
Q38 Status as student (2)	
	Full time
	Part time
Q47 Age (4)	
	21-30 (1980-1971)
	31-40 (1970-1961)
	41-50 (1960-1951)
	51 and older (1950-1921)
Q48 Gender (2)	
	Female
	Male
Q49 Race (5)	
	American Indian or Alaskan Native
	Asian or Pacific Islander
	African American
	White
	Hispanic
Q50 Income (5)	
	Under \$30,000 (a, b, c, d)
	\$30,000 to less than \$50,000 (e, f)
	\$50,000 to less than \$75,000 (g)
	\$75,000 to less than \$100,000

\$100,000 or more
Region (4)
East Midwest South West
Domain(2)
Public Private
Carnegie Classification (7)
BG BLA (SIO TR SP) DRE DRI M1 M2
Size (3)
Small Medium Large

SURVEY QUALITY MEASURES

All data are subject to some type of error. Sample surveys such as this one are subject to sampling error, and that is evaluated by standard statistical techniques. However, both sample and census data may contain nonsampling error. Nonsampling error can lead to improper conclusions about the data if the errors are not taken into consideration.

1. Response Error or Measurement Error

Response error or measurement error means that the data obtained about a member of the population are incorrect. This can result from the population member providing incorrect data due to improper instructions, improperly designed forms or questionnaires, or unwillingness or inability on the part of the respondent to provide the information. Several of the key variables in this survey are difficult to measure and thus are relatively prone to measurement error.

As is true for any multimodal survey, it is likely that the measurement errors associated with the different modalities are somewhat different. To the extent that certain types of individuals may be relatively more likely to respond by one mode compared with another (mail versus internet), the multimodal approach may have produced broader participation and reduced biases in the data.

2. Coding Error or Recording Error

With this type of error, correct data are obtained, but errors are made in coding or recording the data. In this survey we used quality control and edit procedures throughout the survey process to reduce errors made by data entry personnel. An automated digital scanning system was used to capture data from returned mail questionnaires. This system scores each survey response against a template of legitimate marks, practically eliminating data entry error. Any marks deemed ambiguous by the automated system were displayed on terminals for final edit by trained data processing specialists. Data from the Web-based survey were captured by that system as each respondent entered answers to questions. Error blocking logic in the program prevented respondents from entering data out of range or inconsistent with the logic of the questionnaire program.

3. Non-coverage Error

This occurs when members of the population are missing because they never had a chance to be included in the census. Loss of coverage occurred in this survey when deans or college administrators refused or were unable to provide sample alumni files.

4. Non-response

Non-response occurs when people who are selected to participate in a research study fail to respond to the survey for one of several reasons including their being unavailable, unwilling, or not interested in the subject. If there is a systematic difference between those who responded and those who did not respond to the survey, then the survey results are subject to non-response bias. Non-response causes both an increase in variance of estimates, due to the decrease in the effective sample size, and may cause bias if the non-respondents and respondents differ with respect to characteristics of interest.

SAMPLE ANALYSIS

Samples from 12 to 158 alumni, depending on the size of the alumni pool at an institution, were randomly selected from lists provided by each school. For all 119 schools that provided alumni lists and were sampled, we had responses from at least some alumni. This analysis examines the extent to which the attained sample compares to the designed sample of degree granting schools of education by size, geographic region and Carnegie classification.

Table 1 shows the programs from which we requested alumni lists by size, the numbers that provided lists, and the numbers from which we received at least one alumni response. The small programs were somewhat more responsive in providing lists and medium size programs somewhat less responsive than the large programs, but these differences fell short of being statistically significant (Chi-square = 5.98, $df = 2$). All programs sampled had at least one response. We can conclude that the alumni sampled reasonably, but not perfectly, represented the universe of programs as categorized by size.

Table 1: Distribution of Programs by Size Classification

Category	Alumni Lists Requested	Percent of Total	Alumni Lists Provided	Percent of Total	Programs with One or More Returns	Percent of Total
1 Small	84	33.4	49	41.2	49	41.2
2 Medium	83	33.3	29	24.4	29	24.4
3 Large	83	33.3	41	34.4	41	34.4
Overall	250	100	119	100	119	100

Table 2 shows the distribution of alumni, sampled and returned, by size classification of the programs from which they graduated. The distributions are highly similar, and the slight differences are not

statistically significant (Chi-square = .693, df = 2). We can conclude that there were no differences in tendency to respond across the size categories and that the attained sample closely represents the initial sample.

Table 2: Analysis of Sampled Alumni by Size Classification

Category	Alumni Sampled	Percent of Total	Alumni Returned	Percent of Total	Response Rate
1 Small	4,875	31.5%	1,319	27.6%	27.1%
2 Medium	4,287	27.7%	1,400	29.3%	32.7%
3 Large	6,306	40.8%	2,054	43.0%	32.6%
Overall	15,468	100.0%	4,773	100.0%	30.9%

A similar analysis examined the mail out and returns for regions. The original population distribution was East 24.8%, Midwest 28.6%, South 31.6% and West 14.9%. The distribution of schools with alumni that we mailed closely resembles this distribution (See Table 3). The distributions of mail-out and returns across regions are consistent., and there are no meaningful differences in the response rates.

Table 3: Distribution of Mail-out and Returns by Region

Category	# Mailed	Out-going Distribution	# Returned	Returned Distribution	Response Rate	# of Schools Mailed	# of Schools Returned	Distribution of Schools
1 East	3,464	22.4%	1,192	25.0%	34.4%	28	28	23.5%
2 Midwest	4,300	27.8%	1,406	29.5%	32.7%	34	34	28.6%
3 South	5,297	34.2%	1,452	30.4%	27.4%	40	40	33.6%
4 West	2,407	15.6%	723	15.1%	30.0%	17	17	14.3%
Overall	15,468	100.0%	4,773	100.0%	30.9%	119	119	100.0%

Table 4 shows that the distributions of surveys mailed and returned are uniform across Carnegie Classifications with the exception of the BLA and BG schools. This is mostly due to the fact that smaller schools had fewer alumni compared to the other schools. The response rates were consistent across classifications, providing us with a diverse alumni respondent pool.

Table 4: Distribution of Mail-out and Returns by Carnegie Classification

Category		# Mailed	Out-going Distribution	# Returned	Returned Distribution	Response Rate	# of Schools Mailed	# of Schools Returned	Distribution of Schools
1	BG	1,284	8.3%	316	6.6%	24.6%	15	15	12.6%
2	BLA	573	3.7%	191	4.0%	33.3%	9	9	7.6%
4	DRE	3,753	24.3%	1,365	28.6%	36.4%	26	26	21.8%
5	DRI	2,834	18.3%	894	18.7%	31.5%	18	18	15.1%
6	M1	6,053	39.1%	1,745	36.6%	28.8%	43	43	36.1%
7	M2	971	6.3%	262	5.5%	27.0%	8	8	6.7%
Overall		15,468	100.0%	4,773	100.0%	30.9%	119	119	100.0%

The BG and BLA schools have the smallest number of returns per school. But, then, these schools tended to have fewer alumni. The Doctoral schools tended to have a larger number of returns compared to other schools.

Table 5: Number of Schools with Returns by Carnegie Classification

Returns per School	BG		BLA		DRE		DRI		M1		M2		Total Schools	
3-25	10	67%	6	67%	2	8%	1	6%	5	12%	3	38%	27	23%
26-50	5	33%	3	33%	7	27%	7	39%	28	65%	4	50%	54	45%
51 +	0	0%	0	0%	17	65%	10	56%	10	23%	1	13%	38	32%
Schools	15	100%	9	100%	26	100%	18	100%	43	100%	8	100%	119	100%
Total Alumni														
Returns	316		191		1,365		894		1,745		262		4,773	

Collectively, these analyses suggest that the achieved sample matched closely the designed distributions of schools by size, region, and Carnegie classification. Responses from alumni who returned surveys represent well the experiences, opinions, and demographic characteristics of all alumni of education programs, and the results can be interpreted without threat of bias.

PROJECT DELIVERABLES

Deliverables for Alumni Survey	
Deliverable	Date Delivered
Frequencies	March 12, 2002
Cross tabulations with statistical testing	July 3, 2002
Additional tabulations filtering on terminal degree	March 2003
Alumni Returns (Questionnaires)	July 22, 2002
Data file and documentation	December 18, 2002

APPENDIX

Postcard Notification

Cover Letter

Reminder Letter

Winner Notification Letter

Alumni Questionnaire

Postcard Notification

Dear Graduate:

You are among 15,000 graduates of a school, college or department of education who will soon receive a survey from the Schools of Education Research Project at Teachers College, Columbia University. We chose your name at random from lists provided by colleges and universities around the nation, including your alma mater. This major study, funded by the Annenberg Foundation, will look at the strengths and weaknesses of education schools and programs, and can have a significant impact on the way that institutions prepare education professionals. We believe that it is vital to obtain the perspective of graduates in this assessment. When the survey arrives in the next few days, we would be most appreciative if you would take the time to fill it out. What you have to say can make a difference.

Sincerely,
Arthur Levine
President
Teachers College
Columbia University

Text of Alumni Cover Letter

SCHOOLS OF EDUCATION RESEARCH PROJECT

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

BOX 163, 525 WEST 120TH STREET, NEW YORK, NY 10027-6696

Alvin P. Sanoff
Director
Tel. (301) 493-0086
apsanoff@erols.com

November 19, 2001

Claudette A. Reid
Project Coordinator
Tel.: (212) 678-3229
Car36@columbia.edu

Dear Graduate:

You are one of 15,000 alumni with a degree from a school, college or program in education who has been selected at random to provide your views on your experiences in earning a degree in the education field. This survey is part of a national study of schools of education that is being funded by the Annenberg Foundation. The goal of the study is to look in-depth at schools of education. We plan to describe education schools, to look at what they do well and less well, and to make recommendations for future directions. No such study of schools of education has ever been done.

Dr. Arthur E. Levine
President
Teachers College
Columbia University

While this is a nationwide study, we are especially interested in your experience at **INSERT SCHOOL NAME HERE**. As you will see, most of the questions in the survey address your experience at **INSERT SCHOOL NAME HERE**.

In gaining a better understanding of how well schools of education are doing their job, we think it is vital to obtain the perspective of recent graduates, who have a unique vantage point. How well schools of education have served you is the most important measure of their success or lack thereof.

While the survey may look daunting, it appears longer than it is. Because alumni are in a variety of different work situations, we put together a survey so that it would apply regardless of whether you are a teacher, an administrator, have left the education field or never entered it. The survey is constructed so that you will be filling out only a portion of it, depending on your work situation. We have tested it with a variety of graduates and estimate that in most cases filling it out should take no more than 20 minutes.

We know that you are busy and appreciate the time involved in responding to the survey. As a token of our appreciation, we are offering an incentive. If we receive your completed questionnaire by January 07, 2002, we will enter your name into a prize drawing. Fifteen graduates, selected at random in the drawing, will each receive a DVD player. (See the questionnaire instructions for details).

If it is more convenient, you may complete the questionnaire on an Internet website. You can visit the survey website at <http://www.marketfacts.com/alumni/> anytime through January 07, 2002. When you access this site, you will be prompted to enter your personal ID number and password. Your ID number for this survey is **123456**. Your password is **654321**. Should you encounter any technical problems while completing this survey online, please contact us at Caroline@marketfacts.com. Non-technical questions should be directed to Claudette A. Reid, Project Coordinator, at 212-678-3229 or e-mail: car36@columbia.edu.

I look forward to your help with a project that I think can make a difference.

Sincerely,

Arthur Levine
President
Teachers College, Columbia University

SCHOOLS OF EDUCATION RESEARCH PROJECT

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

BOX 163, 525 WEST 120TH STREET, NEW YORK, NY 10027-6696

Alvin P. Sanoff
Director
Tel. (301) 493-0086
apsanoff@erols.com

December 13, 2001

Claudette A. Reid
Project Coordinator
Tel.: (212) 678-3229
Car36@columbia.edu

Dear Graduate:

Several weeks ago, we sent you a survey asking about your experience studying education at (insert name of school.) If you have already returned the survey, please excuse this reminder. The survey and this letter have undoubtedly crossed in the mail. If you have not yet returned the survey, we would urge you to do so.

Dr. Arthur E. Levine
President
Teachers College
Columbia University

We realize that this is a very busy time of year, but your response is important to us. It will help us better understand how graduates of education programs view their education and its usefulness.

As we mentioned in our initial letter, this survey is part of a national study of schools of education that is being funded by the Annenberg Foundation. The goal of the study is to look in-depth at schools of education. We plan to describe education schools, to look at what they do well and less well, and to make recommendations for future directions. No such study of schools of education has ever been done. In gaining a better understanding of how well schools of education are doing their job, we think it is vital to obtain the perspective of recent graduates, who have a unique vantage point. How well schools of education have served you is the most important measure of their success or lack thereof.

While this is a nationwide study, we are especially interested in your experience at (insert school name). As you will see, most of the questions in the survey address your experience at (Insert school name).

Although the survey may look daunting, it appears longer than it is. Because alumni are in a variety of different work situations, we put together a survey so that it would apply regardless of whether you are a teacher, an administrator, have left the education field or never entered it. The survey is constructed so that you will be filling out only a portion of it, depending on your work situation. We have tested it with a variety of graduates and estimate that in most cases filling it out should take no more than 20 minutes.

We appreciate the time involved in responding to the survey. As a token of our appreciation, we are offering an incentive. If we receive your completed questionnaire by January 7, 2002, we will enter your name into a prize drawing. Fifteen graduates, selected at random in the drawing, will each receive a DVD player. (See the questionnaire instructions for details).

If it is more convenient, you may complete the questionnaire on an Internet website. You can visit the survey website at <http://www.marketfacts.com/alumni/> anytime through January 7, 2002. When you access this site, you will be prompted to enter your personal ID number and password. Your ID number for this survey is **123456**. Your password is **654321**. Should you encounter any technical problems while completing this survey online, please contact us at Caroline@marketfacts.com. Non-technical questions should be directed to Claudette A. Reid, Project Coordinator, at 212-678-3229 or e-mail: car36@columbia.edu.

I look forward to your help with a project that I think can make a difference.

Sincerely,

Arthur Levine
President
Teachers College, Columbia University

Text of Alumni Incentive Winner Notification Letter



MARKET FACTS, INC.
3040 WEST SALT CREEK LANE
ARLINGTON HEIGHTS, ILLINOIS 60005
PHONE: 847-590-7000
FAX: 847-590-7010

CHICAGO	TORONTO
NEW YORK	MONTREAL
WASHINGTON, DC	CINCINNATI
LOS ANGELES	NEW JERSEY
BOSTON	

February 2, 2002

Dear:

Thank you for completing the alumni survey for the Schools of Education Research Project. Your time and thoughts are greatly appreciated. Congratulations! Having returned the survey by the requested date, you were selected one of the five winners in the prize drawing.

We will be shipping the DVD player to you at the above address in a few days. If you would like us to ship to a different address or if you have any questions or concerns, please contact me at 847-590-3824. Thanks again for participating in the survey!

Sincerely,

Adam Patterson
Prize Drawing Administrator

SCHOOLS OF EDUCATION RESEARCH PROJECT

Instructions for Completing Alumni Questionnaire

This questionnaire is designed to be completed by persons who earned a degree or certificate at a school, college, or department of education in 1995 or 2000. Please return the completed questionnaire in the enclosed envelope. If you prefer to complete the questionnaire online, please refer to the cover letter for instructions on accessing the survey web site.

If you have any questions on how to proceed, please call Claudette A. Reid, Project Coordinator, at 212-678-3229 or e-mail: car36@columbia.edu.

If we receive your completed questionnaire by January 7, 2002, we will enter your name into a prize drawing to win one of 15 DVD players. Each DVD player has an approximate retail value of \$250. This drawing is open to the 15,000 alumni who received this questionnaire. Market Facts, Inc. will select the winners by a random drawing in January 2002. Only one prize awarded per respondent. Taxes are the responsibility of the winner. Odds of winning depend on the number of entries received but are estimated to be approximately 1 in 1000. Winners will be notified on or before January 31, 2002. Market Facts, Inc. has no responsibility for lost, mutilated or misdirected entries. This drawing is void where prohibited by law and is subject to state and federal regulations. If you do not wish to complete the survey but wish to enter the drawing, send a 3x5 card with your full name, address, city, state and ZIP code to Schools of Education Research Project Drawing, 3040 W Salt Creek Lane, Arlington Heights, IL 60005 before January 7, 2002. A winner's list may be obtained by mailing a self-addressed stamped envelope to the same address prior to January 31, 2002. You may also write to this address if you want your name to be removed from future sweepstakes mailings.

1. Did you earn an undergraduate degree, a graduate degree, or a certificate at the school printed on the cover letter and in what year did you earn your degree? If you received more than one degree from that school, please check the most recent.

- a. Undergraduate degree in 1995 1
- b. Graduate degree in 1995 2
- c. Certificate in 1995 3
- d. Undergraduate degree in 2000 4
- e. Graduate degree in 2000 5
- f. Certificate in 2000 6
- g. Earned a degree or certificate, but not in 1995 or 2000. 7 → (Thank you for your willingness to complete the survey, but we are surveying graduates from 1995 and 2000 only. Please return the survey in the envelope provided).
(21)

2. What was the most recent degree you earned at the school printed on the cover letter and in what field was that degree?

Degree	Name of Field
a. Bachelor's..... <input type="checkbox"/> 1	
b. Master's..... <input type="checkbox"/> 2	
c. Certificate of Advanced Studies <input type="checkbox"/> 3	
d. Educational Specialist (Ed.S.) <input type="checkbox"/> 4	
e. Ed.D..... <input type="checkbox"/> 5	
f. Ph.D..... <input type="checkbox"/> 6	
g. Other (please specify) _____ <input type="checkbox"/> 7	

3. We are interested in whether you have worked as a teacher or other education professional (such as counselor, administrator or educational researcher) at any time after obtaining your degree in education. Which of the following best describes you:

- a. I am currently working as a teacher, specialist, or staff developer 1 → Go to question 4
- b. I am currently working as an education professional other than a teacher 2 → Go to question 20
- c. I worked as a teacher or other education professional at one time, but left the field of education 3 → Go to question 24
- d. I never worked as a teacher or other education professional 4 → Go to question 30

(24)

For teachers, specialists, and staff developers

4. How do you classify your main assignment, that is, the activity at which you spent most of your time during the 2000-2001 school year?

- a. Regular full-time teacher, specialist, or staff developer 1
- b. Regular part-time teacher, specialist, or staff developer..... 2
- c. Long-term substitute (you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute) 3
- d. Short-term substitute..... 4
- a. Other 5

(25)

5. In which type of school did you primarily teach during the 2000-2001 school year?

- a. Preschool 1
- b. Public school..... 2
- c. Public charter school..... 3
- d. Private school that is not religiously affiliated..... 4
- e. Private school that is religiously affiliated..... 5
- f. For profit school 6

(26)

6. At what level did you primarily teach during the 2000-2001 school year?

- a. Pre-school 1
- b. Elementary school..... 2
- c. Middle School..... 3
- d. Secondary School 4

(27)

7. What is the main subject area you taught during the 2000-2001 school year?

- a. General education (responsible for teaching all or most academic subjects to one class) ... 1
- b. Math..... 2
- c. Science..... 3
- d. History, geography, social studies, or civics..... 4
- e. Reading..... 5
- f. English or language arts..... 6
- g. Foreign languages 7
- h. Health or physical education..... 8
- i. Art..... 9
- j. Music 10
- k. Vocational education 11
- l. Dual language 12
- m. English as a second language (ESL)..... 13
- n. Special education (own class)..... 14
- o. Special education (other than own class)..... 15
- p. Other (please specify) 16

(28-29)

8. How did you earn your state certificate in your main teaching field?

- a. As part of a bachelor’s degree program..... 1
- b. As part of a 5th year program..... 2
- c. As part of a master’s degree program..... 3
- d. As part of a post-baccalaureate program 4
- e. After I began teaching, as part of an alternative program such
as Teach for America 5
- f. Through continuing professional development..... 6
- g. I do not hold a certificate 7
- h. Other (please specify) _____ 8

(30)

9. How many different student teaching placements did you have?

- a. One..... 1
- b. Two..... 2
- c. Three or more..... 3
- d. I was a full-time paid teacher and this experience counted toward
my student teaching requirement..... 4
- e. I had no student teaching 5 → Go to question 14

(31)

10. Did any part of your student teaching take place at a professional development school?

- a. Yes..... 1
- b. No..... 2

(32)

11. How long did your student teaching last? If you had more than one placement at different times, then choose the answer that corresponds to the total time of all your placements.

- a. Less than one semester 1
- b. One Semester 2
- c. Longer than one semester 3
- d. One-year internship or apprenticeship 4
- e. Other (please specify) _____ 5

(33)

12. Would you have preferred more or less student teaching, or would you say the duration of your student teaching was about right?

- a. More..... 1
- b. Less..... 2
- c. About right..... 3

(34)

13. How do you rate the quality of supervision you received from your professors during student teaching?

- a. Excellent..... 1
- b. Good 2
- c. Fair 3
- d. Poor 4

(35)

14. Is teaching a second or third career for you?

- a. Yes..... 1
- b. No..... 2

(36)

15. If you could start over again, would you become a teacher?

- a. Definitely would become a teacher 1
- b. Probably would become a teacher 2
- c. Probably would not become a teacher 3
- d. Definitely would not become a teacher 4

(37)

16. In your opinion, how well did your teacher preparation program prepare you to

	<u>Very Well</u>	<u>Moderately Well</u>	<u>Somewhat Well</u>	<u>Not at all Well</u>
a. Integrate technology into the grade level or subject taught.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Maintain order and discipline in the classroom	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Implement new methods of teaching (e.g., cooperative learning).....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Implement state or district curriculum and performance standards.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Use student performance assessment techniques	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Understand how students learn	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Utilize different pedagogical approaches.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Have a mastery of your subject area	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. Gain certification in your primary teaching area	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j. Address the needs of students with disabilities.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k. Address the needs of students with limited English proficiency	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l. Address the needs of students from diverse cultural backgrounds	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
m. Work with parents.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
n. Handle the paperwork associated with your job	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
o. Manage your time	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
p. Deal with the political aspects of your job.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

(38-53)

17. In your opinion, what are the main reasons so many teachers leave the field within five years? Please choose 3 of the following:

- a. Low prestige of the teaching profession 1
- b. Inadequate academic preparation..... 2
- c. Inadequate preparation for the realities of the classroom 3
- d. Inadequate mentoring or induction after beginning
teaching 4
- e. Low pay 5
- f. Culture of the school in which the teacher works..... 6
- g. Demands of the job that lead to burnout..... 7

(54-60)

18. In your opinion, what is the best model for teacher preparation?

- a. Four year undergraduate degree in education 1
- b. Four year undergraduate degree with an academic major and a minor in education..... 2
- c. Four year undergraduate degree with an academic major followed by a 1-year master's degree
in education..... 3
- d. A 5-year program combining teacher preparation with a liberal arts major 4
- e. Post-baccalaureate certification 5
- f. Alternative certification 6
- g. Paid internship 7
- h. Other (please specify) _____ 8

(61)

19. Many ways have been proposed for improving teacher preparation programs in schools, colleges and departments of education. Which of the following proposals do you consider to be the most important? Please choose 3 of the following:

- a. Require a major in an academic subject other than education at the undergraduate level..... 1
- b. Increase mastery of pedagogical practice..... 2
- c. Raise requirements for academic performance..... 3
- d. Recruit higher quality faculty..... 4
- e. Strike a better balance between subject matter preparation and field experience..... 5
- f. Require student teaching of longer duration..... 6
- g. Provide closer supervision of student teaching 7
- h. Divide faculty into research faculty and clinical faculty (as in medical school) rather than have
faculty do both research and teaching..... 8
- i. Raise admission standards for teacher preparation programs 9
- j. Provide mentoring programs after graduation..... 0

(62-71)

(72-78) Open (78-80) 01

Please go to question 34.

For education professionals other than teachers

20. What is your current position?

- a. Principal or School Head 1
- b. Assistant principal or program director..... 2
- c. Curriculum specialist or coordinator..... 3
- d. Guidance counselor..... 4
- e. Library media specialist or Librarian..... 5
- f. Consultant 6
- g. Computer specialist..... 7
- h. Other (please specify) _____ 8 (21)

21. Before beginning your current position, did you ever teach grades K-12? If yes, for how many years?

- a. No..... 1
 - b. Yes 2 → How many years? _____ (23-24)
- (22)

22. While we understand that programs of education vary in quality and substance, as a general rule, would you recommend enrolling in a school, college, or department of education as the best way to prepare for your current position?

- a. Yes..... 1 → GO TO QUESTION 34
- b. No 2 → Go to question 23
- c. Don't know..... 3 → Go to question 34 (25)

23. What type of degree or preparation (other than an education degree) would you recommend for your current position?

Degree	Name of Field

(26-27)

Please go to question 34.

For alumni who worked as an educator at one time, but left the field

24. When did you decide to leave the education field?

- a. After my first day on the job..... 1
- b. After the first semester..... 2
- c. After the first year..... 3
- d. After two years..... 4
- e. After three years..... 5
- f. By the end of my fifth year..... 6
- g. Between the end of my fifth year and my tenth year..... 7
- h. After my tenth year..... 8 (28)

25. Did any of these reasons play a part in your decision to leave the education field?

- | | <u>Yes</u> | <u>No</u> |
|---|----------------------------|----------------------------|
| a. I had unrealistic expectations about what an education career would be like..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| b. There was lack of opportunity for advancement | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| c. I wanted a better salary | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| d. Demands of the job led to burnout..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| e. My employer did not provide the mentoring or additional training I needed | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| f. My career interests changed..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| g. Family obligations | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| h. Lack of Status | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| i. Other (please specify) _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

(29-37)

26. In addition to any reasons you listed above, did you leave the education field because you felt your academic program did not adequately prepare you for your job?

- a. Yes 1 → Go to question 27
- b. No 2 → Go to question 28

27. What could your academic program have done differently to better prepare you for your job? Check all that apply.

- a. Require a major in an academic subject other than education at the undergraduate level..... 1
- b. Increase mastery of pedagogical practice
- c. Raise requirements for academic performance.....
- d. Recruit higher quality faculty
- e. Strike a better balance between subject matter preparation and field experience.....
- f. Require student teaching of longer duration.....
- g. Provide closer supervision of student teaching.....
- h. Mentor all new teachers.....
- i. Provide better preparation in using instructional technology
- j. Provide better preparation in maintaining order and discipline in the classroom.....
- k. Provide better preparation in working with parents.....
- l. Provide a stronger mastery of your subject area.....
- m. Allow more time for administrative internships
- n. Provide administrative internships of higher quality
- o. Offer a more relevant curriculum
- p. Provide better preparation for certification in your primary teaching area.....
- q. Provide better preparation to handle the paperwork associated with your job
- r. Provide better preparation to handle the political aspects of your job.....

(38-55)

28. What was your MAIN activity in the 2000-2001 school year?

- a. Caring for family members..... 1
- b. Military service
- c. Self-employed.....
- d. Attending graduate school working on an advanced degree in education
- e. Attending graduate or professional school working on an advanced degree in a field other than education....
- f. Unemployed
- g. Working outside the field of education; my current occupation is: _____
- h. Other (please specify) _____

(56)

29. What was the last position you held in the education field?

- a. Regular full-time teacher, specialist, or staff developer 1
- b. Regular part-time teacher, specialist, or staff developer 2
- c. Long-term substitute (you filled the role of a regular teacher on a long-term basis, but you were still considered a substitute) 3
- d. Short-term substitute..... 4
- e. Curriculum specialist 5
- f. Counselor 6
- g. Principal or Assistant Principal..... 7
- h. Administrator other than Principal or Assistant Principal 8
- i. Educational researcher 9
- j. Other (**please specify**) _____ .. 0

(57-58)

Please go to question 34.

For alumni who never worked as an educator

30. When did you decide that you would not enter the education field?

- a. While still in college 1
- b. After graduating..... 2

(59)

31. What was your main reason for earning a degree or certificate in education from the school mentioned in the cover letter? Please check one.

- a. I planned to make education my career 1
- b. I was undecided about a career, and education seemed like an attractive career ... 2
- c. Employment in education was readily available 3
- d. It was an easy major..... 4
- e. My family wanted me to study education 5
- f. Other (**please specify**) _____ 6

(60)

32. After earning your degree, what was the main reason you didn't work as an educator?

- a. My career interest changed 1
- b. I never intended to work in the education field..... 2
- c. I could not find work I wanted in the education field 3
- d. I could not find work in the location I wanted 4
- e. Family responsibilities kept me out of the workforce..... 5
- f. I didn't feel my education adequately prepared me 6
- g. The salaries were too low 7
- h. The low status of the education profession 8
- i. I'm currently in graduate school working on an advanced degree in education..... 9
- j. I'm currently in graduate or professional school working on an advanced degree in a field other than education..... 10
- k. Other (**please specify**) _____ 11

(61-62)

33. Would any of these factors have persuaded you to enter the education field?

	<u>Yes</u>	<u>No</u>
a. Greater opportunity for advancement	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Better job opportunities in my field	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Better job opportunities in my preferred location	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. A better salary	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Higher status	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Loan forgiveness.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Better preparation by my education program.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Other (please specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

(63-70)
(71-78) Open (79-80) 02

QUESTIONS ABOUT YOUR EXPERIENCE IN A SCHOOL OF EDUCATION

This section contains questions about your experience in the school, college or department of education noted on the questionnaire cover letter. Please answer the following questions thinking about the school, college or department of education on the cover letter.

34. How would you rate your school, college, or department of education on the following factors:

	<u>Excellent</u>	<u>Good</u>	<u>Needs Improvement</u>	<u>Needs Substantial Improvement</u>	<u>Don't Know</u>
a. Overall quality	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. Academic reputation.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. Cooperation between Education and other departments or faculties (i.e., Arts and Sciences)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d. Job readiness of graduates	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e. The curriculum.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
f. Faculty involvement in local or regional public schools.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
g. Recruitment of minority students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
h. Admission requirements	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
i. Physical plant.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
j. Intellectual ability of graduates.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
k. Sense of community.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
l. Quality of fellow students.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
m. Books used in courses.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
n. Quality of teaching.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
o. Quality of advising.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
p. Administrative internship.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
q. Student teaching.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
r. Faculty who are familiar with the day-to-day realities of classroom or school life	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

(21-38)

35. What did you find most valuable about your education program?

36. What did you find least valuable about your education program?

37. What, if anything, was missing from your education program?

(39-41)

38. Were you a full-time or part-time student?

- a. Full-time student..... 1
- b. Part-time student..... 2

(42)

39. Were you working while attending school? Please choose the one option that best describes your work situation.

- a. Not working 1
- b. Working at a full-time job in the education field 2
- c. Working at a full-time job outside the education field..... 3
- d. Working at a part-time job in the education field 4
- e. Working at a part-time job outside the education field 5
- f. Working at a paid graduate assistantship 6

(43)

40. How would you rate your education program on the following factors:

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>NOT Applicable</u>
a. Preparing you to handle the growing testing and accountability movement.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. Preparing you to deal with issues and constituencies beyond the classroom such as parents and school bureaucracy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. Providing you with up to date knowledge of teaching and learning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d. Preparing you to work with a multi-ethnic, multi-racial student population.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e. Preparing you to apply what you learned to a variety of tasks and jobs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
f. Preparing you to deal with students from various socio-economic backgrounds.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
g. Preparing you to deal with in-school politics.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
h. Preparing you to deal with a variety of different school environments .	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
i. Job placement services.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
j. Career counseling	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

(44-53)

41. Thinking back to your experience as a student in the school, college, or department of education mentioned in the cover letter, what are the 3 most important resources that your school of education needs to do a better job of preparing educators? Please choose the 3 most important resources from the list below.

- a. Commitment to high quality educator preparation from the highest level of the university administration..... 1
- b. Admissions standards that are more selective 2
- c. Upgraded technology 3
- d. Faculty with more research expertise 4
- e. Faculty with more experience as practitioners..... 5
- f. Ability to offer more financial aid to students 6
- g. More relevant curriculum 7
- h. Faculty more committed to preparing students..... 8
- i. A curriculum that requires more clinical experience..... 9
- j. A curriculum that requires stronger research preparation 10
- k. Smaller classes..... 11

(54-64)

42. Why did you choose to attend the school, college, or department of education mentioned in the cover letter? (Check all that apply)

- a. Convenient location 1
- b. Reasonable tuition..... 2
- c. Financial aid..... 3
- d. Good reputation 4
- e. Quality of program..... 5
- f. Courses offered at convenient times 6
- g. Shortness of the program 7
- h. Other (please specify) _____ 8

(65-72)

43. Overall, how satisfied are you with the education you received at the school, college or department of education mentioned in the cover letter?

- a. Very satisfied 1
- b. Somewhat satisfied 2
- c. Somewhat dissatisfied..... 3
- d. Very dissatisfied 4
- e. No opinion 5

(73)

44. How useful in your day-to-day work is the education that you received at the school, college or department of education mentioned in the cover letter?

- a. Very useful..... 1
- b. Somewhat useful..... 2
- c. Not at all useful..... 3
- d. Not applicable 4
- e. No opinion 5

(74)
(75-78) Open (79-80) 03

45. We would like to know about the quality and value of your education courses and whether you thought the amount of coursework in these areas was just right, or whether you would have liked to have more or less coursework in these areas:

	<u>Did you take?</u>		<u>High quality?</u>		<u>Valuable?</u>		<u>How much?</u>		
	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>	<u>More</u>	<u>Less</u>	<u>About right</u>
a. Child and Adolescent Development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
b. Teaching and Learning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
c. Historical and Philosophical Foundations of Education.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
d. Research Methods.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
e. Educational Psychology.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
f. Ethics	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
g. Curriculum Development.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
h. The Politics of Education.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
i. Instructional Leadership.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
j. Managing Change	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
k. School Law	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
l. Needs of Exceptional Children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
m. Community Relations/Parents.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
n. Schools as Organizations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
o. Supporting Teachers for Instructional Improvement.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
p. The School Principalship	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
q. Conflict Resolution/School Violence.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
r. The Economics of Education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

(21-38)

(39-56)

(57-74)

(21-38)

HOW GRADUATES PERCEIVE SCHOOLS OF EDUCATION AND THE FIELD OF EDUCATION

The question in this section is designed to determine how graduates perceive the status and role of schools of education nationally. Please answer the question with regard to schools, colleges, and departments of education in general.

46. Below are some comments from the media and others about schools of education. We are interested in how much you agree or disagree with the following statements:

	<u>Strongly Agree</u>	<u>Somewhat Agree</u>	<u>Somewhat Disagree</u>	<u>Strongly Disagree</u>	<u>No Opinion</u>
a. Society expects too much from schools of education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. Political pressure on schools of education is unrelenting .	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. Schools of education are out of step with society’s needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d. The nation would be better served with fewer, but higher in quality, schools of education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e. A four year bachelor’s degree is no longer adequate to prepare teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
f. Schools of education have low admissions standards.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
g. Schools of education faculty are not as able as the Arts and Sciences faculty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
h. Schools of education do not adequately prepare their graduates academically	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
i. Schools of education do not prepare their graduates to cope with classroom reality	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
j. The curriculum lacks rigor.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
k. Faculty are not sufficiently involved with local schools ..	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
l. Schools of education are targets of unwarranted media attacks	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
m. As many as 50% of schools of education deserve a failing grade	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
n. Schools of education bear much of the responsibility for poor performance by school children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
o. University presidents are not providing the leadership that schools of education need.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
p. Deans are not providing the leadership that schools of education need.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
q. The curriculum places too much emphasis on methods and not enough on content.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
r. The curriculum is outdated	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
s. Poorly trained teachers are the cause of failing schools ..	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
t. Poor teaching is the reason for failing schools	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

(39-58)

The next questions ask about your background and anything else you would like to add.

47. What is your year of birth? 19_____ (61-62)

(59-60) Open

48. Are you female or male?

a. Female.....1

b. Male.....2

(63)

49. What is your race/ethnicity? Check as many as apply.

- a. American Indian or Alaskan Native 1
- b. Asian or Pacific Islander 2
- c. African American 3
- d. White/Caucasian 4
- e. Hispanic..... 5
- f. Other: **(please specify)** _____ 6
 (64-69)

50. Which group describes your total household income from all sources in 2000?

- a. Under \$15,000 1
- b. \$15,000 to less than \$20,000 2
- c. \$20,000 to less than \$25,000 3
- d. \$25,000 to less than \$30,000 4
- e. \$30,000 to less than \$40,000 5
- f. \$40,000 to less than \$50,000 6
- g. \$50,000 to less than \$75,000 7
- h. \$75,000 to less than \$100,000 8
- i. \$100,000 or more 9
 (70)

51. Is there anything else you would like to tell us? Please add any thoughts you feel would be helpful in assessing the status of schools of education.

(71)

We may be conducting follow up telephone interviews with selected alumni to further explore the issues in this survey. These interviews will take about 10 minutes. If you are willing to be contacted for this interview, please check the box below and provide your daytime and evening phone numbers.

Yes, you may contact me for a follow-up interview. (72)

You may contact me at the following telephone number(s):

Evening phone _____ (73)

Daytime phone _____ (74)

(79-80) 05

(75-78) Open