

DOCUMENT RESUME

ED 400 324

TM 025 728

AUTHOR Wieland, Theodora A.  
 TITLE Evaluation of a Student Questionnaire Developed for Rowan College of New Jersey School of Education and Related Professional Studies.  
 PUB DATE Feb 96  
 NOTE 107p.; Ed.D. Practicum, Nova Southeastern University  
 PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC05 Plus Postage.  
 DESCRIPTORS Attitudes; Careers; \*College Graduates; Educational Objectives; Educational Technology; Education Majors; Employment Opportunities; Evaluation Methods; \*Evaluation Utilization; \*Graduate Surveys; Higher Education; Questionnaires; Satisfaction; \*Test Construction; \*Training  
 IDENTIFIERS \*Rowan College NJ

ABSTRACT

Results from an alumni survey for the School of Education and Related Professional Studies of Rowan College (New Jersey) were analyzed and evaluated. The survey had been developed as a result of a previous educational practicum. Research questions were how well the School had prepared its graduates, which program goals and objectives the graduates found most useful, and whether there were areas in which the School could prepare its students better. Data collected were first presented to the individual departments of the School, and were then interpreted for the entire School. The questionnaire was sent to 300 recent graduates. Of these, 134, or 45%, were returned. Alumni felt that they had received the proper training and necessary help to feel confident in their present jobs. They did think that the School should investigate increased training in the newer technologies needed in teaching and nursing. It was interesting to note that 83.5% of the graduates were enrolled in some form of continuing education, suggesting that the School's goal of creating life-long learners was being achieved. Ways to use the survey data most effectively are discussed. Appendixes contain a description of evaluation committee members, a cover letter, the alumni survey, and questionnaire results by school department. (Contains 11 tables and 16 references.) (SLD)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

EVALUATION OF A STUDENT QUESTIONNAIRE DEVELOPED FOR ROWAN

COLLEGE OF NEW JERSEY SCHOOL OF EDUCATION AND

RELATED PROFESSIONAL STUDIES

Human Resources Development

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND  
DISSEMINATE THIS MATERIAL  
HAS BEEN GRANTED BY

THEODORA WIELAND

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

Theodora A. Wieland

Rowan College of New Jersey

Linda Markstein

Philadelphia Cluster

A practicum report presented to Programs of Higher

Education in partial fulfillment of the

requirements for the degree of

Doctor of Education

Nova Southeastern University

February, 1996

025728

Abstract of a practicum presented to Nova Southeastern University  
in partial fulfillment of the requirements for the  
degree of Doctor of Education

EVALUATION OF A STUDENT QUESTIONNAIRE DEVELOPED FOR ROWAN  
COLLEGE OF NEW JERSEY SCHOOL OF EDUCATION AND RELATED  
PROFESSIONAL STUDIES

Theodora A. Wieland

February, 1996

The purpose of this study was to analyze and evaluate the results of the data collected by an alumni survey, developed in a previous practicum, for Rowan College's School of Education and Related Professional Studies (SERPS). The data that was collected would be used by SERPS to compile information for all departments in SERPS and for the National Council for the Accreditation of Teachers Education (NCATE) review.

There were three research questions for this practicum. The first was "How well has the School of Education and Related Professional Studies prepared its students relative to the established program goals and objectives?" The second research question was "Which of the program goals or objectives do the

students feel are the most important?" Finally, the third research question was, "Are there areas that the alumni feel SERPS should further develop and improve upon?"

The formative committee decided that data collected would be separated into two major reports, the first being by the individual departments that formed SERPS. The second was to be interpretation of the results for the entire SERPS department. The final products are included in the appendixes of this report.

The questionnaire was sent out to 300 recent graduates. Of these, 134 or 45% were returned. It was determined by the summative committee that this first mailing was sufficiently large enough to provide the SERPS with acceptable data results. The summative committee further decided that in the final report comparison should be done by percentages. They recommended that the results of each separate department and the final combined report be given to SERPS committees involved in curriculum revision. The alumni's perception about their preparation and placement should be part of the departments' ongoing review.

## TABLE OF CONTENTS

Chapter	Page
1. INTRODUCTION . . . . .	6
Background . . . . .	6
Purpose . . . . .	7
Research Question . . . . .	7
Definition of Terms . . . . .	8
2. REVIEW OF LITERATURE . . . . .	10
Theoretical Background . . . . .	10
Other Studies . . . . .	11
3. METHODOLOGY and PROCEDURES . . . . .	15
Assumptions . . . . .	18
Limitations . . . . .	18
4. Results . . . . .	20
5. DISCUSSION, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS . . . . .	35
Discussion . . . . .	35
Conclusions . . . . .	36
Implications . . . . .	37
Recommendations for the Improvement of Practice . . . . .	38
REFERENCES . . . . .	39

APPENDIXES . . . . . 41

    A. Committee membership and criteria  
        for evaluation . . . . . 42

    B. Letter of Intent . . . . . 45

    C. Questionnaire . . . . . 47

    D. Results: Special Education/School Nurses . . . . . 54

    E. Results: Elementary Education Majors . . . . . 64

    F. Results: Secondary Education Majors . . . . . 75

    G. Results: The SERPS department . . . . . 86

## Chapter 1

### INSTRUCTION

#### Background and Significance

Rowan College of New Jersey was founded in 1923 as a teacher education school. Rowan's teacher education program is the largest and most comprehensive in New Jersey. The School of Education and Related Professional Studies (SERPS) offers programs in teacher education and other human services fields. It has consistently earned national accreditation from the National Council of the Accreditation of Teacher Education (NCATE) and the National Association of State Directors of Teachers Education and Certification (NASDTEC).

Since 1988 there have been many changes in the programs of studies offered by SERPS. These changes have affected both the curriculum and the way the department prepared its students for the teaching field. Several sections of SERPS have conducted informal surveys, but a comprehensive survey had not been done by the entire department. In a recent review by NCATE, it was noted that the School of Education and Related Professional Studies did not have a program-wide survey of its recent graduates. It was recommended by NCATE that in order to properly assess the benefits of the recent changes in the curriculum a survey should be conducted and the data analyzed. Additionally, several

sections of SERPS are reviewing their course curriculums and felt that students' evaluation of the programs goals and objectives would be helpful in rewrite there courses.

#### Purpose of This Study

The purpose of this study was to analyze and evaluate the results of the data collected by Rowan College's School of Education and Related Professional Studies (SERPS) alumni questionnaire. Recent graduates were surveyed about the program's goals and objectives. The data collected through the analysis and evaluation of this questionnaire, which was developed in a previous practicum, would provide the SERPS department with the outcomes necessary for the NCATE review.

This practicum was directly related to the Human Resources development seminar in that some of the principles learned were applied in the evaluation of the questionnaire. Evaluation of training is an important part of developing and revising curricula and therefore a useful tool for program planning.

#### Research Questions

There were three research questions for this study. The first dealt with evaluating alumni opinion of how well they felt the School of Education and Related Professional Studies prepared them in relationship to the established goals and objectives of the department. According to Isaac and Michael (1990, pp. 129-



133), information gathered from either a survey or a questionnaire can be used to answer questions that have been raised, to set goals, or to determine whether specific goals or objectives have been met.

The second and third research questions concerned which of the program goals or objectives the students felt were most important and were there areas that the alumni felt should be further developed and improved upon. The literature indicated that alumni surveys have an advantage in that alumni have a greater perspective on a curriculum and its adequacy for subsequent personnel and job related activities (Davis, 1978, pp. 22-23). Accurate assessment is essential to sound planning. According to Worthen and Sanders (1973, p. 7), evaluation is an important process in curriculum development and the ongoing improvement of that curriculum.

#### Definition of Terms

For the purpose of this practicum report, the following terms are defined:

Arithmetic Mean - This is defined as the sum of the values divided by the number of values.

Median - This is defined as the central item in the array of items.

Mode - This is defined as that item in the array which occurs most frequently.

NCATE - This is an acronym used for the National Council for the Accreditation of Teachers Education.

NASDTRECL - This is an acronym used to represent the National Association of State Directors of Teachers Education and Certification.

SERPS - This is an acronym that is used for Rowan College's School of Education and Related Professional Studies

## Chapter 2

### REVIEW OF THE LITERATURE

#### Theoretical Background

Evaluation is a process or a group of processes that are performed in order to gather information that help a person and/or a department decide whether to accept, change, or eliminate something (Ornstein & Hunkins, 1993, pp. 329-352). Accurate assessment of educational outcomes is essential for sound planning and effective stimulation of growth in our educational structure (Worthen & Sanders, 1973, p. 7).

According to Davis and Wood (1978, pp. 22-29), curriculum design and evaluation are interdependent activities. One of the most widely used techniques in education and behavioral sciences for the collection of data is a survey or questionnaire. The information gathered from either a survey or questionnaire can be used to answer questions that have been raised, set goals, determine whether specific goals or objectives have been met, or to establish a baseline against which future comparisons can be made (Isaac & Michael, 1990, pp. 129-133).

Perhaps the most frequently used method of gathering information about an existing curriculum is a specially designed survey (Davis & Wood, 1978, pp. 22-29). While clarity is important in all questionnaires, the appearance of the

questionnaire can also have an important effect on cooperation. According to Sudman and Bradburn (1982, pp. 202-234), the general rule for a questionnaire is that it should appear as clear as possible to the respondent and should make the respondent feel that the questionnaire has been professionally designed.

According to Erwin (1991, pp.86-97), there are two major purposes of evaluation used by an institution and/or a department. The first is for the improvement of a program or school, often called formative evaluation. The second purpose is for accountability, often called summative evaluation. Assessment is defined as the systematic basis for making inferences about learning and development of students. More specifically, assessment is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase programs evaluation (Erwin, 1991, pp. 115-139).

#### Other Studies

Surveys or questionnaires are usually either factual, requesting behavior or demographic information, or attitudinal. In factorial surveys, questionnaires are relatively straightforward, seeking direct answers, while attitudinal or satisfaction questionnaires describe or analyze the attitudes of a group of students or their degree of satisfaction with their

education. According to Levin (1991, pp. 358-263), responses in attitudinal questionnaires are self-rated by the students or responders, typically on a Likert scale, such as "strongly agree", "slightly agree", and "strongly disagree".

Another consideration in evaluating the results of any survey is "Who should be interviewed or receive the questionnaire?" This question can be stated in many forms, for example, "Why not interview everyone?" Many statisticians believe that sampling is better than a complete census since the data collected from the sample will ultimately be more accurate, the reason being that a smaller operation will allow for the application of more rigid controls (Dutka, Frankel & Rosewalb, 1982, pp.34-45).

Mehrens and Lehmann (1987, pp.8-54) suggest that when developing a survey or questionnaire, careful consideration should be paid to the purpose for which the instrument is designed, secondly, to the validity and reliability of the instrument, and finally, to the interpretation of the results. Entwistle (1986, pp. 110-113) indicates that the main weakness of any survey procedure is the lack of control over both the situation and the variables included. Surveys typically take into account several aspects of the educational system simultaneously and therefore the results include many variables,

making it difficult to determine the relative impact of each variable.

According to Hobbs (1979, pp.2-32), a survey will reveal only what given respondents think or feel or guess about a matter. What surveys do best is to produce information directly or indirectly about the collective attitudes of many informants (Hobbs, 1979, p. 243).

Another consideration in evaluation of a questionnaire or survey should be the collection of data. A key consideration in data collection is the sample from whom the data are to be collected, keeping in mind that all data collected are useless unless they can be analyzed and interpreted. According to Hobbs (1979, pp. 245-247), analysis is not interpretation; it is rather the method by which data are processed in order that conclusions may be drawn. Just as important as developing the questionnaire or survey is the method in which the data are gathered.

Techniques include personal interviews, telephone interviews, and mail questionnaires. Each has advantages and disadvantages that must be considered. Some of the advantages of a mail questionnaire are: (a) cost effectiveness, in that it is relatively low in cost; (b) respondent contact, allowing the mail questionnaire to be filled out at the respondent's convenience;

(c) ability to reach a large geographical area; (d) bias reduction, that is, the respondents are more or less likely to give the acceptable response, and finally (e) they allow for scoring and tabulation. (Francis, Frey, & Hartly, 1979, pp.1-25).

Another consideration of any survey is its reliability and validity, which is the ability of any questionnaire to elicit the information sought. There are three types of validity that should be considered. External validity is that ability of any questionnaire to be representative of the desired results. Internal validity on the other hand refers to the technique that allows the surveyor to control all possible factors except the ones being studied. Finally, constant validity means that the items or questions are representative of the total population (Hartly, 1979, pp.58-63).

According to H. Harty (1979), reliability is the ability of a questionnaire for each item in the questionnaire to be interpreted the same way by all of the respondents. Stability, accuracy, dependability, and predictability are several other items that are usually associated with reliability. (Harty, 1979, pp. 45-51).

### Chapter 3

#### METHODOLOGY AND PROCEDURES

##### Procedures

The present study was significant to the School of Education and Related Professional Studies in that the data that were gathered from the evaluation of this questionnaire would provide the department with the necessary information for the National Council for the Accreditation of Teachers Education. the questionnaire was developed in another practicum. It was also important in that it would provide the department with a means of gathering information about preparation and placement of their students in the fields of education. Many of the outcomes that were gathered will be useful in the clarification and evaluation of the department goals and objectives.

The literature review provided the basis for developing the initial set of criteria (Appendix A). As the literature indicated, two of the major purposes of evaluation are to gather important feedback, sometimes called formative evaluation, and to demonstrate accountability, often called summative evaluation (Erwin, T. 1991, pp. 75-170). It has also indicated that alumni surveys obviously have the advantage over those presently enrolled in a college or program, in that alumni have a greater



perspective in a curriculum and its adequacy for subsequent personnel and job related activities (Davis, 1978, pp. 22-29).

A meeting was held with the formative committee (Appendix A) to determine the criteria for evaluation of the sample mailing. The formative committee consisted of the associate dean of the School of Education and Related Professional Studies, the chairperson of the Elementary Education department, and a faculty member of the Elementary Education department.

Along with the developing criteria for the evaluation based on the program goals and evaluation, the committee decided that the final report would actually be four separate evaluations. The committee decided that the three major departments of SERPS would be evaluated individually along with a total program evaluation. Attention was to be paid to job placement, location of position, and length of job search. The committee suggested that comparing the departments separately and together would give a more accurate picture for the SERPS department. It was also determined that each individual department of SERPS would be able to see how they prepare their own students compared to the department as a whole. The complete list of the criteria are included in Appendix A.

The questionnaire (developed and validated under another study) was then professionally typed and printed to present a

more professional appearance. It was determined that the questionnaire as well as a letter from the dean of Education would be mailed to approximately 300 recent graduates of the School of Education and Related Professional Studies. Copies of the questionnaire and the letter are in appendixes B and C. It was determined that a second mailing would be used if the returns from the first were less than the 30% recommended to Nova Southeastern University staff in the learning packet on questionnaire development and evaluation (1994, pp. 1-30).

Student questionnaires were secured from the Elementary Education Department of Temple University, Alumni Office of Rowan College, and the Developmental Education Department of Camden College. These were used to provide the writer with additional information on format and designed and to guide the final report.

The fifth step of the procedures was to organize the returned questionnaire data for final analysis. Calculations included finding the means for most questions. The returned questionnaires were then separated into the three major departments of SERPS. Separate analyze were done for each major department of SERPS as well a total SERPS analysis. The final results were presented to the to the summative committee for their review. The analyze was then presented to the summative committee with the criteria established by the formative

committee. The summative committee consisted of the dean of the School of Education and Related Professional Studies, and the director of Institutional Research at Peirce College (appendix A).

Finally a formal presentation was made to the appropriate department chairs and the dean of the School of Education and Related Professional Studies. The complete analysis of the data (appendix F) would be used to furnish the School of Education and Related Professional Studies with the necessary information for their NCATE review.

#### Assumptions

It was assumed for the purpose of this study that the members of the formative committee had the expertise to guide the development of this product. It was also assumed that through their guidance and suggestions the final evaluation would contain the appropriate information necessary for the NCATE review and be in a useful format. It was further assumed that the summative committee had the expertise to validate the work of the formative committee.

#### Limitations

This project was limited in that it was specific to the needs of Rowan College's School of Education and Related Professional Studies. The questionnaire design had questions

unique to this school's program of study. The evaluation of this questionnaire was further limited to the uses devised by Rowan College's School of Education and Related Professional Studies. The sole purpose was to gather information on the program goals and preparation of its students for the NCATE review.

## Chapter 4

## RESULTS

A literature review was conducted for the purpose of dealing with sample size, evaluation, methodology, questionnaire assessment, and reporting of statistics. The literature indicated that mail surveys had several advantages over interview or phone surveys. Amongst these are the fact that mail surveys allow for a larger geographical area, reduces bias in that the respondents are less likely to give the acceptable response, and that finally and most importantly, they allow for accurate scoring and tabulation.

An initial meeting with the dean and the associate dean of the School of Education and Related Professional Studies was scheduled. The purpose of this meeting was to determine the needs of the department in order to analyze the data for the National Council of the Accreditation of teachers Education (NCATE) review. It was determined that the evaluation of this questionnaire could additionally provide some program evaluations. The departments comprising SERPS were presently reviewing several courses and the information gathered from this questionnaire evaluations would be useful in this process.

An initial meeting was scheduled with the formative committee members. The purpose of this first meeting was to

develop criteria for evaluation and to discuss suggestions for format and style for the reporting of the data evaluation. The formative committee felt that the report content should to include both the individual count of the responds as well as percentages. It was determined by the formative committee that to serve the needs of the department there should be four separate reports, one for each major subdivision of SERPS and one total evaluation for NCATE.

The questionnaire (developed and validated in a previous study) was professionally typed and a letter from the dean of SERPS department explaining the purpose of the survey (Appendix F) was mailed to 300 recent graduates. It was determined that if there was less than a 30% return response, a second mailing would be done. One hundred thirty four students, or 45%, of the alumni responded to the initial mailing; therefore a second mailing was not necessary. Table one shows the sex and gender data for the questionnaire respondents.

Table 1 - Sex and Age Questionnaires Respondents

	Number of Respondents	Percentage
<b>Sex</b>		
Male	21	16%
Female	113	84%
<b>Age range</b>		
20 to 25	76	57.6%
26 to 30	22	16.6%
31 to 35	18	13.6%
36 to 40	8	6%
41 to 45	4	3%
46 to 50	4	3%
over 50	1	0.07%

Table 2 shows the breakdown of the various departments of the SERPS and the percentages of the returned questionnaires. Rowan College's School of Education and Related Profession Studies consists of five departments, with the majority of the students belonging to Teacher Education.

Table 2 - Individual Departments of SERPS

Department	Number of Respondents	Percentage
Elementary/Early		
Childhood	54	40.9%
Secondary Education	25	18.9%
Teacher of The Handicapped	34	25.8%
Master of Science in Teaching		
(a) Elementary Education	4	3%
(b) Special Education	0	0%
(c) Secondary Education	1	0.008%
Health and Physical Education		
(certified)	10	7.5%
(non certified)	1	0.008%
School Nursing	3	2.3%

Additionally, it was noted that 58% of the recent education graduates were employed in a tenure track position (Table 3). Of those in the school nursing profession 100% had found position in the school system. Ninety eight percent were employed in New Jersey.



Table 3 - Type of Job Employment

Teaching in a Tenure/ Non Tenture position	Number of Respondents	Percentage
Tenure in area of certification	58	45.7%
Tenure not in area of certification	1	0.008%
Teaching in non-tenure	9	7%
Long term substitute	6	4.7%
Per diem position	30	23.6%
other fields	8	6.3%
full time student	1	0.0008%
not employed	6	4.7%

Table 4 illustrates in what type of school system these students have found employments.

Table 4 - Type School System

	number of respondents	percentage
Public School	92	88.8%
Private School	12	11.2%
Urban Setting	14	13.5%
Suburban Setting	74	71.2%
Rural Setting	16	15.3%

The SERPS department at Rowan College has six program goals that express the philosophy of the department in the training of their students. Tables 5 through 11 deal with the list of goals and/or competencies that the alumni felt were needed in their present position and the help that the alumni felt that they received from the faculty of the SERPS department. The alumni who received the questionnaire were asked to rate the degree of importance they attached to each competency (needed) and the degree of help (helped) they received from the various departments of SERPS. The complete detailed reports are presented in Appendix D, E, and F.

Table 5 - Curriculum/Program Designer - Percent of respondents

	very adequate	adequate	neither	inadequate	very inadequate
(a) the ability to provide for individualization					
needed	50%	25.8%	18%	3.9%	2.3%
helped recieved	23%	41.8%	17.9%	12.8%	4.2%
(b) the ability to develop lesson plans					
needed	56.6%	26.7%	5%	6.7%	5%
helped recieved	49.2%	41.3%	5.6%	4%	0%
(c) the ability to undertake long-range planning					
needed	50%	34.7%	9.9%	4.1%	.008%
helped recieved	21.2%	38.1%	27.9%	11.8%	.008%
(d) the ability to utilize a variety of instructional methods.					
needed	79%	12.2%	4.8%	1.6%	1.6%
helped recieved	36.4%	37.4%	13.6%	11%	1.7%

Table 6 - Classroom/Facilities Manager Percent of Respondents

	very adequate	adequate	neither	inadequate	very inadequate
(a) the ability to effectively organize and manage a classroom or clinical meeting					
needed	87%	8.6%	.08%	2%	2%
helped recieved	27.1%	49.2%	11%	8.5%	4.2%
(b) the ability to reflect on legal and ethical principles					
needed	50%	38%	10%	2%	0.8%
helped recieved	20.8%	45.6%	20.8%	11.2%	1.6%
(c) the ability to reflect on the current research in effective					
needed	49.2%	36.7%	10.8%	0.8%	2.5%
helped	23.9%	45.3%	22.2%	7.7%	.85%

Table 7 - Educational Communicator - Percent of Respondents

	very adequate	adequate	neither	inadequate	very inadequate
(a) the ability to communicate in writing and speaking					
needed	75.3%	19%	3.2%	0%	2.3%
helped received	35.5%	43%	14.8%	5.8%	0.8%
(b) the ability to develop collaborative, consultative, and technical skills necessary to communicate clearly					
needed	53.7%	37%	6.5%	0%	2.8%
helped recieved	18.1%	50.8%	19.8%	8.6%	2.6%

Table 8 Scholar/Professional - Percent of Respondents

	very adequate	adequate	neither	inadequate	very inadequate
(a) demonstrate a commitment to become a life-long learner					
needed	63.4%	24%	7.25%	2.7%	2.7%
helped recieved	52%	27.6%	16.3%	4.1%	0%
(b) to demonstrate a commitment to increase personnel knowledge and the knowledge base of the profession					
needed	68.6%	21.5%	5.8%	2.5%	1.7%
helped recieved	35.8%	41.7%	19.2%	3.3%	0%
(c) to demonistrate ethical and professional behavior					
needed	74.8%	22.7%	1.7%	0%	0.8%
helped recieved	38.1%	43.2%	13.6%	4.2%	.08%

Table 9 Decision marker/Problem solver - Percent of Respondents

---

	very adequate	adequate	neither	inadequate	very inadequate
--	------------------	----------	---------	------------	--------------------

---

(a) the ability to examine educational issues rationally, coherently, and logically

needed	53.8%	35.3%	9.2%	0%	1.7%
helped recieved	23.3%	54.3%	17.2%	5.2%	

(b) the ability to apply analytical problem-solving skills

needed	52.1%	33.9%	10.7%	1.7%	1.7%
helped recieved	17.1%	46.2%	27.3%	8.5%	0.9%

(c) the ability to diagnose learning problems

needed	55.5%	35.3%	4.2%	2.5%	2.5%
helped recieved	14.5%	41%	17.9%	23.9%	8.5%

(d) the ability to prescribe appropriate remedial actions.

needed	61.9%	23.7%	8.5%	5%	0.8%
helped recieved	15.3%	29.7%	23.4%	24.3%	7.2%

---

Table 10 Advocate for cultural and learning Diversity - Percent  
of Respondents

very           adequate    neither    inadequate    very  
 adequate    inadequate

---

(a) the ability to accept ethnically, culturally, or social  
different individual

needed          75%           20.8%        3.3%        0%           0.8%

helped          46.3%        28.1%        19.8%       5.8%        0%  
received

(b) the ability to be sensitive to students needs

needed          81.2%        17.1%        0.8%        0%           0.8%

helped          42.1%        39.7%        14%          4.1%        0%  
received

(c) the ability to help students to clarify and develop their  
values

needed          68%           23.8%        6.6%        0%           1.6%

helped          26%           36.5%        24.8%       9.1%        1.6%  
received

(d) the ability to help students develop healthily self-concepts

needed          71.2%        24.6%        3.3%        0%           0.8%

helped          25.6%        47.9%        22.3%       2.5%        1.7%  
received



---

Table 10 Advocate for cultural and learning Diversity - Percent  
of Respondents

	very adequate	adequate	neither	inadequate	very inadequate
--	------------------	----------	---------	------------	--------------------

---

(e) the ability to demonstrate a commitment to provide equal  
learning opportunity for all students.

needed	77.1%	17.8%	2.5%	0.8%	1.7%
helped received	37.6%	41%	17.1%	4.3%	0%

---

Table 11 Effective instructor/Facilitator - Percent of Respondents

	very adequate	adequate	neither	inadequate	very inadequate
(a) knowledge of subject matter					
needed	74.4%	20.8%	0.8%	2.4%	1.6%
helped received	27.9%	38.1%	20.3%	10.2%	3.4%
(b) the ability to select and use various instructional/ evaluation models					
needed	67.8%	23.7%	5%	1.7%	1.7%
helped received	25.4%	45.6%	16.7%	10.5%	1.8%
(c) the ability to use these models to help achieve the stated outcomes.					
needed	69.5%	21.2%	6.8%	1.6%	0.8%
helped	22%	50%	16.9%	9.3%	1.7%

The returned questionnaires were organized so that four separate reports could be generated. The returned questionnaires were evaluated individually by department and a final evaluation was then used for the combined report. Using the input from the formative committee and the analysis report from the other

questionnaires reviewed, a draft of the evaluation report was developed. It was noted that it was not necessary to provide the standard deviation for the data gathered. The committee had decided that percents were more valuable for the departments' needs.

The draft of the evaluations was then submitted to the summative committee for final review before it was typed and presented to the dean of the School of Education and Related Professional Studies. The summative committee members agreed that the questionnaire evaluation did provide the comprehensive data about placement rate, length of job search, location of employment, and licensure. The committee further stated that using the data, SERPS would be able to establish baseline information for all department areas. The summative committee concluded that the evaluation questions concerning department goals, mission and objectives would be very useful for the faculty committee charged with reviewing and improving curriculum. The final report was then typed and presented to the dean of the School of Education and Professional studies for use in the NCATE review.

## Chapter 5

## DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

## Discussion

The evaluation and analysis of the results from the alumni survey in this practicum served two purpose, the first being the gathering of a comprehensive profile of information about placement, length of job search, and certain demographic information necessary for the NCATE review. The second purpose was to help gather information about program goals and objectives that students felt were helpful. This information would be used to reorganize and redesign several of the present curricula to include new attitudes and information.

The importance of evaluation has been intensively discussed in the literature, as an on-going process of evaluation in improving curriculum. The literature has also dealt with the need for a proper assessment tool to accomplish this goal. Davis (1978, pp. 22-29), and Worthen and Sanders (1973, pp. 7-15) stress that curriculum design and evaluation are interdependent.

Recommendations by Isaac and Michaels (1990, pp. 129-133) and Post (1988, pp. 426-427) suggest that any improvement in curricula must be based on evaluation and the gathering of outcomes purposes. Accordingly, the purpose of this study was to analyze and evaluate the results of the data collected by Rowan

College's School of Education and Related Professional Studies through an alumni questionnaire used to gather information for the department about its recent graduates, their training, and their placement in the field of education for the National Council for the Accreditation of Teachers Education review.

It was noted from the analyses of the information that the alumni surveyed felt that they had received the proper training and the necessary help to feel confident in their present jobs. They did feel however, that the department should investigate increased training in the newer technologies needed in teaching and nursing. An added bonus discovery in the analyses of the questionnaire was that 83.5% of the students who responded were presently enrolled in some form of continuing education. One of the SERPS' goals was to develop life-long learners which, according to these results, was achieved.

#### Conclusions

Since there had been no single comprehensive data collection for the complete school of Education and Related Professional Studies, it was felt that the evaluation of this questionnaire would provide the necessary outcomes required for NCATE review. Several departments of SERPS had conducted surveys about their recent graduates, but these were limited to job placement and job

search. It was determined that the entire department would benefit from a more comprehensive review.

Rowan College's School of Education and Related Professional Studies approximately five years ago reorganized and redesigned its course offerings and programs of study. Had this readjustment in curricula helped students professionally? What did recent graduates feel had benefited them the most? What additional skills and/or information should be increased and finally how did the students evaluate their overall experience at Rowan College? It was concluded that the alumni questionnaire, along with the basic demography information about licensure, job search, and placement, generated the necessary data to be used as the baseline information by the departments in their NCATE review.

#### Implications

Since there had been no previously comprehensive evaluation of the recent graduates, it was expected that the analysis of the questionnaire would provide the School of Education and Related Professional Studies with the necessary information suggested by NCATE in their recent review. One of the anticipated benefits of evaluation of the questionnaire would be to provide comprehensive information about the preparation and placement of their recent graduates in the field of education.

Additionally, the outcomes gathered would provide useful information for the improvement of the program of study for the School of Education at Rowan college necessary for the Nation Council of Accreditation of Teacher Education. Several departments of SERPS are presently working on curriculum reorganization and redesigning their present program of study. It is expected that the evaluation of this questionnaire would provide additional information for this reevaluation.

#### Recommendations

It is recommended that the evaluation of the information gathered about students' preparation in the fields of education be used by Rowan College's School of Education and Related Professional Studies as a baseline for further studies. It is further recommended that the results of these evaluations and analyzes be used to help SERPS in their review of the present programs of study. Perceptions about preparation, as well as placement and attitudes of recent graduates, should be used as part of a comprehensive and ongoing review process to achieve the department's mission, goals, and objectives.

## REFERENCES

Brady, H. (1989), Factor and ideal point analysis for interpersonal incomparable data, Psychometrika, 54 (2), pp.181-202

Davis, B. & Wood, L. (1978). Curriculum design and evaluation. Washington, DC: The American Association of Higher Education ED, (AAHE-ERIC/Higher Education Research Report 8, pp. 22-29

Dutka, S., Frankel, L. & Roshwalb, (1982). How to conduct surveys. New York, NY: Audits & Survey, Inc. pp.34-45

Entwistle, N. (1986). Styles of learning and teaching. New York, NY: John Wiley & Sons, pp. 110-113

Erwin, T. D. (1991), Assessing student learning and development, a guide to the principles, goals and methods of determining college outcomes. San Francisco, CA, Jossey-Bass, pp. 75-170

Francis, J.B., Frey, J. & Harty, H. (1979), Advantage and disadvantages of different survey techniques. New Directional Advancement, surveying institutional constituencies, Editor. J.B. Francis, San Francisco, CA: Jossey-Bass, pp.1-25

Harty, H. (1979) Questionnaire design and administration. New directional advancement, surveying institutional constituencies, Editor. J.B. Francis, San Francisco, CA, Jossey Bass, pp.45-63

Hobbs, W. (1979), To survey or not to survey: What is the question?, New Directional Advancement, surveying institutional constituencies, Editor. J.B. Francis, San Francisco, CA: Jossey-Bass, pp. 2-32

Hobbs, W. (1979), To survey or not to survey: What is the question?, New Directional Advancement, surveying institutional constituencies, Editor. J.B. Francis, San Francisco, CA: Jossey-Bass, pp. 243-247

Mehrens, W. & Lehmann, I. (1987). Using standardized tests in education. New York, NY, Longman, pp. 8-54



Isaac, S. & Michael, W. (1990). Handbook in research and evaluation. San Francisco, CA., Jossey Bass pp. 129-133

Levin, H. (1991) Fairness in employment testing: Validly generalization, minority issues, and the general aptitude test battery. Journal of Educational Measurements, 1991, 28, pp. 358-363

Ornstein, A. & Hunkins, f. (1993). Curriculum, foundations, principle and theory. Boston, MA., Allyn and Bacon, pp. 329-352

Sudman, S. & Bradburn, (1982), A practical guide to questionnaire design. San Francisco, CA. Jossey-Bass pp. 86-97

Wilson. M. (1989), An evaluation of Woodruff's technique for variance estimation in educational surveys. Journal of Educational Statistics, Spring 1989, 14, 1. pp. 1-101

Worthen, B. & Sanders, J. (1973). Educational evaluation: theory and practices. San Francisco, CA., Wadsworth Publishing Company, p. 7

APPENDIXES

## APPENDIX A

## Formative and Summative Committee Members

Dr. Christie Fasion, associate dean of the School of Education and Related professional Studies, the college's representative to NCATE. She maintained records and curriculum information for the NCATE review and department reports.

Dr. George Brent, chairperson of the Elementary Education Department, one of the original members of the departments team assigned to make the present curriculum possible.

Dr. Randel Robinson, director of Secondary Education, presently working with new curriculum committee to review and revise the present curriculum.

Carmie Sorrentino, member of the original curriculum committee to reorganize the elementary education program five years ago.

Dr. Robert Blough, member of the original curriculum committee to reorganize the elementary education program five years ago.

The formative committee suggested that the questionnaire evaluation should serve two purposes, the first being that of

gathering the demographic information about students, sex, age, program of study, length of job search and licensure necessary for the National Council of Accreditation of Teacher Education and Certification review.

The second purpose for the analysis of the questionnaire was to gather information about achievement of program goals and mission. The School of Education and Related Professional Studies had within five years reorganized its curriculum and program requirements. It was noted that NCATE was interested in how students felt about the present program and what they felt should be included in future courses. Additionally the formative committee felt that the data gathered from this evaluation of the alumni survey would be very useful to the present SERPS curriculum review and evaluation committees. The department was presently working on reorganization the School of Education and Related Professional Studies course offering.

The committee felt that as the literature recommends the evaluation should be as explicit as possible. The committee felt that the needs of the department would be better served if four separate evaluation were generated. The major departments were to be analyzed seperatively to provide program information. A fourth analysis was to be generated with the totals for all sections of the SERPS department.

#### Summative Committee

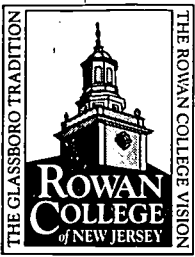
Dr. David Kapel, dean of Education and Related Professional Studies, former member of Temple University Education Department

in charge of developing alumni survey for the department. Has served as the department statistician.

Barbara Crown, Director of Institutional Research at Peirce College; whose responsibilities include collection and interpreting data from student and alumni surveys for the college.

The summative committee agreed with the formative committees recommendations. They made several minor suggestions as to several questions' organization. It was agreed that this evaluation of the SERPS alumni survey would provide the School of Education and Related Professional Studies with both the necessary data for NCATE review and a comprehensive department review of it goals and missions as viewed by alumni.

Letter of Intent



# Rowan College of New Jersey

201 Mullica Hill Road  
Glassboro, New Jersey 08028-1701 • (609) 256-4750 • FAX: (609) 256-4918

*School of Education and Related Professional Studies*  
Office of the Dean

March 22, 1995

Dear Graduate:

As part of our attempt to keep Rowan's teacher preparation programs current and relevant, we are requesting information from our graduates. This survey has been mailed to all our 1994 graduates to obtain your input. Please complete the enclosed instrument providing information about your current employment status as well as your reaction to the preparation received at Rowan. This information will be used to revise and update our programs.

Please do not sign your name, as the results will be reported in the aggregate and no one will be identified. Thank you for responding to this survey that will help us plan our future. Please return the instrument in the enclosed envelope by **May 1, 1995**.

Sincerely yours,

David E. Kapel, Ed.D.  
Dean  
School of Education and Related Professional Studies

Enclosure

DEK:dm  
Alumni.sur

Rowan College of New Jersey  
School of Education  
ALUMNI SURVEY

Date of Graduation: \_\_\_\_\_

Gender: Male \_\_\_ Female \_\_\_\_\_

Age: 20 - 25 \_\_\_ 26 - 30 \_\_\_ 31 - 35 \_\_\_ 36 - 40 \_\_\_  
41 - 45 \_\_\_ 46 - 50 \_\_\_ over 50 \_\_\_

I entered Rowan as a: \_\_\_ Freshman \_\_\_ Sophomore \_\_\_ Junior \_\_\_ Senior  
\_\_\_ Post-Bac/Grad

Program Completed at Rowan: (please check one)

Elementary/Early Childhood \_\_\_; Coordinate Major \_\_\_\_\_

Secondary Education \_\_\_; Major field of study \_\_\_\_\_

Teacher of the Handicapped \_\_\_

Master of Science in Teaching (MST):

Elementary Education \_\_\_; Secondary Education \_\_\_;

Special Education \_\_\_

Health & Physical Education (teacher certification) \_\_\_

Health & Physical Education (non-teacher certification) \_\_\_

School Nursing \_\_\_ (Skip to question #2)

1. Please check one of the following: I am

- \_\_\_ 1. Teaching in a tenure track position in my area of certification.  
\_\_\_ 2. Teaching in a tenure track position outside my area of certification.  
\_\_\_ 3. Teaching in a non-tenure track position (long-term substitute) in my area of certification.  
\_\_\_ 4. Teaching in a non-tenure track position (long-term substitute) outside my area of certification.  
\_\_\_ 5. Teaching as a short-term/per diem substitute.  
\_\_\_ 6. Presently not teaching (Please check appropriate response)  
\_\_\_ a) On a leave of absence  
\_\_\_ b) Left teaching to pursue another field. Please give job title: \_\_\_\_\_  
\_\_\_ c) Working in another field, never taught. Please give job title: \_\_\_\_\_  
\_\_\_ d) I am a full-time graduate student.  
\_\_\_ e) I am in the military.  
\_\_\_ f) I am employed in the schools, but outside the classroom. Please give job title: \_\_\_\_\_  
\_\_\_ g) Not presently employed.

(Go to question 3)

2. For School Nurses only:

Please check one of the following.

I am working in:

- \_\_\_ 1. a tenure track position  
\_\_\_ 2. a non-tenure track position (long-term substitute) in my area of certification.  
\_\_\_ 3. a non-tenure track position (long-term substitute) outside my area of certification.  
\_\_\_ 4. a short-term/per diem substitute.



Alumni Survey

- \_\_\_ 5. Presently not working as a School Nurse because I am
- \_\_\_ a) on a leave of absence
  - \_\_\_ b) have left nursing to pursue another field. Please give job title: \_\_\_\_\_
  - \_\_\_ c) working in another field, and have never worked as a school nurse. Please give job title: \_\_\_\_\_
  - \_\_\_ d) I am a full-time graduate student.
  - \_\_\_ e) I am in the military.
  - \_\_\_ f) I am employed in the schools, but outside the classroom. Please give job title: \_\_\_\_\_
  - \_\_\_ g) not presently employed.

3. If you are teaching/working, please answer the following questions.

I am teaching/working in: \_\_\_ New Jersey  
\_\_\_ Another state (Please name) \_\_\_\_\_

- The school is:
- (a) an urban school \_\_\_\_\_
  - (b) a suburban school \_\_\_\_\_
  - (c) a rural school \_\_\_\_\_
  - (d) I am in a non-school setting \_\_\_\_\_

- The school is:
- (a) public \_\_\_\_\_
  - (b) private \_\_\_\_\_

4. When did you obtain your present position? (Please check one.)

- \_\_\_ Before graduation.
- \_\_\_ Less than 6 months after graduation.
- \_\_\_ 6-12 months after graduation.
- \_\_\_ More than 12 months after graduation.
- \_\_\_ I am still looking for a full-time teaching position.

If employed outside the classroom, when did you secure your present position?

\_\_\_\_\_

5. In Column A, respond to each item in the following list of competencies you may need in your present position; in Column B, the degree of help you received in your preparation at Rowan College of New Jersey.

- For Column A
- Degree of importance you attach to each:
- 5 - very important
  - 4 - important
  - 3 - neither important nor unimportant
  - 2 - unimportant
  - 1 - very unimportant

- For Column B
- Degree of help in program preparation:
- 5 - very adequate
  - 4 - adequate
  - 3 - neither adequate nor inadequate
  - 2 - inadequate
  - 1 - very inadequate

Alumni Survey

**Column A**  
**Competencies Needed**

**Column B**  
**Help Received**

**I. Curriculum/Program Designer**

- \_\_\_ the ability to provide for individualization
- \_\_\_ the ability to develop lesson plans
- \_\_\_ the ability to undertake long-range goals
- \_\_\_ the ability to utilize a variety of instructional methods

**II. Classroom/Facilities Manager**

- \_\_\_ the ability to effectively organize and manage a classroom or clinical setting
- \_\_\_ management abilities which reflect legal and ethical principles
- \_\_\_ management abilities which reflect current research in effective teaching

**III. Educational Communicator**

- \_\_\_ the ability to communicate clearly in writing and speaking
- \_\_\_ collaborative, consultative, and technological skills

**IV. Scholar/Professional**

- \_\_\_ commitment to become a life-long learner
- \_\_\_ commitment to increase personal knowledge and the knowledge base of the profession
- \_\_\_ ethical and professional behavior

**V. Decision-maker/Problem Solver**

- \_\_\_ the ability to examine educational issues rationally, coherently, and logically
- \_\_\_ the ability to apply analytical problem-solving skills
- \_\_\_ the ability to diagnose learning problems
- \_\_\_ the ability to prescribe appropriate remedial actions

**VI. Advocate for Cultural and Learning Diversity**

- \_\_\_ the ability to accept ethnically, culturally, or socially diverse individuals
- \_\_\_ the ability to be sensitive to student needs
- \_\_\_ the ability to help students to clarify and develop their values
- \_\_\_ the ability to help students develop healthy self-concepts
- \_\_\_ the ability to demonstrate a commitment to provide equal learning opportunities for all students

Alumni Survey

VII. Effective Instructor/Facilitator

- \_\_\_ knowledge of subject matter(s) \_\_\_\_\_
- \_\_\_ the ability to select and use various instructional/evaluation models \_\_\_\_\_
- \_\_\_ the ability to use these models to help students achieve the stated learning outcomes \_\_\_\_\_

6. In your opinion, what percentage of the Teaching/School Nurse Preparation Program should be devoted to: (total not to exceed 100%)
- \_\_\_% General Education (broad liberal preparation)
  - \_\_\_% Professional Education (Methods, Ed Psych, Foundations)
  - \_\_\_% Academic major (content preparation)
  - \_\_\_% Electives

7. For the following questions, please answer: **Yes, No, or Don't Know.**

- a) Do you feel graduating from a nationally accredited teacher preparation program helped in obtaining a teaching certificate? \_\_\_\_\_
- b) Do you feel that Rowan prepared you for the NTE/Praxis exams? \_\_\_\_\_

8. How helpful were the technology sessions you received in conjunction with your methods classes in preparing you for your teaching position?

\_\_\_ Not very helpful    \_\_\_ Somewhat helpful    \_\_\_ Helpful    \_\_\_ Very helpful

9. a) Which courses in your teaching/nursing preparation program did you find most helpful?

in professional education \_\_\_\_\_

in general education \_\_\_\_\_

in specialty area \_\_\_\_\_

b) Which courses in your teaching/nursing preparation program did you find least helpful?

in professional education \_\_\_\_\_

in general education \_\_\_\_\_

in specialty area \_\_\_\_\_

c) I wish there would have been more courses in: \_\_\_\_\_

\_\_\_\_\_

## Alumni Survey

10. For the following questions, pick three adjectives from the list and write their numbers below each question.

- |                  |                 |                      |
|------------------|-----------------|----------------------|
| 1. active        | 15. disorderly  | 28. moderate         |
| 2. aloof         | 16. easy-going  | 29. passive          |
| 3. ambitious     | 17. evasive     | 30. preoccupied      |
| 4. apathetic     | 18. flexible    | 31. radical          |
| 5. autocratic    | 19. formal      | 32. realistic        |
| 6. capable       | 20. friendly    | 33. reasonable       |
| 7. caring        | 21. helpful     | 34. rigid            |
| 8. changeable    | 22. idealistic  | 35. simple           |
| 9. cold          | 23. incompetent | 36. straight-forward |
| 10. complicated  | 24. informal    | 37. unconventional   |
| 11. conventional | 25. lazy        | 38. unreasonable     |
| 12. concern      | 26. methodical  | 39. useless          |
| 13. demanding    | 27. orderly     | 40. warm             |
| 14. democratic   |                 |                      |

- A. Which 3 adjectives best describe Rowan College when you were a student?

\_\_\_\_\_

- B. Which 3 adjectives best describe the School of Education's program at the time you were enrolled?

\_\_\_\_\_

- C. Which 3 adjectives best describe the faculty in the School of Education?

\_\_\_\_\_

- D. Which 3 adjectives best describe the faculty members with whom you had experience outside the School of Education?

\_\_\_\_\_

10. Did you use any of the services offered by the College Placement Office to help you obtain a job? Yes \_\_\_ No \_\_\_

If yes:

- a) how would you rate these services?

Not Helpful \_\_\_ Somewhat Helpful \_\_\_ Helpful \_\_\_ Very Helpful \_\_\_

- b) which service was most useful? \_\_\_\_\_

## Alumni Survey

If you did not use the services, why not?

- a) Was not aware of the services \_\_\_\_\_
- b) Found a job on my own \_\_\_\_\_

11. Do you plan to continue your education? Yes \_\_\_\_\_ No \_\_\_\_\_ Undecided \_\_\_\_\_

If yes:

a) Are you presently enrolled in a graduate or another certificate program?  
Graduate \_\_\_\_\_ Certification \_\_\_\_\_

b) Where? \_\_\_\_\_

c) For what degree or certification? \_\_\_\_\_

Thank you for completing this survey. Please return in the self-addressed envelope enclosed. Please return by May 1, 1995.

Questionnaire Results

## Appendix D - Evaluation #1 Special Education and School Nurse

Date of Graduation \_\_\_\_\_

Gender

Male \_\_\_16\_\_\_ Female \_\_\_29\_\_\_

Age

20 to 25 \_\_\_#24\_\_\_ 26 to 30 \_\_\_#10\_\_\_ 31 to 35 \_\_\_#4\_\_\_  
 36 to 40 \_\_\_#1\_\_\_ 41 to 45 \_\_\_#3\_\_\_ 46 to 50 \_\_\_#2\_\_\_  
 over 50 \_\_\_#1\_\_\_

I entered Rowan as a: 22 Freshman 13 sophomore 4 junior 0 senior  
 6 post-bac/grad

Program completed at Rowan: (please check one)

Elementary/Early Childhood \_\_\_\_\_

Secondary Education \_\_\_25\_\_\_

major field of study \_\_\_\_\_ (please name)

Teacher of the Handicapped \_\_\_\_\_

Master of Science Teaching

(a) Elementary Education \_\_\_5\_\_\_

(b) Special Education \_\_\_\_\_

(c) Secondary Education \_\_\_1\_\_\_

Health and Physical Education (teacher certification) \_\_\_10\_\_\_

Health and Physical (non-teacher certification) \_\_\_1\_\_\_

School Nursing \_\_\_3\_\_\_ (skip to section #2)

Major of study for secondary education majors:

2 - art	1 - reading	
1 - french	8 - history	
3 - math	1 - biology	
4 - english	4 - music	1 physical science

1. Please check one of the following. I am :

- \_\_\_13\_\_\_ 1. Teaching in a tenure track position in my area of certification
- \_\_\_1\_\_\_ 2. Teaching in a tenure track position not in my area of certification
- \_\_\_4\_\_\_ 3. Teaching in a non-tenure track position (long term substitute) in my area certification
- \_\_\_2\_\_\_ 4. Teaching in a non-tenure track position (long term substitute) out side my area of certification
- \_\_\_12\_\_\_ 5. Teaching as a short-term/per diem substitute
- \_\_\_ 6. Presently not teaching
- \_\_\_ a) on a leave of absence
- \_\_\_ b) left teaching to pursue another field  
 Please give job title \_\_\_\_\_
- \_\_\_1\_\_\_ c) working in another field, never taught
- \_\_\_2\_\_\_ Please give job title \_\_\_\_\_
- \_\_\_ d) I am a full-time graduate student
- \_\_\_ e) I am in the military
- \_\_\_3\_\_\_ f) I am employed in the schools, but outside the classroom

Please give job title \_\_\_\_\_  
 4\_ g) not presently employed

go to section 3

#2 For School Nurses....

Please check one of the following

I am working in:

- 3
1. a tenure track position
  2. a non-tenure track position (long term substitute) in my certification
  3. a non-tenure track position (long term substitute) outside my area of certification
  4. short-term/per diem substitute
  5. Presently not working as a School Nurse because I am
    - a) on a leave of absence
    - b) have left nursing to pursue another field  
Please give job title \_\_\_\_\_
    - c) working in another field, and have never worked as a school nurse. Please give job title \_\_\_\_\_
    - e) I am a full-time graduate student
    - f) I am in the military
    - g) I am employed in the schools, but outside my area of certification.  
Please give job title \_\_\_\_\_

go to # 3

3. If you are teaching/ working, please answer the following questions

I am teaching/working in

New Jersey 40\_ Another state (please name) PA 1 4- NA \_\_\_\_\_

The school is (a) an urban school \_\_\_\_\_ 6 \_\_\_\_\_  
 (b) a suburban school \_\_\_\_\_ 25 \_\_\_\_\_  
 (c) a rural school \_\_\_\_\_ 4 \_\_\_\_\_

The school is (a) public \_\_\_\_\_ 30 \_\_\_\_\_  
 (b) private \_\_\_\_\_ 4 \_\_\_\_\_

4. How long after graduation was it before you got your present position?  
 (please check one)

- 6\_ before graduation  
 18\_ less than 6 months after graduation  
 9\_ 6-12 months after graduation  
 1\_ more than 12 months after graduation  
 10\_ I am still looking for a full time teaching position  
 2 no response



If employed outside the classroom, when did you acquire your present job?

---

5. In column A respond to each item in the following list of competencies you may need in your present position, and in column B the degree of help you possibly received in your preparation at Rowan College of New Jersey. Use the following scale

For Column A

Degree of importance you attach to each

- 5 means very important
- 4 means important
- 3 means neither important  
nor unimportant
- 2 means unimportant
- 1 means very unimportant

For Column B

Degree of help in program preparation

- 5 means very adequate
- 4 means adequate
- 3 means neither adequate  
nor inadequate
- 2 means inadequate
- 1 means very inadequate

Column A  
Competencies needed

Column B  
Helped received

I. Curriculum/Program Designer

\_\_\_ the ability to provide for individualization \_\_\_

	5	4	3	2	1
column a	20	16	5	2	1
column b	6	13	7	5	2

\_\_\_ the ability to develop lesson plans \_\_\_

	5	4	3	2	1
column a	18	14	1	6	5
column b	13	22	2	2	

\_\_\_ the ability to undertake long-rang goals \_\_\_

	5	4	3	2	1
column a	17	18	3	3	3
column b	6	12	13	7	1

\_\_\_ the ability to utilize variety of instructional methods

	5	4	3	2	1
column a	32	6	5	2	1
column b	9	14	10	4	1

## II. Classroom/Facilities Manager

\_\_\_ the ability to effectively organize and manage a classroom or clinical setting \_\_\_

	5	4	3	2	1
column a	31	8			
column b	8	17	5	5	4

\_\_\_ the management ability which reflect on legal and ethical principles \_\_\_

	5	4	3	2	1
column a	14	23	6	1	
column b	9	22	4	3	2

\_\_\_ the management ability which reflect on the current research in effective teaching \_\_\_

	5	4	3	2	1
column a	12	21	6	1	2
column b	7	14	12	4	1

## III. Educational Communicator

\_\_\_ the ability to communicate clearly in writing and speaking \_\_\_

	5	4	3	2	1
column a	28	14	2		1
column b	10	16	11	2	1

\_\_\_ collaborative, consultative, and technical \_\_\_

	5	4	3	2	1
column a	13	14	2		1
column b	8	21	4	2	2

#### IV. Scholar/Professional

\_\_\_ commitment to become a life-long learners \_\_\_

	5	4	3	2	1
column a	24	12	4	3	1
column b	26	11	4	2	

\_\_\_ commitment to increase personnel knowledge and the knowledge base of the profession \_\_\_

	5	4	3	2	1
column a	25	12	4	2	
column b	11	17	11	1	

\_\_\_ ethical and professional behavior \_\_\_

	5	4	3	2	1
column a	26	13	2		
column b	11	17	8	2	

#### V. Decision-maker/Problem solver

\_\_\_ the ability to examine educational issues rationally, coherently, and logically \_\_\_

	5	4	3	2	1
column a	19	19	5		
column b	7	17	9	4	

\_\_\_ the ability to apply analytical problem-solving skills

	5	4	3	2	1
column a	16	19	9		
column b	4	16	16	2	

\_\_\_ the ability to diagnose learning problems\_\_\_

	5	4	3	2	1
column a	16	18	3	3	3
column b	4	14	7	12	6

\_\_\_\_\_ the ability to prescribe appropriate remedial actions \_\_\_\_\_

	5	4	3	2	1
column a	17	13	6	5	1
column b	3	7	12	10	6

#### VI. Advocate for Cultural and Learning Diversity

... the ability to accept ethnically, culturally, or social different individuals.....

	5	4	3	2	1
column a	28	12	2		
column b	17	11	11	2	

... the ability to be sensitive to student needs

	5	4	3	2	1
column a	27	13	1		1
column b	11	13	13	4	

... the ability to help students to clarify and develop their values ....

	5	4	3	2	1
column a	22	12	6		1
column b	7	10	19	3	1

... the ability to help students develop healthy self-concepts

	5	4	3	2	1
column a	24	14	3		1
column b	8	13	16	3	1

\_\_\_ the ability to demonstrate a commitment to provide equal learning opportunities for all students \_\_\_

	5	4	3	2	1
column a	25	10	3	1	2
column b	12	13	14	3	

VII. Effective Instructor/Facilitator

...knowledge of subject matter(s).....

	5	4	3	2	1
column a	31	9		1	1
column b	11	13	15	3	

\_\_\_ the ability to select and use various instructional/evaluation models \_\_\_

	5	4	3	2	1
column a	24	12	3	2	1
column b	8	19	6	7	2

\_\_\_ the ability to use these models to help students achieve the stated learning outcomes \_\_\_

	5	4	3	2	1
column a	24	10	5	2	1
column b	6	21	8	4	2

6. What percentage of the Teaching/School Nursing Preparation Program should be devoted to (total not to exceed 100%)

\_\_\_ % General Education (to make you a well-rounded person)

%	0	5	10	15	20	25	30	35
	3	3	10	9	7	2	4	1

\_\_\_\_ % Professional Education (Methods, Ed. Psych., Foundations, etc.)

5	10	15	20	25	30	35	40	45	50
	2	2	5	7	9	2	6	1	4

\_\_\_\_ % Academic major (directly related to your program)

25	30	35	40	45	50	55	60	65	70	75	80
3	6	2	7	2	11		3	1	2		1

\_\_\_\_ % Electives (your decision to make)

0	5	10	15	20	25
3	12	17		5	1

100% - Total

7. For the follow questions please answer yes or no

a. Do you feel graduating from a Nationally Accredited Teacher Preparation program helped in obtaining a teaching certificate? yes 15 no 28 dk 1

b. Do you feel that Rowan prepared you for the NTE/Praxis exams? \_\_yes

8. How helpful were the technology sessions you received in conjunction with your methods classes in preparing you for your teaching position? (circle one)

not very helpful 2  
 somewhat helpful 8  
 helpful 3  
 very helpful 1

9.(a) Which courses in your teaching/nursing preparation program did you find most helpful ?

in professional education \_\_\_\_\_

in General education \_\_\_\_\_

in speciality area \_\_\_\_\_

(b) Which courses in your teaching/nursing preparation program did you find least helpful?

in professional education \_\_\_\_\_

in General education \_\_\_\_\_

in speciality area \_\_\_\_\_

(c) I wish there would have been more courses in

---

9. For the following questions pick 3 adjectives from the list and write their numbers below each question

- |                      |                  |                 |                 |
|----------------------|------------------|-----------------|-----------------|
| 1. active            | 9. cold          | 17. evasive     | 25. lazy        |
| 2. aloof             | 10. complicated  | 18. flexible    | 26. methodical  |
| 3. ambitious         | 11. conventional | 19. formal      | 27. orderly     |
| 4. apathetic         | 12. concern      | 20. friendly    | 28. moderate    |
| 5. autocratic        | 13. demanding    | 21. helpful     | 29. passive     |
| 6. capable           | 14. democratic   | 22. idealistic  | 30. preoccupied |
| 7. caring            | 15. disorderly   | 23. incompetent | 31. radical     |
| 8. changeable        | 16. easy-going   | 24. informal    | 32. realistic   |
|                      |                  |                 |                 |
| 33. reasonable       |                  |                 |                 |
| 34. rigid            |                  |                 |                 |
| 35. simple           |                  |                 |                 |
| 36. straight-forward |                  |                 |                 |
| 37. unconventional   |                  |                 |                 |
| 38. unreasonable     |                  |                 |                 |
| 39. useless          |                  |                 |                 |
| 40. warm             |                  |                 |                 |

A. Which 3 adjectives best describe Rowan College when you were a student at Rowan?

complicated                      simple                      helpful

B. Which 3 adjectives best describe the School of Education and Related Professional Studies Program in which you were enrolled?

demanding                      disorderly                      methodical

C. Which 3 adjectives best describe the faculty in the School of Education and Related Professional Studies?

caring                      friendly                      helpful

D. Which 3 adjectives best describe the faculty members with whom you had experience outside the School of Education and Related Professional Studies?

capable                      friendly                      helpful

11. Do you plan to continue your education? yes   33   no         
undecided       9      

If yes

a) Are you presently enrolled in a graduate or another certificate program ?

graduate \_\_\_\_\_ certificate \_\_\_\_\_

b) where \_\_\_\_\_

c) for what degree or certificate

---

most common places:

Rutgers 2

Rowan 4

Philadelphia Bible College 1

Slippery Rock 1

Edinboro 1

University of Del. 1



## Appendix E - Evaluation #2 Teacher of Handicapped

Date of Graduation \_\_\_\_\_

Gender

Male\_\_1\_\_ Female\_\_33\_\_

Age

20 to 25\_\_#17\_\_ 26 to 30\_\_#7\_\_ 31 to 35\_\_#8\_\_  
 36 to 40\_\_# 2\_\_ 41 to 45\_\_#0\_\_ 46 to 50\_\_#1\_\_  
 over 50 \_\_# 0\_\_

I entered Rowan as a: 11 Freshman 6 sophomore 17 junior 0 senior  
 0 post-bac/grad

Program completed at Rowan: (please check one)

Elementary/Early Childhood\_\_\_\_\_

Secondary Education\_\_\_\_\_

major field of study\_\_\_\_\_ (please name)

Teacher of the Handicapped\_\_34\_\_

Master of Science Teaching

(a) Elementary Education\_\_\_\_\_

(b) Special Education\_\_\_\_\_

(c) Secondary Education\_\_\_\_\_

Health and Physical Education (teacher certification)\_\_\_

Health and Physical (non-teacher certification)\_\_\_

School Nursing\_\_\_ (skip to section #2)

1. Please check one of the following. I am :

23 1. Teaching in a tenure track position in my area of certification

\_\_\_\_\_ 2. Teaching in a tenure track position not in my area of certification

5 3. Teaching in a non-tenure track position (long term substitute) in my area certification

\_\_\_\_\_ 4. Teaching in a non-tenure track position (long term substitute) outside my area of certification

2 5. Teaching as a short-term/per diem substitute

\_\_\_\_\_ 6. Presently not teaching

\_\_\_\_\_ a) on a leave of absence

\_\_\_\_\_ b) left teaching to pursue another field

Please give job title\_\_\_\_\_

\_\_\_\_\_ c) working in another field, never taught

Please give job title\_\_\_\_\_

\_\_\_\_\_ d) I am a full-time graduate student

\_\_\_\_\_ e) I am in the military

2 f) I am employed in the schools, but outside the classroom

Please give job title\_\_\_\_\_

1 g) not presently employed

go to section 3

## #2 For School Nurses....

Please check one of the following

I am working in:

1. a tenure track position
2. a non-tenure track position (long term substitute) in my certification
3. a non-tenure track position (long term substitute) outside my area of certification
4. short-term/per diem substitute
5. Presently not working as a School Nurse because I am
  - a) on a leave of absence
  - b) have left nursing to pursue another field  
Please give job title \_\_\_\_\_
  - c) working in another field, and have never worked as a school nurse. Please give job title \_\_\_\_\_
  - e) I am a full-time graduate student
  - f) I am in the military
  - g) I am employed in the schools, but outside my area of certification.  
Please give job title \_\_\_\_\_

go to # 3

3. If you are teaching/ working, please answer the following questions

I am teaching/working in

New Jersey\_33\_\_\_ Another state (please name) \_\_\_\_\_

The school is (a) an urban school \_\_\_\_\_ 5\_\_\_  
 (b) a suburban school \_\_\_\_\_ 20\_\_\_  
 (c) a rural school \_\_\_\_\_ 5\_\_\_

The school is (a) public \_\_\_\_\_ 30\_\_\_  
 (b) private \_\_\_\_\_ 3\_\_\_

4. How long after graduation was it before you got your present position?  
 (please check one)

- \_\_\_ 4\_\_\_ before graduation  
 \_\_\_ 22\_\_\_ less than 6 months after graduation  
 \_\_\_ 5\_\_\_ 6-12 months after graduation  
 \_\_\_ 0\_\_\_ more than 12 months after graduation  
 \_\_\_ 3\_\_\_ I am still looking for a full time teaching position  
 no response

If employed outside the classroom, when did you acquire your present job?

\_\_\_\_\_

5. In column A respond to each item in the following list of competencies you may need in your present position, and in column B the degree of help you possibly received in your preparation at Rowan College of New Jersey.

Use the following scale

For Column A

Degree of importance you attach to each

- 5 means very important
- 4 means important
- 3 means neither important  
nor unimportant
- 2 means unimportant
- 1 means very unimportant

For Column B

Degree of help in program preparation

- 5 means very adequate
- 4 means adequate
- 3 means neither adequate  
nor inadequate
- 2 means inadequate
- 1 means very inadequate

Column A  
Competencies needed

Column B  
Helped received

I. Curriculum/Program Designer

\_\_\_ the ability to provide for individualization \_\_\_

	5	4	3	2	1
column a	19	2	15	2	1
column b	9	16	5	5	2

\_\_\_ the ability to develop lesson plans \_\_\_

	5	4	3	2	1
column a	20	9	2	1	
column b	16	20	5	1	

\_\_\_ the ability to undertake long-rang goals \_\_\_

	5	4	3	2	1
column a	16	12	4	1	
column b	5	12	13	2	

\_\_\_ the ability to utilize variety of instructional methods

	5	4	3	2	1
column a	30		1		
column b	12	15	3	2	

## II. Classroom/Facilities Manager

\_\_\_ the ability to effectively organize and manage a classroom or clinical setting

	5	4	3	2	1
column a	26	1	1	2	1
column b	5	18	6	1	

\_\_\_ the management ability which reflect on legal and ethical principles

	5	4	3	2	1
column a	14	14	3		1
column b	6	10	13	2	

\_\_\_ the management ability which reflect on the current research in effective teaching

	5	4	3	2	1
column a	16	13	3		
column b	6	14	10	1	

## III. Educational Communicator

\_\_\_ the ability to communicate clearly in writing and speaking

	5	4	3	2	1
column a	27	5			1
column b	11	19	1	1	

BEST COPY AVAILABLE

\_\_\_ collaborative, consultative, and technical \_\_\_

	5	4	3	2	1
column a	22	8	3		
column b	4	14	9	4	

#### IV. Scholar/Professional

\_\_\_ commitment to become a life-long learners \_\_\_

	5	4	3	2	1
column a	20	8	4		
column b	11	9	9	3	

\_\_\_ commitment to increase personnel knowledge and the knowledge base of the profession \_\_\_

	5	4	3	2	1
column a	22	6	3	1	
column b	9	17	5	1	

\_\_\_ ethical and professional behavior \_\_\_

	5	4	3	2	1
column a	25	7			
column b	11	13	5	2	1

#### V. Decision-maker/Problem solver

\_\_\_ the ability to examine educational issues rationally, coherently, and logically \_\_\_

	5	4	3	2	1
column a	13	16	2		
column b	6	23	3		

\_\_\_ the ability to apply analytical problem-solving skills

	5	4	3	2	1
column a	19	10	1	2	
column b	4	17	6	4	1

\_\_\_ the ability to diagnose learning problems \_\_\_

	5	4	3	2	1
column a	22	10			
column b	7	18	5	2	

\_\_\_\_\_ the ability to prescribe appropriate remedial actions \_\_\_\_\_

	5	4	3	2	1
column a	27	4	1		
column b	7	13	4	3	

#### VI. Advocate for Cultural and Learning Diversity

... the ability to accept ethnically, culturally, or social different individuals.....

	5	4	3	2	1
column a	25	6	2		
column b	11	10	9	3	

... the ability to be sensitive to student needs

	5	4	3	2	1
column a	30	1			
column b	17	14	2		

... the ability to help students to clarify and develop their values ....

	5	4	3	2	1
column a	24	7	1		
column b	7	12	6	2	1

... the ability to help students develop healthy self-concepts

	5	4	3	2	1
column a	26	5	1		
column b	6	20	7		1

\_\_\_ the ability to demonstrate a commitment to provide equal learning opportunities for all students \_\_\_

	5	4	3	2	1
column a	27	5			
column b	9	18	1		

#### VII. Effective Instructor/Facilitator

...knowledge of subject matter(s) .....

	5	4	3	2	1
column a	24	6		1	
column b	7	13	5	2	3

\_\_\_ the ability to select and use various instructional/evaluation models \_\_\_

	5	4	3	2	1
column a	23	7	1		
column b	5	13	5	2	

\_\_\_ the ability to use these models to help students achieve the stated learning outcomes \_\_\_

	5	4	3	2	1
column a	25	5	1		
column b	6	15	5	4	

6. What percentage of the Teaching/School Nursing Preparation Program should be devoted to (total not to exceed 100%)

\_\_\_ % General Education (to make you a well-rounded person)

%	0	5	10	15	20	25	30	40
		4	12	6	4	1		

\_\_\_ % Professional Education (Methods, Ed. Psych., Foundations, etc.)

5	10	15	20	25	30	35	40	50	60
1	2	1	5	1	5	1	4	6	1

\_\_\_\_\_ % Academic major (directly related to your program)

10	20	25	30	35	40	50	55	60	70	75	80
1	1	3	2	2	7	5	1	2	1	1	1

\_\_\_\_\_ % Electives (your decision to make)

0	5	10	15	20	25
	10	10	4	2	

100% - Total

7. For the follow questions please answer yes or no

a. Do you feel graduating from a Nationally Accredited Teacher Preparation program helped in obtaining a teaching certificate? yes 26 no 2

Don't know 5

b. Do you feel that Rowan prepared you for the NTE/Praxis exams? \_\_\_\_\_

yes 6 no 15 somewhat 1 don't know 9

8. How helpful were the technology sessions you received in conjunction with your methods classes in preparing you for your teaching position? (circle one)

not very helpful 10  
 somewhat helpful 17  
 helpful 4  
 very helpful 2  
 No response 1

9. (a) Which courses in your teaching/nursing preparation program did you find most helpful ?

in professional education \_\_\_\_\_

teaching students w/learning difficulties 10  
 Ed Policy 3  
 Foundations 3  
 C&M 1&2 7  
 Reading for handicapped 1  
 student teaching 2  
 teaching as a profession 1

in General education \_\_\_\_\_

psychology 6  
 mathematics 2  
 college comp I 2  
 sociology 1  
 child developemnt 1  
 computers 1



in speciality area \_\_\_\_\_

reading 12  
 curriulum and methods 2  
 behavior management 10

(b) Which courses in your teaching/nursing preparation program did you find least helpful?

in professional education \_\_\_\_\_

history of American Ed 7  
 careers in teaching 3  
 theory of ed 1  
 ed psych 3  
 intercult studies 1  
 intro to special ed 1  
 testing & assessment 3  
 marriage and family 3  
 cur. methods II 2

in General education \_\_\_\_\_

so of family 1  
 music 1  
 PE 3  
 History 2  
 The Bible 2  
 Computer lit 1  
 American History 1

in speciality area \_\_\_\_\_

behavior modification 1  
 emotional disturbed 2  
 resources & community 3  
 intro to teaching 1  
 teaching as a profession 1

(c) I wish there would have been more courses in

learning disabilities 2  
 recent teaching techniques & methods 4  
 teaching in content areas 4  
 curriculum & methods  
 teaching mathematics 5  
 teaching science 3  
 behavior management 6  
 special education 6  
 field experence  
 ICS instruction  
 affective teaching

10. For the following questions pick 3 adjectives from the list and write their numbers below each question

- |               |                  |                 |                 |
|---------------|------------------|-----------------|-----------------|
| 1. active     | 9. cold          | 17. evasive     | 25. lazy        |
| 2. aloof      | 10. complicated  | 18. flexible    | 26. methodical  |
| 3. ambitious  | 11. conventional | 19. formal      | 27. orderly     |
| 4. apathetic  | 12. concern      | 20. friendly    | 28. moderate    |
| 5. autocratic | 13. demanding    | 21. helpful     | 29. passive     |
| 6. capable    | 14. democratic   | 22. idealistic  | 30. preoccupied |
| 7. caring     | 15. disorderly   | 23. incompetent | 31. radical     |
| 8. changeable | 16. easy-going   | 24. informal    | 32. realistic   |
33. reasonable  
34. rigid  
35. simple  
36. straight-forward  
37. unconventional  
38. unreasonable  
39. useless  
40. warm

A. Which 3 adjectives best describe Rowan College when you were a student at Rowan?

disorderly                      friendly                      active

B. Which 3 adjectives best describe the School of Education and Related Professional Studies Program in which you were enrolled?

demanding                      helpful                      disorderly

C. Which 3 adjectives best describe the faculty in the School of Education and Related Professional Studies?

helpful                      caring                      friendly

D. Which 3 adjectives best describe the faculty members with whom you had experience outside the School of Education and Related Professional Studies?

capable                      disorderly                      friendly

11) Did you use any of the services offered by the College Placement Office to help you obtain a job?

yes    11                      no    23

If yes:

a) how would you rate these services?

Not Helpful 1          Somewhat helpful 6          helpful 5          Very Helpful

b) Which service was most useful?

interview

resume writing

If you did not use the services, why not?

a) was not aware of the services 3

b) found a job on my own 18

11. Do you plan to continue your education? yes \_\_\_26\_\_\_ no \_\_\_  
undecided\_\_\_8

If yes

a) Are you presently enrolled in a graduate or another certificate program ?

graduate \_\_\_\_\_ certificate \_\_\_\_\_

b) where \_\_\_\_\_

c) for what degree or certificate

---

most common places:

Rutgers 2

Rowan 4

Philadelphia Bible College 1

Slippery Rock 1

Edinboro 1

University of del. 1

## Appendix F - Evaluation #3 Elementary Education

Date of Graduation \_\_\_\_\_

Gender

Male 4 Female 50 1 no response

Age

20 to 25 #35 26 to 30 #6 31 to 35 #6  
 36 to 40 #5 41 to 45 #1 46 to 50 #1  
 over 50 #1

I entered Rowan as a: 30 Freshman 8 sophomore 12 junior 0 senior  
 0 post-bac/grad

Program completed at Rowan: (please check one)

Elementary/Early Childhood 55

Coordinate majors:

Psychology 22  
 sociology 13  
 Communications 6  
 English 3  
 History 2  
 Geography 4  
 Economics 1

Secondary Education \_\_\_\_\_

major field of study \_\_\_\_\_ (please name)

Teacher of the Handicapped \_\_\_\_\_

Master of Science Teaching

- (a) Elementary Education \_\_\_\_\_  
 (b) Special Education \_\_\_\_\_  
 (c) Secondary Education \_\_\_\_\_

Health and Physical Education (teacher certification) \_\_\_\_\_

Health and Physical (non-teacher certification) \_\_\_\_\_

School Nursing \_\_\_\_\_ (skip to section #2)

1. Please check one of the following. I am :

- 22 1. Teaching in a tenure track position in my area of certification  
 \_\_\_\_\_ 2. Teaching in a tenure track position not in my area of certification  
1 3. Teaching in a non-tenure track position (long term substitute) in my area certification  
4 4. Teaching in a non-tenure track position (long term substitute) out side my area of certification  
17 5. Teaching as a short-term/per diem substitute  
 \_\_\_\_\_ 6. Presently not teaching  
 \_\_\_\_\_ a) on a leave of absence  
 \_\_\_\_\_ b) left teaching to pursue another field  
 Please give job title \_\_\_\_\_  
5 c) working in another field, never taught

- \_\_\_\_\_ Please give job title \_\_\_\_\_
- \_\_\_1\_\_\_ d) I am a full-time graduate student
- \_\_\_\_\_ e) I am in the military
- \_\_\_3\_\_\_ f) I am employed in the schools, but outside the  
classroom
- \_\_\_\_\_ Please give job title \_\_\_\_\_
- \_\_\_1\_\_\_ g) not presently employed

go to section 3

## #2 For School Nurses....

Please check one of the following

I am working in:

1. a tenure track position
2. a non-tenure track position (long term substitute) in my certification
3. a non-tenure track position (long term substitute) outside my area of certification
4. short-term/per diem substitute
5. Presently not working as a School Nurse because I am
  - a) on a leave of absence
  - b) have left nursing to pursue another field  
Please give job title \_\_\_\_\_
  - c) working in another field, and have never worked as a school nurse. Please give job title \_\_\_\_\_
  - e) I am a full-time graduate student
  - f) I am in the military
  - g) I am employed in the schools, but outside my area of certification.  
Please give job title \_\_\_\_\_

go to # 3

3. If you are teaching/ working, please answer the following questions

I am teaching/working in

New Jersey 45 Another state (please name) 1 NY \_\_\_\_\_

The school is (a) an urban school 4  
(b) a suburban school 30  
(c) a rural school 7

The school is (a) public 37  
(b) private 5

4. How long after graduation was it before you got your present position?  
(please check one)

- 2 before graduation
- 25 less than 6 months after graduation
- 7 6-12 months after graduation

- 0 more than 12 months after graduation  
9 I am still looking for a full time teaching position  
4 no response

If employed outside the classroom, when did you acquire your present job?

---

5. In column A respond to each item in the following list of competencies you may need in your present position, and in column B the degree of help you possibly received in your preparation at Rowan College of New Jersey. Use the following scale

For Column A

Degree of importance you attach to each

- 5 means very important  
 4 means important  
 3 means neither important  
 nor unimportant  
 2 means unimportant  
 1 means very unimportant

For Column B

Degree of help in program preparation

- 5 means very adequate  
 4 means adequate  
 3 means neither adequate  
 nor inadequate  
 2 means inadequate  
 1 means very inadequate

Column A  
Competencies needed

Column B  
Helped received

I. Curriculum/Program Designer

\_\_\_ the ability to provide for individualization \_\_\_

	5	4	3	2	1
column a	27	15	3		1
column b	12	20	9	5	1

No Answer 9

\_\_\_ the ability to develop lesson plans \_\_\_

	5	4	3	2	1
column a	32	9	3	1	1
column b	35	10		2	

No Answer 9

\_\_\_ the ability to undertake long-rang goals \_\_\_

	5	4	3	2	1
column a	28	12	5	1	
column b	14	21	7	5	

No Answer 9

\_\_\_ the ability to utilize variety of instructional methods

	5	4	3	2	1
column a	36	9			1
column b	22	15	3	7	

No Answers 9

## II. Classroom/Facilities Manager

\_\_\_ the ability to effectively organize and manage a classroom or clinical setting \_\_\_

	5	4	3	2	1
column a	44	1			1
column b	19	23	2	4	1

No answer 9

\_\_\_ the management ability which reflect on legal and ethical principles \_\_\_

	5	4	3	2	1
column a	33	9	3	1	
column b	11	25	9	9	

No answer 9

\_\_\_ the management ability which reflect on the current research in effective teaching \_\_\_

	5	4	3	2	1
column a	31	10	4		1
column b	15	25	4	4	

No answer 9

## III. Educational Communicator

\_\_\_ the ability to communicate clearly in writing and speaking \_\_\_

	5	4	3	2	1
column a	40	5	2		1
column b	22	17	6	4	

\_\_\_ collaborative, consultative, and technical \_\_\_

	5	4	3	2	1
column a	23	18	2		2
column b	9	24	10	4	1

#### IV. Scholar/Professional

\_\_\_ commitment to become a life-long learners \_\_\_

	5	4	3	2	1
column a	37	7			2
column b	27	14	7		

\_\_\_ commitment to increase personnel knowledge and the knowledge base of the profession \_\_\_

	5	4	3	2	1
column a	36	8			2
column b	23	16	7	2	

\_\_\_ ethical and professional behavior \_\_\_

	5	4	3	2	1
column a	38	7			1
column b	23	21	3	1	

#### V. Decision-maker/Problem solver

\_\_\_ the ability to examine educational issues rationally, coherently, and logically \_\_\_

	5	4	3	2	1
column a	32	7	4		2
column b	14	23	8	2	

\_\_\_ the ability to apply analytical problem-solving skills



	5	4	3	2	1
column a	28	12	3		2
column b	12	21	10	4	

\_\_\_ the ability to diagnose learning problems\_\_\_

	5	4	3	2	1
column a	28	14	2		
column b	6	9	9	14	4

\_\_\_\_\_ the ability to prescribe appropriate remedial actions \_\_\_\_\_

	5	4	3	2	1
column a	29	11	3	1	
column b	4	13	10	14	2

#### VI. Advocate for Cultural and Learning Diversity

... the ability to accept ethnically, culturally, or social different individuals.....

	5	4	3	2	1
column a	37	7			1
column b	28	13	4	2	

... the ability to be sensitive to student needs

	5	4	3	2	1
column a	38	6			1
column b	23	21	2	1	

... the ability to help students to clarify and develop their values ....

	5	4	3	2	1
column a	37	10	1		1
column b	16	20	5	6	

... the ability to help students develop healthy self-concepts

	5	4	3	2	1
column a	34	10			
column b	17	25	4	1	

\_\_\_ the ability to demonstrate a commitment to provide equal learning opportunities for all students \_\_\_

	5	4	3	2	1
column a	39	6			
column b	23	17	5	2	

#### VII. Effective Instructor/Facilitator

...knowledge of subject matter(s).....

	5	4	3	2	1
column a	38	11	1	1	1
column b	15	19	4	7	1

\_\_\_ the ability to select and use various instructional/evaluation models \_\_\_

	5	4	3	2	1
column a	33	9	2		1
column b	16	20	8	3	

\_\_\_ the ability to use these models to help students achieve the stated learning outcomes \_\_\_

	5	4	3	2	1
column a	33	10	2		1
column b	14	23	7	3	

6. What percentage of the Teaching/School Nursing Preparation Program should be devoted to (total not to exceed 100%)

\_\_\_ % General Education (to make you a well-rounded person)

%	0	5	10	15	20	25	30	35
	1	0	7	7	15	4	6	1

40	45	50	55	60	65	70	75
1		1		1			

\_\_\_\_ % Professional Education (Methods, Ed. Psych., Foundations, etc.)

5	10	15	20	25	30	35	40	50	60
		1	4	4	4	5	8	12	3

75									
2									

\_\_\_\_ % Academic major (directly related to your program)

10	15	20	25	30	35	40	50	60	70	75	80
5	3	10	4	7	3	4	4	2			

\_\_\_\_ % Electives (your decision to make)

0	5	10	15	20	30
3	7	23	6	3	1

100% - Total

7. For the follow questions please answer yes or no

a. Do you feel graduating from a Nationally Accredited Teacher Preparation program helped in obtaining a teaching certificate? yes 35 no 9

Don't know 5

b. Do you feel that Rowan prepared you for the NTE/Praxis exams? \_\_\_\_\_

yes 25 no 27 don't know 1

8. How helpful were the technology sessions you received in conjunction with your methods classes in preparing you for your teaching position? (circle one)

not very helpful 13  
 somewhat helpful 19  
 helpful 10  
 very helpful 4  
 No response 9

9. (a) Which courses in your teaching/nursing preparation program did you find most helpful ?

in professional education \_\_\_\_\_

Reading 6  
 student teaching 12  
 ED Studies 25  
 Classroom management 6

in General education \_\_\_\_\_

psychology 14	Student teaching 1
mathematics 1	english 4
english comp 5	
child developemnt 2	
computers 1	
Com Lit 1	
Science/Math 1	
Social Behaviors 3	

in speciality area \_\_\_\_\_

reading  
 curriulum and methods  
 behavior management

(b) Which courses in your teaching/nursing preparation program did you find least helpful?

in professional education \_\_\_\_\_

history of American Ed	5
careers in teaching	1
ed psych	3
Ed studies	16
Mathematics	3

in General education \_\_\_\_\_

History	1
social problems	3
statistics	2
art/music	3
political science	2
History of American Education	2
mathematics	3

in speciality area \_\_\_\_\_

psychology 2  
 methods/statitisc 4

I wish there would have been more courses in  
 \_\_\_\_\_

learning disabilities       7  
 teaching mathematics/science   5  
 behavior management       5  
 whole language            2  
 field experience           13

10. For the following questions pick 3 adjectives from the list and write their numbers below each question

1. active	9. cold	17. evasive	25. lazy
2. aloof	10. complicated	18. flexible	26. methodical
3. ambitious	11. conventional	19. formal	27. orderly
4. apathetic	12. concern	20. friendly	28. moderate
5. autocratic	13. demanding	21. helpful	29. passive
6. capable	14. democratic	22. idealistic	30. preoccupied
7. caring	15. disorderly	23. incompetent	31. radical
8. changeable	16. easy-going	24. informal	32. realistic

33. reasonable  
 34. rigid  
 35. simple  
 36. straight-forward  
 37. unconventional  
 38. unreasonable  
 39. useless  
 40. warm

A. Which 3 adjectives best describe Rowan College when you were a student at Rowan?

concern                               friendly                               helpful

B. Which 3 adjectives best describe the School of Education and Related Professional Studies Program in which you were enrolled?

demanding                               friendly                               rigid

C. Which 3 adjectives best describe the faculty in the School of Education and Related Professional Studies?

caring                               friendly                               helpful

D. Which 3 adjectives best describe the faculty members with whom you had experience outside the School of Education and Related Professional Studies?

easy-going                               friendly                               helpful

11) Did you use any of the services offered by the College Placement Office to help you obtain a job?

yes 27                      no 28

If yes:

a) how would you rate these services?

Not Helpful 7              Somewhat helpful 6              helpful 7              Very Helpful 5

b) Which service was most useful?

interview  
resume writing  
distict addresses

If you did not use the services, why not?

a) was not aware of the services 2

b) found a job on my own 17

11. Do you plan to continue your education? yes \_\_\_37\_\_\_ no \_\_\_2\_\_\_  
undecided \_\_\_\_\_16

If yes

a) Are you presently enrolled in a graduate or another certificate program ?

graduate \_\_\_2\_\_\_                      certificate \_\_\_1\_

b) where \_\_\_\_\_

Rowan

c) for what degree or certificate

---

## Appendix G - Summary of total SERPS department surveys

Total Number of Students Survyed 134

Date of Graduation 1994

Gender

Male 21 = 16% Female 113 = 84%

Age

20 to 25 #76 = 57.6% 26 to 30 #22 = 16.6%

31 to 35 #18 = 13.6%

36 to 40 # 8 = 6% 41 to 45 # 4 = 3% 46 to 50 # 4 = 3%

over 50 # 1 = .07%

I entered Rowan as a :

freshman #63 = 49.6% sophomore #27 = 21.2%

junior #32 = 25.2% senior # 0 post graduate # 5 = 4%

Program completed at Rowan: (please check one)

Elementary/Early Childhood #54 = 40.9%

Secondary Education #25 = 18.9%

Teacher of the Handicapped #34 = 25.8%

Master of Science Teaching

(a) Elementary Education #4 = 3%

(b) Special Education

(c) Secondary Education #1 = .008%

Health and Physical Education (teacher certification) #10 = 7.5%

Health and Physical(non-teacher certification) # 1 = .008%

School Nursing # 3 = 2.3%

1. Please check one of the following. I am :

# 58 = 45.7% 1. Teaching in a tenure track position in my area of certification

# 1 = .008% 2. Teaching in a tenure track position not in my area of certification

# 9 = 7% 3. Teaching in a non-tenure track position (long term substitute) in my area certification

# 6 = 4.7% 4. Teaching in a non-tenure track position (long term substitute) out side my area of certification

# 30 = 23.6% 5. Teaching as a short-term/per diem substitute

6. Presently not teaching

a) on a leave of absence

b) left teaching to pursue another field

Please give job title \_\_\_\_\_

# 8 = 6.3% c) working in another field, never taught

Please give job title \_\_\_\_\_

# 1 = .008% d) I am a full-time graduate student

e) I am in the military

# 8 = 6.3% f) I am employed in the schools, but outside the classroom

Please give job title \_\_\_\_\_

# 6 = 4.7% g) not presently employed

## #2 For School Nurses....

Please check one of the following

I am working in:

# 3 = 100% 1. a tenure track position

3. If you are teaching/ working, please answer the following questions  
(Of those who responded)

I am teaching/working in

New Jersey # 116 = 98.3%

Another state (please name) \_\_\_\_\_

PA # 1 = .008%

NY # 1 = .008%

Number of students responding to this question 104

The school is (a) an urban school # 14 = 13.5%  
(b) a suburban school # 74 = 71.2%  
(c) a rural school # 16 = 15.3%

The school is (a) public # 92 = 88.8%  
(b) private # 12 = 11.2%

4. How long after graduation was it before you got your present position?

Number of responding 127

before graduation # 12 = 9.5%

less than 6 months after graduation # 64 = 50.4%

6-12 months after graduation # 21 = 16.5%

more than 12 months after graduation # 1 = .008%

I am still looking for a full time teaching position 29 =  
22.8%

5. In column A respond to each item in the following list of competencies you may need in your present position, and in column B the degree of help you possibly received in your preparation at Rowan College of New Jersey.  
Use the following scale

For Column A

Degree of importance you attach to each

5 means very important

4 means important

3 means neither important  
nor unimportant

2 means unimportant

1 means very unimportant

For Column B

Degree of help in program preparation

5 means very adequate

4 means adequate

3 means neither adequate  
nor inadequate

2 means inadequate

1 means very inadequate



Competencies needed

## I. Curriculum/Program Designer

the ability to provide for individualization

Number of students responding 128

Competencie needed	very adequate	adequate	neither	inadequate	very inadequate
total Number	64	33	23	5	3
percent	50%	25.8%	18%	3.9%	2.3%

number of students who responded 117

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	27	49	21	15	5
percent	23%	41.8%	17.9%	12.8%	4.2%

the ability to develop lesson plans

number of resposces 120

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	68	32	6	8	5
percent	56.6%	26.7%	5%	6.7%	5%

number of resposces 126

helped received	very adaquate	adequate	neither	inadequate	very inadequate
number of students responding	62	52	7	5	0
percent	49.2%	41.3%	5.6%	4%	0

number of responses 118

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	43	44	16	13	2
percent	36.4%	37.4%	13.6%	11%	1.7%

## II. Classroom/Facilities Manager

\_\_\_ the ability to effectively organize and manage a classroom or clinical setting

Degree of importances you attach to each

number of responses 116

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	101	10	1	2	2
percent	87%	8.6%	0.8%	2%	2%

number of responses 118

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	32	58	13	10	5
percent	27.1%	49.2%	11%	8.5%	4.2%

\_\_\_ the ability to reflect on legal and ethical principles

Degree of importances you attach to each

number of responses 121

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	60	46	12	2	1
percent	50%	38%	10%	2%	0.8%

number of responses 125

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	26	57	26	14	2
percent	20.8%	45.6%	20.8%	11.2%	1.6%

\_\_\_ the ability to reflect on the current research in effective teaching \_\_\_

Degree of importances you attach to each

number of responses 118

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	59	44	13	1	3
percent	49.2%	36.7%	10.8%	0.8%	2.5%

number of responses 117

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	28	53	26	9	1
percent	23.9%	45.3%	22.2%	7.7%	0.85%

### III. Educational Communicator

\_\_\_ the ability to communicate clearly in writing and speaking

Degree of importances you attach to each

number of responses 126

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	95	24	4		3
percent	75.3%	19%	3.2%		2.3%

number of responses 121

helped received	very adequate	adequate	neither	inadequate	inadequate
number of students responding	43	52	18	7	1
percent	35.5%	43%	14.8%	5.8%	0.8%

\_\_\_ the ability to develop collaborative, consultative, and technical skills necessary to communicate clearly\_\_\_

Degree of importances you attach to each

number of responses 108

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	58	40	7		3
percent	53.7%	37%	6.5%		2.8%

number of responses 116

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	21	59	23	10	3
percent	18.1%	50.8%	19.8%	8.6%	2.6%

## IV. Scholar/Professional

\_\_\_ demonstrate a commitment to become a life-long learners \_\_\_

Degree of importances you attach to each

number of responces 112

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	71	27	8	3	3
percent	63.4%	24%	7.25	2.7%	2.7%

number of responces 123

helped received	very adequate	adequate	neither	inadequate	very adequate
number of students responding	64	34	20	5	
percent	52%	27.6%	16.3%	4.1%	

\_\_\_ demonstrate a commitment to increase personnel knowledge and the knowledge base of the profession \_\_\_\_\_

Degree of importances you attach to each

number of responces 121

competencie needed	very adequate	adequate	neither	inadequate	very adequate
number of students responding	83	26	7	3	2
percent	68.6%	21.5%	5.8%	2.5%	1.7%

number of responses 120

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	43	50	23	4	
percent	35.8%	41.7%	19.2%	3.3%	

\_\_\_ to demonstrate ethical and professional behavior \_\_\_

Degree of importances you attach to each

number of responses 119

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	89	27	2		1
percent	74.8%	22.7%	1.7%		0.8%

number of responses 118

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	45	51	16	5	1
percent	38.1%	43.2%	13.6%	4.2%	0.8%

#### V. Decision-maker/Problem solver

\_\_\_ the ability to examine educational issues rationally, coherently, and logically \_\_\_

Degree of importances you attach to each

number of responses 119

competencie needed	very adequate	adequate	neither	inadequate	very adequate
number of students responding	64	42	11		2
percent	53.8%	35.3%	9.2%		1.7%

number of responses 116

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	27	63	20	6	
percent	23.3%	54.3%	17.2%	5.2%	

\_\_\_ the ability to apply analytical problem-solving skills

Degree of importances you attach to each

number of responses 121

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	63	41	13	2	2
percent	52.1%	33.9%	10.7%	1.7%	1.7%

number of responses 117

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	20	54	32	10	1
percent	17.1%	46.2%	27.3%	8.5%	0.9%

\_\_\_ the ability to diagnose learning problems

Degree of importances you attach to each

number of responses 119

competencie needed	very adequate	adequate	neither	inadequate	very adequate
number of students responding	66	42	5	3	3
percent	55.5%	35.3%	4.2%	2.5%	2.5%

number of responses 117

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	17	41	21	28	10
percent	14.5%	41%	17.9%	23.9%	8.5%

\_\_\_ the ability to prescribe appropriate remedial actions \_\_\_

Degree of importances you attach to each

number of responses 118

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	73	28	10	6	1
percent	61.9%	23.7%	8.5%	5%	0.8%

number of responses 111

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	17	33	26	27	8
percent	15.3%	29.7%	23.4%	24.3%	7.2%

#### VI. Advocate for Cultural and Learning Diversity

... the ability to accept ethnically, culturally, or social different individuals.....

Degree of importances you attach to each

number of responses 120

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	90	25	4		1
percent	75%	20.8%	3.3%		0.8%



number of responses 121

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	56	34	24	7	
percent	46.3%	28.1%	19.8%	5.8%	

... the ability to be sensitive to student needs

Degree of importances you attach to each

number of responses 117

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	95	20	1		
percent	81.2%	17.1%	0.8%		0.8%

number of responses 121

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	51	48	17	5	
percent	42.1%	39.7%	14%	4.1%	

... the ability to help students to clarify and develop their values ....

Degree of importances you attach to each

number of responses 122

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	83	29	8		2
percent	68%	23.8%	6.6%		1.6%

number of responses 115

helped received	very adequate	adequate	neither	inadequate	very adequate
number of students responding	30	42	30	11	2
percent	26%	36.5%	24.8%	9.1%	1.6%

... the ability to help students develop healthy self-concepts

Degree of importances you attach to each

number of responses 118

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	84	29	4		1
percent	71.2%	24.6%	3.3%		0.8%

number of responses 121

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	31	58	27	3	2
percent	25.6%	47.9%	22.3%	2.5%	1.7%

\_\_\_ the ability to demonstrate a commitment to provide equal learning opportunities for all students \_\_\_

Degree of importances you attach to each

number of responses 118

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	91	21	3	1	2
percent	77.1%	17.8%	2.5%	0.8%	1.7%

number of responses 117

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	44	48	20	5	
percent	37.6%	41%	17.1%	4.3%	

### VII. Effective Instructor/Facilitator

...knowledge of subject matter(s).....

Degree of importances you attach to each

number of responses 125

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	93	26	1	3	2
percent	74.4%	20.8%	0.8%	2.4%	1.6%

number of responses 118

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	33	45	24	12	4
percent	27.9	38.1	20.3	10.2	3.4

\_\_\_ the ability to select and use various instructional/evaluation models \_\_\_

Degree of importances you attach to each

number of responses 118

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	80	28	6	2	2
percent	67.8%	23.7%	5%	1.7%	1.7%

number of responses 114

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	29	52	19	12	2
percent	25.4%	45.6%	16.7%	10.5%	1.8%

\_\_\_ the ability to use these models to help students achieve the stated learning outcomes \_\_\_

Degree of importances you attach to each

number of responses 118

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	82	25	8	2	1
percent	69.5%	21.2%	6.8%	1.6%	0.8%

number of responses 118

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	26	59	20	11	2
percent	22%	50%	16.9%	9.3%	1.7%

6. What percentage of the Teaching/School Nursing Preparation Program should be devoted to (total not to exceed 100%)

\_\_\_ % General Education (to make you a well-rounded person)

percent	0	5	10	15	20	25	30	35
# of students	4	7	29	22	26	7	10	2
%of student responses	3.7%	6.5%	27.1%	20.6%	24.3%	6.5%	9.3%	1.9%

\_\_\_\_ % Professional Education (Methods, Ed. Psych., Foundations, etc.)

percentage	number of students	percent of responses
5	1	0.9%
10	4	3.7%
15	4	3.7%
20	14	12.9%
25	12	11.1%
30	18	16.7%
35	8	7.4%
40	18	16.6%
45	1	0.9%
50	22	20.3%
60	4	3.7%
75	2	1.8%

\_\_\_\_ % Academic major (directly related to your program)

percentage	number of students	percent of response
10	2	2%
15	3	3%
20	11	11%
25	10	10%
30	15	15%
35	7	7%
40	18	17%
45	2	2%
50	20	19%
55	1	1%
60	7	7%
65	1	1%
70	3	3%
75	1	1%
80	2	2%

\_\_\_\_\_ % Electives (your decision to make)

percentage	number of students	percent of response
0	6	5.6%
5	29	27.1%
10	50	46.7%
15	10	9.3%
20	10	9.3%
25	1	0.9%
30	1	0.9%

100% - Total

7. For the follow questions please answer yes or no

a. Do you feel graduating from a Nationally Accredited Teacher Preparation program helped in obtaining a teaching certificate? \_\_\_\_\_

responce	number of students	percentage
yes	76	60.3%
no	39	30.9%
Don't know	11	8.7%

b. Do you feel that Rowan prepared you for the NTE/Praxis exams? \_\_\_\_\_

responce	number of students	percentage
yes	31	39.7%
no	36	46.2%
Don't know	10	12.8%

7. How helpful were the technology sessions you received in conjunction with your methods classes in preparing you for your teaching position? (circle one)

not very helpful    somewhat helpful    helpful    very helpful

response	number of students	percentage
not very helpful	25	24.3%
somewhat helpful	44	42.7%
helpful	17	16.5%
very helpful	7	6.8%
no response	10	9.7%

you find most helpful ?

in professional education \_\_\_\_\_

in General education \_\_\_\_\_

in speciality area \_\_\_\_\_

(b) Which courses in your teaching/nursing preparation program did you find least helpful?

in professional education \_\_\_\_\_

in General education \_\_\_\_\_

in speciality area \_\_\_\_\_

(c) I wish there would have been more courses in

9. For the following questions pick 3 adjectives from the list and write their numbers below each question

A. Which 3 adjectives best describe Rowan College when you were a student at Rowan?

- |                  |    |
|------------------|----|
| 1. active        | 16 |
| 2. aloof         | 5  |
| 3. ambitious     | 8  |
| 4. apathetic     | 5  |
| 5. autocratic    | 6  |
| 6. capable       | 10 |
| 7. caring        | 12 |
| 8. changeable    | 12 |
| 9. cold          | 9  |
| 10. complicated  | 17 |
| 11. conventional | 14 |
| 12. concern      | 2  |
| 13. demanding    | 18 |
| 14. democratic   | 6  |
| 15. disorderly   | 20 |
| 16. easy-going   | 12 |
| 17. evasive      | 4  |

18. flexible	7
19. formal	2
20. friendly	29
21. helpful	22
22. idealistic	5
23. incompetent	8
24. informal	8
25. lazy	1
26. methodical	7
27. orderly	11
28. moderate	8
29. passive	3
30. preoccupied	5
31. radical	
32. realistic	6
33. reasonable	20
34. rigid	4
35. simple	11
36. straight-forward	8
37. unconventional	2
38. unreasonable	
39. useless	2
40. warm	8

Which 3 adjectives best describe the School of Education and Related Professional Studies Program in which you were enrolled?

1. active	9
2. aloof	8
3. ambitious	12
4. apathetic	3
5. autocratic	6
6. capable	14
7. caring	5
8. changeable	10
9. cold	4
10. complicated	12
11. conventional	12
12. concern	2
13. demanding	33
14. democratic	1
15. disorderly	20
16. easy-going	1
17. evasive	2
18. flexible	13
19. formal	8
20. friendly	8
21. helpful	25
22. idealistic	11
23. incompetent	3
24. informal	1
25. lazy	
26. methodical	19
27. orderly	9
28. moderate	9
29. passive	2



30. preoccupied	7
31. radical	
32. realistic	17
33. reasonable	17
34. rigid	10
35. simple	6
36. straight-forward	9
37. unconventional	1
38. unreasonable	6
39. useless	3
40. warm	4

C. Which 3 adjectives best describe the faculty in the School of Education and Related Professional Studies?

1. active	9
2. aloof	9
3. ambitious	10
4. apathetic	1
5. autocratic	2
6. capable	20
7. caring	34
8. changeable	
9. cold	10
10. complicated	2
11. conventional	4
12. concern	6
13. demanding	24
14. democratic	1
15. disorderly	7
16. easy-going	11
17. evasive	7
18. flexible	9
19. formal	5
20. friendly	37
21. helpful	44
22. idealistic	7
23. incompetent	8
24. informal	1
25. lazy	3
26. methodical	12
27. orderly	7
28. moderate	2
29. passive	2
30. preoccupied	14
31. radical	1
32. realistic	6
33. reasonable	20
34. rigid	10
35. simple	
36. straight-forward	17
37. unconventional	
38. unreasonable	6
39. useless	5
40. warm	11

D. Which 3 adjectives best describe the faculty members with whom you had experience outside the School of Education and Related Professional Studies?

1. active	4
2. aloof	8
3. ambitious	6
4. apathetic	3
5. autocratic	2
6. capable	36
7. caring	25
8. changeable	
9. cold	9
10. complicated	3
11. conventional	8
12. concern	2
13. demanding	12
14. democratic	3
15. disorderly	6
16. easy-going	17
17. evasive	3
18. flexible	16
19. formal	14
20. friendly	31
21. helpful	25
22. idealistic	3
23. incompetent	8
24. informal	5
25. lazy	3
26. methodical	3
27. orderly	3
28. moderate	6
29. passive	5
30. preoccupied	7
31. radical	
32. realistic	7
33. reasonable	19
34. rigid	4
35. simple	2
36. straight-forward	13
37. unconventional	3
38. unreasonable	3
39. useless	2
40. warm	3

10. Did you use any of the services offered by the College Placement Office to help you obtain a job?

response	number of students	percent
yes	37	42%
no	51	57.9%
undecided		

If yes

a) how would you rate these services? (circle one)  
not helpful   somewhat helpful   helpful   very helpful

responce	number of students	percent
not helpful	8	21.6%
somewhat helpful	12	32.4%
helpful	12	32.4%
very helpful	5	13.5%

b) which service was most useful:

resume  
interview  
hotline

If you did not use the services, why not?

a) was not aware of the services

5 students were not aware or 12.5%

b) found a job on my own

35 students found their own jobs 87.5%

11. Do you plan to continue your education?   yes \_\_\_\_\_ no \_\_\_\_\_  
undecided \_\_\_\_\_

If yes

a) Are you presently enrolled in a graduate or another certificate program ?

responce	number of students	percent
yes	96	83.5%
no	2	1.7%
undecided	17	14.8%



TM 025 728

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement (OERI)  
Educational Resources Information Center (ERIC)



# REPRODUCTION RELEASE

(Specific Document)

## I. DOCUMENT IDENTIFICATION:

Title: <i>Evaluation of a Student Questionnaire Developed for Rowan College of New Jersey School of Education and Related Professional Studies</i>	
Author(s): <i>Theodora A Wieland</i>	
Corporate Source:	Publication Date: <i>3/96</i>

## II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the following options and sign the release below.



Sample sticker to be affixed to document

Sample sticker to be affixed to document



Check here

Permitting microfiche (4"x 6" film), paper copy, electronic, and optical media reproduction

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

\_\_\_\_\_ *Sample* \_\_\_\_\_

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Level 1

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

\_\_\_\_\_ *Sample* \_\_\_\_\_

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Level 2

or here

Permitting reproduction in other than paper copy.

## Sign Here, Please

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Signature: <i>Theodora A Wieland</i>	Position: <i>Student</i>
Printed Name: <i>Theodora A. Wieland</i>	Organization: <i>Nova Southeastern University</i>
Address: <i>19 Drexel Gate Dr Sicklerville NJ 08081</i>	Telephone Number: <i>(609) 8759608</i>
	Date: <i>3/6/96</i>