

Assessment/Data Evidence: Student Teacher Exit Survey

CAEP Standard/Component: 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 3.5, 3.6, 5.5

Context: The Student Teacher Exit Survey is an EPP-created survey which measures candidates' perceptions in six factors valued by the EPP. It also collects several demographic factors for survey result disaggregation purposes. The factors of the survey include tagged state, InTASC and CAEP standards: Professionalism, General Pedagogical Knowledge, Content/Pedagogical Content Knowledge, Assessment, Diversity of Learners, and EPP Processes. Each factor area includes five to twelve statements to which the respondent selects one of six response options (Don't Know, Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree); sometimes a candidate will provide no response to a given statement. This survey is administered at the final student-teacher meeting (both on-campus and virtually) at the end of each semester. The data results were used to assess the quality of the EPP teacher education program and the ways in which it has prepared teacher candidates to be a teacher. It is not an evaluation of their knowledge and competencies. EPP uses the information to improve our teacher education program. This information is kept confidential and is combined with all other responses for reporting.

Instrument: See attached on the next page.

Instructions for Use: This survey was developed during fall 2013 and has been used to collect data every fall and spring semesters with all non-T2T candidates upon completion of their student teaching experience. The candidates are directed to their individual Tk20 accounts and asked to complete the survey; no further instructions are provided.

Protocols for scoring: Scoring does not occur. This is only a data collection instrument.

Data: See below.

Analysis and Interpretation(s): The Student Teacher Exit Survey was used to collect data on which areas of teacher education programs should be changed, altered, improved, or expanded. The survey is completed anonymously as part of their final exit meeting with the college. It provides information about the curriculum, programs, candidate outcomes, and field-specific information. The survey was based on three years of collected data. Surveying teacher candidates provided a wide variety of information about program satisfaction, and how well teacher candidates feel prepared for their careers. The survey consisted of five categories (assessment, diversity of learners, processes, content/pedagogical content knowledge, general pedagogical knowledge, and professionalism. Each category consisted of 10 or more questions

tagged with state, InTASC, and CAEP standards. The EPP used the survey as evidence of candidate's perception of their experiences and preparation with the EPP toward becoming a confident teaching professional. A 75 percent or higher combined percentage responses of agree and strongly agree is considered a baseline for overall satisfaction, and below 70 percent is an indicator that an area needs improvement. The data shows a decline in response rates in fall 2015. This is due to a lack of emphasis given to our candidates to complete the survey.

Although data indicate that candidates have the pedagogical knowledge and skills to be effective teachers, several areas of weakness are noted. Data from the survey reveals that candidates do not have a good understanding of the InTASC Teaching Standards. It was concluded that candidates were not exposed to the InTASC standards by name, but they are familiar with components of the standards.

Use and Continuous Improvement Statement(s): The EPP will implement curriculum mapping to conduct a systematic evaluation of course syllabi, textbooks, exams, and other materials to help clarify learning objectives, program outcomes, and standards. The EPP will investigate differences and similarities between course sections, and/or assess the effectiveness of instructional materials aligned with the Student Teacher Exit Survey.

In addition the Director of Field Experiences will place a greater emphasis on completing and returning the survey.

Student Teacher Exit Survey Assessment

Please complete the following survey. All responses will be kept confidential.

Demographics

Please complete the following items.

My gender is:

My education program was:

My degree program is at the:

My college GPA is

My major program primarily prepared me for the teaching level of:

My degree program was in the discipline of:

My additional endorsement was in:

I plan to be employed in:

I am:

Professionalism

Please indicate your level of agreement with the following statements.

Don't Know Strongly Disagree Disagree Neutral Agree Strongly Agree

I incorporate theories to implement learning environments appropriate for all students.

I effectively use technology in my classroom/school.

- I collaborate with other professionals to ensure student learning.
- I reflect on my teaching practices.
- I reflect on constructive feedback.
- I believe that teaching and content standards are important to the teaching profession.
- I use professional literature to support my teaching growth.
- I maintain student confidentiality.
- I follow the professional code of conduct.
- I have a professional responsibility to know and implement teaching and content standards.

General Pedagogical Knowledge

Don't Know Strongly Disagree Disagree Neutral Agree Strongly Agree

- I am aware of the InTASC teaching standards.
- I am able to use technology effectively for teaching and learning.
- I am able to use evidence to assess students.
- I am able to teach diverse student population.
- I am skilled in general pedagogical strategies.
- I can effectively utilize collaborative learning.
- I can effectively structure a classroom to maximize student learning.
- I am comfortable designing lessons.

- I utilize educational theory to design lessons.
- I know how to differentiate instruction for students.
- I can write effective learning objectives.
- I am well prepared for the classroom.

Content/Pedagogical Content Knowledge

Don't Know Strongly Disagree Disagree Neutral Agree Strongly Agree

- I use Kansas Professional Educator Standards in my discipline(s) as a framework for designing lessons.
- I use content standards in my discipline(s) when designing lessons.
- I can provide my students access to rigorous college- and career-ready standards.
- I understand the key central concepts in my discipline(s) (general elementary, history, chemistry, etc.)
- I know how to use various inquiry tools and strategies with students within my discipline(s).
- I can effectively use various technologies with students within my discipline(s).
- I can choose appropriate technologies to use with my students within my discipline(s).
- I can, within instruction, connect concepts in my discipline(s).
- I was prepared at FHSU with appropriate content knowledge in my discipline(s).
- I can implement various pedagogical content strategies while teaching in my discipline(s).

I can design effective interdisciplinary lessons.

Assessment

Don't Know Strongly Disagree Disagree Neutral Agree Strongly Agree

- I use assessment data to make instrumental decisions.
- I understand how to interpret state assessment data for classroom improvement.
- I understand how to interpret state assessment data for district use.
- I can develop assessments appropriate for the college and career standards.
- I understand the difference between assessment of learning and assessment for learning.
- I base my assessments on educational theory.
- I make use of technology applications to develop, administer, and analyze assessment.
- I utilize multiple measures to assess student progress.
- I am able to differentiate assessment based on student backgrounds and abilities.

Diversity of Learners

Don't Know Strongly Disagree Disagree Neutral Agree Strongly Agree

I utilize technologies to support the diverse needs of my students.

I provide my students with opportunities to utilize technology.

I provide technology to support my students varied needs.

I implement instruction to accommodate my students varied learning needs.

I model ethical use of technologies.

Professors

Don't Know Strongly Disagree Disagree Neutral Agree Strongly Agree

I was able to understand the application process to Teacher Education at FHSU.

I understand the application process for teacher licensure within the state of Kansas.

I am satisfied with the level of support for applying to Teacher Education at FHSU.

I am satisfied with the FHSU level of support in applying for teacher licensure.

I am satisfied with the academic advising I received within my teacher education program.

I am satisfied with the diversity of my peers.

I am satisfied with the camaraderie formed with my peers.

I am satisfied with the academic competition formed with my peers.

The preparation I received in my education courses was relevant to my student teaching experience.

My education courses were effective in preparing me for student teaching.

Student Teacher Exit Survey Observation Instrument Data

Student Teacher Exit Survey is an anonymous survey that our students teacher complete as part of their final (exit) meeting with the college.

Demographics

Tag CAEP	Tag InTASC	Tag State	Item on Instrument	EPP			EPP Mean	
			Total Survey's Sent	99	113	91	101	
			Total Response to Survey	83	73	57	71	
			Total Percentage of Surveys completed	82.17%	62.49%	51.87%	72%	
			Gender	Male	17	16	11	14.67
				Female	64	56	46	56.33
				No Response	2	1	0	1
			Education Program	On-Campus	25	38	20	27.67
				Virtual	58	34	37	43
				No Response	0	1	0	0.33
			Degree Program	Undergraduate	74	70	55	66.33
				Graduate	5	0	2	2.33
				Non Traditional	4	3	0	2.33
				No Response	0	0	0	0
			College GPA	2.5 - 2.99	18	6	13	12.33
				3.0 - 3.49	27	29	23	26.33
				3.5 - 4.0	38	38	21	32.33
				No Response	0	0	0	0
			Major program primarily prepared me for the teaching level of:	Early Childhood Unified	11	10	6	9
				Elementary Education	58	41	37	45.33
				Secondary Education	9	14	8	10.33
				K-12	5	8	6	6.33
				No Response	0	0	0	0

Student Teacher Exit Survey Observation Instrument Data

Demographics

			My degree program was in the discipline of:	Early Childhood Unified	15	11	7	11
				Elementary Education	56	40	36	44
				Agriculture	1	1	0	0.67
				Art	0	2	2	1.33
				Biology	1	2	0	1
				Business	3	3	1	2.33
				Chemistry	0	0	1	0.33
				English	1	2	0	1
				Foreign Language	0	0	0	0
				HHP	3	5	5	4.33
				History	0	0	1	0.33
				Journalism	0	0	0	0
				Mathematics	2	2	2	2
				Music	0	4	2	2
				Physica	0	0	0	0
				Psychology	0	0	0	0
				Technology	1	1	0	0.67
				No Response	0	0	0	0
				Special Education	28	26	15	23
			My additional endorsement was in:	English as a Second Language	6	6	3	5
				Other	3	2	4	3
				None	45	39	35	39.67
				No Response	1	0	0	0.33
			I plan to be employed in:	Public Educational Institution	80	70	56	68.67
				Private Educational Institution	2	3	1	2
				Personal Educational Business	0	0	0	0
				No Response	1	0	0	0.33
			I am:	Currently looking for a professional position.	83	30	43	45.33
				Have received professional teaching job offers but have not chosen one.	2	2	4	2.67
				Have received and accepted a professional teaching position.	17	41	10	22.67
				No Response	1	0	0	0.33

Student Teacher Exit Survey Observation Instrument Data
Professionalism

Tag CAEP	Tag InTASC	Tag State	Item on Instrument		EPP Mean						
					Nov 2014	Dec 2014	Jan 2015	Feb 2015	Mar 2015	Apr 2015	
1.2, 1.4	3	3	I incorporate theories to implement learning environments appropriate for all students.	Fall 2014	0	0	0	8	40	33	2
				Spring 2015	3	1	2	8	36	23	0
				Fall 2015	0	0	0	1	31	24	1
1.5	8	8	I effectively use technology in my classroom/school.	Fall 2014	0	0	1	4	26	50	2
				Spring 2015	1	0	0	5	26	41	0
				Fall 2015	0	0	2	1	20	33	1
2.3	10	10	I collaborate with other professionals to ensure student learning.	Fall 2014	0	0	0	3	20	58	2
				Spring 2015	1	0	1	2	29	40	0
				Fall 2015	0	0	0	0	16	40	1
1.2	9	9	I reflect on my teaching practices.	Fall 2014	0	0	0	2	25	54	2
				Spring 2015	2	0	0	2	22	47	0
				Fall 2015	0	0	0	1	14	41	1
1.2	9	9	I reflect on constructive feedback.	Fall 2014	0	0	0	2	21	57	3
				Spring 2015	2	0	0	0	23	48	0
				Fall 2015	0	0	0	0	13	43	1
1.1, 1.2, 1.3, 1.4, 3.5	5	5	I believe that teaching and content standards are important to the teaching profession.	Fall 2014	0	0	0	3	33	45	2
				Spring 2015	2	0	0	6	33	32	0
				Fall 2015	0	0	0	1	23	32	1
1.1, 1.2	9	9	I use professional literature to support my teaching growth.	Fall 2014	0	1	3	14	32	31	2
				Spring 2015	3	0	0	8	38	23	1
				Fall 2015	0	0	1	8	27	20	1
1.1, 3.6	9	9	I maintain student confidentiality.	Fall 2014	0	0	0	2	8	71	2
				Spring 2015	2	0	0	0	15	56	0
				Fall 2015	0	0	0	0	10	46	1
3.6	9	9	I follow the professional code of conduct.	Fall 2014	0	0	0	1	10	70	2
				Spring 2015	2	0	0	0	14	57	0
				Fall 2015	0	0	0	0	10	46	1
3.5, 3.6	9	9	I have a professional responsibility to know and implement teaching and content standards	Fall 2014	0	0	0	2	14	65	2
				Spring 2015	2	1	0	1	22	47	0
				Fall 2015	0	0	0	1	14	41	1
			Subtotal for Professionalism	Fall 2014	0	1	4	41	229	534	21
				Spring 2015	20	2	3	32	258	414	1
				Fall 2015	0	0	3	13	178	366	10

Student Teacher Exit Survey Observation Instrument Data
General Pedagogical Knowledge

Tag CAEP	Tag InTASC	Tag State	Item on Instrument	EPP Mean							
				Don't Know	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response	
1.1	1,2,3,4,5,6,7,8,9,10	1,2,3,4,5,6,7,8,9,10	General Pedagogical Knowledge	Fall 2014	9	4	6	28	24	10	2
			Spring 2015	17	7	12	12	20	5	0	
			Fall 2015	7	0	6	14	21	6	3	
1.5, 2.2	8	8	I am able to use technology effectively for teaching and learning.	Fall 2014	0	0	0	6	26	49	2
			Spring 2015	1	0	0	3	24	46	0	
			Fall 2015	0	0	0	3	19	32	3	
1.1, 1.2, 2.2	6	6	I am able to use evidence to assess students.	Fall 2014	1	0	0	2	28	50	2
			Spring 2015	2	0	0	0	31	40	0	
			Fall 2015	0	0	0	0	22	32	3	
1.1, 1.4, 2.2	1,8	1,8	I am able to teach diverse student population.	Fall 2014	0	0	0	2	34	45	2
			Spring 2015	4	0	1	4	29	35	0	
			Fall 2015	0	0	0	1	22	32	2	
1.1, 1.3, 2.2	8	8	I am skilled in general pedagogical strategies.	Fall 2014	1	0	0	10	30	40	2
			Spring 2015	2	0	1	8	35	27	0	
			Fall 2015	0	0	1	3	28	23	2	
1.1, 1.2	10	10	I can effectively utilize collaborative learning.	Fall 2014	0	0	0	3	35	43	2
			Spring 2015	2	0	0	1	37	32	1	
			Fall 2015	0	0	0	2	16	37	2	
1.1, 1.2	1,3,8	1,3,8	I can effectively structure a classroom to maximize student learning.	Fall 2014	0	0	0	5	29	47	2
			Spring 2015	2	0	1	2	29	39	0	
			Fall 2015	0	0	0	2	23	30	2	
1.1, 1.2, 1.3, 1.4	7,8	7,8	I am comfortable designing lessons.	Fall 2014	0	0	0	3	25	53	2
			Spring 2015	2	0	1	2	25	43	0	
			Fall 2015	0	0	0	2	23	30	2	
1.2, 1.4	3	3	I utilize educational theory to design lessons.	Fall 2014	0	0	1	18	30	31	3
			Spring 2015	2	0	6	8	34	23	0	
			Fall 2015	0	0	0	6	26	21	2	
1.1, 1.2, 1.3, 1.4, 1.5, 2.2	7,8	7,8	I know how to differentiate instruction for students.	Fall 2014	0	0	0	3	33	43	4
			Spring 2015	2	0	1	0	29	41	0	
			Fall 2015	0	0	0	2	20	33	2	
1.1, 1.2, 1.3, 1.4	7	7	I can write effective learning objectives.	Fall 2014	0	0	1	2	28	50	2
			Spring 2015	2	0	1	4	30	35	1	
			Fall 2015	0	0	0	3	17	34	3	
3.6	1,2,3,4,5,6,7,8,9,10	1,2,3,4,5,6,7,8,9,10	I am well prepared for the classroom.	Fall 2014	0	0	1	4	30	46	2
			Spring 2015	1	0	1	4	26	38	1	
			Fall 2015	0	0	0	3	18	34	2	
Subtotal for General Pedagogical Knowledge				Fall 2014	11	4	9	86	352	507	27
				Spring 2015	39	7	25	48	351	403	3
				Fall 2015	7	0	7	43	255	344	28

Student Teacher Exit Survey Observation Instrument Data
Content / Pedagogical Content Knowledge

Tag CAEP	Tag INTASC	Tag State	Item on Instrument		EPP Mean						
					Fall 2014	Spring 2015	Fall 2015	Fall 2014	Spring 2015	Fall 2015	Fall 2014
1.2, 1.3, 1.4	9	9	I use Kansas Professional Educator Standards in my discipline(s) as a framework for designing lessons.	Fall 2014	2	2	1	12	31	33	2
				Spring 2015	6	0	6	12	29	20	0
				Fall 2015	0	0	2	6	25	22	2
1.2, 1.3, 1.4, 2.2	4,5	4,5	I use content standards in my discipline(s) when designing lessons.	Fall 2014	0	0	0	2	29	50	2
				Spring 2015	2	0	1	7	33	29	1
				Fall 2015	1	0	0	0	23	31	2
1.3, 2.2	4,5	4,5	I can provide my students access to rigorous college- and career-ready standards.	Fall 2014	1	0	1	7	38	34	2
				Spring 2015	5	0	1	8	33	28	0
				Fall 2015	0	0	0	2	28	25	2
1.3, 2.2	4,5	4,5	I understand the key central concepts in my discipline(s) (general elementary, history, chemistry, etc.)	Fall 2014	0	0	1	4	32	44	2
				Spring 2015	2	0	0	4	37	30	0
				Fall 2015	0	0	0	2	20	33	2
1.2, 1.3, 1.4, 2.2	4,5,7,8	4,5,7,8	I know how to use various inquiry tools and strategies with students within my discipline(s).	Fall 2014	1	0	0	1	36	43	2
				Spring 2015	2	0	1	1	47	22	0
				Fall 2015	0	0	0	2	22	31	2
1.5, 2.2	8	8	I can effectively use various technologies with students within my discipline(s).	Fall 2014	0	0	0	3	30	46	2
				Spring 2015	2	0	0	4	39	28	0
				Fall 2015	0	0	1	1	23	30	2
1.5, 2.2	8	8	I can choose appropriate technologies to use with my students within my discipline(s).	Fall 2014	0	0	0	4	28	49	2
				Spring 2015	2	0	0	3	37	31	0
				Fall 2015	0	0	1	1	21	32	2
1.3, 2.2	5	5	I can, within instruction, connect concepts in my discipline(s).	Fall 2014	0	0	0	5	29	47	2
				Spring 2015	2	0	0	2	40	27	2
				Fall 2015	0	0	0	2	21	32	2
1.3	4	4	I was prepared at FHSU with appropriate content knowledge in my discipline(s).	Fall 2014	0	0	3	6	32	39	3
				Spring 2015	2	1	2	6	36	28	0
				Fall 2015	0	0	2	3	22	28	0
1.3	5	5	I can implement various pedagogical content strategies while teaching in my discipline(s).	Fall 2014	0	0	1	6	33	39	4
				Spring 2015	2	0	3	7	36	23	0
				Fall 2015	0	0	0	2	30	23	2
1.3, 2.2	7,8	7,8	I can design effective interdisciplinary lessons	Fall 2014	0	0	0	7	39	35	2
				Spring 2015	2	0	1	5	36	29	0
				Fall 2015	0	0	0	2	29	24	2
			Subtotal for Content/Pedagogical Content Knowledge	Fall 2014	4	2	7	57	357	461	25
				Spring 2015	29	1	15	59	405	291	3
				Fall 2015	1	0	6	23	264	311	22

Student Teacher Exit Survey Observation Instrument Data
Assessment

Tag CAEP	Tag InTASC	Tag State	Item on Instrument	EPP Mean							
				Fall 2014	Spring 2015	Fall 2015	Mean	SD	Min	Max	
1.3, 1.4, 2.2	6	6	I use assessment data to make instrumental decisions.	Fall 2014	0	0	1	4	35	41	2
				Spring 2015	2	0	1	3	35	32	0
				Fall 2015	0	0	1	3	23	28	2
1.3, 1.4	6	6	I understand how to interpret state assessment data for classroom improvement.	Fall 2014	2	1	2	6	38	32	2
				Spring 2015	3	2	5	5	37	21	0
				Fall 2015	1	0	2	12	25	15	2
1.3, 1.4	6	6	I understand how to interpret state assessment data for district use.	Fall 2014	1	2	1	9	41	27	2
				Spring 2015	4	3	4	11	31	20	0
				Fall 2015	1	1	3	16	21	13	2
1.3, 1.4, 2.2	6	6	I can develop assessments appropriate for the college and career standards.	Fall 2014	1	0	1	7	43	29	2
				Spring 2015	4	0	2	5	37	24	1
				Fall 2015	0	0	0	4	32	19	2
1.3, 1.4	6	8	I understand the difference between assessment of learning and assessment for learning.	Fall 2014	0	0	0	9	27	44	3
				Spring 2015	3	0	5	3	33	29	0
				Fall 2015	0	0	1	5	29	20	2
1.3, 1.4, 2.2	6	6	I base my assessments on educational theory.	Fall 2014	0	0	5	12	35	28	3
				Spring 2015	3	2	5	9	39	15	0
				Fall 2015	0	0	2	12	32	9	2
1.5, 2.2	6	6	I make use of technology applications to develop, administer, and analyze assessment.	Fall 2014	1	0	1	6	35	38	2
				Spring 2015	2	1	0	9	34	27	0
				Fall 2015	0	0	0	4	33	18	2
1.2, 1.3, 1.4, 2.2	6,7	6,7	I utilize multiple measures to assess student progress.	Fall 2014	1	0	0	4	27	48	3
				Spring 2015	2	0	0	2	39	30	0
				Fall 2015	0	0	0	1	25	29	2
1.2, 1.3, 1.4, 2.2	7,8	7,8	I am able to differentiate assessment based on student backgrounds and abilities.	Fall 2014	0	0	0	5	31	44	3
				Spring 2015	2	0	0	2	40	29	0
				Fall 2015	0	0	0	3	25	26	3
Subtotal for Assessment				Fall 2014	6	3	11	62	312	331	22
				Spring 2015	25	8	22	49	325	227	1
				Fall 2015	2	1	9	60	245	177	19

Student Teacher Exit Survey Observation Instrument Data
Diversity of Learners

Tag CAEP	Tag InTASC	Tag State	Item on Instrument	EPP Mean							
				Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Response		
1.4, 1.5, 2.2	7.8	7.8	I utilize technologies to support the diverse needs of my students.	Fall 2014	0	0	1	7	30	42	3
				Spring 2015	1	0	0	4	37	30	1
				Fall 2015	0	0	0	2	25	27	3
1.4, 1.5, 2.2	7.8	7.8	I provide my students with opportunities to utilize technology.	Fall 2014	0	0	0	6	27	47	3
				Spring 2015	1	0	0	4	29	36	1
				Fall 2015	0	0	0	3	17	34	3
1.4, 1.5, 2.2	1.7.8	1.7.8	I provide technology to support my students' varied needs.	Fall 2014	1	0	0	7	26	46	3
				Spring 2015	1	0	0	3	34	34	1
				Fall 2015	0	0	0	4	18	32	3
1.4, 1.5, 2.2	1.7.8	1.7.8	I implement instruction to accommodate my students' varied learning needs.	Fall 2014	1	0	0	2	26	51	3
				Spring 2015	1	0	1	2	36	32	1
				Fall 2015	0	0	0	3	16	35	3
3.6, 2.2	9	9	I model ethical use of technologies.	Fall 2014	0	0	0	3	23	54	3
				Spring 2015	2	0	0	2	27	41	1
				Fall 2015	0	0	1	2	14	37	3
			Subtotal for Diversity of Learners	Fall 2014	2	0	1	25	132	240	15
				Spring 2015	5	0	1	15	163	175	5
				Fall 2015	0	0	1	14	90	165	15

Student Teacher Exit Survey Observation Instrument Data
Processes

Tag CAEP	Tag InTASC	Tag State	Item on Instrument		EPP Mean						
					Not a Response	Disagree	Disagree	Agree	Strongly Agree	Other Responses	
5.5	N/A	N/A	I was able to understand the application process to Teacher Education at FHSU.	Fall 2014	0	0	2	6	35	38	2
				Spring 2015	1	0	3	5	39	25	0
				Fall 2015	0	0	3	0	22	30	2
5.5	N/A	N/A	I understand the application process for teacher licensure within the state of Kansas.	Fall 2014	0	1	2	11	44	22	3
				Spring 2015	2	0	3	9	40	19	0
				Fall 2015	0	1	2	11	22	19	2
5.5	N/A	N/A	I am satisfied with the level of support for applying to Teacher Education at FHSU.	Fall 2014	0	0	5	12	29	35	2
				Spring 2015	1	1	7	8	37	19	0
				Fall 2015	0	0	5	2	24	24	2
5.5	N/A	N/A	I am satisfied with the FHSU level of support in applying for teacher licensure.	Fall 2014	1	1	8	13	34	24	2
				Spring 2015	1	2	7	10	32	21	0
				Fall 2015	0	2	2	7	22	22	2
5.5	N/A	N/A	I am satisfied with the academic advising I received within my teacher education program.	Fall 2014	0	5	7	8	27	34	2
				Spring 2015	1	4	9	7	29	23	0
				Fall 2015	0	2	3	9	17	24	2
5.5	N/A	N/A	I am satisfied with the diversity of my peers.	Fall 2014	3	0	2	12	35	29	2
				Spring 2015	3	0	0	15	34	20	1
				Fall 2015	0	1	0	9	19	26	2
5.5	N/A	N/A	I am satisfied with the camaraderie formed with my peers.	Fall 2014	2	1	0	20	28	35	2
				Spring 2015	3	2	1	12	34	20	1
				Fall 2015	0	0	1	5	25	23	2
5.5	N/A	N/A	I am satisfied with the academic competition formed with my peers.	Fall 2014	4	1	2	14	39	22	2
				Spring 2015	3	1	1	15	32	21	0
				Fall 2015	0	0	2	8	22	23	2
5.5	N/A	N/A	The preparation I received in my education courses was relevant to my student teaching experience.	Fall 2014	0	3	4	7	32	35	2
				Spring 2015	2	1	7	5	33	24	0
				Fall 2015	0	2	2	3	23	25	2
5.5	N/A	N/A	My education courses were effective in preparing me for student teaching.	Fall 2014	0	3	3	10	26	36	3
				Spring 2015	2	2	5	8	33	23	0
				Fall 2015	0	1	3	4	23	24	2
			Subtotal for Processes	Fall 2014	10	15	35	113	328	307	22
				Spring 2015	19	13	43	85	343	215	2
				Fall 2015	0	9	23	59	219	240	20