

### 2020-2021 Graduate Survey Overview

- The purpose of the graduate survey was to determine Hope college education department graduates' perceived level of preparedness related to various skills taught in the Education Department.
- We looked at four content domains related to InTASC standards: 1) Learner and Learning, 2) Content, 3) Instructional Practice, 4) Professional Responsibility
- The scale was a 4-point Likert scale indicating: 4 = highly prepared; 3 = prepared; 2 = somewhat prepared; and 1 = not prepared. We determined that mean ratings ranging from 3.0 to 4.0 would indicate sufficient preparation. Overall means that ranged from 2.0 to 2.99 indicated that graduates felt somewhat prepared, but not sufficiently prepared. No means fell below 2.0.
- Scores are reported as follows: 1) overall means for the entire sample by perceived preparedness, 2) disaggregated means by the four InTASC domains.

### Results for 2019-2020

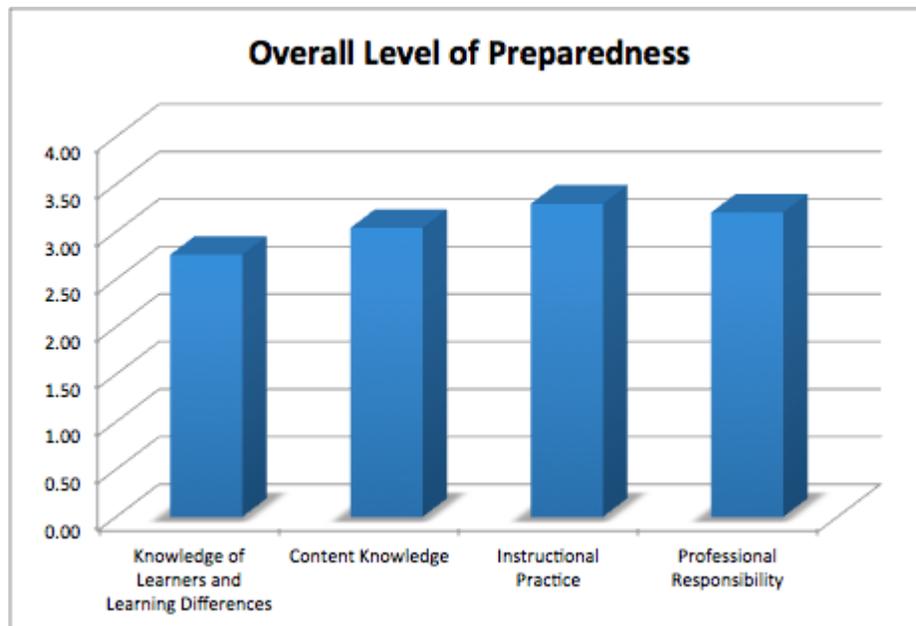
#### Overall means for the entire sample by perceived preparedness

- The overall mean from the Graduate Survey responses was 3.20. This indicates that graduates felt that the Hope College Education Department sufficiently prepared them in the areas we assessed on the survey. See the scale breakdown above.
- The overall sample was comprised of 12 graduates who graduated in 2019. We sent the survey to 52 graduates, and our survey response rate was 23%.
- The table below displays means and standard deviations.

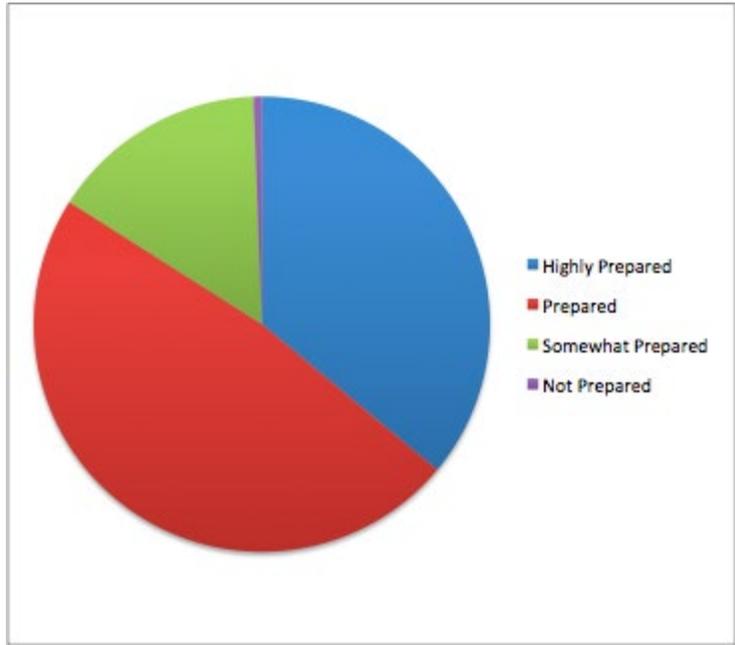
Mean	MEAN	N	Std. Dev
Domain1_Learner and Learning I	2.76	12	0.96
Domain2_Content I	3.04	12	0.04
Domain3_Instructional Practice	3.30	12	0.17
Domain4_Prof Responsibility	3.20	12	0.31

- Preparedness:
  - The overall mean scores indicate that Hope graduates felt prepared in the following areas: Domain 2 (i.e., Content Knowledge), Domain 3 (i.e., Instructional Practice), and Domain 4 (i.e., Professional Responsibility).
  - Hope students did not feel adequately prepared in the following area: Domain 1(Learner and Learning) (M = 2.76; SD = 0.96).
- The standard for which we need to improve the most in regard to the preparedness score is Domain 1 (Learner and Learning). In particular, Hope graduates did indicated that they did not feel fully prepared to be effective in the classroom when teaching students from diverse backgrounds such as racial/ethnic diversity, socioeconomic status diversity, and other types of geographic diversity (e.g., urban, rural). Hope graduates also indicated that they did not feel sufficiently prepared to manage classroom procedures and student behavior.

**The Following Figures Show the Results of the Data**



### OVERALL LEVEL OF PREPAREDNESS



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