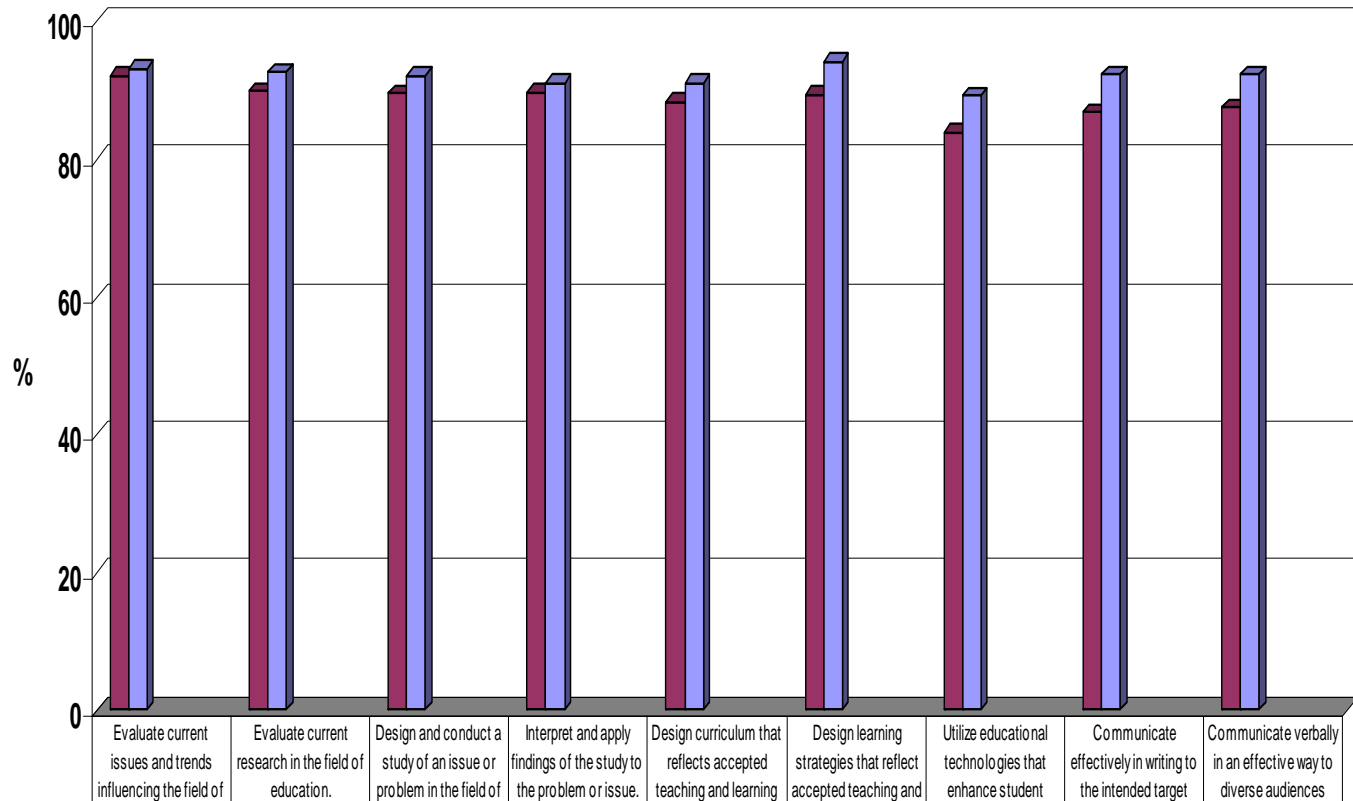


**Comparison of Responses to the MA in Education Quality of Learning:
2004 Alumni Survey (n = 442) and 2006 Alumni Survey (n = 199)
(Responses of Substantial Improvement and Moderate Improvement)**



	Evaluate current issues and trends influencing the field of	Evaluate current research in the field of education.	Design and conduct a study of an issue or problem in the field of	Interpret and apply findings of the study to the problem or issue.	Design curriculum that reflects accepted teaching and learning	Design learning strategies that reflect accepted teaching and	Utilize educational technologies that enhance student	Communicate effectively in writing to the intended target	Communicate verbally in an effective way to diverse audiences
■ 2004 Alumni Survey	92.2	89.9	89.7	89.8	88.4	89.5	84	86.9	87.6
■ 2006 Alumni Survey	93.2	92.7	92.2	912	912	94.3	89.2	92.3	92.3
2004 Mean	3.45	3.4	3.44	3.39	3.34	3.42	3.26	3.36	3.35
2004 Standard Deviation	0.671	0.724	0.742	0.725	0.76	0.732	0.832	0.799	0.799
2006 Mean	3.53	3.54	3.52	3.47	3.45	3.55	3.4	3.57	3.55
2006 Standard Deviation	0.67	0.677	0.671	0.699	0.713	0.621	0.763	0.695	0.667

4. To what extent did your M.A. in Education program help you improve your ability to: 2006 Alumni Survey Data

	Substantial Improvement		Moderate Improvement		Small Improvement		No Improvement		Missing	Valid Total
	Count	Valid %	Count	Valid %	Count	Valid %	Count	Valid %		
Evaluate current issues and trends influencing the field of education.	118	61.1	62	32.1	10	5.2	3	1.6	6	193
Evaluate current research in the field of education.	122	63.2	57	29.5	11	5.7	3	1.6	6	193
Design and conduct a study of an issue or problem in the field of education.	117	61.3	59	30.9	13	6.8	2	1.0	8	191
Interpret and apply findings of the study to the problem or issue.	112	57.7	65	33.5	14	7.2	3	1.5	5	194
Design curriculum that reflects accepted teaching and learning theory.	107	55.4	69	35.8	13	6.7	4	2.1	6	193
Design learning strategies that reflect accepted teaching and learning theory.	118	61.8	62	32.5	10	5.2	1	0.5	8	191
Utilize educational technologies that enhance student learning.	104	53.6	69	35.6	15	7.7	6	3.1	5	194
Communicate effectively in writing to the intended target audience.	130	66.7	50	25.6	11	5.6	4	2.1	4	195
Communicate verbally in an effective way to diverse audiences	124	63.6	56	28.7	13	6.7	2	1.0	4	195

	Stated "Substantial" or "Moderate" Improvement		Descriptive Statistics	
	Count	Valid %	Mean	Standard Deviation
Evaluate current issues and trends influencing the field of education.	180	93.2	3.53	0.670
Evaluate current research in the field of education.	179	92.7	3.54	0.677
Design and conduct a study of an issue or problem in the field of education.	176	92.2	3.52	0.671
Interpret and apply findings of the study to the problem or issue.	177	91.2	3.47	0.699
Design curriculum that reflects accepted teaching and learning theory.	176	91.2	3.45	0.713
Design learning strategies that reflect accepted teaching and learning theory.	180	94.3	3.55	0.621
Utilize educational technologies that enhance student learning.	173	89.2	3.40	0.763
Communicate effectively in writing to the intended target audience.	180	92.3	3.57	0.695
Communicate verbally in an effective way to diverse audiences	180	92.3	3.55	0.667

Question 4: Alumni Learning Outcomes

Subjects were presented with nine questions that directly reflect the M.A. in Education program core learning objectives. These questions posed a choice of “levels of improvement” in the alumnus’ learning in each objective. (Each concentration has its own learning objectives. Likewise, they were developed as questions, and included in the question #4 matrix. See the Appendix for analysis of concentration objectives.)

Between 89.2% and an overwhelming 94.3% of alumni stated they had experienced “substantial improvement” or “moderate improvement” in their understanding of these objectives during their M.A. in Education program. On a scale 1 (no improvement) – 4 (substantial improvement), no mean score fell below 3.40 (between “small” and “moderate” improvement), and standard deviations were not large.

It is interesting to note that one learning objective that produced the lowest mean scores and positive responses – **“utilize educational technologies”** might be regarded as among the most specific of the learning objectives, most connected to a specific body of knowledge. It might be useful to review the curriculum with a focus on this body of knowledge, and whether or not it is consistently presented in coursework.

To what extent did your program help improve your ability to:	Stated “Substantial” or “Moderate” Improvement		Descriptive Statistics	
	Count	Valid %	Mean	Std Dev
Evaluate current issues and trends influencing the field of education	180	93.2	3.53	0.670
Evaluate current research in the field of education	179	92.7	3.54	0.677
Design and conduct a study of an issue or problem in the field of education	176	92.2	3.52	0.671
Interpret and apply findings of the study to the problem or issue	177	91.2	3.47	0.699
Design curriculum that reflects accepted teaching and learning theory	176	91.2	3.45	0.713
Design learning strategies that reflect accepted teaching and learning theory	180	94.3	3.55	0.621
Utilize educational technologies that enhance student learning	173	89.2	3.40	0.763
Communicate effectively in writing to the intended target audience	180	92.3	3.57	0.695
Communicate verbally in an effective way to diverse audiences	180	92.3	3.55	0.667

While some differences reached statistical significance, again, X^2 analysis could not be applied due to small numbers in responses within certain cells. Reviewing percentage differences in the table below, however, shows that alumni from both Adult Education and Instructional concentrations appeared to have benefited from the all of the learning outcomes to a greater degree than alumni in the Community College concentration, particularly with reference to ***“utilize educational technologies”***, ***“communicate effectively in writing”***, ***“communicate verbally in an effective way”*** and ***“interpret and apply findings of the study to the problem or issue”***.

“Evaluating current issues and trends” and ***“design learning strategies”*** was clearly cited by over 90.0% of the alumni with responses indicating substantial or moderate improvement for all concentrations of the M.A. in Education program.

To what extent did your program help improve your ability to: (Stated “substantial” or “moderate” improvement)	Adult Education (n = 42)		Community College (n = 26)		Instructional (n = 131)	
	Freq	% of 42	Freq	% of 26	Freq	% of 131
Evaluate current issues and trends influencing the field of education	38	95.0	24	92.3	118	92.9
Evaluate current research in the field of education	37	92.5	21	80.8	121	95.3
Design and conduct a study of an issue or problem in the field of education	36	92.3	21	80.8	119	94.5
Interpret and apply findings of the study to the problem or issue	39	95.2	20	77.0	118	92.9
Design curriculum that reflects accepted teaching and learning theory	38	95.0	21	80.8	117	92.1
Design learning strategies that reflect accepted teaching and learning theory	38	97.4	24	92.4	118	93.7
Utilize educational technologies that enhance student learning	39	95.2	17	65.4	117	92.1
Communicate effectively in writing to the intended target audience	40	97.6	18	69.3	122	95.3
Communicate verbally in an effective way to diverse audiences	37	92.5	19	73.1	124	96.1

M. A. in Education - Adult Education Concentration (n = 42)

4. To what extent did your M.A. in Education program help you improve your ability to:

	Substantial Improvement		Moderate Improvement		Small Improvement		No Improvement		Missing	Valid Total
	Count	Valid %	Count	Valid %	Count	Valid %	Count	Valid %		
Evaluate current issues and trends influencing the field of education.	18	45.0	20	50.0	2	5.0	0	0.0	2	40
Evaluate current research in the field of education.	28	70.0	9	22.5	3	7.5	0	0.0	2	40
Design and conduct a study of an issue or problem in the field of education.	24	61.5	12	30.8	3	7.7	0	0.0	3	39
Interpret and apply findings of the study to the problem or issue.	22	53.7	17	41.5	2	4.9	0	0.0	1	41
Design curriculum that reflects accepted teaching and learning theory.	18	45.0	20	50.0	2	5.0	0	0.0	2	40
Design learning strategies that reflect accepted teaching and learning theory.	24	61.5	14	35.9	1	2.6	0	0.0	3	39
Utilize educational technologies that enhance student learning.	27	65.9	12	29.3	1	2.4	1	2.4	1	41
Communicate effectively in writing to the intended target audience.	28	68.3	12	29.3	0	0.0	1	2.4	1	41
Communicate verbally in an effective way to diverse audiences	24	60.0	13	32.5	3	7.5	0	0.0	2	40
Evaluate current issues and trends influencing the field of adult education	23	56.1	16	39.0	2	4.9	0	0.0	1	41
Develop curricula that meet the needs of adult learners in their particular communities	24	58.8	12	29.3	5	12.2	0	0.0	1	41

M.A. in Education – Adult Education Concentration

	Stated “Substantial” or “Moderate” Improvement		Descriptive Statistics	
	Count	Valid %	Mean	Standard Deviation
Evaluate current issues and trends influencing the field of education.	38	95.0	3.40	.591
Evaluate current research in the field of education.	37	92.5	3.63	.628
Design and conduct a study of an issue or problem in the field of education.	36	92.3	3.54	.643
Interpret and apply findings of the study to the problem or issue.	39	95.2	3.49	.597
Design curriculum that reflects accepted teaching and learning theory.	38	95.0	3.40	.591
Design learning strategies that reflect accepted teaching and learning theory.	38	97.4	3.59	.549
Utilize educational technologies that enhance student learning.	39	95.2	3.59	.670
Communicate effectively in writing to the intended target audience.	40	97.6	3.63	.623
Communicate verbally in an effective way to diverse audiences	37	92.5	3.53	.640
Evaluate current issues and trends influencing the field of adult education	39	95.1	3.51	.597
Develop curricula that meet the needs of adult learners in their particular communities	36	88.1	3.46	.711