



**2006 - 2007 Alumni Follow-up Survey**  
**of the**  
**MA in Education**

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## TABLE OF CONTENTS

### Documents

Alumni Follow-up Survey	page 2
Survey Cover Letter	page 4

### Data Analysis

Introduction	page 6
Sample Profile	page 7
Question 1: Student Goals for Their Education	page 9
Question 2: Reasons for Choosing CMU	page 14
Question 3: Quality of Instruction	page 15
Question 4: Alumni Learning Outcomes	page 17
Alumni Employment Outcomes	page 19

### Data Mining

“The Consummate Professional: Scholarly, . . .”	page 22
M.A. in Education Learning Outcomes, by Cluster	pages 24 - 26
Teaching Effectiveness in the M.A. in Education, by Cluster	page 27
Employment Outcomes in the M.A. in Education, by Cluster	page 29
Conclusions and Recommendations	page 31

### Appendix

Question 2: Other Reasons for Choosing CMU	
Question 6: Name of Employer	
Question 6: Job Title	
What Services Would You Like to See Offered?	
Other Comments	

## M.A. in Education: Alumni Follow-up Survey

NAME \_\_\_\_\_

E-mail address: \_\_\_\_\_

### PURPOSE OF YOUR CMU EDUCATION

**1. What was your PRIMARY GOAL in attending the M.A. in Education program at CMU?**

(Rank order all that apply: 1 = most important goal; 2 = next most important goal; etc.)

- |   |  |
|---|--|
| _____ To earn a degree  | _____ To prepare for a new career or field of work |
| _____ To get a salary increase                                | _____ To get a job promotion                       |
| _____ To improve my skills in my current job or field of work |  |
| _____ Other _____   |  |

**2. Why did you choose CMU, instead of another school?**

(Rank order all that apply: 1 = most important reason; 2 = next most important reason; etc.)

- |                                 |   |
|---------------------------------|---|
| _____ Cost                      | _____ Offered desired degree program                            |
| _____ Convenient location       | _____ Services provided   |
| _____ Flexibility in scheduling | _____ Credit for previous work through Prior Learning portfolio |
| _____ Other _____               |   |

### QUALITY OF YOUR CMU EDUCATION

**3. During my M.A. in Education program, overall, my instructors:**

	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree
Understood and respected individual students' differences						
Communicated clear expectations for classes						
Applied course content to real life, especially the workplace						
Used a variety of teaching methods and learning activities						
Encouraged students to be responsible for their own learning						
Helped students achieve course learning objectives						
Challenged students intellectually						
Encouraged students to summarize, synthesize, analyze and apply information						
Provided feedback to help students keep track of their learning						
Chose assessments of students' knowledge which were relevant to course learning objectives						

Continue on Back Page

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

	<b>Great Improvement</b>	<b>Moderate Improvement</b>	<b>Small Improvement</b>	<b>No Improvement</b>
Evaluate current issues and trends influencing the field of education.				
Evaluate current research in the field of education.				
Design and conduct a study of an issue or problem in the field of education.				
Interpret and apply findings of the study to the problem or issue.				
Design curriculum that reflects accepted teaching and learning theory.				
Design learning strategies that reflect accepted teaching and learning theory.				
Utilize educational technologies that enhance student learning.				
Communicate effectively in writing to the intended target audience.				
Communicate verbally in an effective way to diverse audiences.				
Evaluate current issues and trends in classroom instruction and curriculum development.				
Apply your knowledge of instruction and curriculum development appropriately.				

**EMPLOYMENT**

**5. I am currently:** (check all that apply)

- Employed in a job RELATED to my M.A. in Education program       On active duty with the U.S. military  
 Employed in a job NOT RELATED to my M.A. in Education program       Continuing my education  
 Not employed, but seeking work  
 Not employed, not seeking work, because: \_\_\_\_\_

**6. I am employed by:**

Name of Employer: \_\_\_\_\_  
 City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
 Job Title: \_\_\_\_\_

	<b>YES</b>	<b>NO</b>
Did you obtain your current position because you completed your most recent degree?		
Did you receive a promotion upon completion of your most recent degree?		
Did you receive a raise in income because of your completion of your most recent degree?		
Were you serving in the military while you were taking CMU courses?		

**ALUMNI**

	<b>YES</b>	<b>NO</b>
Have you participated in CMU alumni events?		
Would you like to be involved in future alumni events?		

**What services would you like to see offered to alumni?**

**CMU's Director of Development would like to contact you regarding your CMU experience. Can he contact you by: Email: \_\_\_\_\_ Phone: \_\_\_\_\_ Please do not contact: \_\_\_\_\_**

March 1, 2007

Dear

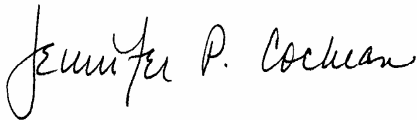
As an alumnus of the Master of Arts in Education program, ***you are the only person*** who can tell us about the impact of your learning experience at Central Michigan University! If we are to maintain our high level of quality in the M.A. in Education program, we need your input.

Would you please take a few minutes to help us continue to grow our high quality programs? Please complete the enclosed survey, and use the business reply envelope to return it to us. As our way of thanking you for your participation, when we receive your completed survey, we will place your name in a drawing for ***one of the following:***

- ***300 sweatshirts with CMU Alumni logo***
- ***150 T-shirts with CMU Alumni logo***
- ***50 18-inch Weekender Duffle Bags with CMU logo***

The drawing will take place in May 2007. Please be sure to put your name on the survey to be considered for the drawing.

Thanks very much for your help!



Jennifer P. Cochran, Ph.D.  
Director of M.A. in Education Program



Merodie A. Hancock, Ph.D.  
Vice President/Executive Director  
Off-Campus Programs

## **Data Analysis**

Introduction

Sample Profile

Question 1: Student Goals for Their Education

Question 2: Reasons for Choosing CMU

Question 3: Quality of Instruction

Question 4: Alumni Learning Outcomes

Alumni Employment Outcomes

## **2006 M.A. in Education Alumni Survey: Data Analysis**

### **Introduction**

During the academic year 2004-05, the CMU Off Campus Programs' Office of Organizational Research & Assessment undertook a process that led to development of the Alumni Follow-up Survey. The process was a highly collaborative one, in which major stakeholders and CMU/OCP staff were asked to assess their needs for data from a survey of alumni. The resulting survey was first administered during 2004-05, and produced satisfactory results. The Office of Organizational Research & Assessment has again administered the Alumni Follow-up Survey to graduate of the Master of Science in Administration program, and has compiled the following analysis of data.

### **Methodology**

In February 2007, the Alumni Follow-up Survey was distributed to 594 graduates of the M.A. in Education program who completed their degree since 2004. The distribution method chosen was two-pronged:

- For those alumni whose e-mail addresses were known and current, a web-based version of the survey was sent. The Survey Monkey service was used.
- For those alumni whose e-mail addresses were not known, first-class mail was used. A business reply envelope was provided for respondents. The survey instrument and cover letter are included in the front of the notebook.

This bifurcated distribution method was consciously selected. In so doing, the Office of Organizational Research & Assessment attempted to establish the efficacy of web-based survey distribution, versus that of mailed surveys. Those results will be communicated and published in the near future.

By early May 2007, returned, usable surveys numbered 199. The response rate is 33.5%.

Data were cleaned, and data fields constructed. The resulting database is available in MS Access, MS Excel, and SPSS for individuals who wish to perform data functions not included in this report.

### **Communication Plan**

Prior to data analysis, a communication plan was developed. Various stakeholders were identified who might benefit from receiving all or part of the Data Analysis:

- M.A. in Education Program Director and Council
- CMU/OCP Executive Director & Vice President
- CMU/OCP Enrollment Management
- CMU/OCP Director of Development

- CMU/OCP Program Directors group
- CMU/OCP Product Development unit
- CMU/OCP website, where it will reach alumni, current students, and faculty

Distribution and communication of the data analysis will proceed with the groups and individuals identified.

**Sample Profile**

Respondents in the sample (n = 199) are representative of the population of M.A. in Education alumni, on several variables. For instance, their geographic location and M.A. in Education concentration nearly mirror those of the population.

State/Province of Residence	Respondents		Population	
	Count	% of 199	Count	% of 594
Georgia	117	<b>58.8</b>	380	<b>63.9</b>
Ontario	24	<b>12.1</b>	60	<b>10.1</b>
Michigan	13	<b>6.5</b>	33	<b>5.5</b>
Virginia	10	<b>5.0</b>	34	<b>5.7</b>

M.A. in Education Concentration	Respondents		Population	
	Count	% of 199	Count	% of 594
Instructional	131	<b>65.8</b>	416	<b>70.0</b>
Adult Education	42	<b>21.1</b>	110	<b>18.5</b>
Community College	26	<b>13.1</b>	68	<b>11.5</b>

A group of 193 M.A. in Education alumni in the sample were matched with demographic variables. In terms of year of degree completion, gender, and age, the sample is a near-reflection of the population.

Characteristic	Respondents		Population	
	Count	Percent	Count	Percent
Year of Degree Completion:				
2003	1	<b>0.5</b>	1	<b>0.2</b>
2004	147	<b>75.8</b>	462	<b>77.8</b>
2005	46	<b>23.7</b>	131	<b>22.1</b>
Gender:				
Female	166	<b>83.4</b>	513	<b>86.4</b>
Male	28	<b>14.1</b>	81	<b>13.6</b>
Age:				
< 30	19	<b>9.8</b>	74	<b>12.7</b>
30 – 34	25	<b>13.0</b>	95	<b>16.3</b>
35 – 39	35	<b>18.1</b>	122	<b>20.9</b>
40 – 44	29	<b>15.0</b>	75	<b>12.8</b>
45 – 49	29	<b>15.0</b>	78	<b>13.4</b>
50 – 54	24	<b>12.4</b>	56	<b>9.6</b>
55 – 59	24	<b>12.4</b>	72	<b>12.3</b>
60+	8	<b>4.1</b>	12	<b>2.1</b>

The sample encompassed 5 students who served in the U.S. military forces while taking M.A. in Education coursework (2.5%).

	YES		NO	
	Count	%	Count	%
Were you serving in the military while you were taking CMU courses?	5	<b>2.5</b>	194	<b>97.5</b>

In terms of ethnicity, the percentage of respondents very closely reflects the population percentages as reflected in the table below.

Ethnicity	Respondents		Population	
	Count	%	Count	%
African American	102	<b>55.7</b>	328	<b>59.2</b>
Asian or Pacific Islander	1	<b>0.5</b>	4	<b>0.7</b>
Caucasian	45	<b>24.6</b>	135	<b>24.4</b>
Hispanic	3	<b>1.6</b>	11	<b>2.0</b>
Native American or Alaskan Native	2	<b>1.1</b>	2	<b>0.4</b>
Non-USA in CEL Program	19	<b>10.4</b>	48	<b>8.7</b>
Unknown	11	<b>6.0</b>	26	<b>4.7</b>
Totals	183	<b>100.0</b>	554	<b>100.0</b>

**Question 1: Student Goals for Their Education**

Nearly one-third of the respondents emphasized in their goal statement as either most important or second most important for their M.A. in Education: **To earn the degree**. What does that mean about student motivation in choosing the CMU M.A. in Education program? While the statement itself – **to earn a degree** – is a bit ambiguous, one cannot help but connect it to the well-worn phrase, “I need the piece of paper.” M.A. in Education students may well believe that they need the degree, and the M.A. in Education “fills the bill”. Two other goals – **salary increase** (23.9%) and **skills improvement** (19.5%) – are identified as also being most important or second most important as reported by the Education alumni.

	Most Important or 2 <sup>nd</sup> Most Important		3 <sup>rd</sup> – 5 <sup>th</sup> Most Important		Not a Goal	
	Count	% of 452	Count	% of 294	Count	% of 458
To earn a degree	143	<b>31.6</b>	35	<b>11.9</b>	31	<b>6.8</b>
To get a salary increase	108	<b>23.9</b>	56	<b>19.0</b>	35	<b>7.6</b>
To improve my skills in my current job or field of work	88	<b>19.5</b>	64	<b>21.8</b>	47	<b>10.3</b>
To prepare for a new career or field of work	65	<b>14.4</b>	54	<b>18.4</b>	80	<b>17.5</b>
To get a job promotion	32	<b>7.1</b>	78	<b>26.5</b>	89	<b>19.4</b>
Other	16	<b>3.5</b>	7	<b>2.4</b>	176	<b>38.4</b>
<b>TOTALS</b>	<b>452</b>	<b>100.0</b>	<b>294</b>	<b>100.0</b>	<b>458</b>	<b>100.0</b>

These findings differed somewhat by M.A. in Education concentration, as shown in the table below:

Please see the end of this section for SPSS output.

“Primary Goal in attending the M.A. in Education program at CMU” – Responses of “most important” or “2 <sup>nd</sup> most important”	Adult Education (n = 42)		Community College (n = 26)		Instructional (n = 133)	
	Freq	% of 42	Freq	% of 26	Freq	% of 133
	To earn a degree	29	<b>69.0</b>	11	<b>42.3</b>	93
To get a salary increase	20	<b>47.6</b>	5	<b>19.2</b>	83	<b>62.4</b>
To improve my skills in my current job/field of work	18	<b>42.8</b>	14	<b>53.8</b>	56	<b>42.1</b>
To get a job promotion	10	<b>23.8</b>	5	<b>19.2</b>	17	<b>12.8</b>
To prepare for a new career/field of work	20	<b>47.6</b>	11	<b>42.3</b>	34	<b>25.5</b>
Other	5	<b>11.9</b>	4	<b>15.4</b>	7	<b>5.2</b>

For the above analysis, the six **primary goal** fields were recoded as individual dummy variables, with “1” meaning “rated most important or second most important”, or “0”. Cross-tabulations were performed using  $X^2$  analysis to determine observed and expected values, and possible differences between them. Differences that reached statistical significance are reported below. SPSS output is included at the end of this section.

The following differences between concentrations can be noted:

- Community College concentration alumni may see their primary goals in a somewhat different light than those in other concentrations. A much lower proportion of those alumni were focused upon **“to earn a degree”**, as well as **“to get a salary increase,”** and a higher proportion on **“to prepare for a new career/field of work”**.
- Instructional concentration alumni were more likely to see **“to earn a degree”** as a primary goal, and much more likely to indicate **“to get a salary increase”**. They were much less likely to state **“to prepare for a new career/field of work”** as a primary goal.
- Adult Education concentration alumni were the most likely to cite **“to prepare for a new career/field of work”** as their primary goal, and the most likely to state **“get a promotion”** as the primary goal.

## SPSS Output

			CONCENRECODE			Total
			AE	CC	IN	
EARNDEG	0	Count	13	15	38	66
		Expected Count	13.9	8.6	43.4	66.0
		% within EARNDEG	19.7%	22.7%	57.6%	100.0%
		% within CONCENRECO DE	31.0%	57.7%	29.0%	33.2%
		% of Total	6.5%	7.5%	19.1%	33.2%
	Most Important	Count	29	11	93	133
		Expected Count	28.1	17.4	87.6	133.0
		% within EARNDEG	21.8%	8.3%	69.9%	100.0%
		% within CONCENRECO DE	69.0%	42.3%	71.0%	66.8%
		% of Total	14.6%	5.5%	46.7%	66.8%
Total	Count	42	26	131	199	
	Expected Count	42.0	26.0	131.0	199.0	
	% within EARNDEG	21.1%	13.1%	65.8%	100.0%	
	% within CONCENRECO DE	100.0%	100.0%	100.0%	100.0%	
	% of Total	21.1%	13.1%	65.8%	100.0%	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.171(a)	2	.017
Likelihood Ratio	7.688	2	.021
Linear-by-Linear Association	.688	1	.407
N of Valid Cases	199		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.62.

### SPSS Output

			CONCENRECODE			Total
			AE	CC	IN	
SALINCR	0	Count	22	21	48	91
		Expected Count	19.2	11.9	59.9	91.0
		% within SALINCR	24.2%	23.1%	52.7%	100.0%
		% within CONCENRECODE	52.4%	80.8%	36.6%	45.7%
		% of Total	11.1%	10.6%	24.1%	45.7%
	Most Important	Count	20	5	83	108
		Expected Count	22.8	14.1	71.1	108.0
		% within SALINCR	18.5%	4.6%	76.9%	100.0%
		% within CONCENRECODE	47.6%	19.2%	63.4%	54.3%
		% of Total	10.1%	2.5%	41.7%	54.3%
Total	Count	42	26	131	199	
	Expected Count	42.0	26.0	131.0	199.0	
	% within SALINCR	21.1%	13.1%	65.8%	100.0%	
	% within CONCENRECODE	100.0%	100.0%	100.0%	100.0%	
	% of Total	21.1%	13.1%	65.8%	100.0%	

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.971(a)	2	.000
Likelihood Ratio	18.694	2	.000
Linear-by-Linear Association	6.503	1	.011
N of Valid Cases	199		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 11.89.

### SPSS Output

			CONCENRECODE			Total
			AE	CC	IN	
CAREER	0	Count	22	15	97	134
		Expected Count	28.3	17.5	88.2	134.0
		% within CAREER	16.4%	11.2%	72.4%	100.0%
	Most Important	Count	20	11	34	65
		Expected Count	13.7	8.5	42.8	65.0
		% within CONCENRECO DE	47.6%	42.3%	26.0%	32.7%
	Total	Count	42	26	131	199
		Expected Count	42.0	26.0	131.0	199.0
		% of Total	21.1%	13.1%	65.8%	100.0%

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.052(a)	2	.018
Likelihood Ratio	7.874	2	.020
Linear-by-Linear Association	7.714	1	.005
N of Valid Cases	199		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.49.c

## Question 2: Reasons For Choosing CMU

Overall, two reasons emerged as clearly important to M.A. in Education alumni – “**convenient location**” and “**flexibility in scheduling**”. One other – “**offered desired degree program**” – was cited by nearly one-fifth of M.A. in Education alumni as very important. Perhaps surprisingly, “**cost**” was a distant fourth.

	Most Important or 2 <sup>nd</sup> Most Important		3 <sup>rd</sup> – 5 <sup>th</sup> Most Important		Not a Reason	
	Count	% of 468	Count	% of 360	Count	% of 565
Cost	34	<b>7.3</b>	94	<b>26.1</b>	71	<b>12.6</b>
Convenient location	154	<b>32.9</b>	24	<b>6.7</b>	21	<b>3.7</b>
Flexibility in scheduling	139	<b>29.7</b>	29	<b>8.1</b>	31	<b>5.5</b>
Offered desired degree program	90	<b>19.2</b>	65	<b>18.0</b>	44	<b>7.8</b>
Services provided	25	<b>5.3</b>	76	<b>21.1</b>	98	<b>17.3</b>
Credit for previous work through Prior Learning portfolio	11	<b>2.4</b>	67	<b>18.6</b>	121	<b>21.4</b>
Other	15	<b>3.2</b>	5	<b>1.4</b>	179	<b>31.7</b>
TOTALS	468	<b>100.0</b>	360	<b>100.0</b>	565	<b>100.0</b>

As in question 1, the alumnus’ reasons for choosing CMU differed somewhat by concentration. Because of the small number of responses, the X<sup>2</sup> analysis could not be applied. However, in reviewing the table, there is a large difference in the percentages citing “**cost**” as an important reason for choosing CMU with regard to Adult Education concentration alumni and Community College alumni as shown below.

Adult Education concentration alumni were more likely than alumni of other M.A. in Education concentrations to state that “**cost**” was the reason they chose CMU. Community College concentration alumni were the least likely to cite “**cost**” as the over-riding factor in their decision.

“Why did you choose CMU instead of another school” – Responses of “most important” or “2 <sup>nd</sup> most important”	Adult Education (n = 42)		Community College (n = 26)		Instructional (n = 131)	
	Freq	% of 42	Freq	% of 26	Freq	% of 133
Cost	11	<b>26.2</b>	1	<b>3.8</b>	22	<b>16.8</b>
Convenient location	33	<b>78.6</b>	23	<b>88.5</b>	98	<b>74.8</b>
Flexibility in scheduling	31	<b>73.8</b>	16	<b>61.5</b>	92	<b>70.2</b>
Offered desired degree program	21	<b>50.0</b>	9	<b>34.6</b>	60	<b>45.8</b>
Services provided	6	<b>14.3</b>	3	<b>11.5</b>	16	<b>12.2</b>
Credit for previous work through Prior Learning portfolio	3	<b>7.1</b>	2	<b>7.7</b>	6	<b>4.6</b>
Other	2	<b>4.8</b>	1	<b>3.8</b>	12	<b>9.1</b>

### **Question 3: Quality of Instruction**

On ten different measures of teaching effectiveness, M.A. in Education alumni overwhelmingly agree that their instructors were supportive, knowledgeable, and effective in their courses.

Alumni responded between 90.9% and 96.9% that they “strongly agree or somewhat agree” to statements that directly reflect the ProfEd Maximizing Learning Principles. Mean scores and standard deviations indicate that, as a group, alumni were consistent in their responses. Not one mean score fell below the “somewhat agree” level, and standard deviations were not high.

	Strongly Agree/ Somewhat Agree		Descriptive Stats (6-pt. scale)	
	Count	Valid %	Mean	Std Dev
Understood and respected individual students' differences	190	<b>96.4</b>	<b>5.72</b>	0.570
Communicated clear expectations for classes	190	<b>95.6</b>	<b>5.68</b>	0.565
Applied course content to real life, especially the workplace	183	<b>92.4</b>	<b>5.59</b>	0.676
Used a variety of teaching methods and learning activities	186	<b>94.4</b>	<b>5.58</b>	0.685
Encouraged students to be responsible for their own learning	192	<b>96.9</b>	<b>5.81</b>	0.466
Helped students achieve course learning objectives	188	<b>94.9</b>	<b>5.65</b>	0.625
Challenged students intellectually	185	<b>93.9</b>	<b>5.59</b>	0.621
Encouraged students to summarize, synthesize, analyze and apply information	181	<b>92.8</b>	<b>5.65</b>	0.628
Provided feedback to help students keep track of their learning	180	<b>90.9</b>	<b>5.55</b>	0.672
Chose assessments of students' knowledge which were relevant to course learning objectives	183	<b>92.4</b>	<b>5.56</b>	0.687

The level of agreement among M.A. in Education alumni was such that while a few of the comparisons approached statistical significance, a  $\chi^2$  analysis could not be applied due to the small number of responses in certain cells. Differences in percentages among the concentrations can be noted within highlighted cells of the table below. Community College alumni tended to rate certain statements regarding Quality of Teaching lower than Adult Education or Instructional alumni.

"During my M.A. in Education program, overall, my instructors:" (Responses of "strongly agree" and "somewhat agree")	Adult Education (n = 42)		Community College (n = 26)		Instructional (n = 131)	
	Freq	%	Freq	%	Freq	%
Understood and respected individual students' differences	42	<b>100.0</b>	24	<b>92.3</b>	124	<b>96.1</b>
Communicated clear expectations for classes	41	<b>97.6</b>	24	<b>92.3</b>	125	<b>96.1</b>
Applied course content to real life, especially the workplace	39	<b>92.8</b>	22	<b>84.6</b>	122	<b>93.8</b>
Used a variety of teaching methods and learning activities	40	<b>95.2</b>	25	<b>96.2</b>	121	<b>93.8</b>
Encouraged students to be responsible for their own learning	42	<b>100.0</b>	25	<b>96.2</b>	125	<b>96.1</b>
Helped students achieve course learning objectives	41	<b>97.6</b>	25	<b>96.1</b>	122	<b>93.8</b>
Challenged students intellectually	39	<b>92.9</b>	23	<b>88.5</b>	123	<b>95.3</b>
Encouraged students to summarize, synthesize, analyze and apply information	39	<b>95.1</b>	21	<b>84.0</b>	121	<b>93.8</b>
Provided feedback to help students keep track of their learning	39	<b>92.8</b>	21	<b>80.8</b>	120	<b>92.3</b>
Chose assessments of students' knowledge which were relevant to course learning objectives	39	<b>92.9</b>	21	<b>80.8</b>	123	<b>94.7</b>

## **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.

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

## Alumni Employment Outcomes

Nearly three-quarters of all M.A. in Education alumni are currently employed in a job that is related to their M.A. in Education program. Another 16.6% are employed in a position unrelated to their M.A. in Education work. More than one-fifth of the education alumni are continuing their education.

I am currently: (check all that apply)	YES	
	Count	%
Employed in a job RELATED to my M.A. in Education program	148	<b>74.4</b>
Employed in a job NOT RELATED to my M.A. in Education program	33	<b>16.6</b>
On active duty with the U.S. military	5	<b>2.5</b>
Continuing my education	44	<b>22.1</b>
Not employed, but seeking work	3	<b>1.5</b>
Not employed, not seeking work, because	4	<b>2.0</b>

These findings do vary somewhat by concentration in the following ways:

- Adult Education alumni have the lowest rate of employment in a position related to their program (59.5%) compared with Instructional alumni (79.4%). Community College alumni indicated 73.1% employment in a position related to their program.
- While the rates of **“not employed, but seeking work”** are very low in all concentrations, it appears that Community College has the lowest rate of all, with no unemployment.
- Instructional alumni maintain a higher rate of **“not employed, not seeking work”** than alumni in other concentrations, although all rates are very low.

I am currently:	Adult Education (n = 42)		Community College (n = 26)		Instructional (n = 131)	
	Freq	% of 42	Freq	% of 26	Freq	% of 131
	Employed in a job RELATED to my M.A. in Education program	25	<b>59.5</b>	19	<b>73.1</b>	104
Employed in a job NOT RELATED to my M.A. in Education program	12	<b>28.6</b>	7	<b>26.9</b>	14	<b>10.7</b>
On active duty with the U.S. military	1	<b>2.4</b>	0	<b>0.0</b>	4	<b>3.1</b>
Continuing my education	9	<b>21.4</b>	2	<b>7.70</b>	33	<b>25.2</b>
Not employed, but seeking work	1	<b>2.4</b>	0	<b>0.0</b>	2	<b>1.5</b>
Not employed, not seeking work	0	<b>0.0</b>	0	<b>0.0</b>	4	<b>3.1</b>

CMU's M.A. in Education alumni have seen success in the most sought-after job outcomes: promotions, salary increases, and better jobs. More than three-quarters of M.A. in Education alumni indicated receiving a raise in their income because of degree completion; more than one-fifth have received a promotion and 17.7% landed their job because of the M.A. in Education degree.

	YES		NO	
	Count	%	Count	%
Did you obtain your current position because you completed your most recent degree?	34	<b>17.7</b>	158	<b>82.3</b>
Did you receive a promotion upon completion of your most recent degree?	38	<b>20.0</b>	152	<b>80.0</b>
Did you receive a raise in income because of your completion of your most recent degree?	150	<b>78.5</b>	41	<b>21.5</b>

### **Alumni Participation**

There appears to be a very large difference between those alumni who have participated in alumni events (**7.2%**), and those who state they would like to (**52.7%**).

The accompanying disk contains an Excel spreadsheet of those alumni who indicated their desire to participate, along with addresses and e-mail contacts.

	YES		NO	
	Count	%	Count	%
Have you participated in CMU alumni events?	14	<b>7.2</b>	150	<b>92.8</b>
Would you like to be involved in future alumni events?	96	<b>52.7</b>	86	<b>47.3</b>

## **Data Mining**

“The Consummate Professional: Scholarly, Engaged, Enthusiastic”

M.A. in Education Learning Outcomes, by Cluster

Teaching Effectiveness in the M.A. in Education, by Cluster

Employment Outcomes in the M.A. in Education, by Cluster

Conclusions and Recommendations

## **Data Mining: “The Consummate Professional: Scholarly, Engaged, Enthusiastic”**

While descriptive statistics and tests of significant differences were informative, overall commonalities and/or profiles did not emerge satisfactorily from those “first-level” statistical manipulations. It was decided to undertake data mining of the sample of M.A. in Education alumni responses.

Using the categorical variables (“dummy variables”) which resulted from re-codes of questions #3 and #4, a Two Step Cluster Analysis was performed in SPSS. This procedure is an exploratory tool designed to reveal natural groupings (or clusters) within a data set that would otherwise not be apparent. The technique produces clusters of cases (M.A. in Education alumni).

Using Schwarz’s Bayesian Criterion (BIC) for clustering, the number of resulting clusters was left to the procedure to determine. Variable importance measures were requested, to be tested using  $X^2$  analysis, with a 95% confidence interval. Variables that were not statistically significant at the specified confidence level were identified. Descriptive statistics were requested for each cluster, and for each variable in the cluster. Cluster membership variables were created, such that further manipulations could be performed.

### **The Clusters**

Two clusters emerged from the SPSS routine, with the following distributions:

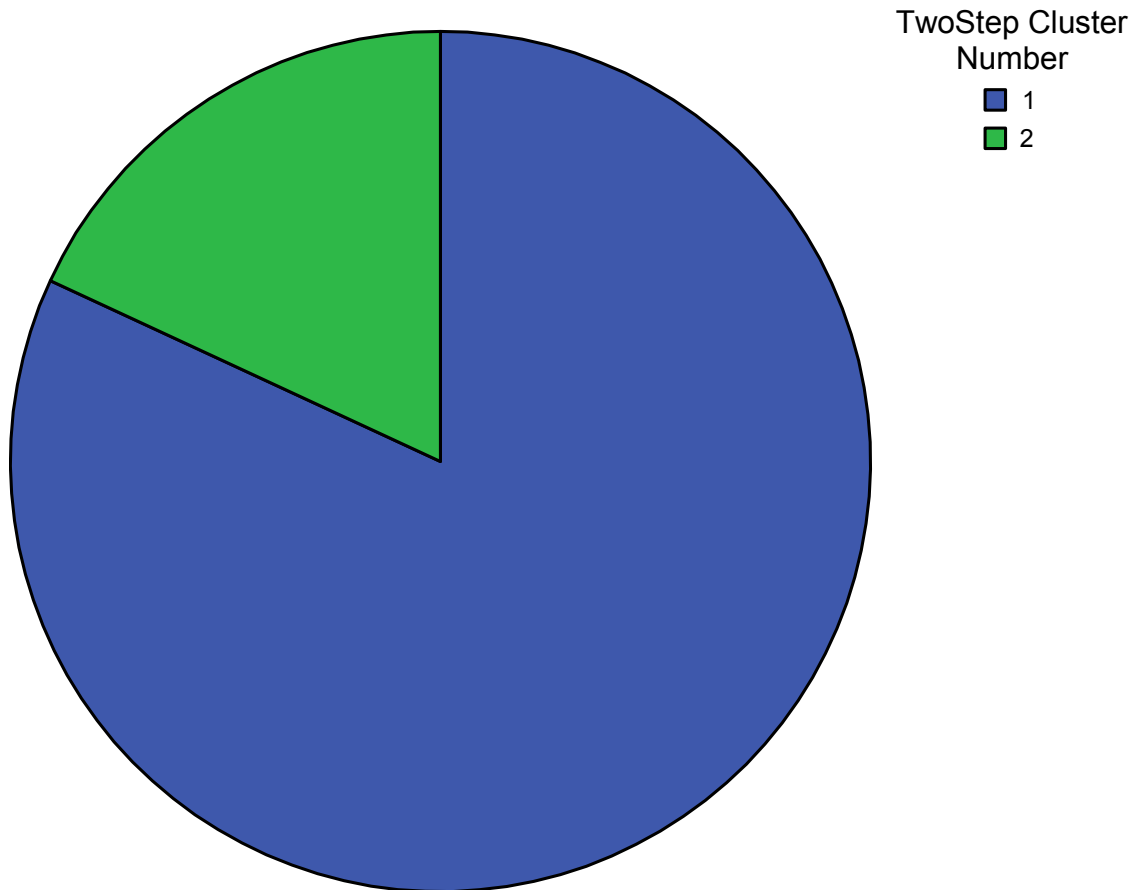
#### **Cluster Distribution**

**Cluster Distribution**

		N	% of Combined	% of Total
Cluster	1	163	81.9%	81.9%
	2	36	18.1%	18.1%
	Combined	199	100.0%	100.0%
Total		199		100.0%

Thus, 100.0% of the 199 surveys in the sample were assigned to Cluster 1 or Cluster 2. The larger Cluster 1 was comprised of 163 surveys (cases). Both clusters are depicted in the pie chart shown on the following page.

## Cluster Size



**Cluster 1: “The Consummate Professional: Scholarly, Engaged, Enthusiastic”**  
**Cluster 2: “The Diffident Professional: Less Scholarly, Less Engaged, Less Enthusiastic”**

At 163 respondents, Cluster 1 is four and one-half times the size of Cluster 2 (36 respondents), and represents more than four-fifths (81.9%) of all M.A. in Education alumni respondents.

Cluster 1 is entitled “The Consummate Professional: Scholarly, Engaged, Enthusiastic”, Cluster 2 is entitled “The Diffident Professional: Less Scholarly, Less Engaged, Less Enthusiastic”. These titles are characterizations of the attitudes, opinions, and self-reports expressed by cluster members with regard to learning in the M.A. in Education program’s major outcomes, classroom instruction, and employment outcomes.

Although the clusters are similar in some ways – for instance, a clear majority of both groups cited “to earn a promotion” and “to prepare for a new career” as their main goals – cluster members differentiated themselves in the following specific ways:

### **Learning in M.A. in Education program outcomes**

- “The Consummate Professional” cluster members averaged **48.0 percentage points** higher than the “The Diffident Professional” cluster members on these questions.
- “The Consummate Professional” cluster responses of “substantial improvement” or “moderate improvement” to these questions averaged **98.1%**.
- “The Diffident Professional” cluster responses of “substantial improvement” or “moderate improvement” to these questions averaged **50.1%**.
- With regard to specific learning outcomes, the largest percentage differences (**45.1% - 60.5%** points) reported by alumni between the two clusters occurred with the learning outcomes as listed below:
  - Evaluate current research in the field of Education
  - Design and conduct a study of an issue or problem in the field of education
  - Interpret and apply findings of the study to the problem or issue
  - Design curriculum that reflects accepted teaching and learning theory
  - Utilize educational technologies that enhance student learning
- The second largest number of percentage differences (**35.8% - 42.6%** points) reported by alumni between the clusters occur with the following learning outcomes:
  - Evaluate current issues and trends influencing the field of education
  - Design learning strategies that reflect accepted and learning theory
  - Communicate effectively in writing to the intended target audience
  - Communicate verbally in an effective way to diverse audiences

## M.A. in Education Learning Outcomes Questions, by Cluster

To what extent did your M.A. in Education program help you improve your ability to: (Responses of “Substantial” improvement” or “Moderate improvement” only)

	<b>Cluster 2:</b> “The Diffident Professional: Less Scholarly, Less Engaged, Less Enthusiastic ”		<b>Cluster 1:</b> “The Consummate Professional: Scholarly, Engaged, Enthusiastic”	
	Count	% of 36	Count	% of 163
<b>M.A. in Education Program Outcomes:</b>				
Evaluate current issues and trends influencing the field of education	20	<b>55.6</b>	160	<b>98.2</b>
Evaluate current research in the field of education	18	<b>50.0</b>	161	<b>98.8</b>
Design and conduct a study of an issue or problem in the field of education	14	<b>38.9</b>	162	<b>99.4</b>
Interpret and apply findings of the study to the problem or issue	15	<b>41.7</b>	162	<b>99.4</b>
Design curriculum that reflects accepted teaching and learning theory	15	<b>41.7</b>	161	<b>98.8</b>
Design learning strategies that reflect accepted teaching and learning theory	20	<b>55.6</b>	160	<b>98.2</b>
Utilize educational technologies that enhance student learning	18	<b>50.0</b>	155	<b>95.1</b>
Communicate effectively in writing to the intended target audience	20	<b>55.6</b>	160	<b>98.2</b>
Communicate verbally in an effective way to diverse audiences	22	<b>61.1</b>	158	<b>96.9</b>

The greatest difference between the two clusters was in their self-reported level of learning. (All differences rose to the level of statistical significance.) The nine statements presented to respondents in the matrix are, in fact, the M.A. in Education program’s core learning outcomes, and reflect learning expectations of all M.A. in Education students.

Specific M.A. in Education concentration learning outcomes were not included in the overall cluster analysis, because they differ between concentrations. As a confirmatory analysis, each concentration’s learning outcomes were broken out by cluster. They appear in the table below. The results of this analysis appear to confirm the data from M.A. in Education program outcomes – that is, the “Consummate Professional” cluster members felt much more positive about their learning in the M.A. in Education program. A great majority of the alumni (in all three concentrations) are in Cluster 1 (n = 163) and responses indicating substantial or moderate improvement ranged from **94.3%** to **100.0%**. For the few alumni located in Cluster 2 (n = 36), the responses of substantial or moderate improvement within specific concentration outcomes ranged from **42.9%** to **87.5%**.

Particularly, in Cluster 2 an average of only **60.7%** indicated substantial or moderate improvement in the specific learning outcomes compared to Cluster 1 in which nearly **97.5%** of the alumni indicated substantial or moderate improvement.

**To what extent did your M.A. in Education program help you improve your ability to: (Responses of “Substantial improvement” or “Moderate improvement” only)**

	<b>Cluster 2: “The Diffident Professional: Less Scholarly, Less Engaged, Less Enthusiastic”</b>		<b>Cluster 1: “The Consummate Professional: Scholarly, Engaged, Enthusiastic ”</b>	
	Count	Valid %	Count	Valid %
<b>Concentration Learning Outcomes</b>				
<b>Adult Education</b>				
Evaluate current issues and trends influencing the field of adult education	5	<b>71.4</b>	34	<b>97.1</b>
Develop curricula that meet the needs of adult learners in their particular communities	3	<b>42.9</b>	33	<b>94.3</b>
<b>Community College</b>				
Evaluate current issues and trends influencing the field of education in community colleges	5	<b>62.5</b>	17	<b>94.4</b>
Understand the internal and external environments that impact community colleges	7	<b>87.5</b>	18	<b>100.0</b>
<b>Instructional</b>				
Evaluate current issues and trends in classroom instruction and curriculum development	10	<b>47.6</b>	110	<b>100.0</b>
Apply your knowledge of instruction and curriculum development appropriately	11	<b>52.4</b>	109	<b>99.1</b>

## Teaching Effectiveness

- The “Consummate Professional” cluster members averaged **27.1 percentage points** higher than the “Diffident Professional” cluster members on these questions.
- The “Consummate Professional” cluster responses of “strongly agree” or “agree” to these questions averaged **98.2%**.
- The “Diffident Professional” cluster responses of “strongly agree” or “agree” to these questions averaged **71.1%**
- The largest percentage differences (**22.5% - 43.2%** points) reported by alumni between the two clusters occur with the following teaching outcomes:
  - Applied course content to real life, especially in the workplace
  - Used a variety of teaching methods and learning activities
  - Helped students achieve course learning objectives
  - Challenged students intellectually
  - Encouraged students to summarize, synthesize, analyze and apply information
  - Provided feedback to help students keep track of their learning
  - Chose assessments of students’ knowledge which were relevant to course learning objectives

**Classroom Instruction**  
**“During my M.A. in Education program, overall, my instructors:”**  
**(Responses of “Strongly agree” or “Somewhat agree” only)**

	<b>Cluster 2: “The Diffident Professional: Less Scholarly, Less Engaged, Less Enthusiastic”</b>		<b>Cluster 1: “The Consummate Professional: Scholarly, Engaged, Enthusiastic ”</b>	
	Count	% of 33	Count	% of 166
<b>Maximizing Learning Principles</b>				
Understood and respected individual students’ differences	32	<b>88.9</b>	158	<b>96.9</b>
Communicated clear expectations for classes	32	<b>88.9</b>	158	<b>96.9</b>
Applied course content to real life, especially the workplace	23	<b>63.9</b>	160	<b>98.2</b>
Used a variety of teaching methods and learning activities	27	<b>75.0</b>	159	<b>97.5</b>
Encouraged students to be responsible for their own learning	29	<b>80.6</b>	163	<b>100.0</b>
Helped students achieve course learning objectives	26	<b>72.2</b>	162	<b>99.4</b>
Challenged students intellectually	23	<b>63.9</b>	162	<b>99.4</b>
Encouraged students to summarize, synthesize, analyze and apply information	20	<b>55.6</b>	161	<b>98.8</b>
Provided feedback to help students keep track of their learning	22	<b>61.1</b>	158	<b>96.9</b>
Chose assessments of students’ knowledge which were relevant to course learning objectives	22	<b>61.1</b>	161	<b>98.8</b>

## Employment Outcomes

- Nearly four-fifths, (**79.1%**), of the “Consummate Professional” cluster members reported working in a job related to their M.A. in Education degree. Just over one-half (**52.8%**) of the “Diffident Professional” cluster members reported the same.
- Over one-third (**36.1%**) of the “Diffident Professional” cluster members reported being employed in a position not related to their degree compared with **12.3%** of the “Consummate Professional” cluster members.
- Among the employment rewards, the salary increase reported by Education alumni in Cluster 1 is especially reflected in the responses of “*receiving a salary increase because of obtaining the M.A. in Education degree*” (**81.0%**), while Cluster 2 reported (**50.0%**).
- With regard to the other employment outcomes, the percentage differences were slight as indicated below:
  - Nearly one-fifth (**16.6%**) of the “Consummate Professional” cluster members reported they “obtained their job because of M.A. in Education degree completion” whereas **19.4%** of the “Diffident Professional” cluster reported the same.
  - Nearly one-fifth (**19.6%**) of the “Consummate Professional” cluster members reported they were promoted because of M.A. in Education degree completion. Just **16.7%** of Cluster 2 reported the same.
- Nearly one-quarter (**23.9%**) of the “Consummate Professional” cluster members reported continuing their education, compared to only **13.9%** of the “Diffident Professional” cluster.
- More than one out of two alumni in Cluster 1 reported an interest in being involved with future alumni events compared to nearly one out of three in Cluster 2. Cluster 1 also reported participating in alumni events by **8.0%** compared to Cluster 2, which reported **2.8%** participation.

	<b>Cluster 2: “The Diffident Professional: Less Scholarly, Less Engaged, Less Enthusiastic”</b>		<b>Cluster 1: “The Consummate Professional: Scholarly, Engaged, Enthusiastic”</b>	
	Count	% of 36	Count	% of 163
Employed in a job related to my M.A. in Education program	19	<b>52.8</b>	129	<b>79.1</b>
Employed in a job not related to my M.A. in Education program	13	<b>36.1</b>	20	<b>12.3</b>
Not employed, but seeking work	1	<b>2.8</b>	2	<b>1.2</b>
Not employed, not seeking work	0	<b>0.0</b>	4	<b>2.5</b>
Continuing my education	5	<b>13.9</b>	39	<b>23.9</b>
Obtained current position because of degree completion	7	<b>19.4</b>	27	<b>16.6</b>
Received a promotion upon completion of degree	6	<b>16.7</b>	32	<b>19.6</b>
Received a raise in income because of degree completion	18	<b>50.0</b>	132	<b>81.0</b>
Have participated in CMU alumni events?	1	<b>2.8</b>	13	<b>8.0</b>
Would like to be involved in future alumni events	11	<b>30.6</b>	85	<b>52.1</b>

Similarly, multiple job rewards showed that the “Consummate Professional” cluster obtained more multiple job rewards in number than did the “Diffident Professional” cluster, however, the percentage differences reported by alumni are slight, as shown in the table below:

	<b>Cluster 2: “The Diffident Professional: Less Scholarly, Less Engaged, Less Enthusiastic”</b>		<b>Cluster 1: “The Consummate Professional: Scholarly, Engaged, Enthusiastic”</b>	
	Count	% of 36	Count	% of 163
Obtained current position <b>and</b> received an income raise because of M.A. in Ed completion	4	<b>12.1</b>	19	<b>11.4</b>
Received an income raise <b>and</b> received a promotion because of M.A. in Ed completion	7	<b>21.2</b>	29	<b>17.5</b>
Obtained current position <b>and</b> received a promotion because of M.A. in Ed completion	2	<b>6.1</b>	13	<b>7.8</b>
Experienced <b>all three</b> of the above	2	<b>6.1</b>	12	<b>7.2</b>

## **Conclusions and Recommendations**

The M.A. in Education Alumni Survey was distributed by first-class mail or electronically by Survey Monkey to the population of 594 alumni from 2004 - 2005. An excellent size sample of 199 surveys were returned and usable. The sample profile, as determined by state of residence, gender, graduation year, and M.A. in Education concentration, closely resembled the population proportions.

The following may be concluded from data analysis:

### ***GOALS and REASONS for CHOOSING CMU***

- ***“To earn a degree”*** is the most commonly (**31.6%**) cited goal in attending the M.A. in Education program (“Most important” or “2<sup>nd</sup> most important”). However, two other goals – ***“to get a salary Increase”*** (**23.9%**) and ***“to improve my skills”*** (**19.5%**) were also cited as the most important or second most important goals.
- The most important reasons cited for choosing CMU included ***“convenient location”*** (**32.9%**), ***“flexibility in scheduling”*** (**29.7%**), and, to a lesser degree, ***“offered desired degree program”*** (**19.2%**).
- ***“Cost”*** was not among the most commonly cited reasons for choosing CMU.
- Statistically significant differences between M.A. in Education concentrations in the “goals” and “reasons for choosing” areas should be examined for better understanding of students.

### ***INSTRUCTION***

- On ten measures of teaching effectiveness, which directly reflect the Maximizing Learning Principles, the overwhelming majority of M.A. in Education alumni stated they “strongly agree” or “agree” (**90.9% - 96.9%**).
- On the ten measures, using a 6-point scale (6 = strongly agree), mean responses ranged from **5.55 – 5.81**.
- Basic agreement across M.A. in Education concentrations; very few statistically significant differences. Some measures reported by the Community College alumni ranked lower than Adult Education or Instructional alumni.

### ***STUDENT LEARNING IN M.A. in EDUCATION PROGRAM OUTCOMES***

- On nine questions that directly reflect the M.A. in Education program learning objectives, the majority indicated they experienced “substantial improvement” or “moderate improvement” (**89.2% - 94.3%**).

- Alumni scored the following area as somewhat low:
  - **“Utilize educational technologies. . .” (89.2%)**
- On the nine measures, using a 4-point scale (4 = substantial improvement), mean responses ranged from **3.40 - 3.57**.
- Statistically significant differences between concentrations using ,  $X^2$  analysis could not be obtained due to small numbers in cells, however, percentage differences in the table indicated large discrepancies with the Community College alumni reporting lower rates of “substantial” or “moderate” improvement when compared to the Adult Education and Instructional alumni with regard to the following learning statements:
  - **“Utilize educational technologies. . .” (65.5%)**
  - **“Communicate effectively in writing. . .” (69.3%)**
  - **“Communicate verbally in an. . .” (73.1%)**
- Consistent high responses were reported among the concentrations with regard to the following learning outcomes:
  - **“Evaluate current issues and trends. . .”**
  - **“Design learning strategies that. . .”**

### **EMPLOYMENT OUTCOMES**

- Nearly three-quarters of the M.A. in Education alumni are employed in a job related to their M.A. in Education program, with Instructional concentration alumni the highest at **79.4%**.
- More than one-fifth (**22.1%**) of all education alumni are continuing their education.
- While rates of **“not employed, but seeking work”** are very low in all concentrations, it appears that Community College alumni have the lowest rate of all, with no unemployment.
- Over three-quarters (**78.5%**) said they received a salary increase and one-fifth (**20.0%**) said they received a promotion because of degree completion.

## **ALUMNI OUTCOMES**

- Only **7.2%** stated they have participated in an alumni event; however, **52.7%** stated that they would like to.

### ***“The Consummate Professional: Scholarly, Engaged, Enthusiastic ”***

- The emergence of this natural data cluster provides a profile of the **engaged adult student**:
  - Employed in a position related to his/her M.A. in Education program.
  - Almost unanimously happy with aspects of classroom instruction.
  - Attests to solid learning in M.A. in Education program outcomes **and** concentration outcomes, much more so than Cluster 2 (“The Diffident Professional: Less Scholarly, Less Engaged, Less Enthusiastic”).
  - Experienced job rewards with regard to salary increases by more than one-third the rate of alumni in Cluster 2.
  - Much more willing to participate in alumni events than Cluster 2.
- This profile is congruent with much research on adult students, particularly with regard to the **relevance of education**. Further investigation should be done to connect this cluster with demographic and socioeconomic factors.
- The “Consummate Professional” alumni cluster has implications for most aspects of ProfEd operations:
  - Course objectives should be tied to discipline practice, and the realities that practitioners must address.
  - Classroom teaching and learning activities should encompass the realities of the working adult student.
  - Academic advising, library research, and other student services that support degree programs should focus as nearly as possible on the connection between students’ degree programs and their professional lives.

## **APPENDIX**

Question 2: Other Reasons for Choosing CMU - Page 36

Question 6: Name of Employer - Page 37

Question 6: Job Title - Page 40

What Services Would You Like to See Offered? – Page 43

Other Comments – Page 45

Detailed Data Tables – Page 46

<b>Other Reasons for Choosing CMU</b>
ACCEPTANCE REQUIREMENTS
Allowed me to obtain a higher degree
ATTENDED WITH FRIENDS & COWORKERS
Cohorts
DID NOT REQUIRE GRE SCORES
Employee
GREAT LIBRARY SERVICE
I AM FROM MICHIGAN AND KNEW IT IS A GOOD TEACHING COLLEGE
I did not use the prior learning thing. I was pleasantly suprised at the quality of educators!!!
MY BROTHER EARNED A DEGREE AT CMU - SO I NEW THE QUALITY OF EDUCATION. ALSO , MY GREAT AUNT RECEIVED HER TEACHING DEGREE FROM CMU
NO ENTRANCE EXAM
NO GRE, NO RECOMMENDATION LETTERS, IT WAS EASY TO APPLY
OFFERED ON CAMPUS INSTRUCTION, WAS A SCHOOL I WAS FAMILIAR WITH
recommended by a trusted friend
To get credit for National Board Certification toward my degree but that did not happen and I did not continue in the EDS program
WANTED MASTERS FROM ANOTHER SCHOOL
We had a co-hort and my county paid completely for the degree.

Name of Employer	Count
ADECCO	1
ADP	1
Atlanta Metropolitan College	1
ATLANTA PUBLIC SCHOOLS	12
BINTA MASANI - IRS	1
Birmingham City Schools	1
BLUE CROSS BLUE SHIELD	1
BULLOCH COUNTY BD OF ED	1
Burke County	1
butts county	1
CAMDEN CITY BOARD OF EDUCATION	1
Career Blazers Learning Center	1
CHILDREN'S HEALTH CARE OF ATLANTA	1
CHILDREN'S WORLD	1
CHRIST'S CHURCH @ WHITEWATER	1
CITY OF OCEANSIDE	1
CLARKE COUNTY SCHOOL DISTRICT	1
Clayton County	2
CLAYTON COUNTY BOARD OF EDUCATION	2
Clayton County Public Schools	6
CMU	1
COATESVILL AREA SCHOOL DISTRICT	1
COBB COUNTY BOARD OF EDUCATION	1
COBB COUNTY PUBLIC SCHOOLS	4
COLUMBIA COUNTY BOARD OF EDUCATION	1
COWETA COUNTY SCHOOLS	3
DEKALB CO BOARD OF EDUCATION	3
DEKALB COUNTY SCHOOL SYSTEM	28
Dekalb Technical College Adult Education Covington Campus	1
DENTAL FILLINGS INC	1
DEPARTMENT OF CORRECTIONS	1
DEPARTMENT OF DEFENSE	1
Department of Juvenile Justice	1
DESOTO I.S.D.	1
DETROIT BOARD OF EDUCATION	1
Detroit Public Schools	1
DIRECTORATE OF QUALITY ASSURANCE (TRAINING & EDUCA	1
douglas county	1
DPS	2
Durham College	4
Durham College/UOIT	1
EDUCATIONAL DEVELOPMENT CENTER	1
ELM LOCATION/PARK UNIVERSITY	1
ENGLE MARTIN CLAIMS ADMINSTRATIVE SERVICES	1

<b>Name of Employer</b>	<b>Count</b>
FAUQUIER COUNTY PUBLIC SCHOOLS	3
FAYETTE COUNTY BOE	1
FLEMING COLLEGE	1
Frontier College	1
FULTON COUNTY BOARD OF EDUCATION	5
fulton county dept. of health and wellness	1
Fulton County Schools	2
GEORGIA DEPT OF JUVENILE JUSTICE - AUGUSTA YOC	1
GEORGIA MERIT SYSTEM	1
GEORGIA STATE UNIVERSITY	1
Georgian College	1
Goodwill Industries	1
Griffin Technical college	1
Gwinnett County BOE	1
Gwinnett County Public Schools	1
HALIFAX COUNTY SCHOOLS	2
HAMILTON TOWNSHIP BOARD OF EDUCATION	1
HAMILTON TWP SCHOOLS	1
HANCOCK COUNTY BOARD OF EDUCATION	1
Harnett County Schools	1
HEALTHY MOTHERS HEALTHY BABIES COALITION OF GA	1
HEARTLAND ACADEMY	1
HERITAGE ACADEMY	1
HOPEWELL CHRISTIAN ACADEMY	1
Humber College	1
HUMBER ITAL	1
Inman Middle School/APS	1
J. SARGEANT REYNOLDS COMMUNITY COLLEGE	1
JAMES CAMPBELL HIGH SCHOOL	1
Judiciary	1
KAPLAN UNIVERSITY	1
KING SPRINGS SCHOOL (COBB CO)	1
LAKE ORION COMMUNITY SCHOOLS	1
LIBERTY COUNTY SCHOOL BOARD	1
Long County Board of Education	1
LUCY CORR VILLAGE NURSING HOME	1
macomb community college	1
Ministry of Citizenship & Immigration	1
MINOT AREA TEACHER CENTER & ND ADULT RESOURCE CENT	1
MUSCOGEE COUNTY SCHOOL DISTRICT	1
MY OWN CORPORATION: RED MAPLE CONSULTANTS LTD	1
NEW PATH YOUTH & FAMILY COUNSELING SERVICES	1
NORTHCUTT ELEM (CLAYTON CO. PUBLIC SCHOOLS)	1
Northern Wyoming Community College Districty	1
NURSING HOME	1

<b>Name of Employer</b>	<b>Count</b>
Partnership Against Domestic Violence	1
PAULDING COUNTY SCHOOL SYSTEM	1
Pemberton Township School District	1
PETERSBURG PUBLIC SCHOOL	1
PRINCE GEORGE'S XOUNTY PUBLIC SCHOOLS	1
Professional Association	1
Red River College	3
RICHMOND COUNTY BOARD OF EDUCATION	1
ROYAL VICTORIA HOSPITAL	1
SAVANNAH CHATHAM COUNTY BOE	1
Siena Heights University	1
Simcoe County District School Board	1
SOUTHEASTERN MICHIGAN HEALTH ASSOCIATION	1
SPALDING DFCS	1
St Michael's Hospital	1
St. Peter's Lutheran School	1
Superior Court of Fulton County	1
THE SCARBOROUGH HOSPITAL - GENERAL CAMPUS	1
THE UNIVERSITY OF WINDSOR	1
TORONTO REHABILITATION INSTITUTE	1
Tucker Middle/Dekalb	1
U.S. AIR FORCE	4
UNIVERSITY HEALTH NETWORK	1
UNIVERSITY OF TORONTO	1
US ARMY	1
Warren Consolidated Schools	1
WASHINGTON COUNTY HIGH SCHOOL	1

<b>JOB TITLE</b>	<b>Count</b>
1ST GRADE TEACHER	1
2ND GR TEACHER	1
2nd Grade Teacher	1
3rd Grade Teacher	1
3rd Grade teacher/coach/ptl rep	1
6T TEACHER	1
7TH GRADE READING TEACHER	1
Academic Advisor	1
Adjunct Instructor	1
Admissions Representative	1
ADVISOR FOR CAREER, EMPLOYMENT AND TRANSFER	1
AFLAC CANCER CENTER AND BLOOD DISORDER SERVICES LIAISON TEACHER	1
APPLIED RESEARCH PROJECT OFFICER AND PART-TIME FAC	1
ASSISTANT NURSE MANAGER	1
BRIGADE S4/SENIOR LOGISTICIAN	1
CHAIR	1
CHIEF, PROFESSIONAL DEVELOPMENT FLIGHT	1
CHILDREN'S PASTOR	1
Cooperative Industrial Education Coordinator	1
COORDINATOR	2
Coordinator/Academic Advisement	1
CORPORATE COORDINATOR	1
CO-TEACHER IN THIRD GRADE INCLUSION CLASSROOM	1
Curriculum Facilitator	1
Curriculum Support Teacher	1
DENTAL HYGIENIST	1
DEPUTY DIRECTOR	1
Director	1
DIRECTOR OF OPERATION/HUMAN RESOURCES	1
Director of Respiratory Therapy	1
DOCTORAL FELLOW	1
EARLY INTERVENTION PROGRAM TEACHER	2
EDUCATION CONSULTANT	1
EDUCATOR	1
EDUCATOR/SCIENCE COORDINATOR	1
ELE. TEACHER	2
ELL TEACHER	1
Engilsh Language Learners Specialist	1
ESOL Teacher	2
EXECUTIVE DIRECTOR	1
FACILITATOR/TEACHER	1
FAMILY THERAPIST	1
FIRST SERGEANT	1
FOREIGN LANGUAGE TEACHER (SECONDARY)	1

<b>JOB TITLE</b>	<b>Count</b>
GIFTED AND TALENTED PROGRAM TEACHER	2
HCS Assistance Team	1
HEALTH & PE TEACHER	1
HIGH SCHOOL TEACHER	1
HR CONSULTANT 3 - TRAINING AND DEVELOPMENT	1
INFORMATION LITERACY LIBRARIAN	1
INSTRUCTIONAL DEVELOPER	1
INSTRUCTIONAL MATH COACH	2
Instructor	4
INSTRUCTOR - LITERACY COACH	1
INTER-RELATED RESOURCE TEACHER/STUDENT SUPPORT TEAM - 504 CHAIRPERSON	1
ITERIANT TEACHER COACH	1
KINDERGARTEN TEACHER	2
LEAD PRE-K TEACHER	1
LEAD TEACHER	1
Legal Assistant	1
Literacy Coordinator	1
Manager	1
Manager, Professional Development and Career Services	1
MANAGER, REHABILITATION SERVICES	1
MATH TEACHER	1
Media Specialist	1
MIDDLE SCHOOL 6TH GRADE SCIENCE TEACHER	1
MILITARY SCIENCE TEACHER	1
MODEL TEACHER LEADER	1
OFFICE ADMINISTRATOR	1
OTR	1
Pain Nurse	1
PARENT FACILITATOR	1
Placement Manager	1
POLICE OFFICER	1
PRE-SCHOOL TEACHER	1
PRESIDENT/PROFESSOR	1
Principal	1
Professor	4
program director	1
PROJECT MANAGER	1
public health nurse	1
RDG. SPECIALIST	1
READING RECOVERY/EIP TEACHER	1
Recruitment Representative	1
REFORM FACILITATOR	1
REGISTERED NURSE	3
Retired	1

<b>JOB TITLE</b>	<b>Count</b>
SCHOOL NURSE	2
Science Teacher	3
SENIOR CLAIMS SPECIALIST	1
Senior Manager	1
SENIOR PROBATION OFFICER	1
Sheridan College/Gillette WY	1
SOLUTION CONSULTANT (IT POSITION)	1
SPANISH TEACHER	1
SPECIAL EDUCATION TEACHER	1
SPEICAL EDUCATION HIGH SCHOOL LANG ARTS TEACHER	1
State of New Jersey	1
SUPERINTENDENT, LAUGH GROUP - CAPE CANAVERAL AIRFARE STATION CHIEF MASTER SERGEANT (E9)	1
SUPERVISOR	1
Teacher	54
TEACHER - HEALTH GRADES 6-8	1
TEACHER - PRE-K	1
TEACHER - TITLE 1	1
TEACHER 5TH GRADE	1
TEACHER 9TH GRADE ENGLISH	1
TEACHER MIDDLE SCHOOL: ESOL SPECIALIST	1
Teacher of Gifted Students	1
TEACHER/ASST. ADMINISTRATOR	1
TEACHER/DEPARTMENT CHAIRPERSON	1
TECHNOLOGY TEACHER	1
UTILITY LOCATOR/INSTRUCTOR	1
WELLNESS/OCCUPATIONAL HEALTH NURSE	1

What Services Would You Like to See Offered	Count
- Career fairs and networking events for non-US resident alumni - Print article publications and e-news on education/training practices, strategies and recommendations	1
1 PERCENTAGE TUITION REDUCTION FOR CANADIAN STUDENTS AND THEIR DEPENDENTS. 2. OFF-CAMPUS PROGRAMS IN NURSING - GRADUATE & UNDERGRADUATE	1
ACCESS TO ONLINE LIBRARY SERVICES SIMILAR TO ACTIVE STUDENTS. ALLOWING ALUMNI ACCESS TO SCHOLARLY ARTICLES VIA DATABASES.	2
Alumni activities for those of us that participated in the distance learning program.	1
ALUMNI EVENTS IN ATLANTA HOMECOMING & OTHER SOCIAL EVENTS	1
AN ACTIVE MONITORING OF STUDENTS. AVAILABLE/CONCERNED ADVISORS! COUNSELING CURRICULUM	1
any	1
DISCOUNTS	1
Discount hotel and airfare to Mt. Pleasant from anywhere in the US	1
DOCTORAL PROGRAM IN ATLANTA	2
DOCTORATE PROGRAM	1
DOCTORATE PROGRAMS ONLINE!	1
EDD IN GA. PLEASE SOON	1
Employment opportunities with CMU. I feel I have a lot to offer and would love the opportunity to facilitate classes locally.	1
EVENTS W/ ALUMNI IN RICHMOND, VA AREA	1
FOR ME, MILITARY INVOLVMENT AND PROMOTING THE VALUE OF A CMU DEGREE. ALSO, THE GREAT OPPORTUNITY TO HAVE MANY INSTRUCTORS FROM ALL WALKS OF LIFE COME TO TEACH - VERY PRACTICAL WAY OF LEARNING. I WOULD BE INTERESTED IN TEACHING FOR CMU SOMEDAY. I VERY M	1
HELP SEEKING EMPLOYMENT IN THE FIELD OF EDUCATION	2
I AM NOT SURE AT THIS TIME	2
I don't know if this is related, but if the message can be passed on to the department concerned. I would like to take the P.H.D. degree in leadership and would definetly apply if the course is offered in Ontario at Durham College or one of the downtown	1
I NEED A LIST OF SERVICE	1
I whould love to be invited as as presentor. I would like to be invited to present new and innovative information related to teaching English language learners, which is a growing issue for all educators in the Atlanta Metro area.	1
I WOULD LIKE TO RECEIVE UPDATES ABOUT WHAT NEW IS HAPPENING AT CMU.	1
I WOULD LOVE TO SEE A SPECIALIST DEGREE OFFERED AT THE BREWTON PARKER CAMPUS.	1
I'D LIKE TO BUY ALUMNI LOGO ITEMS. . .PENS-SWEATSHIRTS, COFFEE MUGS	1
INT'L EVENTS FOR CDN STUDENTS - OR AM STUDENTS LIVING ABROAD. CONTINUED ACCESS TO LIBRARY'S RESOURCES EVEN IF A NOMINAL FEE IS CHARGED.	1
IT WOULD BE NICE TO RECEIVE A SIMPLE T-SHIRT OR BAG FROM CMU AND DISCOUNTS ON EDUCATIONAL MATERIAL	1

What Services Would You Like to See Offered	Count
Job referral services in the U. S. and abroad.	1
JUST CONTINUE CONTACTS WITH ALUMNI	1
Keep in touch to remind graduates of the developing opportunities. How about a distance learning PhD program!!! Maybe you already offer one. If I was more serious in obtaining one then I would probably already know the answer to this. I felt that my ed	1
Local reunions would be great. I would like to see Educational Administration Programs at McGuire AFB. I had to go back to Rowan University after CMU for three additional courses to attain my NJ Supervisor and Principal licences along with the ETS SL	1
MAYBE NOT PARTICULARLY TO ALUMNI, BUT A DOCTORAL PROGRAM IN EDUCATION IN THE RICHMOND, VIRGINIA AREA.	1
MORE CLASSES OFFERED FOR STUDENTS IN THE ATLANTA METRO AREA	1
MOSTLY EVENING ACTIVITIES TO MEET/GREET OTHER ALUMNI MEMBERS	1
NETWORKING OPPORTUNITIES/GATHERINGS & CONTINUED SERVICE PROJECTS	3
No space to comment on this in another dialogue box so I thought that I would make the statement now. I was asked to fill another form indicating my experience as a cmu extended learning student. I took great time and patience and submitted it to the ind	1
OK AS IT IS!	1
PART-TIME TEACHING OPPORTUNITIES UPON TEACHING OF ADDITIONAL ADVANCE DEGREES	1
Reunions would be great since we are away from the actual university in Michigan	1
SPECIALIST DEGREES WITH MORE INTENSITY AND A PH ED PROGRAM	1
SPECIALIST PROGRAM IN AUGUSTA, GA	1
Student Clubs Graduate Chapter	1
TEACHING CERTIFICATION @ SITES OTHER THAN MT. PLEASANT	1
UPCOMING EVENTS	1
WHAT MAY ALSO BE HELPFUL TO THOSE WHO ARE IN EDUCATION IS TO OFFER A MID MANAGEMENT CERTIFICATE CLASSES THAT ARE REQUIRED TO BECOME A PRINCIPALIN PUBLIC SCHOOLS.	1

### Other Comments

APPLIED REPEATEDLY TO COLLEGES, BUT IN THE END IT WAS MY OTHER M.A. THAT GOT ME A CAREER.

CMU GAVE ME MORE CONFIDENCE WHEN WORKING WITH MY PROFESSIONAL PEERS. IT WAS CHALLENGING BUT THAT MADE THE ACCOMPLISHMENT SOMETHING I AM PROUD OF ACQUIRING.

RE: APPLIED COURSE CONTENT TO REAL LIFE: MOSTLY IN COLLEGE. RE: USED A VARIETY OF TEACHING METHODS: MOSTLY POWERPOINT

RE: CONTINUING ED: I AM NOW DOING A DOCTORAL DEGREE! RE: NAME OF EMPLOYER: PART TIME SENECA COLLEGE

RE: ENCOURAGED STUDENTS TO BE RESPONSIBLE FOR THEIR OWN LEARNING: (GROUP WORK) RE: UTILIZE EDUCATIONAL TECHNOLOGIES THAT ENHANCE STUDENT LEARNING: ONE POOR INSTRUCTOR RE: ON ACTIVE DUTY WITH THE US MILITARY: 26+ YEARS RE: CONTINUING MY EDUCATION

RE: NOT EMPLOYED BUT SEEKING WORK: (IN AREA FOR M.A. DEGREE)

RE: RESPECTED INDIVIDUAL DIFFERENCES AND COMMUNICATED CLEAR EXPECTATIONS: EXCEPT FOR DR. HOFFMAN.

RE: SURVEY: IF THIS IS A REAL SURVEY SHOULDN'T IT BE ANONYMOUS? MY CURRENT ADDRESS IS: 2594 ASLAN AVENUE, WINDSOR, ON N93 3H7 CANADA. RE: PL PORTFOLIO: I DIDN'T EVEN KNOW ABOUT THIS! YOU SHOULD ADVERTISE IT MORE! RE: CONT ED: JUST FINISHED AN

RE: TO WHAT EXTENT DID YOUR MA IN EDUCATION PROGRAM HELP YOU IMPROVE YOUR ABILITY TO: DIDN'T READ INSTRUCTIONS. RE: WOULD YOU LIKE TO BE INVOLVED IN FUTURE ALUMNI EVENTS: DEPENDING ON WHERE THE EVENT IS LOCATED

RE: UNDERSTAND THE INTERNAL AND EXTERNAL ENVIRONMENTS THAT IMPACT COMM COLL: YES!!

RE: WERE YOU SERVING IN THE MILITARY WHILE YOU WERE TAKING CMU COURSES: DEPARTMENT OF ARMY CIVILIAN RE: WOULD YOU LIKE TO BE INVOLVED IN FUTURE ALUMNI EVENTS: IF LOCAL TO FORT LEE, VA

RE: WOULD YOU LIKE TO BE INVOLVED IN FUTURE ALUMNI EVENTS: ?

RE: WOULD YOU LIKE TO BE INVOLVED IN FUTURE ALUMNI EVENTS: ? DISTANCE ED GRAD

RE: WOULD YOU LIKE TO BE INVOLVED IN FUTURE ALUMNI EVENTS: MAYBE

RE: WOULD YOU LIKE TO BE INVOLVED IN FUTURE ALUMNI EVENTS: THIS IS HARD FOR ME BECAUSE I VISIT MY CHILDREN WHO LIVE OUT OF STATE DURING MY FREE TIME

RE: WOULD YOU LIKE TO BE INVOLVED IN FUTURE ALUMNI EVENTS: UNSURE

RE: WOULD YOU LIKE TO BE INVOLVED WITH ALUMNI EVENTS: MAYBE!

RE: WOULD YOU LIKE TO PARTICIPATE IN FUTURE ALUMNI EVENTS: TIME IS LIMITED RIGHT NOW MAYBE LATER.

## 2006 M.A. in Education Alumni Follow-up Survey: Detailed Data Summary

### PURPOSE OF YOUR CMU EDUCATION

#### 1. What was your PRIMARY GOAL in attending the M.A. in Education program at CMU?

(Rank order all that apply: 1 = most important goal; 2 = next most important goal; etc.)

	Most important		2 <sup>nd</sup> most important		3 <sup>rd</sup> most important		4 <sup>th</sup> most important		5 <sup>th</sup> most important		Least important		Not a goal		Total
	Count	% of 259	Count	% of 183	Count	% of 124	Count	% of 82	Count	% of 68	Count	% of 20	Count	% of 458	
To earn a degree	99	38.2	34	18.5	21	16.9	6	7.3	6	8.8	2	10.0	31	6.8	199
To get a salary increase	44	17.0	64	35.0	35	28.2	6	7.3	13	19.1	2	10.0	35	7.6	199
To improve my skills in my current job or field of work	56	21.6	32	17.5	35	28.2	17	20.7	10	14.7	2	10.0	47	10.3	199
To prepare for a new career or field of work	33	12.8	32	17.5	9	7.3	23	28.1	17	25.0	5	25.0	80	17.5	199
To get a job promotion	15	5.8	17	9.3	24	19.4	29	35.4	20	29.4	5	25.0	89	19.4	199
Other	12	4.6	4	2.2	0	0.0	1	1.2	2	3.0	4	20.0	176	38.4	199
<b>TOTALS</b>	<b>259</b>	<b>100.0</b>	<b>183</b>	<b>100.0</b>	<b>124</b>	<b>100.0</b>	<b>82</b>	<b>100.0</b>	<b>68</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>	<b>458</b>	<b>100.0</b>	

	Most Important or 2 <sup>nd</sup> Most Important		3 <sup>rd</sup> – 5 <sup>th</sup> Most Important		Not a Goal	
	Count	% of 452	Count	% of 294	Count	% of 458
To earn a degree	143	31.6	35	11.9	31	6.8
To get a salary increase	108	23.9	56	19.0	35	7.6
To improve my skills in my current job or field of work	88	19.5	64	21.8	47	10.3
To prepare for a new career or field of work	65	14.4	54	18.4	80	17.5
To get a job promotion	32	7.1	78	26.5	89	19.4
Other	16	3.5	7	2.4	176	38.4
<b>TOTALS</b>	<b>452</b>	<b>100.0</b>	<b>294</b>	<b>100.0</b>	<b>458</b>	<b>100.0</b>

**2. Why did you choose CMU, instead of another school?**

(Rank order all that apply: 1 = most important reason; 2 = next most important reason; etc.)

	Most important		2 <sup>nd</sup> most important		3 <sup>rd</sup> most important		4 <sup>th</sup> most important		5 <sup>th</sup> most important		6 <sup>th</sup> most important		Least important		Not a reason		Total
	Count	% of 278	Count	% of 190	Count	% of 130	Count	% of 93	Count	% of 76	Count	% of 60	Count	% of 1	Count	% of 565	
<b>Cost</b>	14	5.1	20	10.5	39	30.0	27	29.0	17	22.4	11	18.3	0	0.0	71	12.6	199
<b>Convenient location</b>	87	31.3	67	35.3	16	12.3	8	8.6	0	0.0	0	0.0	0	0.0	21	3.7	199
<b>Flexibility in scheduling</b>	90	32.4	49	25.8	15	11.5	11	11.8	3	3.9	0	0.0	0	0.0	31	5.5	199
<b>Offered desired degree program</b>	55	19.8	35	18.4	41	31.6	18	19.4	5	6.6	1	1.6	0	0.0	44	7.8	199
<b>Services provided</b>	10	3.6	15	7.9	13	10.0	24	25.8	35	46.1	4	6.7	0	0.0	98	17.3	199
<b>Credit for previous work through Prior Learning portfolio</b>	9	3.2	2	1.1	5	3.8	5	5.4	16	21.0	40	66.7	1	100.0	121	21.4	199
<b>Other</b>	13	4.6	2	1.0	1	0.8	0	0.0	0	0.0	4	6.7	0	0.0	179	31.7	199
<b>TOTAL</b>	<b>278</b>	<b>100.0</b>	<b>190</b>	<b>100.0</b>	<b>130</b>	<b>100.0</b>	<b>93</b>	<b>100.0</b>	<b>76</b>	<b>100.0</b>	<b>60</b>	<b>100.0</b>	<b>1</b>	<b>100.0</b>	<b>565</b>	<b>100.0</b>	

	Most Important or 2 <sup>nd</sup> Most Important		3 <sup>rd</sup> – 5 <sup>th</sup> Most Important		Not a Reason	
	Count	% of 468	Count	% of 360	Count	% of 565
<b>Cost</b>	34	7.3	94	26.1	71	12.6
<b>Convenient location</b>	154	32.9	24	6.7	21	3.7
<b>Flexibility in scheduling</b>	139	29.7	29	8.1	31	5.5
<b>Offered desired degree program</b>	90	19.2	65	18.0	44	7.8
<b>Services provided</b>	25	5.3	76	21.1	98	17.3
<b>Credit for previous work through Prior Learning portfolio</b>	11	2.4	67	18.6	121	21.4
<b>Other</b>	15	3.2	5	1.4	179	31.7
<b>TOTALS</b>	<b>468</b>	<b>100.0</b>	<b>360</b>	<b>100.0</b>	<b>565</b>	<b>100.0</b>

**QUALITY OF YOUR CMU EDUCATION**

**3. During my M.A. in Education program, overall, my instructors:**

	Strongly Agree		Somewhat Agree		Slightly Agree		Slightly Disagree		Somewhat Disagree		Strongly Disagree		Missing	Valid Total
	Count	Valid %	Count	Valid %	Count	Valid %	Count	Valid %	Count	Valid %	Count	Valid %		
<b>Understood and respected individual students' differences</b>	151	<b>76.6</b>	39	<b>19.8</b>	6	<b>3.0</b>	0	<b>0.0</b>	1	<b>0.5</b>	0	<b>0.0</b>	2	<b>197</b>
<b>Communicated clear expectations for classes</b>	144	<b>72.4</b>	46	<b>23.2</b>	7	<b>3.5</b>	1	<b>0.5</b>	0	<b>0.0</b>	0	<b>0.0</b>	1	<b>198</b>
<b>Applied course content to real life, especially the workplace</b>	134	<b>67.7</b>	49	<b>24.7</b>	12	<b>6.1</b>	3	<b>1.5</b>	0	<b>0.0</b>	0	<b>0.0</b>	1	<b>198</b>
<b>Used a variety of teaching methods and learning activities</b>	129	<b>65.5</b>	57	<b>28.9</b>	9	<b>4.6</b>	1	<b>0.5</b>	0	<b>0.0</b>	1	<b>0.5</b>	2	<b>197</b>
<b>Encouraged students to be responsible for their own learning</b>	166	<b>83.8</b>	26	<b>13.1</b>	6	<b>3.0</b>	0	<b>0.0</b>	0	<b>0.0</b>	0	<b>0.0</b>	1	<b>198</b>
<b>Helped students achieve course learning objectives</b>	142	<b>71.7</b>	46	<b>23.2</b>	7	<b>3.5</b>	3	<b>1.5</b>	0	<b>0.0</b>	0	<b>0.0</b>	1	<b>198</b>
<b>Challenged students intellectually</b>	129	<b>65.5</b>	56	<b>28.4</b>	11	<b>5.6</b>	1	<b>0.5</b>	0	<b>0.0</b>	0	<b>0.0</b>	2	<b>197</b>
<b>Encouraged students to summarize, synthesize, analyze and apply information</b>	141	<b>72.3</b>	40	<b>20.5</b>	13	<b>6.5</b>	1	<b>0.5</b>	0	<b>0.0</b>	0	<b>0.0</b>	4	<b>195</b>
<b>Provided feedback to help students keep track of their learning</b>	128	<b>64.6</b>	52	<b>26.3</b>	17	<b>8.6</b>	1	<b>0.5</b>	0	<b>0.0</b>	0	<b>0.0</b>	1	<b>198</b>
<b>Chose assessments of students' knowledge which were relevant to course learning objectives</b>	128	<b>64.6</b>	55	<b>27.8</b>	13	<b>6.6</b>	1	<b>0.5</b>	1	<b>0.5</b>	0	<b>0.0</b>	1	<b>198</b>

	<b>Strongly Agree or Somewhat Agree</b>		<b>Descriptive Stats (6-pt. scale above)</b>	
	<b>Count</b>	<b>Valid Percent</b>	<b>Mean</b>	<b>Standard Deviation</b>
<b>Understood and respected individual students' differences</b>	190	<b>96.4%</b>	<b>5.72</b>	0.570
<b>Communicated clear expectations for classes</b>	190	<b>95.6%</b>	<b>5.68</b>	0.565
<b>Applied course content to real life, especially the workplace</b>	183	<b>92.4%</b>	<b>5.59</b>	0.676
<b>Used a variety of teaching methods and learning activities</b>	186	<b>94.4%</b>	<b>5.58</b>	0.685
<b>Encouraged students to be responsible for their own learning</b>	192	<b>96.9%</b>	<b>5.81</b>	0.466
<b>Helped students achieve course learning objectives</b>	188	<b>94.9%</b>	<b>5.65</b>	0.625
<b>Challenged students intellectually</b>	185	<b>93.9%</b>	<b>5.59</b>	0.621
<b>Encouraged students to summarize, synthesize, analyze and apply information</b>	181	<b>92.8%</b>	<b>5.65</b>	0.628
<b>Provided feedback to help students keep track of their learning</b>	180	<b>90.9%</b>	<b>5.55</b>	0.672
<b>Chose assessments of students' knowledge which were relevant to course learning objectives</b>	183	<b>92.4%</b>	<b>5.56</b>	0.687

**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.	118	<b>61.1</b>	62	<b>32.1</b>	10	<b>5.2</b>	3	<b>1.6</b>	6	<b>193</b>
Evaluate current research in the field of education.	122	<b>63.2</b>	57	<b>29.5</b>	11	<b>5.7</b>	3	<b>1.6</b>	6	<b>193</b>
Design and conduct a study of an issue or problem in the field of education.	117	<b>61.3</b>	59	<b>30.9</b>	13	<b>6.8</b>	2	<b>1.0</b>	8	<b>191</b>
Interpret and apply findings of the study to the problem or issue.	112	<b>57.7</b>	65	<b>33.5</b>	14	<b>7.2</b>	3	<b>1.5</b>	5	<b>194</b>
Design curriculum that reflects accepted teaching and learning theory.	107	<b>55.4</b>	69	<b>35.8</b>	13	<b>6.7</b>	4	<b>2.1</b>	6	<b>193</b>
Design learning strategies that reflect accepted teaching and learning theory.	118	<b>61.8</b>	62	<b>32.5</b>	10	<b>5.2</b>	1	<b>0.5</b>	8	<b>191</b>
Utilize educational technologies that enhance student learning.	104	<b>53.6</b>	69	<b>35.6</b>	15	<b>7.7</b>	6	<b>3.1</b>	5	<b>194</b>
Communicate effectively in writing to the intended target audience.	130	<b>66.7</b>	50	<b>25.6</b>	11	<b>5.6</b>	4	<b>2.1</b>	4	<b>195</b>
Communicate verbally in an effective way to diverse audiences	124	<b>63.6</b>	56	<b>28.7</b>	13	<b>6.7</b>	2	<b>1.0</b>	4	<b>195</b>

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

**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

**M.A. in Education - Community College Education Concentration (n = 26)**

**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	69.2	6	23.1	1	3.8	1	3.8	0	26
Evaluate current research in the field of education.	11	42.3	10	38.5	3	11.5	2	7.7	0	26
Design and conduct a study of an issue or problem in the field of education.	12	46.2	9	34.6	4	15.4	1	3.8	0	26
Interpret and apply findings of the study to the problem or issue.	12	46.2	8	30.8	4	15.4	2	7.7	0	26
Design curriculum that reflects accepted teaching and learning theory.	12	46.2	9	34.6	3	11.5	2	7.7	0	26
Design learning strategies that reflect accepted teaching and learning theory.	12	46.2	12	46.2	2	7.7	0	0.0	0	26
Utilize educational technologies that enhance student learning.	8	30.8	9	34.6	7	26.9	2	7.7	0	26
Communicate effectively in writing to the intended target audience.	10	38.5	8	30.8	7	26.9	1	3.8	0	26
Communicate verbally in an effective way to diverse audiences	9	34.6	10	38.5	6	23.1	1	3.8	0	26
Evaluate current issues and trends influencing the field of education in community college	13	50.0	9	34.6	3	11.5	1	3.8	0	26
Understand the internal and external environments that impact community colleges	20	76.9	5	19.2	1	3.8	0	0.0	0	26

**M.A. in Education – Community College Education Concentration**

	Stated “Substantial” or “Moderate” Improvement		Descriptive Statistics	
	Count	Valid %	Mean	Standard Deviation
Evaluate current issues and trends influencing the field of education.	24	92.3	3.58	.758
Evaluate current research in the field of education.	21	80.8	3.15	.925
Design and conduct a study of an issue or problem in the field of education.	21	80.8	3.23	.863
Interpret and apply findings of the study to the problem or issue.	20	77.0	3.15	.967
Design curriculum that reflects accepted teaching and learning theory.	21	80.8	3.19	.939
Design learning strategies that reflect accepted teaching and learning theory.	24	92.4	3.38	.637
Utilize educational technologies that enhance student learning.	17	65.4	2.88	.952
Communicate effectively in writing to the intended target audience.	18	69.3	3.04	.916
Communicate verbally in an effective way to diverse audiences	19	73.1	3.04	.871
Evaluate current issues and trends influencing the field of education in community colleges	22	84.6	3.31	.838
Understand the internal and external environments that impact community colleges	25	96.1	3.73	.533

**M.A. in Education - Instructional Concentration (n = 131)**

**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.	82	<b>64.6</b>	36	<b>28.3</b>	7	<b>5.5</b>	2	<b>1.6</b>	4	<b>127</b>
Evaluate current research in the field of education.	83	<b>65.4</b>	38	<b>29.9</b>	5	<b>3.9</b>	1	<b>0.8</b>	4	<b>127</b>
Design and conduct a study of an issue or problem in the field of education.	81	<b>64.3</b>	38	<b>30.2</b>	6	<b>4.8</b>	1	<b>0.8</b>	5	<b>126</b>
Interpret and apply findings of the study to the problem or issue.	78	<b>61.4</b>	40	<b>31.5</b>	8	<b>6.3</b>	1	<b>0.8</b>	4	<b>127</b>
Design curriculum that reflects accepted teaching and learning theory.	77	<b>60.6</b>	40	<b>31.5</b>	8	<b>6.3</b>	2	<b>1.6</b>	4	<b>127</b>
Design learning strategies that reflect accepted teaching and learning theory.	82	<b>65.1</b>	36	<b>28.6</b>	7	<b>5.6</b>	1	<b>0.8</b>	5	<b>126</b>
Utilize educational technologies that enhance student learning.	69	<b>54.3</b>	48	<b>37.8</b>	7	<b>5.5</b>	3	<b>2.4</b>	4	<b>127</b>
Communicate effectively in writing to the intended target audience.	92	<b>71.9</b>	30	<b>23.4</b>	4	<b>3.1</b>	2	<b>1.6</b>	3	<b>128</b>
Communicate verbally in an effective way to diverse audiences	91	<b>70.5</b>	33	<b>25.6</b>	4	<b>3.1</b>	1	<b>0.8</b>	2	<b>129</b>
Evaluate current issues and trends in classroom instruction And curriculum development	90	<b>71.4</b>	3	<b>23.8</b>	4	<b>3.2</b>	2	<b>1.6</b>	5	<b>126</b>
Apply your knowledge of instruction and curriculum development appropriately	88	<b>69.8</b>	32	<b>25.4</b>	5	<b>4.0</b>	1	<b>0.8</b>	5	<b>126</b>

**M.A. in Education – Instructional Concentration**

	Stated “Substantial” or “Moderate” Improvement		Descriptive Statistics	
	Count	Valid %	Mean	Standard Deviation
Evaluate current issues and trends influencing the field of education.	118	92.9	3.56	.674
Evaluate current research in the field of education.	121	95.3	3.60	.608
Design and conduct a study of an issue or problem in the field of education.	119	94.5	3.58	.624
Interpret and apply findings of the study to the problem or issue.	118	92.9	3.54	.652
Design curriculum that reflects accepted teaching and learning theory.	117	92.1	3.51	.689
Design learning strategies that reflect accepted teaching and learning theory.	118	93.7	3.58	.637
Utilize educational technologies that enhance student learning.	117	92.1	3.44	.709
Communicate effectively in writing to the intended target audience.	122	95.3	3.66	.620
Communicate verbally in an effective way to diverse audiences	124	96.1	3.66	.580
Evaluate current issues and trends in classroom instruction and curriculum development	120	95.2	3.65	.624
Apply your knowledge of instruction and curriculum development appropriately	120	95.2	3.64	.600

**EMPLOYMENT**

5. I am currently:

	<b>YES</b>	
	<b>Count</b>	<b>%</b>
Employed in a job RELATED to my M.A. in Education program	148	<b>74.4</b>
Employed in a job NOT RELATED to my M.A. in Education program	33	<b>16.6</b>
On active duty with the U.S. military	5	<b>2.5</b>
Continuing my education	44	<b>22.1</b>
Not employed, but seeking work	3	<b>1.5</b>
Not employed, not seeking work, because	4	<b>2.0</b>

6. I am employed by:

- 7. Did you obtain your current position because you completed your most recent degree?
- 8. Did you receive a promotion upon completion of your most recent degree?
- 9. Did you receive a raise in income because of your completion of your most recent degree?
- 10. Were you serving in the military while you were taking CMU courses?

<b>YES</b>		<b>NO</b>	
<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
34	<b>17.7</b>	158	<b>82.3</b>
38	<b>20.0</b>	152	<b>80.0</b>
150	<b>78.5</b>	41	<b>21.5</b>
11	<b>5.7</b>	182	<b>94.3</b>

**ALUMNI**

**11. Have you participated in CMU alumni events?**

**12. Would you like to be involved in future alumni events?**

<b>YES</b>		<b>NO</b>	
<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
14	<b>7.2</b>	180	<b>92.8</b>
96	<b>52.7</b>	86	<b>47.3</b>