Alumni Institutional Standards Survey
(All Years Included, no Isolations)

Oral Roberts University
College of Education

Prepared by

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Introduction

Survey purpose: To determine if we, the College of Education, are meeting the eighteen institutional standards from the perspective of alumni. Graduate level alumni were asked additional questions pertaining to comprehensive exams and dissertation processes.

Survey Design:
- The institutional standards were first condensed into 10 questions for Bachelor of Science and Bachelor of Arts degrees.
- Those questions were reviewed and approved by Dr. Boyd.
- Questions 11-17 were provided and added to the graduate level surveys. These questions concern comprehensive exams and/or the dissertation process.
- Demographic questions were also included.
- Questions were posted to Survey Monkey and launched with the assistance of Dr. Cal Easterling.

Contents:
- Student Survey Questions:
  - 10 questions in black for BS, BA, MA and Ed.D.
  - 4 questions in green for MA and Ed.D.
  - 3 questions in orange for Ed.D.
  - Final question for additional comments
  - Parenthetical numbers indicate a corresponding institutional standard.
- Results Tables for BS, BA, MA and Ed.D.
  - Tables correspond to the Institutional Standards.
  - Parenthetical numbers correspond to the Survey Question.
  - Percentage numbers indicate the percent of total answering that degree level. The number below offers the exact number of alumni.
  - Numbers recorded are exact from the Survey Monkey data and simply recorded *from the questions back to the corresponding standard*.
  - Color-coding indicates the questions and results that pertained to a specific graduate level degree question.
  - Some graduate level questions did not correspond to a standard, and those questions are on the tables with their results.

Graduation Response Range by Year

Certainly, an alumnus from 1969 or 1970 and even as late as the 1990s will view and answer questions differently from a more recent graduate. Thus, some of the comments and answers can be attributed to educational standards changing over the years, which a few noted in their comments. In terms of our review and reflection, we need to keep in mind the wide range of years between our alumni.

BS in Education:
- Earliest Graduate: 1970
- Latest Graduate: 2011

BA in Education
- Earliest: 1969 (3)
- Latest: 2011 (2)

MA in Education
- Earliest: 1975
- Latest: 2011

Doctor of Education
- Earliest: 2002
- Latest: 2012

Interesting Comments to Consider:

Bachelor of Science

Summary:
Ten alumni offered additional comments. All were generally positive with a couple participants indicating their graduation was so long ago that there was no way ORU could have prepared them for the changes in education. One student specifically mentioned Dr. Mosely, indicating a love for her classes in early childhood education.

1. One <u>2005</u> graduate did have this to say: *I loved my time as a student at ORU.* ***However, I do not feel that I was very well prepared.*** *My student teaching experience did more for me than anything else.*

2. However, a <u>2007</u> graduate indicated this: *I think I received an EXCELLENT education at ORU. Even as a new teacher, I had veteran teachers coming to me for advice and help with lesson planning. I was even asked to present to our staff and be on committees to make educational decision for our district, be a mentor, and many other honors. I am thankful for my teacher preparation at ORU.*

3. And a <u>2008</u> graduate said this: *As a first year teacher, I felt so prepared! I personally believe that I had more to offer than those that had been teaching for 20 years.*

Conclusion: Bachelor of Science commentary is primarily positive.

Bachelor of Arts

Summary: Thirty-five alumni offered additional comments. As in the Bachelor of Science degree comments, several herein indicated they graduated so long ago that the preparation was adequate for the times. A few indicated that they found the questions irrelevant because of their early graduation dates.

Some comments to consider because they offer specific areas for improvement in understanding current legal issues, urban education, data analysis, reading instruction, and more advisor interaction:

1. A <u>1980</u> graduate said this: *I was well able to teach subject matter creatively using many different learning environments and strategies. I was not prepared for parent interaction or legal problems within teaching field.*

2. From a <u>1986</u> graduate: *I received **no interaction from my advisor while at school**. I feel that I have gained the knowledge and abilities to be a good teacher through much hard work, research and study since graduation.*

3. A graduate from <u>1975</u> whose comments are likely already improved upon: *Some of these questions address standards and expectations that have evolved since I was in school. I had a great education**. The only area of curriculum in which I would have benefited more was the area of reading instruction and data analysis** in this area. Overall, I loved the preparation I received at ORU.*

4. From <u>2004</u>: *The number one thing I took away was the spiritual foundation and application as an educator. The one thing that I wish was addressed more was urban education. I was unprepared for many aspects of it. We took ELL courses which were helpful. Many teachers will work in at risk schools. Using text like Ruby Payne or Eric Jensen can prepare students to better understand different socio-economic statuses as well as build strategies to reach the most struggling learned who are affected by poverty etc. Also ORU students should be required to work a pre-internship in an at-risk school. We completed pre-intern hours in spec. ed/lower ele./upper ele etc as well as worked with ELL students. If a teacher candidate only works in Jenks or Broken Arrow and then returns home to Cincinnati, Miami, Detroit, NYC etc**. they will not be prepared to face the unique challenges of the at-risk population in larger districts.***

This final comment is of particular interest because of the language "narrow Christian perspective." Certainly, scripture is clear that "narrow is the way that leads to life," (Matthew 7:14), but if students walk away thinking that a Christian philosophy of education is narrow and not all encompassing of every student, then we need to be sure they understand that it is only through Christ that all students can truly become all that God created them to be. No public school can provide the true variety of educational opportunity and wisdom that Christian education can because a true education is beyond physical classroom resources. **It's about educating the whole person.**

5. From <u>1982</u>: *Many of the items above reflect a different focus and level of understanding than existed when I received my degree over 30 years ago. At the time I received my degree, I felt exceptionally prepared compared to the preparation my peers received and the quality of education I received when I subsequently pursued a Master's at a public 4 year college. When I was a teacher, school principal, and university professor, I philosophically did not want my instruction to be driven by **a narrow Christian perspective***.

Master of Education

Summary: Twenty alumni offered additional comments. Dr. Mosely, again, was noted as an excellent professor offering positive and helpful instruction. Five students indicated that their Masters work did not require a comprehensive exam or thesis component. All other comments were positive except for one in reference to finding work:

1. From a <u>2001</u> graduate*: have not found work and **have contacted ORU repeatedly with no help or return calls.**

The positive comments included highlighting classes focused in research and individualizing instruction. Students were also appreciative of learning exactly what a Christian school is and how it functions.

Doctor of Education

Summary: Eight alumni offered additional comments. All were positive comments. One student indicated a desire to complete the doctorate, but apparently finds the distance to be a barrier: *I wish you were closer to home. I would like to complete my doctorate here.*

Overall conclusions: In every standard area **50% or more** indicated the College of Education to be meeting the 18 standards with answers of "Very Much." The "Somewhat" category was never higher than 41%. In the "Not at all" and "No Much" categories, there was never a score above 17%.

In other words, half or more of our alumni view the College of Education as accomplishing our own institutional standards as we work towards the vision of Transformed Educators.

Recommendations for future Surveys:

1. Create an 18 questions survey instead of combining standards. If we want to know about each standard, then we need to ask about each one individually.
2. Create shorter separate surveys pertaining to the comprehensive exams and dissertation process. Most alumni would gladly answer a quick 4 to 5 question survey on this.
3. Create an employer survey of 18 questions. Again, if we want to know whether or not students are demonstrating the institutional standards, then we need to ask about each one.

ORAL ROBERTS UNIVERSITY
COLLEGE OF EDUCATION
STUDENT SURVEY QUESTIONS

Directions: Please rate to what extent the School of Education has prepared you based on the following scale:

1=Not at all
2=Not much
3=Somewhat
4=Very Much

1. To what extent did the School of Education prepare you to understand individual and group motivation and behavior, and cause you to be able to create a learning environment that encourages positive social interaction, active learning engagement, and self-motivation? (Standard 16)

2. To what extent did the School of Education prepare you to show a Christ-like disposition, and prepare you to reach out to diverse populations, foster relationships with students, colleagues, parents, and agencies in the whole learning community (locally/globally) that would support student learning and well-being, while also having knowledge of the legal aspects of teaching? (10, 11)

3. To what extent did the School of Education help you to demonstrate your understanding of your discipline in terms of its central concepts and structure, and you create learning opportunities that engage students to make meaning and inquiry within it such that application is made towards local and global issues? (6, 13)

4. To what extent did the School of Education prepare you to actively plan instruction based in a Christian philosophy while living godly principles in the whole learning community and larger community as well? (3)

5. To what extent did the School of Education help you understand how children learn and develop, and the diversities therein, and are able to provide learning opportunities commensurate with those diverse intellectual, social, spiritual, personal, and career goals? (9, 12)

6. To what extent did the School of Education prepare you to understand and develop formal and informal assessment instruments to evaluate student learning and instructional practices, and prepare you to be active in program improvement? (14)

7. To what extent did the School of Education cause you to be able to demonstrate the ability to self-reflect and to evaluate within the parameters of a Christian worldview the decisions, dispositions, practices, and actions you take with regard to the whole learning community, while seeking out professional development as needed? (1&2)

8. To what extent did the School of Education prepare you to plan instruction that seeks to educate a diverse population of students

spiritually, physically, intellectually, emotionally, and socially, while incorporating strong subject matter content, curricular goals, and varied learning strategies? (4, 5, 18)

9. To what extent did the School of Education prepare you to use effective technology and media communication tools, verbal and nonverbal, along with a variety of instructional strategies to facilitate active student inquiry, collaboration, interaction, critical thinking, problem solving, performance, and a love of learning? (7, 13, 17)

10. To what extent did the School of Education cause you to be competent in research and its contextual use to facilitate lesson planning, assessment gathering, in addition to active student inquiry, collaboration, supportive interaction, and student research activities? (8, 15)

**11. To what extent did the comprehensive exam process (written and oral) cause you to reflect on educational practice from a Christian perspective with reference to the "whole person" concept? (1,3,4)

**12. To what extent did the comprehensive exam process (written and oral) cause you to be an active independent learner, with the skills of a lifelong learner? (17)

**13. To what extent did the comprehensive exam process (written and oral) cause you to demonstrate knowledge of content areas and connection of concepts across disciplines? (6, 13)

**14. To what extent did the comprehensive exam process (written and oral) prepare you for professional responsibilities in the field of education?

**15. To what extent did the dissertation process –research, writing, and defense-- teach you communication skills and responsiveness to multiple constituencies? (2, 7)

**16. To what extent did the dissertation process –research, writing, and defense—teach you to use research and assessment data in decision-making? (14, 15, 8)

**17. To what extent did the dissertation process –research, writing, and defense—prepare you for professional responsibilities in the field of education?

***18. Please offer any additional comments:

*Undergraduate: Questions 1-10, 18
* Master: Questions 1-14, 18
* Doctorate: Questions 1-18

ORAL ROBERTS UNIVERSITY: COLLEGE OF EDUCATION
BACHELOR OF SCIENCE ALUMNI SURVEY RESULTS

No. of Respondents: 28 of 213; 13.1% Institutional Standards	Not at all	Not much	Some what	Very much
1. The candidate is a reflective, transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview. (Question #7)	4.0% 1	8.0% 2	16.0% 4	72.0% 18
2. The candidate is a reflective, transformed educator who actively seeks opportunities to grow professionally and understands the evaluation process of relative constituencies. (Question #7)	4.0% 1	8.0% 2	16.0% 4	72.0% 18
3. The candidate makes educational decisions (i.e. plans instruction and/or administrative) based on a Christian philosophy of education and promotes Godly principles among students, colleagues, parents, and agencies in the larger community. (Question #4)	4.0% 1	4.0% 1	8.0% 2	84.0% 21
4. The candidate makes educational decisions (i.e. plans instruction and/or administrative duties) based on the principles of the whole person lifestyle, including the spiritual, physical, intellectual, social, and emotional aspects. (Question #8)	4.2% 1	16.7% 4	16.7% 4	62.5% 15
5. The candidate draws upon knowledge of content areas, cross-disciplinary skills, technological resources, learners, the community, multiple and varied clinical experiences and knowledge of subject matter, *Core Curriculum*, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals. (Question #8)	4.2% 1	16.7% 4	16.7% 4	62.5% 15
6. The candidate understands the central concepts, tools of inquiry, and structures of the disciplines(s) he/she teaches and creates learning experiences that make these aspects of the discipline(s) accessible and meaningful for learners. (Question #3)	4.0% 1	8.0% 2	36.0% 9	52.0% 13

7. The candidate demonstrates an understanding of effective verbal, nonverbal and technological skills through a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections to authentic local and global issues. (Question #9)	8.3% 2	8.3% 2	33.3% 8	50.0% 12
8. The candidate is a reflective, transformed educator who uses research, research findings, contextual information, and other evidence to adapt his/her practices to meet the needs of each learner. (Question #10)	4.0% 1	12.0% 3	24.0% 6	60.0% 15
9. The candidate understands how students learn and designs and implements developmentally appropriate and challenging learning experiences that are supportive of personal and career development. (Question #5)	4.0% 1	0% 0	28.0% 7	68.0% 17
10. The candidate demonstrates an understanding of the legal aspects of education. (Question #2)	4.0% 1	0.0% 0	24.0% 6	72.0% 18
11. The candidate demonstrates the disposition of a transformed educator who seeks outreach opportunities to diverse populations, both locally and worldwide. (Question #2)	4.0% 1	0.0%	24.0% 6	72.0% 18
12. The candidate understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, spiritual and physical areas. (Question #5)	4.0% 1	0% 0	28.0% 7	68.0% 17
13. The candidate understands how to connect concepts and uses differing perspectives to engage learners in critical/creative thinking, collaborative problem solving, and applying performance skills to authentic local and global issues. (Questions #3,9)	4.0% 1 / 8.3% 2	8.0% 2 / 8.3% 2	36.0% 9 / 33.3% 8	52.0% 13 / 50.0% 12
14. The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal and informal assessment instruments, and supported by various technological resources. (Question	4.0% 1	4.0% 1	12.0% 3	80.0% 20

#6)

15. The candidate understands how to use assessment data to engage learners in their own growth, document learner progress, inform ongoing planning, instruction, and program improvement. (Question #10)	4.0% 1	12.0% 3	24.0% 6	60.0% 15
16. The candidate works with learners to create inclusive learning environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation. (Question #1)	0 % 0	4.0% 1	24.0% 6	72.0% 18
17. The candidate demonstrates the competencies necessary to foster active inquiry, collaboration, and supportive interaction to build skills to access and appropriately apply information that supports lifelong learning. (Question #9)	8.3% 2	8.3% 2	33.3% 8	50.0% 12
18. The candidate demonstrates an understanding of individual differences and diverse communities by creating inclusive learning environments and educational opportunities that allow each learner to reach his/her full potential. (Question #8)	4.2% 1	16.7% 4	16.7% 4	62.5% 15

ORAL ROBERTS UNIVERSITY: COLLEGE OF EDUCATION
BACHELOR OF ARTS ALUMNI SURVEY RESULTS

No. of Respondents: 103 out of 213; 48.4% Institutional Standards	Not at all	Not much	Some what	Very much
1. The candidate is a reflective, transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview. (Question #7)	1.9% 2	8.5% 9	27.4% 29	62.3% 66
2. The candidate is a reflective, transformed educator who actively seeks opportunities to grow professionally and understands the evaluation process of relative constituencies. (Question #7)	1.9% 2	8.5% 9	27.4% 29	62.3% 66
3. The candidate makes educational decisions (i.e. plans instruction and/or administrative) based on a Christian philosophy of education and promotes Godly principles among students, colleagues, parents, and agencies in the larger community. (Question #4)	.9% 1	10.4% 11	18.9% 20	69.8% 74
4. The candidate makes educational decisions (i.e. plans instruction and/or administrative duties) based on the principles of the whole person lifestyle, including the spiritual, physical, intellectual, social, and emotional aspects. (Question #8)	.9% 1	6.6% 7	34.0% 36	58.5% 62
5. The candidate draws upon knowledge of content areas, cross-disciplinary skills, technological resources, learners, the community, multiple and varied clinical experiences and knowledge of subject matter, *Core Curriculum*, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals. (Question #8)	.9% 1	6.6% 7	34.0% 36	58.5% 62
6. The candidate understands the central concepts, tools of inquiry, and structures of the disciplines(s) he/she teaches and creates learning experiences that make these aspects of the discipline(s) accessible and meaningful for learners. (Question #3)	.9% 1	6.5% 7	32.4% 35	60.2% 65

7. The candidate demonstrates an understanding of effective verbal, nonverbal and technological skills through a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections to authentic local and global issues. (Question #9)	.9% 1	12.1% 13	35.5% 38	51.4% 55
8. The candidate is a reflective, transformed educator who uses research, research findings, contextual information, and other evidence to adapt his/her practices to meet the needs of each learner. (Question #10)	2.8% 3	14.0% 15	29.9% 32	53.3% 57
9. The candidate understands how students learn and designs and implements developmentally appropriate and challenging learning experiences that are supportive of personal and career development. (Question #5)	1.0% 1	3.8% 4	26.0% 27	69.2% 72
10. The candidate demonstrates an understanding of the legal aspects of education. (Question #2)	1.9% 2	6.5% 7	17.8% 19	73.8% 79
11. The candidate demonstrates the disposition of a transformed educator who seeks outreach opportunities to diverse populations, both locally and worldwide. (Question #2)	1.9% 2	6.5% 7	17.8% 19	73.8% 79
12. The candidate understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, spiritual and physical areas. (Question #5)	1.0% 1	3.8% 4	26.0% 27	69.2% 72
13. The candidate understands how to connect concepts and uses differing perspectives to engage learners in critical/creative thinking, collaborative problem solving, and applying performance skills to authentic local and global issues. (Questions #3, 9)	.9% 1 .9% 1	6.5% 7 12.1% 13	32.4% 35 35.5% 38	60.2% 65 51.4% 55
14. The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal and informal assessment instruments, and supported by various technological resources. (Question	1.0% 1	10.7% 11	40.8% 42	47.6% 49

#6)

15. The candidate understands how to use assessment data to engage learners in their own growth, document learner progress, inform ongoing planning, instruction, and program improvement. (Question #10)	2.8% 3	14.0% 15	29.9% 32	53.3% 57
16. The candidate works with learners to create inclusive learning environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation. (Question #1)	.9% 1	6.5% 7	37.4% 40	55.1% 59
17. The candidate demonstrates the competencies necessary to foster active inquiry, collaboration, and supportive interaction to build skills to access and appropriately apply information that supports lifelong learning. (Question #9)	.9% 1	12.1% 13	35.5% 38	51.4% 55
18. The candidate demonstrates an understanding of individual differences and diverse communities by creating inclusive learning environments and educational opportunities that allow each learner to reach his/her full potential. (Question #8)	.9% 1	6.6% 7	34.0% 36	58.5% 62

ORAL ROBERTS UNIVERSITY: COLLEGE OF EDUCATION
MASTER OF EDUCATION ALUMNI SURVEY RESULTS

Institutional Standards **No. of respondents: 66 out of 213; 31.0%** *Green=Specific to the comprehensive exam process; Questions 11, 12, 13, 14	Not at all	Not much	Some what	Very much
1. The candidate is a reflective, transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview. (Questions #7, 11)	0% 0 *3.3% 2	1.6% 1 5.0% 3	22.6% 14 20.0% 12	75.8% 47 71.7% 43
2. The candidate is a reflective, transformed educator who actively seeks opportunities to grow professionally and understands the evaluation process of relative constituencies. (Question #7)	0% 0	1.6% 1	22.6% 14	75.8% 47
3. The candidate makes educational decisions (i.e. plans instruction and/or administrative) based on a Christian philosophy of education and promotes Godly principles among students, colleagues, parents, and agencies in the larger community. (Questions #4, 11)	0% 0 3.3% 2	1.6% 1 5.0% 3	11.3% 7 20.0% 12	87.1% 54 71.7% 43
4. The candidate makes educational decisions (i.e. plans instruction and/or administrative duties) based on the principles of the whole person lifestyle, including the spiritual, physical, intellectual, social, and emotional aspects. (Questions #8, 11)	0% 0 3.3% 2	6.5% 4 5.0% 3	29.0% 18 20.0% 12	64.5% 40 71.7% 43
5. The candidate draws upon knowledge of content areas, cross-disciplinary skills, technological resources, learners, the community, multiple and varied clinical experiences and knowledge of subject matter, *Core Curriculum*, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals. (Question #8)	0% 0	6.5% 4	29.0% 18	64.5% 40
6. The candidate understands the central concepts, tools of inquiry, and structures of the disciplines(s) he/she teaches and creates learning experiences that make these aspects of the discipline(s) accessible and meaningful for learners. (Questions #3, 13)	0% 0 6.6% 4	1.6% 1 3.3% 2	23.8% 15 21.3% 13	74.6% 47 68.9% 42

7. The candidate demonstrates an understanding of effective verbal, nonverbal and technological skills through a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections to authentic local and global issues. (Question #9)	1.6% 1	11.3% 7	24.2% 15	62.9% 39
8. The candidate is a reflective, transformed educator who uses research, research findings, contextual information, and other evidence to adapt his/her practices to meet the needs of each learner. (Question #10)	0% 0	8.2% 5	36.1% 22	55.7% 34
9. The candidate understands how students learn and designs and implements developmentally appropriate and challenging learning experiences that are supportive of personal and career development. (Question #5)	3.2% 2	3.2% 2	14.3% 9	79.4% 50
10. The candidate demonstrates an understanding of the legal aspects of education. (Question #2)	0% 0	4.6% 3	10.8% 7	84.6% 55
11. The candidate demonstrates the disposition of a transformed educator who seeks outreach opportunities to diverse populations, both locally and worldwide. (Question #2)	0% 0	4.6% 3	10.8% 7	84.6% 55
12. The candidate understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, spiritual, and physical areas. (Question #5)	3.2% 2	3.2% 2	14.3% 9	79.4% 50
13. The candidate understands how to connect concepts and uses differing perspectives to engage learners in critical/creative thinking, collaborative problem solving, and applying performance skills to authentic local and global issues. (Questions #3, 9, #13)	0% 0 1.6% 1 6.6% 4	1.6% 1 11.3% 7 3.3% 2	23.8% 15 24.2% 15 21.3% 13	74.6% 47 62.9% 39 68.9% 42
14. The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal and informal assessment instruments, and supported by various technological resources. (Question 6)	0% 0	8.1% 5	32.3% 20	59.7% 37

15. The candidate understands how to use assessment data to engage learners in their own growth, document learner progress, inform ongoing planning, instruction, and program improvement. (Question #10)	0% 0	8.2% 5	36.1% 22	55.7% 34
16. The candidate works with learners to create inclusive learning environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation. (Question #1)	1.5% 1	1.5% 1	26.2% 17	70.8% 46
17. The candidate demonstrates the competencies necessary to foster active inquiry, collaboration, and supportive interaction to build skills to access and appropriately apply information that supports lifelong learning. (Questions #9, 12)	1.6% 1 6.7% 4	11.3% 7 3.3% 2	24.2% 15 20.0% 12	62.9% 39 70.0% 42
18. The candidate demonstrates an understanding of individual differences and diverse communities by creating inclusive learning environments and educational opportunities that allow each learner to reach his/her full potential. (Question #8)	0% 0	6.5% 4	29.0% 18	64.5% 40
Final Question (#14); no standard noted: To what extent did the comprehensive exam process (written and oral) prepare you for professional responsibilities in the field of education?	8.2% 5	6.6% 4	24.6% 15	60.7% 37

ORAL ROBERTS UNIVERSITY: COLLEGE OF EDUCATION
DOCTOR OF EDUCATION ALUMNI SURVEY RESULTS

Institutional Standards **No. of respondents: 16 out of 213; 7.5%** *Orange=Doctoral exam/dissertation specific	Not at all	Not much	Some what	Very much
1. The candidate is a reflective, transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview. (Questions #7, 11)	0.0% 0 0.0% 0	0.0% 0 6.3% 1	12.5% 2 31.3% 5	87.5% 14 62.5% 10
2. The candidate is a reflective, transformed educator who actively seeks opportunities to grow professionally and understands the evaluation process of relative constituencies. (Questions #7, 15)	0.0% 0 0.0% 0	0.0% 0 0.0% 0	12.5% 2 12.5% 2	87.5% 14 87.5% 14
3. The candidate makes educational decisions (i.e. plans instruction and/or administrative) based on a Christian philosophy of education and promotes Godly principles among students, colleagues, parents, and agencies in the larger community. (Questions #4, 11)	0.0% 0 0.0% 0	0.0% 0 6.3% 1	25.0% 4 31.3% 5	75.0% 12 62.5% 10
4. The candidate makes educational decisions (i.e. plans instruction and/or administrative duties) based on the principles of the whole person lifestyle, including the spiritual, physical, intellectual, social, and emotional aspects. (Questions #8, 11)	0.0% 0 0.0% 0	0.0% 0 6.3% 1	25.0% 4 31.3% 5	75.0% 12 62.5% 10
5. The candidate draws upon knowledge of content areas, cross-disciplinary skills, technological resources, learners, the community, multiple and varied clinical experiences and knowledge of subject matter, *Core Curriculum*, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals. (Question #8)	0.0% 0	0.0% 0	25.0% 4	75.0% 12
6. The candidate understands the central concepts, tools of inquiry, and structures of the disciplines(s) he/she teaches and creates learning experiences that make these aspects of the discipline(s) accessible and meaningful for learners. (Questions #3, 13)	0.0% 0 0.0% 0	6.3% 1 0.0% 0	12.5% 2 18.8% 3	81.3% 13 81.3% 13

7. The candidate demonstrates an understanding of effective verbal, nonverbal and technological skills through a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections to authentic local and global issues. (Questions #9, 15)	0.0% 0 0.0% 0	6.3% 1 0.0% 0	12.5% 2 12.5% 2	81.3% 13 87.5% 14
8. The candidate is a reflective, transformed educator who uses research, research findings, contextual information, and other evidence to adapt his/her practices to meet the needs of each learner. (Questions #10, 16)	0.0% 0 0.0% 0	0.0% 0 0.0% 0	18.8% 3 6.7% 1	81.3% 13 93.3% 14
9. The candidate understands how students learn and designs and implements developmentally appropriate and challenging learning experiences that are supportive of personal and career development. (Question #5)	0.0% 0	6.3% 1	18.8% 3	75.0% 12
10. The candidate demonstrates an understanding of the legal aspects of education. (Question #2)	0.0% 0	0.0% 0	18.8% 3	81.3% 13
11. The candidate demonstrates the disposition of a transformed educator who seeks outreach opportunities to diverse populations, both locally and worldwide. (Question #2)	0.0% 0	0.0% 0	18.8% 3	81.3% 13
12. The candidate understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, spiritual and physical areas. (Question #5)	0.0% 0	6.3% 1	18.8% 3	75.0% 12
13. The candidate understands how to connect concepts and uses differing perspectives to engage learners in critical/creative thinking, collaborative problem solving, and applying performance skills to authentic local and global issues. (Questions #3, 9, 13)	0.0% 0 0.0% 0 0.0% 0	6.3% 1 6.3% 1 0.0% 0	12.5% 2 12.5% 2 18.8% 3	81.3% 13 81.3% 13 81.3% 13
14. The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal and informal assessment instruments, and supported by various technological resources. (Questions	0.0% 0 0.0% 0	6.3% 1 0.0% 0	25.0% 4 6.7% 1	68.8% 11 93.3% 14

#6, 16)				
15. The candidate understands how to use assessment data to engage learners in their own growth, document learner progress, inform ongoing planning, instruction, and program improvement. (Questions #10, 16)	0.0% 0 0.0% 0	0.0% 0 0.0% 0	18.8% 3 6.7% 1	81.3% 13 93.3% 14
16. The candidate works with learners to create inclusive learning environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation. (Question #1)	0.0% 0	0.0% 0	12.5% 2	87.5% 14
17. The candidate demonstrates the competencies necessary to foster active inquiry, collaboration, and supportive interaction to build skills to access and appropriately apply information that supports lifelong learning. (Questions #9, 12)	0.0% 0 0.0% 0	6.3% 1 0.0% 0	12.5% 2 18.8% 3	81.3% 13 81.3% 13
18. The candidate demonstrates an understanding of individual differences and diverse communities by creating inclusive learning environments and educational opportunities that allow each learner to reach his/her full potential. (Question #8)	0.0% 0	0.0% 0	25.0% 4	75.0% 12
Question 14: To what extent did the comprehensive exam process (written and oral) prepare you for professional responsibilities in the field of education?	0.0% 0	6.3% 1	31.3% 5	62.5% 10
Question 17: To what extent did the dissertation process– research, writing, and defense –prepare you for professional responsibilities in the field of education?	0.0% 0	0.0% 0	12.5% 2	87.5% 14