

2.a. Engaging in critical thinking & problem solving...

Response (n = 7)	Frequency	Percent
Does not meet	0	0.0%
	1	14.3%
Meets	2	28.6%
	3	42.9%
Exceeds	1	14.3%
No Response	0	0.0%
Mode 4	Mean 3.57	Variance 0.9524
Median 4.00	Std. Dev. 0.9759	

2.b. Evaluating situations to identify an appropriate course of action...

Response (n = 7)	Frequency	Percent
Does not meet	0	0.0%
	1	14.3%
Meets	1	14.3%
	3	42.9%
Exceeds	2	28.6%
No Response	0	0.0%
Mode 4	Mean 3.86	Variance 1.1429
Median 4.00	Std. Dev. 1.0691	

3.a. Employing effective oral communication skills...

Response (n = 7)	Frequency	Percent
Does not meet	0	0.0%
	0	0.0%
Meets	1	14.3%
	5	71.4%
Exceeds	1	14.3%
No Response	0	0.0%
Mode 4	Mean 4.00	Variance 0.3333
Median 4.00	Std. Dev. 0.5773	

3.b. Employing effective written communication skills...

Response (n = 7)	Frequency	Percent
Does not meet	0	0.0%
	0	0.0%
Meets	1	14.3%
	5	71.4%
Exceeds	1	14.3%
No Response	0	0.0%
Mode 4	Mean 4.00	Variance 0.3333
Median 4.00	Std. Dev. 0.5773	

3.c. Utilizing effective, fair, and honest communication...

Response (n = 7)	Frequency	Percent
Does not meet	0	0.0%
	0	0.0%
Meets	2	28.6%
	4	57.1%
Exceeds	1	14.3%
No Response	0	0.0%
Mode 4	Mean 3.86	Variance 0.4762
Median 4.00	Std. Dev. 0.6901	

4.a. Understanding the role of research in the discipline...

Response (n = 7)	Frequency	Percent
Does not meet	0	0.0%
	0	0.0%
Meets	2	28.6%
	3	42.9%
Exceeds	2	28.6%
No Response	0	0.0%
Mode 4	Mean 4.00	Variance 0.6667
Median 4.00	Std. Dev. 0.8165	

4.b. Conducting research and applying it to practice...

Response (n = 7)	Frequency	Percent
Does not meet	0	0.0%
	0	0.0%
Meets	3	42.9%
	2	28.6%
Exceeds	2	28.6%
No Response	0	0.0%
Mode 3	Mean 3.86	Variance 0.8095
Median 4.00	Std. Dev. 0.8997	

5.a. Understanding individual differences in students...

Response (n = 7)	Frequency	Percent
Does not meet	0	0.0%
	1	14.3%
Meets	2	28.6%
	2	28.6%
Exceeds	2	28.6%
No Response	0	0.0%
Mode 3 (b)	Mean 3.71	Variance 1.2381
Median 4.00	Std. Dev. 1.1127	

5.b. Fostering a supportive and encouraging atmosphere in the workplace...

Response (n = 7)	Frequency	Percent
Does not meet	0	0.0%
	1	14.3%
Meets	2	28.6%
	2	28.6%
Exceeds	2	28.6%
No Response	0	0.0%
Mode 3 (b)	Mean 3.71	Variance 1.2381
Median 4.00	Std. Dev. 1.1127	

5.c. Using rich and varied approaches...

Response (n = 7)	Frequency	Percent
Does not meet	0	0.0%
	2	28.6%
Meets	2	28.6%
	1	14.3%
Exceeds	2	28.6%
No Response	0	0.0%
Mode 2 (b)	Mean 3.43	Variance 1.6190
Median 3.00	Std. Dev. 1.2724	

5d. Providing for the differentiation of curricula...

Response (n = 7)	Frequency	Percent
Does not meet	0	0.0%
	1	14.3%
Meets	3	42.9%
	1	14.3%
Exceeds	2	28.6%
No Response	0	0.0%
Mode 3	Mean 3.57	Variance 1.2857
Median 3.00	Std. Dev. 1.1339	

5e. Employing inquiry based instruction...

Response (n = 7)	Frequency	Percent
Does not meet	0	0.0%
	1	14.3%
Meets	3	42.9%
	1	14.3%
Exceeds	2	28.6%
No Response	0	0.0%
Mode 3	Mean 3.57	Variance 1.2857
Median 3.00	Std. Dev. 1.1339	

5f. Engaging in reflective practice...

Response (n = 7)	Frequency	Percent
Does not meet	0	0.0%
	0	0.0%
Meets	1	14.3%
	5	71.4%
Exceeds	1	14.3%
No Response	0	0.0%
Mode 4	Mean 4.00	Variance 0.3333
Median 4.00	Std. Dev. 0.5773	

6.a. Collaborating with other professionals...

Response (n = 7)	Frequency	Percent
Does not meet	0	0.0%
	0	0.0%
Meets	3	42.9%
	2	28.6%
Exceeds	2	28.6%
No Response	0	0.0%
Mode 3	Mean 3.86	Variance 0.8095
Median 4.00	Std. Dev. 0.8997	

6.b. Working with the community to promote the success of students...

Response (n = 7)	Frequency	Percent
Does not meet	0	0.0%
Meets	2	28.6%
Exceeds	1	14.3%
No Response	2	28.6%
	0	0.0%
Mode 2 (b)	Mean 3.43	Variance 1.6190
Median 3.00	Std. Dev. 1.2724	

7. What do you consider to be the overall strengths of the program?

- Office of Education as a whole. Easy to get answers from advisors, directors, and chair. Supportive environment and excellent communication.
- Professionalism and helpful
- the reading practicum
- Some of the instructors are amazing and really help you learn about how to be a better reading teacher. The practicum was very beneficial in figuring out how to work with a student who is struggling with reading.
- The practicum course that allows you to work one on one with a student is very authentic.

8. Do you have any suggestions for program improvement?

- Many professors did not even turn on the computer or use any other form of technology the entire semester. Although the colloquy will be phased out, I believe students should be given a chairperson earlier to begin research. Rubrics should have been given and used to evaluate the process. It was very difficult to research because the requirements were different amongst the professors. Guidelines should be consistent and students should be aware of expectations. I was successful with the colloquy paper and presentation, however, it was very stressful because I was not aware of certain 'unwritten' requirements. My chairperson was very helpful in answering questions, but it would have been beneficial to have a chairperson prior to the start of the semester and have a rubric.
- no
- The three research classes were very disjointed. One professor expected one thing out of the paper, then the next two expected totally different things. I felt like I was re-writing my paper in accordance with the new professor's style each time I took the next research class. It was good to have different perspectives on the paper's quality, but would have been better to have had consistency with the professors for each class.
- Having different courses require different assignments and or assessments. I have done the exact same projects/assignments/assessments in multiple classes. Doing the same assignment, just on a different topic does not allow for problem solving or using creative thinking skills. Too many journal article reviews. While some journal articles can inform the reader of various information/topics, doing ten for each class loses its impact.

9. What was your area of emphasis within the graduate program?

Response	Frequency	Percent	0	20	40	60	80	100
Early Childhood	0	0.0%						
Elementary Curriculum	3	42.9%						
Middle Level	1	14.3%						
Reading	3	42.9%						
No Response	0	0.0%						

10. Were you a full-time or part-time graduate student?

Response	Frequency	Percent	0	20	40	60	80	100
Full-Time Student	2	28.6%						
Part-Time Student	5	71.4%						
No Response	0	0.0%						

11. Are you pursuing post-baccalaureate teacher certification?

Response	Frequency	Percent	0	20	40	60	80	100
Yes	1	14.3%						
No	6	85.7%						
No Response	0	0.0%						

12. If you are currently certified, how many years have you taught?

Response	Frequency	Percent	0	20	40	60	80	100
0 - 5 years	6	85.7%						
6 - 10 years	1	14.3%						
11 - 15 years	0	0.0%						
16 - 20 years	0	0.0%						
21+ years	0	0.0%						
No Response	0	0.0%						

13. General Comments:

- I have learned so many valuable things from EIU that I am now using within my own classroom. Thank you!!!
- Overall, I've enjoyed my time as an undergraduate and in the graduate program. I do believe all graduate level teachers should be on the same grading scale. I do not believe that one teacher can require a 97% and above for an A and another teacher a 92% or 90%. I believe if all of the students are going to be compared on the same gpa level, all the courses should be on the same level. I have had some fantastic teachers, and I've had some teachers that I felt I could do a better job of teaching the course. However, all in all, it was a positive experience.