



DOMINICAN UNIVERSITY

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Follow-up Studies of Graduates and Employers of Dominican Graduates and Candidate Performance on State Tests

Candidate Performance on State Tests - 2012				
Program	Program Content Area Tests		Assessment of Professional Teaching (APT) Pass Rate	
	2012 Number taking test	Pass Rate	2012 Number taking test	Pass Rate
Secondary Biology	32	97%	4	100%
Secondary Chemistry	11	100%	2	100%
Secondary Mathematics	23	91%	3	100%
Early Childhood Education	49	94%	41	98%
Elementary Education	138	97%	124	100%
Secondary English Language Arts	27	96%	5	100%
K-12 Foreign Language - French	3	67%	-	-
Secondary History	10	90%	1	100%
Foreign Language - Italian	2	100%	1	100%
Secondary Political Science	1	100%	1	100%
Principals General Administrative	44	98%	-	-
Secondary Psychology	1	100%	-	-
Reading Specialist	6	100%	4	100%
K-12 Foreign Language- Spanish	11	100%	3	100%
Special Education – LBS1	18	100%	22	95%
K-12 Visual Arts	4	100%	6	100%
Overall Pass Rate		96%		99%

**Employer Perceptions of Candidates' Preparation on Proficiencies, Knowledge and Skills
2009 - 2011**

Domain	Extremely well-prepared		Very well-prepared		Somewhat well-prepared		Slightly prepared		Not prepared at all	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
Knowledge of content	41.7%	28.6%	58.3%	57.1%	0%	14.3%	0%	0%	0%	0%
Knowledge of pedagogy	25.0%	13.3%	66.7%	73.3%	8.3%	13.3%	0%	0%	0%	0%
Ability to assess student learning	29.2%	33.3%	54.2%	46.7%	12.5%	20.0%	4.2%	0%	0%	0%
Ability to help all students learn	37.5%	33.3%	41.7%	46.7%	16.7%	20.0%	4.2%	0%	0%	0%
Possessing the requisite knowledge and skills to teach	50.0%	40.0%	37.5%	46.7%	8.3%	13.3%	4.2%	0%	0%	0%
Ability to create a positive environment for learning	37.5%	33.3%	37.5%	60.0%	8.3%	6.7%	0%	0%	0%	0%
Ability to demonstrate a professional disposition	41.7%	46.7%	33.3%	40.0%	12.5%	13.3%	4.2%	0%	8.3%	0%
Knowledge of how to use technology in the classroom	20.8%	33.3%	62.5%	53.3%	12.5%	6.7%	4.2%	6.7%	0%	0%
Skills and disposition to deal with diverse learners	37.5%	33.3%	37.5%	46.7%	20.8%	20.0%	0%	0%	4.2%	0%
Ability to make a positive impact on students' academic achievement	37.5%	40.0%	37.5%	53.3%	20.8%	6.7%	0%	0%	0%	0%
Ability to collaborate with families	33.3%	28.6%	41.7%	42.9%	12.5%	28.6%	4.2%	0%	8.3%	0%
Ability to collaborate with colleagues	33.3%	40.0%	33.3%	40.0%	20.8%	20.0%	4.2%	0%	8.3%	0%

**Alumni Perceptions of Preparation Received on Pedagogical Knowledge
2009 - 2011**

Domain	Extremely well-prepared		Very well-prepared		Somewhat well-prepared		Slightly prepared		Not prepared at all	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
Knowledge of content	36.8%	39.3%	40.4%	36.9%	17.5%	14.8%	5.3%	3.3%	0.0%	4.1%
Knowledge of pedagogy	38.6%	33.3%	40.4%	41.5%	19.3%	20.3%	1.8%	2.4%	0.0%	2.4%
Ability to assess student learning	30.4%	29.5%	46.4%	40.2%	19.6%	22.1%	3.6%	6.6%	0.0%	1.6%
Ability to help all students learn	38.6%	26.8%	45.6%	49.6%	14.0%	19.5%	1.8%	3.3%	0.0%	0.8%
Possessing the requisite knowledge and skills to teach	41.8%	30.1%	41.8%	45.5%	14.5%	17.1%	1.8%	4.9%	0.0%	1.6%
Ability to create a positive environment for learning	38.6%	38.2%	45.6%	41.5%	12.3%	13.0%	3.5%	6.5%	0.0%	0.8%
Ability to demonstrate a professional disposition	44.6%	40.0%	41.1%	43.3%	12.5%	12.5%	1.8%	2.5%	0.0%	1.7%
Knowledge of how to use technology in the classroom	21.1%	23.6%	43.9%	26.0%	24.6%	33.3%	8.8%	8.9%	1.8%	7.3%
Skills and disposition to deal with diverse learners	35.1%	22.0%	40.4%	44.7%	22.8%	21.1%	1.8%	8.9%	0.0%	3.3%
Ability to make a positive impact on students' academic achievement	35.1%	33.6%	50.9%	43.4%	12.3%	16.4%	1.8%	4.9%	0.0%	1.6%
Ability to collaborate with families	24.6%	18.9%	40.4%	31.1%	22.8%	23.8%	7.0%	16.4%	0.0%	8.2%
Ability to collaborate with colleagues	40.4%	33.6%	33.3%	39.3%	24.6%	17.2%	1.8%	8.2%	0.0%	1.6%
Knowledge of how to manage student behavior	29.8%	12.2%	38.6%	35.0%	22.8%	27.6%	3.5%	14.6%	5.3%	10.6%
Reflecting on your teaching skills and style	36.8%	35.8%	47.4%	41.5%	15.8%	15.4%	0.0%	6.5%	0.0%	0.8%

**Alumni Overall Satisfaction with Program Components and Services
2009 - 2011**

Domain	Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Don't Know	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
Overall quality of instruction	56.7%	30.4%	35.0%	48.8%	3.3%	13.6%	3.3%	6.4%	1.7%	0.8%
Variety of instructional approaches used in the classroom	36.1%	30.7%	47.5%	48.0%	14.8%	11.8%	1.6%	3.9%	0.0%	5.5%
Variety of courses offered	34.5%	32.5%	53.4%	50.0%	10.3%	7.1%	0.0%	3.2%	1.7%	7.1%
Usefulness of courses	50.8%	31.5%	39.3%	47.2%	6.6%	11.0%	3.3%	7.9%	0.0%	2.4%
Level of academic rigor or challenge	47.5%	32.5%	41.0%	46.8%	8.2%	9.5%	3.3%	10.3%	0.0%	0.8%
Opportunity to interact with faculty	57.4%	33.1%	34.4%	55.9%	6.6%	4.7%	0.0%	3.9%	1.6%	2.4%
Availability of courses	36.1%	39.4%	49.2%	42.5%	11.5%	11.8%	1.6%	1.6%	1.6%	4.7%
Quality of advising	52.5%	27.6%	29.5%	33.9%	13.1%	14.2%	3.3%	9.4%	1.6%	15.0%
Quality of career placement services	13.3%	4.0%	30.0%	15.9%	10.0%	12.7%	8.3%	9.5%	38.3%	57.9%
Accessibility of full-time faculty	61.7%	32.5%	33.3%	46.0%	1.7%	3.2%	0.0%	2.4%	3.3%	15.9%
Accessibility of adjunct faculty	40.0%	31.5%	38.3%	40.9%	6.7%	2.4%	1.7%	4.7%	13.3%	20.5%
Location of courses	44.3%	45.2%	42.6%	29.4%	13.1%	10.3%	0.0%	7.1%	0.0%	7.9%
Concern for me as an individual	51.7%	31.0%	40.0%	49.2%	8.3%	12.7%	0.0%	5.6%	0.0%	1.6%
Availability of field experiences or student teaching	42.4%	23.8%	35.6%	31.7%	5.1%	7.9%	5.1%	5.65	11.9%	31.0%

**Alumni Overall Perceptions of the Educational Environment of the Unit
2009 – 2011**

The School of Education professors or instructors I had. . .	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Sure	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
demonstrated thorough knowledge of content	57.4%	47.2%	39.3%	38.4%	3.3%	8.8%	0.0%	4.0%	0.0%	1.6%
engaged the class	52.5%	32.8%	42.6%	49.6%	4.9%	9.6%	0.0%	4.8%	0.0%	3.2%
used a variety of instructional strategies that enhanced learning	45.9%	33.6%	42.6%	44.8%	11.5%	15.2%	0.0%	3.2%	0.0%	3.2%
modeled best instructional practices	49.2%	32.8%	41.0%	48.0%	8.2%	12.0%	0.0%	4.0%	1.6%	3.2%
modeled use of technology	37.7%	23.2%	39.3%	49.6%	19.7%	18.4%	1.6%	4.8%	1.6%	4.0%
utilized multiple forms of assessment	41.0%	31.2%	49.2%	51.2%	8.2%	12.8%	1.6%	3.2%	0.0%	1.6%
held high expectations for the students in the class	57.4%	37.6%	32.8%	40.8%	9.8%	15.2%	0.0%	5.6%	0.0%	0.8%
used class time effectively and efficiently	39.3%	28.8%	50.8%	43.2%	9.8%	12.8%	0.0%	7.2%	0.0%	8.0%
modeled professional dispositions	52.5%	41.6%	41%	47.2%	6.6%	5.6%	0.0%	4.0%	0.0%	1.6%
encouraged the class to become a community of learners	54.1%	40.0%	39.3%	44.8%	6.6%	8.8%	0.0%	4.0%	0.0%	2.4%