

Teacher Education

APRC 1996-1997

section 1 of 2

-Teach. Ed. 96-97

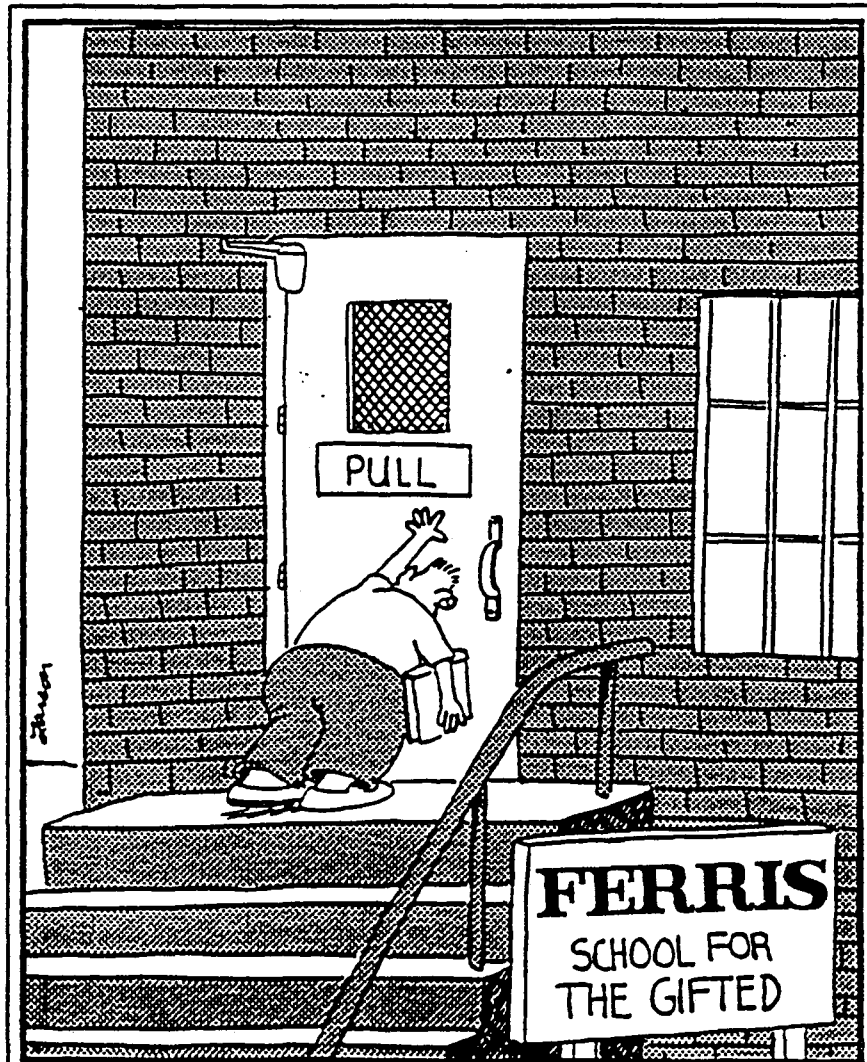
**Academic Program Review Report
of the
Teacher Education Unit
of the
College of Education
Ferris State University**

**Submitted by the Faculty
from the
Center for Occupational Education**

January 20, 1997

Section	Section Heading	Page Number
1	Overview of the Program	1
2	Conceptual Framework	5
3	Demographic and Academic Profile of Currently Enrolled Students	11
4	Profile of Faculty	16
5	Graduate Survey—Undergraduate Program Summary	18
	Results from Follow-Up Study of Undergraduate Program	21
	Results of Follow-Up Study by Year	29
	Graduate Survey—Graduate Program Summary	32
6	Supervisor of Student Teacher Survey	37
	Results from Supervising Teacher Questionnaire	39
	Results from Supervising Teacher Questionnaire by Year	46
7	Student Satisfaction Summary	47
	Analysis of Evaluations over 4 semesters	49
	Analysis of Evaluations by semester	53
8	Michigan Test for Teacher Certification Results	55
	Basic Skills Test	56
	Subject Area Tests	57
9	Teacher Supply and Demand	58
10	Enrollment Trends over past 5 years	61
11	Program Productivity/Cost	64
12	Conclusions	66
	Centrality to FSU Mission	67
	Uniqueness/visibility	67
	Service to State and nation	68
	Demand by Students	69
	Quality of Instruction	69
	Demand for graduates	69
	Service to non-majors	70
	Facilities and equipment	70
	Library information resources	70
	Cost/Productivity	70
	Faculty: professional and scholarly activities	71
	Administration effectiveness	71
13	Recommendation	72
	Appendix G Results	74

Section 1
Overview of the Program



Program Evaluation Report Teacher Education

Chair and Program Coordinator: Katherine Manley

College of Education Faculty: Steve Clark

Individual with Special Interest in the Program: Each specialty (Allied Health, Business, Science, Mathematics, Home Economics) has been involved in assisting the program with the Michigan Department of Education Periodic Review Process occurring concurrently with this process.

Faculty member outside the College of Education: Sid Sytsma

Teacher Education Chair: Ed Cory

Purpose: In coordination with the State Board of Education's Periodic Review/Program Evaluation Process, this purpose of the process was to conduct a self-study of the Teacher Education program to evaluate its needs and effectiveness

SECTION 1: Overview of the Program

MISSION

The mission of the Center for Occupational Education is to promote, by example of its faculty, staff, graduates and its special related projects, a distinct local, state, and national leadership initiative in career and technical education. The Center for Occupational Education provides teacher education programs and services to graduate and undergraduate students who are seeking Michigan certification as teachers and administrators. Further, the Center prepares instructors and curriculum specialists for industrial and community college settings where certification is not required.

PURPOSES:

- a. Foster opportunities for graduates to enter professional employment or continue their schooling.
- b. Build partnerships with area schools and community colleges;
- c. Provide visionary and innovative statewide leadership in teacher training;
- d. Provide career direction for students who are considered "undecided" at Ferris;
- e. Provide quality off-campus programming for graduate and undergraduate students;
- f. Provide quality programming for campus-wide Ferris faculty growth and development;
- g. Produce quality teachers of Technical Education, Allied Health Education, Business Education, Biology and Chemistry Education, Mathematics Education, and selected minors;
- h. Produce highly qualified specialists who will join the private sector as experts in curriculum development and inservice training;
- i. Produce highly qualified administrators of vocational education;

- j. Produce available grant funds for projects which impact vocational education in Michigan and in the nation;
- k. Increasingly understand the connectedness between the classroom and other learning environments with the use of appropriate theory and research to guide practice;
- l. Seek to advance the individual's sense of self-examination in order that they, in turn, will be open to working positively and without hesitation with students in their charge.

The Center for Occupational Education (COE), one of the programs within the College of Education, administers teacher certification programs at Ferris State University in a variety of areas. The COE is authorized by the State of Michigan to recommend teacher certification for individuals to teach grades 7-12 in specific major and minors. The COE offers the following degrees and teaching majors and minors:

B.S. in Allied Health Education

Examples of Teaching Majors:

- Dental Assisting
- Dental Hygiene
- Dental Technology
- Health Optics
- Medical Assisting
- Medical Laboratory Technology
- Medical Technology
- Nursing
- Optometric Technology
- Radiologic Technology
- Respiratory Therapy

B.S. in Biology Education (Teaching minor is required)

B.S. in Business Education

Examples of Teaching Majors:

- General Business (Cluster)
- Office Administration
- Secretarial
- Marketing/Distributive Education

B.S. in Chemistry Education (Teaching minor is required)

B.S. in Mathematics Education (Teaching minor is required)

B.S. in Technical Education

Examples of Teaching Majors:

Automotive Body
Automotive Service
Avionics
Cosmetology
Heavy Equipment Service
Industrial Electronics technology
Machine Tool
Plastics Technology
Printing
Radio-Television Service
Refrigeration, Heating and Air Conditioning
Residential Bldg. Trades
Tech. Drafting & Tool Design

B.S. in Wage Earning Home Economics Education

Examples of Teaching Majors:

Building and Home Maintenance
Food Service

Teaching Minors are offered in:

Accounting (Business Ed. Majors only eligible)
Biology
Business (for non-business teaching majors)
Computer Science
English
General Science
Marketing (Business Ed. Majors only eligible)
Mathematics
Physical Education/Coaching
Physics
Secretarial Science (Business Ed. Majors only eligible)
Social Studies
Spanish

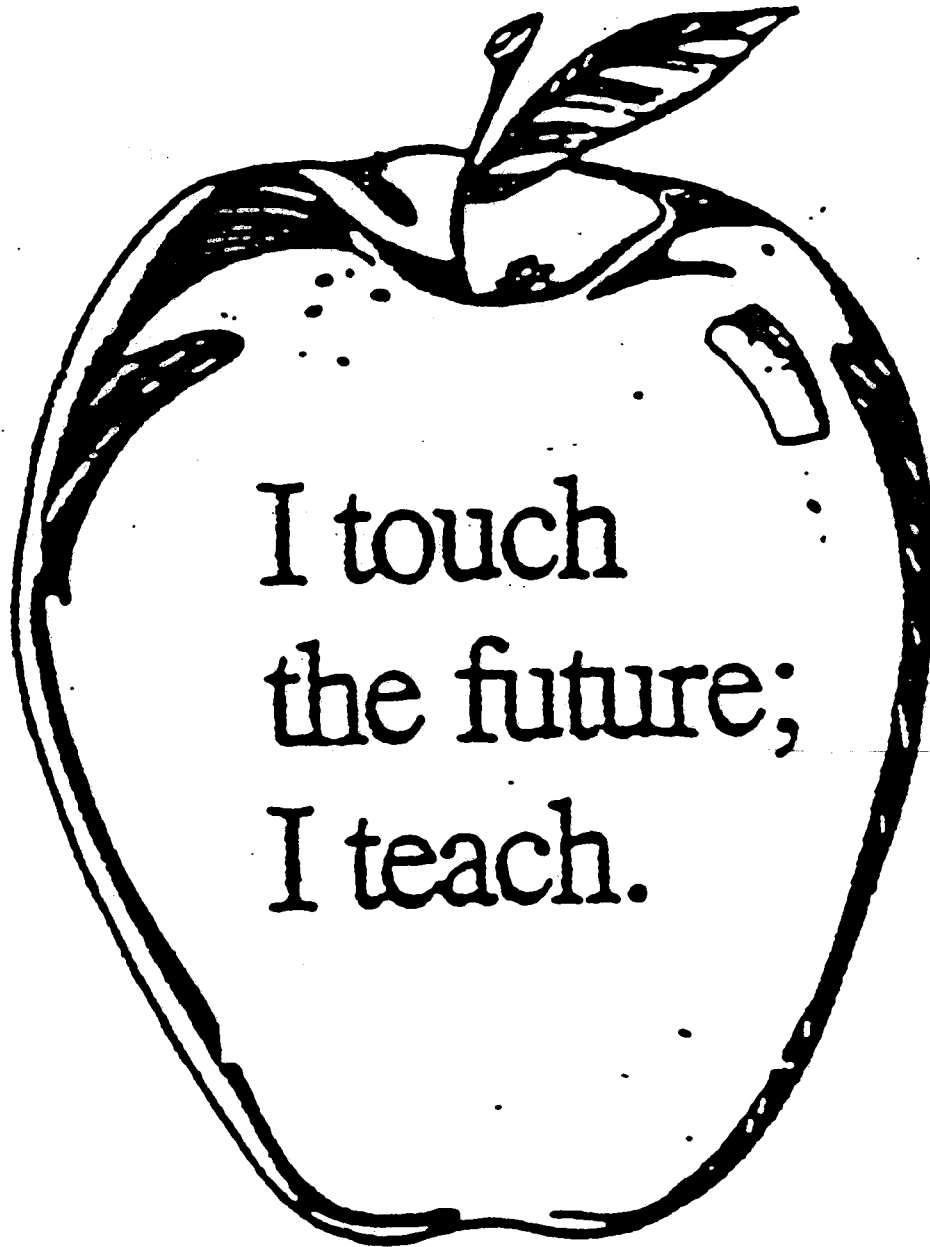
Master of Science in Career and Technical Education

The College of Education is unique in the State of Michigan because of its leadership in a number of educational partnerships. It serves as the center for the North Central Michigan Educational Partnership, a project which combines local school districts, intermediate school districts, business, industry, government and the University to increase the opportunities for students at all levels in the educational system. The College serves as the administrative center for the Math, Science and Technology Center, which trains high school students in both advanced and applied areas of mathematics and science. In addition, the College is home to the Michigan's most highly acclaimed educational service projects including the Michigan Occupational Competency Assessment Center (MOCAC) and the Michigan Vocational Industry Clubs of America (VICA).

Another innovation that has created an new innovative initiative for Ferris is the North Central Michigan Educational Partnership (NCMEP). NCMEP, formed in 1991, is a cooperative endeavor between the College of Education at Ferris, the Mecosta-Osceola Intermediate School District and six local school districts located in Lake, Mecosta and Osceola counties. Representing three of the five poorest counties in the state, the Partnership serves 11,000 students of all economic, cultural and racial backgrounds. The partnership was created to bring all levels of education together with the community to improve the educational opportunities of every student in the area.

Members of the partnership work on three mutually supportive tasks: (1) to facilitate school improvement through cooperative agreements; (2) to enhance the preparation of new teachers through expanded contacts with students; and (3) to create a team with business and community leaders, which will support the educational system of the twenty-first century.

SECTION 2:
Develop A Conceptual Framework



Data Collection Techniques:

SECTION 2: Develop A Conceptual Framework

Develop a conceptual framework that is knowledge-based, articulate, shared, coherent, consist with the unit and/or institutional mission and continuously evaluated

The conceptual framework is a shared set of beliefs and attitudes which serve as the foundation for the teacher education program at Ferris State University. We believe that the purpose of articulating a framework is to clearly identify for faculty, staff and students those concepts which we value, and these ideas are then translated into course work, field experiences and policy which form the program. In October, 1996, members of the Ferris State University faculty with the acting dean discussed and determined that the following are indeed the foundation of our teacher education program and agreed to allow this framework to serve as a basis for decisions made in the future regarding the program.

Concurrent with the State's reform efforts in the K-12 sector, along with a mandate to convert from the quarter system to the semester system, Ferris State University's College of Education undertook a major reform of initial teacher certification during 1992 academic year. Beginning in the Fall, 1993 academic year the new program was implemented to coincide with the transition to semesters. The first graduates of the program completed their certification requirements in Winter, 1995.

The new program was designed to address two critical challenges, linked closely with the themes of the K-12 reform efforts, that new teachers, along with their more experienced colleagues, in Michigan and elsewhere will face in the 1990's and beyond:

The first critical challenge was that many employers believe that the basic skills deficiencies they now witness in the workplace are the result of faulty schooling (e.g., Gordon et al., 1991; Lee, 1988). Gordon et al. (1991), for example, argue that it is the school system that has failed to produce a skilled workforce. They speak of the "progressive failure" of American schools, reflected in the high illiteracy rates among adult workers who are high school graduates. They complain that schools are out of touch with the world of work and competition:

Public schooling objectives still focus largely on industry-based skills: read, write, count, add, subtract, multiply, divide, spell, punctuate, comprehend and communicate. Success in information technologies and service occupations depends on an entirely different set of skills: diagnose, determine, estimate, obtain information, organize information, identify alternatives, analyze, plan, coordinate, work collaboratively, implement and monitor. (p. 6)

The second critical challenge was outlined in the *NCATE Accreditation: A Framework for Preparing Section II of the Institutional Report*, in which James Rath (1993) discussed the seven defining principles of a teaching for understanding model:

1. Teaching for understanding gives emphasis to the student's own sense of purpose (*Tomorrow's Schools*, 1990, p. 18)
2. Teaching for understanding forges linkages between the content/topics/ideas students are studying and ideas, topics, or understandings they have previously learned or experienced.
3. Teaching for understanding engages all students in discussion processes in a climate that respects differing views and perceptions.
4. Teaching for understanding gives emphasis to uncovering the meanings students have attached to the content/ideas/topics that are taught in class or reflected in personal experiences.
5. Teaching for understanding gives emphasis to the ideas that we all live in a world where knowledge and meanings change as well as remain the same by strengthening student's dispositions relevant to learning (*Tomorrow's Schools*, p. 15)
6. Teaching for understanding demonstrates a valuing on the part of the teacher of the intellectual work in which students are engaged.
7. Teaching for understanding assesses student's progress by evaluating the quality of the understanding that students have constructed and the strength of the dispositions toward learning they have acquired.

With these two critical challenges in mind, the teacher education program was dramatically redesigned during semester conversion to include an integrated program of planning, delivering, and evaluating instruction (no longer separate courses), a major emphasis on field experiences and the systematic development of a collaborative project with the local school systems to act as partners in the development of future teachers.

As we approached the program review process, we realized that the conceptual framework needed to be meaningful and memorable if it is to be used. Therefore, the acronym "TEACH" was agreed to be an organizational device for the body of assumptions and beliefs. Both a strength and weakness of the tool is that it simplifies a set of very complex ideas. The letters of the acronym refer to categories in the framework: **T**echnology, **E**xperiential, **A**uthentic, **C**ollaborative, and **H**olistic.

The framework is described as follows:

“T” is for Technology

Teachers must know, and must be committed to, the integrity of the methods, substance and structures of the discipline(s) they teach, and they must accurately represent these to students. In addition, teachers must become acquainted with, and use, available resources (such as educational technology) to assist instruction. A variety of new and useful technologies are promising to transform our nation’s classrooms including the computer networks, interactive CD-ROM, distance learning, the Internet, etc.

“E” is for Experiential

“America needs citizens who are flexible, who embrace new ideas, who can reason well when faced with complex ideas, and who are capable of self-directed learning.” (Berliner & Biddle, 1995, p. 300). This will not occur when schools merely pump concrete bits of knowledge from the past into passive students. Curriculum that is more thoughtful, has less focus on rote memory, and allows more student involvement and problem solving is required and would feature such ideas as student-initiated projects, cooperative-learning activities, self-evaluation, and hands-on opportunities. Teachers must experience this when they are learners if they are to transfer this style of teaching into their own classrooms.

All learning, except for simple memorization of facts and definitions, requires the learner to actively make meaning—actively produce, not reproduce, knowledge. Active learners generate understandings by using their prior knowledge, which includes personal beliefs, expectations, attitudes, memories, and misconceptions, about a formal topic or concept introduced to them. Alone and with others, they integrate this new information into their previously learned knowledge, and they manipulate it, refine their understanding of it, and connect it to their individual understanding of the world.

“A” is for Authentic

Learners engaged in authentic learning integrate higher order thinking and knowledge of basic skills, rules and procedures in real world contexts. They share, investigate, discuss, and resolve REAL problems. They complete tasks which conform to the many purposes for which adults learn in real life. When students begin to see the interdisciplinary connections, or links among the “big ideas” of social studies, mathematics, science, and English language arts, learning takes on relevance well beyond the classroom walls.

“C” is for Collaborative

While the number of long-term partnerships between and among groups of university and school personnel, funded so as to make an impact on both cultures, is small, the need for such involvement in the schools is great. Until we recognize that the work is fundamental, intellectual, and entirely appropriate, “our schools will continue to maladjust to the profound changes taking place in our communities and beyond.” (Goodlad, 1990, p. 181).

In addition, purposeful learning is not a solitary process but involves interacting with others to investigate issues, questions, and problems...In classrooms where differences in culture, language, behavior, and beliefs are celebrated, all students are enriched as they begin to grow in understanding of themselves and others. Because teaching and learning is primarily a social process, teachers should develop and maintain relationships with the community such as schools and universities, businesses and public and private agencies. Teachers, administrators, staff and students accomplish much more when they work together as a learning community.

“H” is for Holistic

With the advent and wide acceptance of the theories of multiple intelligences (Gardner, 1983) and emotional intelligence (Goleman, 1995), it is clear that intelligence is not being defined as a single general capacity possessed by every individual to a greater or lesser extent. The needs of students are best served by looking at the “whole student”. Our attitude and dispositions color every learning experience. They are the filters through which knowledge is viewed and constructed. Learners must feel safe, accepted, comfortable, and positive about the learning environment and their work. They must see the activities they are being asked to perform as valuable, and they must have a clear understanding of the tasks as well as the resources needed to accomplish them (Marzano, 1992, p. 6-7). Theories which give insight into physical, cognitive, affective and social development should be incorporated into the teaching/learning process.

Bibliography

Berliner, David C., Bruce J. Biddle. (1995) *The Manufactured Crisis*. Reading, MASS: Addison-Wesley Publishing,.

Cetron, Marvin and Margaret Gayle. (1991) *Educational Renaissance*. New York: St. Martin's Press.

Gardner, Howard. (1983) *Frames of Mind*, BasicBooks.

Goleman, Daniel (1995). *Emotional intelligence*. New York: Bantam Books.

Goodlad, John I, (1990) *Teachers for Our Nation's Schools*, San Francisco, Jossey-Bass, Inc.

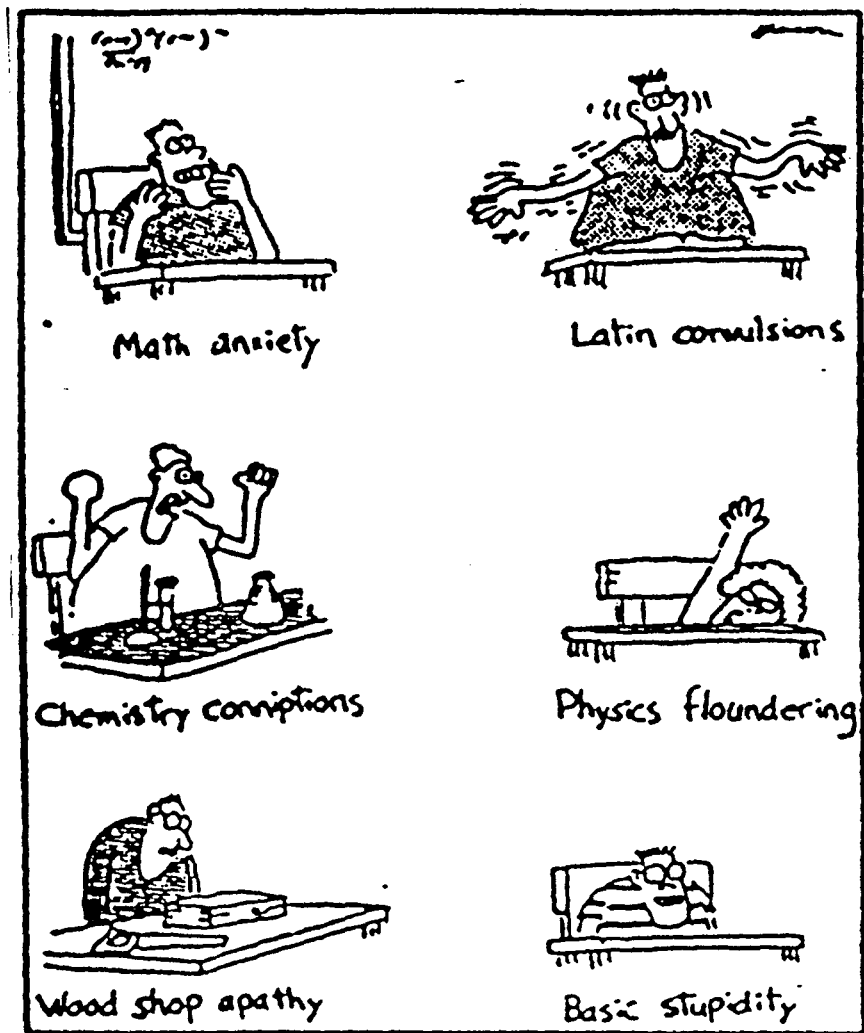
Gordon, E. E., Ponticell, J. A., & Morgan, R. R. (1991). *Closing the literacy gap in American business*. New York: Quorum.

Marzano, R. J. (1992). *A different kind of classroom: Teaching with dimensions of learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Raths, James (1993). *A framework for preparing section II of the institutional report*. Washington: American Association for Colleges of Teacher Education.

Waxman, Hersholt and Walberg, Herbert. (1991). *Effective Teaching: Current Research*. Berkeley, CA: McMutchan Publishing Corporation.

**SECTION 3:
Demographic and Academic Profile of
Currently Enrolled Students**



Classroom afflictions

SECTION 3: Demographic and Academic Profile of Currently Enrolled Students

A profile of the student teachers over the past three years (5 semesters) are:

48.8% were under the age of 25

50% are male and 50% female

86.7% were enrolled full-time (12 credits or more) while attending Ferris

31.3% reported that the single most important reason they chose Ferris's education program because of the location of courses and 27.7% because of the type of program offered

An analysis of the database provided by the Institutional Studies Office of the Fall, 1996 enrolled students (N=480) in the teacher education unit reported the following

**High School Entering GPA;
Career GPA at Ferris; and
Entering ACT Scores
by Degree**

<i>Degree</i>	<i>HS GPA</i>	<i>Career GPA at FSU</i>	<i>Reading ACT</i>	<i>English ACT</i>	<i>Mathematics ACT</i>	<i>Science ACT</i>	<i>ACT Comp</i>
Associate	2.62 (N=114)	1.51 (N=128)	18.75 (N=114)	17.27 (N=116)	16.47 (N=116)	18.36 (N=114)	17.84 (N=114)
Bachelor	2.83 (N=100)	2.72 (N=222)	20.65 (N=87)	18.72 (N=111)	19.68 (N=111)	20.10 (N=87)	19.68 (N=112)
Non-Degree	3.27 N=4	3.24 (N=45)	20.00 (N=2)	17.8 (N=5)	17.00 (N=4)	16.25 (N=2)	20.00 (N=5)
Total	2.74	2.31	19.56	17.96	18.69	17.84	19.11

**High School Entering GPA;
Career GPA at Ferris; and
Entering ACT Scores
by Race**

<i>Race</i>	<i>HS GPA</i>	<i>Career GPA at FSU</i>	<i>Reading ACT</i>	<i>English ACT</i>	<i>Mathematics ACT</i>	<i>Science ACT</i>	<i>ACT Comp</i>
Black	2.30 (N=45)	1.80 (N=61)	15.50 (N=38)	13.57 (N=40)	14.82 (N=40)	15.78 (N=38)	15.12 (N=41)
Hispanic	2.30 (N=3)	2.47 (N=6)	18.67 (N=3)	17.00 (N=4)	18.67 (N=3)	19.00 (N=3)	17.50 (N=4)
White	2.84 (N=169)	2.37 (N=376)	20.43 (N=156)	18.89 (N=182)	18.42 (N=182)	16.50 (N=156)	19.47 (N=182)
American Indian/Native Alaskan	2.36 (N=2)	1.71 (N=3)	22.00 (N=2)	17.00 (N=2)	16.50 (N=2)	24.00 (N=2)	20.00 (N=2)
Asian or Pacific Islander		1.34 (N=2)	17.00 (N=2)	14.5 (N=2)	17.00 (N=2)	16.50 (N=2)	16.00 (N=2)
Other	2.77 (N=1)	2.02 (N=3)	22.00 (N=1)	20.00 (N=1)	20.00 (N=1)	19.00 (N=1)	20.00 (N=1)
Total	2.74 (N=223)	2.31 (N=480)	19.56 (N=204)	17.96 (N=234)	17.84 (N=233)	19.11 (N=204)	18.70 (N=235)

**High School Entering GPA;
Career GPA at Ferris; and
Entering ACT Scores
by Gender**

<i>Gender</i>	<i>HS GPA</i>	<i>Career GPA at FSU</i>	<i>Reading ACT</i>	<i>English ACT</i>	<i>Mathematics ACT</i>	<i>Science ACT</i>	<i>ACT Comp</i>
Female	2.86 (N=135)	2.33 (N=293)	19.98 (N=124)	18.40 (N=139)	17.73 (N=138)	18.92 (N=124)	18.70 (N=138)
Male	2.56 (N=88)	2.28 (N=187)	18.91 (N=80)	17.30 (N=95)	18.02 (N=95)	19.41 (N=80)	18.69 (N=95)
Total	2.74 (N=223)	2.31 (N=234)	19.56 (N=204)	17.95 (N=234)	17.84 (N=233)	19.12 (N=204)	18.70 (N=235)

**Enrollment in the Teacher Education Program
By Race and Gender by Year**

1993	Female	Male	Total	Percent of Total
Black	30	17	47	10.1%
Hispanic	2	1	3	0.6%
American Indian/Native Alaskan	2	4	6	1.3%
Asian or Pacific Islander	1	0	1	0.2%
White	202	207	409	87.8%
Total	237	229	466	

1994	Female	Male	Total	Percent of Total
Black	36	23	59	13.5%
Hispanic	3	0	3	0.7%
American Indian/Native Alaskan	2	4	6	1.4%
Asian or Pacific Islander	0	0	0	0.0%
White	195	173	368	84.4%
Total	236	200	436	

1995	Female	Male	Total	Percent of Total
Black	39	24	63	13.9%
Hispanic	1	3	4	0.9%
American Indian/Native Alaskan	2	2	4	0.9%
Asian or Pacific Islander	0	2	2	0.4%
White	213	166	379	83.8%
Total	255	197	452	

1996	Female	Male	Total	Percent of Total
Black	35	26	61	13.5%
Hispanic	3	3	6	1.3%
American Indian/Native Alaskan	2	1	3	0.7%
Asian or Pacific Islander	2	1	3	0.7%
White	229	147	376	83.4%
Foreign	1	1	2	0.4%
Total	272	179	451	

Enrollment at Ferris State University By Race

From the *Ferris Fact Book, 1995-96*

1995	Total	Percent of Total
Black	963	9.9%
Hispanic	118	1.2%
American Indian/Native Alaskan	94	1.0%
Asian or Pacific Islander	150	1.5%
White	7988	81.8%
Foreign	111	1.1%
Unreported	343	2.5%
Total	9767	

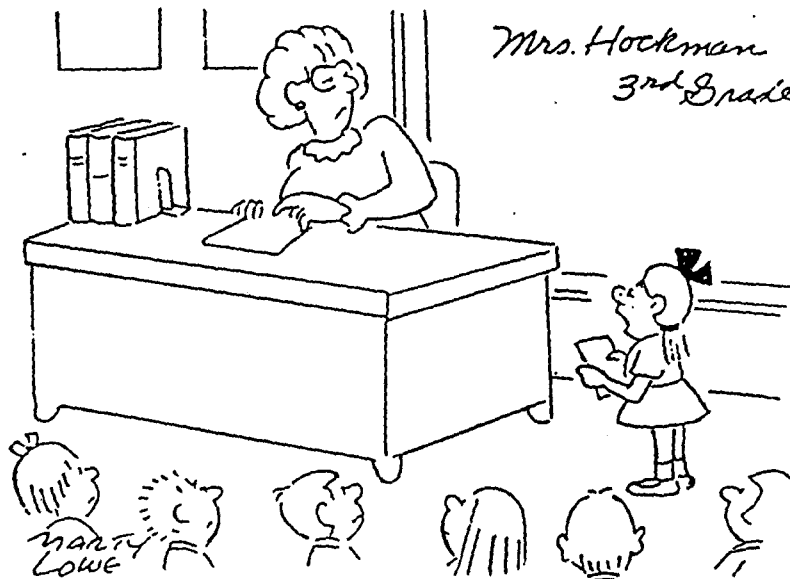
1994	Total	Percent of Total
Black	1072	10.5%
Hispanic	130	1.3%
American Indian/Native Alaskan	99	1.0%
Asian or Pacific Islander	140	1.4%
White	8422	82.1%
Foreign	178	1.7%
Unreported	217	2.1%
Total	10,258	

The diverse population of the unit mirrors the diverse population of the University.

**SECTION 4:
Profile of Faculty**

THE WALL STREET JOURNAL

*Mrs. Hockman
3rd Grade*



“Twelve percent of the class think you’re doing a good job, 6% have no opinion, and 82% think you should pack it in.”

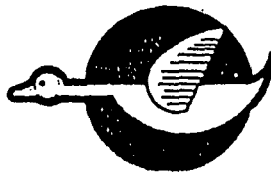
Are You A GOOSE?

This fall when you see geese heading south for the winter flying along in a "V" formation, you might be interested in knowing what science has discovered about why they fly that way. It has been learned that as each bird flaps its wings, it creates an uplift for the bird immediately following. By flying in a "V" formation, the whole flock adds at least 71% greater flying range than if each bird flew on its own. (People who share a common direction and sense of community can get where they are going quicker and easier, because they are traveling on the thrust of one another.)

Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to go it alone, and quickly gets back into formation to take advantage of the lifting power of the bird immediately in front. (If we have as much sense as a goose, we will stay in formation and those who are headed the same way we are going.) When the lead goose gets tired, he rotates back in the wing and another goose flies point. (It pays to take turns doing hard jobs — with people or with geese flying south.) The geese honk from behind to encourage those up front to keep up their speed. (What do we say when we honk from behind?)

And finally, when a goose gets sick, or is wounded by gun shot and falls out, two geese fall out of formation and follow it down to help and protect it. They stay with the goose until it is either able to fly again or until it is dead, and then they launch out on their own or with another formation to catch up with their group. (IF WE HAVE THE SENSE OF A GOOSE, WE WILL STAND BY EACH OTHER LIKE THAT!)

Toni Worsham



SECTION 4: Profile of Faculty

The full-time, tenure-track teacher education faculty, their current academic rank, typical teaching loads and highest degree earned are provided in the following table:

Name	Rank	Typical Courses Taught	Highest Degree
Thomas R. Anderson	Professor	EDUC 150, 260, 340	Ph.D
James L. Carey	Professor	EDUC 150, 300, 251	Ph.D.
Steve Clark	Associate Professor	EDUC 330,430, 414	Ph.D.
Edward D. Cory	Professor, Acting Dean	Graduate	Ph.D.
Katherine Manley	Professor	Graduate, EDUC 499	Ed.D.
Vacant Position			
Vacant Position			

There are two vacant full-time, tenure-track faculty positions in the teacher education unit—one to replace a faculty member who died and one to replace a faculty member who retired last semester. The first position was posted, not filled, and has been re-posted. The second position has been posted. Both positions will require an earned doctorate and every attempt will be made to fill these positions with a minority candidate.

Name	Race	Gender	Highest Degree
Thomas R. Anderson	White	Male	Ph.D
James L. Carey	White	Male	Ph.D.
Steve Clark	White	Male	Ph.D.
Edward D. Cory	White	Male	Ph.D.
Katherine Manley	White	Female	Ed.D.
Vacant Positions			

Full-time, tenure-track Ferris faculty include 359 Males (75.3%) and 118 Females (24.7%). Somewhat in line with this proportion, the teacher education unit currently employs five full-time faculty composed of four males (80%) and one female (20%). The unit currently has two faculty positions available and every attempt is being made to hire culturally diverse faculty. In addition to the positions appearing in the *Chronicle of Higher Education*, the positions have been posted in the *Black Issues in Higher Education*.

Several of the faculty in the unit have been recognized for outstanding teaching at Ferris State University:

Dr. Thomas Anderson, Teacher of the Year (1980); one of eight finalist for FSU Distinguished Teacher Award (1984 and 1987)

Dr. James Carey, Teacher of the Year (1972)

Dr. Steve Clark, Teaching Excellent Award (1989)

Dr. Katherine Manley, one of eight finalist for FSU Distinguished Teacher (1993); Recipient of the MAGB Distinguished Faculty Award (1989)

SECTION 5:
Graduate Survey

TIGER



THE EMPOWERED TEACHER'S CREED

I am an integral part of my building and am instrumental in creating its image and culture.

I am capable of creating and maintaining positive, productive work relationships, and I am aware that my behavior can affect the behavior of my students and those with whom I work.

I am unique and my individual talents, skills, and attitude help shape community perception of my building and district.

I am responsible for the choices I make and the behaviors I enact during my work hours.

I am capable of improving myself, my job, my teaching methods, my relationships with students and co-workers, and parents.

I have the capacity to survive my own well intended mistakes, and those of others.

I have the ability to empower myself, and others, by choosing self-responsibility, growth, and challenge in my job.

I am capable of creating a vision of what education can be, and in identifying and implementing the steps required to make that vision a reality.

SECTION 5: Graduate Survey

Conduct a graduate survey of all teacher education graduates for the last five years

Two graduate surveys were conducted—one for the undergraduate program and one for the graduate program.

Undergraduate Program

Concurrent with the State's reform efforts in the K-12 sector, along with a mandate to convert from the quarter system to the semester system, Ferris State University's College of Education undertook a major reform of initial teacher certification during 1992 academic year. Beginning in the Fall, 1993 academic year the new program was implemented to coincide with the transition to semesters. The first graduates of the program completed their certification requirements in 1995.

Profile of the Employment Pattern of the Graduates:

1. 69.4% of the graduates are teaching full time; another 18.8% are employed in some teaching or training capacity.
2. 74.7% of the graduates are teaching in a public school in Michigan; another 6.4% in a private school.
3. 85.9% of the graduates who reported they were teaching are teaching in their teaching major only or major and minor.
4. 80.6% of the graduates who reported they were teaching are teaching in a 9-12 system with another 5.6% teaching in a middle or junior high system; and another 11.2% at a junior/community or college level.
5. Over 97% are currently enrolled in college/university courses with all but 8% of the graduates indicating they were seeking a degree beyond their bachelor's degree. In fact, over 20% indicated they were going beyond their master's degree for an education specialist or doctorate degree.

Major findings regarding graduate perceptions of the quality of the program are listed below:

1. 96.5% of the graduates perceived their FSU program to be 'very or somewhat' adequate to teach in their major content area(s).
2. 91.8% of the graduates agreed that overall, their education classes in the teacher education program at Ferris were valuable.
3. 88.8% of the graduates agreed that overall their classes in the content majors at Ferris were valuable.
4. 88.3% of the graduates agreed that overall they were adequately prepared to assume their role as a professional educator.
5. 87.1% of the graduates were recommend FSU's teacher education program to a friend.
6. 87% of the graduates would choose Ferris again if they could start college over again.
7. 88.5% of the graduates were satisfied with their teacher training experience at Ferris.
8. When analyzing the perception of the graduates after the program changed at the semester conversion, there is a higher positive perception on the following items since the program changed:
 - use innovative strategies such as cooperative learning, mastery learning etc.
 - employ good oral questioning and reinforcement techniques
 - effectively use computers as an instructional tool
 - effectively use computer software packages
 - plan, organize and design effective instruction
 - to learn on my own, pursue ideas and find information
 - to use a computer
 - to write clearly and effectively

Areas of Weakness are noted below:

2. Only 48.2% of the graduates perceived that their FSU program was 'very or somewhat' adequate in handling special needs students.

Teacher Education Graduates Follow-Up Study, 1996

N=84

PROGRAM ADEQUACY						
How adequate do you feel your work at Ferris State University has been in each of the following? (N=84)		Very Adequate	Somewhat Adequate	Somewhat Inadequate	Very Inadequate	Very Adequate and Somewhat Adequate
<i>Rank ordered ratings on "Very and Somewhat Adequate Combined"</i>						
1	Teach in my major content area(s)	66.7%	29.8%	1.2%	2.4%	96.5%
15	Effectively use chalkboard, overhead projector, etc.	58.6%	36.8%	4.6%	0.0%	95.4%
5	Deliver instruction, to get up in front of students	67.0%	27.3%	4.5%	1.1%	94.3%
12	Select, develop and implement instructional materials	46.0%	47.1%	5.7%	1.1%	93.1%
4	Plan, organize, and design effective instruction	57.5%	35.6%	6.9%	0.0%	93.1%
11	Employ good oral questioning and reinforcement techniques	44.3%	47.7%	6.8%	1.1%	92.0%
2	Teach in my minor content area(s)	46.5%	42.3%	4.2%	7.0%	88.8%
7	Evaluate instructional effectiveness/student progress	39.1%	47.1%	13.8%	0.0%	86.2%
9	Demonstrate manipulative skills	34.5%	51.7%	12.6%	1.1%	86.2%
10	Use innovative strategies such as cooperative learning, mastery learning, etc.	38.6%	43.2%	17.0%	1.1%	81.8%
8	Motivate/challenge students to participate	31.8%	48.9%	17.0%	1.1%	80.7%
3	Handle classroom discipline	25.9%	45.9%	21.2%	7.1%	71.8%
14	Effectively use computer software packages (word processing, spreadsheets, databases)	26.7%	34.9%	26.7%	11.6%	61.6%
13	Effectively use computers as an instructional tool	23.3%	37.2%	24.4%	15.1%	60.5%
6	Handle special needs students	14.1%	34.1%	38.8%	11.8%	48.2%

As a result of your Bachelor's degree course work, to what extent do you feel you have gained or made progress in each of the following?						
<i>Rank ordered on "Very Much + Quite a Bit"</i>		Very Much	Quite a bit	Some	Very little	Very Much & Quite a bit
17	To obtain a degree	74.7%	18.4%	6.9%	0.0%	93.1%
16	To satisfy job and career requirements	60.2%	30.7%	6.8%	2.3%	90.9%
19	To think analytically and logically	54.0%	36.8%	8.0%	1.1%	90.8%
18	To learn on my own, pursue ideas and find information	58.6%	31.0%	9.2%	1.1%	89.6%
22	To acquire new knowledge and skills in teaching techniques	52.3%	36.4%	10.2%	1.1%	88.7%
21	To write clearly and effectively	48.3%	32.2%	14.9%	4.6%	80.5%
23	To gain board skills in educational improvement	34.1%	42.4%	21.2%	2.4%	76.5%
30	To use a computer	39.8%	26.1%	22.7%	11.4%	65.9%

	Please rate each of the following course areas and activities in your teacher preparation program in terms of their contribution to your success in past and present positions.	Very Helpful	Somewhat Helpful	Not very Helpful	Does not apply or did not take	Very Helpful Somewhat Helpful
	<i>Rank ordered on "Very Helpful + Somewhat Helpful"</i>					
26	School, Work and Society	39.8%	53.0%	6.0%	1.2%	92.8%
27	Instructional Planning and Delivery (EDUC 330 or equivalent)	56.0%	34.5%	7.1%	2.4%	90.5%
30	Instructional Delivery and Evaluation (EDUC 430 or equivalent methods course)	55.4%	33.7%	8.4%	2.4%	89.1%
33	Student Teaching	74.1%	14.1%	7.1%	4.7%	88.2%
31	Field Experiences in Instructional Delivery and Evaluation	53.1%	30.9%	8.6%	7.4%	84.0%
28	Field Experiences in Instructional Planning and Delivery	57.6%	25.9%	5.9%	10.6%	83.5%
29	Educational Technology	41.0%	39.8%	13.3%	6.0%	80.8%
32	Teaching Reading in Secondary Content Area	35.4%	37.8%	18.3%	8.5%	73.2%
24	Life Span, Human Growth and Development	24.1%	38.6%	14.5%	22.9%	62.7%
34	Student Teaching Seminar (EDUC 499)	18.5%	34.6%	24.7%	22.2%	53.1%
25	Microcomputers in Education	22.6%	26.2%	20.2%	31.0%	48.8%

	Please circle the response that best reflects the way you feel:	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
35	Overall, my education classes in the teacher education program at Ferris were valuable.	41.2%	50.6%	2.4%	4.7%	1.2%
36	Overall, my classes in the content major at Ferris were valuable.	52.5%	36.3%	6.3%	5.0%	0.0%
37	Overall, I felt adequately prepared to assume the role of a professional educator.	56.5%	31.8%	2.4%	8.2%	1.2%
38	My academic advisor was helpful.	30.6%	38.8%	12.9%	8.3%	9.4%

39	Your primary position:
69.4%	(1) Teaching full-time
7.1%	(2) Teaching part-time
8.2%	(3) Employed in the field of education in other than a teaching position
3.5%	(4) Employed outside the field of education but in an education and/or training capacity
7.1%	(5) Employed in a non-education role outside the field of education
3.5%	(6) Unemployed
1.2%	(7) Not interested in working

40	Through which of the following means did you find your present position?
6.1%	(1) Family
28.0%	(2) Fellow educator
14.6%	(3) Job bulletin
2.4%	(4) Ferris Placement Office
48.8%	(5) Other: (Specify: _____)

41	If you are working full or part time, your place a employment is:
74.7%	(1) a public school in Michigan
0.0%	(2) a public school outside of Michigan
5.1%	(3) a private school in Michigan
1.3%	(4) a private school outside of Michigan
19.0%	(5) Other: (Specify: _____)

42	Please indicate the type of community in which your employment is located?
21.8%	(1) large urban area (population over 100,000)
11.5%	(2) urban area (population 30,000 to 100,000)
14.1%	(3) suburban area
39.7%	(4) city or town with population of 10,000 to 30,000
12.8%	(5) some combination of the above

43	If you are currently teaching, are you teaching in your major or minor?
56.3%	(1) major only
29.6%	(2) major and minor
4.2%	(3) minor only
9.9%	(4) other (Specify: _____)

44	If you are teaching, identify the grade level:
0.0%	(1) K-6
5.6%	(2) 7-8
80.6%	(3) 9-12
5.6%	(4) Community College
5.6%	(5) College/university
2.8%	(6) Business/industry

45	What have you done in the area of additional education/training since receiving your Baccalaureate degree?
2.4%	(1) obtained a graduate degree
14.6%	(2) enrolled in course work to add another teaching major or minor
4.9%	(3) enrolled in a graduate program leading to a graduate degree on a full time basis
28.0%	(4) enrolled in a graduate program leading to a graduate degree on a part time basis
6.1%	(5) enrolled in the necessary course work to maintain my teaching certificate
25.6%	(6) participated in non-credit professional development activities (no graduate level work)
18.3%	(7) participated in no additional activities or courses

46	Age:
11.8%	(1) under 25
48.2%	(2) 25-35
24.7%	(3) 36-45
11.8%	(4) 46-55
3.5%	(5) over 55

47	Sex:
49.4%	(1) female
50.6%	(2) male

48	Highest degree you currently hold:
0.0%	(1) Associates
97.6%	(2) Bachelor
2.4%	(3) Masters
0.0%	(4) Ed. Specialist
0.0%	(5) Doctorate

49	Number of years since last college/university course:
25.9%	(1) currently enrolled
35.3%	(2) less than 1 year
36.5%	(3) 1-4 years
2.4%	(4) more than 5 years

50	Number of years teaching experience (if appropriate)
4.8%	(1) No teaching experience
21.4%	(2) less than 1 year
27.4%	(3) 1-2 years
22.6%	(4) 3-4 years
8.3%	(5) 5-8 years
15.5%	(6) more than 9 years

51	Number of years in your present role:
27.7%	(1) less than 1 year
32.5%	(2) 1-2 years
16.9%	(3) 3-4 years
9.6%	(4) 5-8 years
13.3%	(5) more than 9 years

52	What was the single most important reason for choosing Ferris's teacher education program?
10.3%	(1) Cost
2.3%	(2) Admission Standards
34.5%	(3) Location of courses
26.4%	(4) Type of program
1.1%	(5) Academic Reputation
8.0%	(6) Advice of colleague
4.6%	(7) Convenient schedule
12.6%	(8) Other: ()

53	What is the highest degree you plan to ultimately earn?
63.2%	(1) Master's
5.7%	(2) Education Specialist
16.1%	(3) Doctoral degree (Ph.D. or Ed.D)
8.0%	(4) Not seeking degree beyond Bachelors (maintain my teaching credential only)
6.9%	(5) Uncertain

54	What was your enrollment status while attending FSU's program?
65.5%	(1) Primarily full-time (12 credits or more)
34.5%	(2) Primarily part-time

55	How would you compare the quality of education provided in this program with that of other universities/colleges?
46.5%	(1) Unable to judge
4.7%	(2) Worse
33.7%	(3) About the same
15.1%	(4) Better

56	Would you recommend FSU's teacher education program to a friend?
3.5%	(1) No, under no circumstances
3.5%	(2) No, probably not
33.7%	(3) Yes, with reservations
59.3%	(4) Yes, without reservation

57	If you could start college over, would you choose education as your major?
1.1%	(1) No, under no circumstances
11.5%	(2) No, probably not
26.4%	(3) Yes, with reservations
60.9%	(4) Yes, without reservation

58	If you could start college over, would you choose Ferris again?
1.2%	(1) No, under no circumstances
11.8%	(2) No, probably not
32.9%	(3) Yes, with reservations
54.1%	(4) Yes, without reservation

59	In general, how satisfied were you with your teacher training experience at Ferris?
35.6%	(1) Very satisfied
52.9%	(2) Satisfied
9.2%	(3) Dissatisfied
2.3%	(4) Very dissatisfied

60	What year did you graduate from Ferris' teacher education program?
4.7%	(1) 1991
16.5%	(2) 1992
23.5%	(3) 1993
20.0%	(4) 1994
29.4%	(5) 1995

61	How long did it take you to complete your baccalaureate program?
48.8%	(1) Four years
25.6%	(2) Five years
7.0%	(3) Six years
18.6%	(4) More than six years

62	What was your teaching major from Ferris?
12.6%	(1) Allied Health Education
12.6%	(2) Biology Education
17.2%	(3) Business Education
3.4%	(4) Chemistry Education
13.8%	(5) Mathematics Education
33.0%	(6) Technical Education
3.4%	(7) Training in Business and Industry
34.0%	(8) Wage Earning Home Economics Education

63	What was your teaching minor from Ferris?
38.6%	(1) Athletic Coaching
2.4%	(2) Biology
6.0%	(3) Business Education
1.2%	(4) Chemistry
9.6%	(5) Computer Science
9.6%	(6) English
20.5%	(7) General Science
8.4%	(8) Physics
3.6%	(9) Social Studies

SURVEY COMMENTS BACHELOR DEGREE GRADUATES

I would like to get my master's at Ferris but it is not offered (master's degree in education with a math emphasis). Working with educators, I know many travel long distances to continue their education. Ferris would be ideal for me if it offered what I wanted.

FSU was very useful. Dr. Clark's demands helped make me a better teacher. Needs to be more of a realist in instruction. Also, Hoeksema isn't very good. Students do not want him as a counselor or instructor. Everything else is top notch.

I would like to see an English major. I'd also like to see a master's degree implementing computers in education.

Too many poor quality instructors. Too many hassles over money. Way too many political hassles between heads of departments, board of directors and instructors. Poor campus morale.

Teachers are outdated; teaching information not used in classrooms. Need to update or to drop your educational program all together. Having problems with MOCAC. need qualified people!

Advisor experiences would have been better if advisor had not changed so frequently. Course work and what to expect about educational administrators and faculty meetings in the workplace would have been very helpful. Instead, I was baptized by fire in my student teaching position!

The most valuable training in education comes with the job. I don't believe any institution can teach you what you'll need to know and have to be a successful teacher as well as students do.

Dr. Clark is the most innovative and realistic instructor of the program! The politics of the University often interferes with the education process.

You must make having a minor a must for Technical Education if you haven't already. It has cost me jobs.

My only real complaint is the amount of time it took the college to place me for my student teaching. By the time I started my student teaching, I had already forgot half of what I learned.

Very satisfied with Ferris' program. Ferris' off-campus program was a great and rewarding opportunity. Thank you.

When I attended Ferris from 1990-1992, there were several instructors who were not effective (the late Dr. Griffin and Dr. Hoeksema). Dr. Clark and Dr. Carey were the only two instructors in education that were good instructors!

Very satisfied with my education at FSU. Proud to be a Bulldog!

Thank you for your interest!

I worked 94-95 school year, through a shared-time program. I taught auto repair. This position was not available in fall of 1995 or 1996. I have worked as an automobile mechanic in local dealerships from spring of 1995 until August of 1996 at which time I decided to get a minor and learn auto body repair. I am enrolled in auto body program in the College of Technology at FSU. I would like to find a full-time position teaching auto service at the secondary level. NOTE: I don't feel that there is enough job placement information available. More help in finding a permanent position is needed. There is only a few positions in the education area of the placement bulletin. Tech. Ed. has very few openings. This makes it very hard to find a position.

I overall have had a wonderful experience at Ferris. I particularly love Kitty Manley's class. She is an inspiration. I hope to be like her someday!

You may wish to offer elementary education classes. Improvement is needed for student parking. Congratulations to Dr. Cory on becoming the dean!

Please contact me on how to obtain an industrial arts degree. (Robert Dice, 810-667-8857)

Dr. Cory, I know you are the head of the vocational department. I would like you to look at my work experience file for vocational endorsement in business. I believe that I have enough and that Dr. Hoeksema (although a great guy) does not have a clue what business is. (Ed Wienczewski)

Could not answer all questions; some gray areas.

I highly recommend Ferris to students because of the personal attention given by advisors and the school's willingness to help you reach your goals.

I am still looking to get into the teaching field. I am currently applying for a teaching position at the G.M. Training Center in St. Louis, MO (automotive field). I am finding out that my experience with Chevrolet will open a lot of doors for me in the teaching field. I enjoyed my time at Ferris and honestly feel like I got my "money's worth." Thanks!

So many changes occurring in education, it's hard to get a solid feel for it. I know my content area well, but someone's always got a different philosophy and set of objectives that call for course alteration.

Major and minor training at Ferris was good. Teacher education program was very poor in my opinion. I cannot recommend this program to anyone. I feel I wasted much time there. There was no instruction in class management! I never heard Harry Wong's name once! He is cutting edge! Ferris is a lot of idealistic conjecture and very little practical training. Honestly, I have never spoken to an individual who has spoken highly of the FSU education program except those who get paid by Ferris!

Keep them coming! Push mathematics! Good math department. Encourage practical use of methods! The education student needs the classroom experience!

Only dissatisfaction is with being unprepared to teach computer skills in BST. None of my courses prepared me for WP, DB, SS skills; I learned on my own.

More hands-on. More classroom experience prior to intern.

I believe offering a course in dealing with "at risk" students would be very valuable.

Needed good examples of how to write objectives, not just told "no," "reword it," provide acceptable examples for future teaching reference.

Provide information on the various program, like gifted and talented, odyssey of the mind, science fairs, etc. I had only heard of these, but had no idea what/who these involved or how to get involved.

I would like to see more courses to cover the following: classroom discipline, handle special needs students, motivate/challenge students, use innovative strategies, cooperative learning, develop instructional materials, advertising your program to gain student enrollment.

I have developed three textbooks and found my background at Ferris was a critical factor for the success of my program.

FSU should require students to receive or complete a minor.

Teacher Education Follow-up
Mean Scores by Year
N=84

PROGRAM ADEQUACY		1991	1992	1993	1994	1995	1996	Total
How adequate do you feel your work at Ferris State University has been in each of the following?		N=4	N=14	N=20	N=17	N=25	N=5	N=84
4=Very Adequate; 3=Somewhat Adequate; 2=Somewhat Inadequate; 1=Very Inadequate		Mean	Mean	Mean	Mean	Mean	Mean	Mean
1	Teach in my major content area(s)	3.8	3.5	3.9	3.2	3.5	3.8	3.6
2	Teach in my minor content area(s)	3.3	3.1	3.5	3.0	3.3	3.3	3.3
3	Handle classroom discipline	3.0	2.5	2.8	3.2	3.1	2.8	2.9
4	Plan, organize, and design effective instruction	3.8	3.1	3.5	3.5	3.5	4.0	3.5
5	Deliver instruction, to get up in front of students	3.8	3.2	3.5	3.8	3.7	3.8	3.6
6	Handle special needs students	2.5	1.8	2.3	3.0	2.7	2.4	2.5
7	Evaluate instructional effectiveness/student progress	3.5	2.8	3.5	3.4	3.2	3.4	3.3
8	Motivate/challenge students to participate	2.8	2.6	3.1	3.5	3.2	3.4	3.1
9	Demonstrate manipulative skills	3.3	2.8	3.2	3.4	3.1	3.8	3.2
10	Use innovative strategies such as cooperative learning, mastery learning, etc.	3.0	3.0	3.1	3.2	3.3	3.6	3.2
11	Employ good oral questioning and reinforcement techniques	3.8	3.1	3.3	3.4	3.4	3.8	3.3
12	Select, develop and implement instructional materials	3.8	3.0	3.4	3.4	3.4	3.8	3.4
13	Effectively use computers as an instructional tool	2.5	2.4	2.3	2.9	2.8	3.8	2.7
14	Effectively use computer software packages (word processing, spreadsheets, databases)	3.0	2.4	2.3	2.9	2.8	3.8	2.7
15	Effectively use chalkboard, overhead projector, etc.	4.0	3.4	3.6	3.7	3.4	4.0	3.5

As a result of your Bachelor's degree course work, to what extent do you feel you have gained or made progress in each of the following?		1991	1992	1993	1994	1995	1996	Total
4=Very much; 3=Quite a bit; 2=Some; 1=Very little		N=4	N=14	N=20	N=17	N=25	N=5	N=84
		Mean	Mean	Mean	Mean	Mean	Mean	Mean
16	To satisfy job and career requirements	3.8	3.4	3.6	3.4	3.4	3.8	3.5
17	To obtain a degree	4.0	3.4	3.6	3.7	3.8	4.0	3.7
18	To learn on my own, pursue ideas and find information	3.5	3.1	3.4	3.3	3.6	4.0	3.5
19	To think analytically and logically	3.0	3.1	3.5	3.4	3.6	4.0	3.4
30	To use a computer	2.3	2.8	2.9	2.9	3.0	4.0	2.9
21	To write clearly and effectively	2.3	2.8	3.5	3.2	3.4	3.6	3.2
22	To acquire new knowledge and skills in teaching techniques	3.5	3.1	3.6	3.2	3.4	4.0	3.4
23	To gain board skills in educational improvement	3.0	2.8	3.3	2.9	3.2	3.2	3.1

	Please rate each of the following course areas and activities in your teacher preparation program in terms of their contribution to your success in past and present positions.	1991 N=4	1992 N=14	1993 N=20	1994 N=17	1995 N=25	1996 N=5	Total N=84
	4=Very helpful; 3=Somewhat helpful; 2=Not very helpful; 1=does not apply	Mean	Mean	Mean	Mean	Mean	Mean	Mean
24	Life Span, Human Growth and Development	3.3	2.8	3.1	3.0	3.3	3.3	3.1
25	Microcomputers in Education	1.8	2.6	2.2	2.3	2.2	4.0	2.4
26	School, Work and Society	3.3	3.1	3.4	3.2	3.4	3.8	3.3
27	Instructional Planning and Delivery (EDUC 330 or equivalent)	3.5	2.9	3.4	3.8	3.5	3.6	3.4
28	Field Experiences in Instructional Planning and Delivery	2.5	3.2	3.2	3.8	3.4	2.8	3.3
29	Educational Technology	3.0	2.9	2.8	3.3	3.3	3.8	3.2
30	Instructional Delivery and Evaluation (EDUC 430 or equivalent methods course)	3.8	3.1	3.4	3.8	3.4	3.6	3.4
31	Field Experiences in Instructional Delivery and Evaluation	3.0	3.1	3.0	3.5	3.4	4.0	3.3
32	Teaching Reading in Secondary Content Area	3.0	3.3	3.3	2.6	2.9	2.8	3.0
33	Student Teaching	3.0	3.7	3.7	3.4	3.8	3.0	3.6
34	Student Teaching Seminar (EDUC 499)	2.0	2.2	2.4	2.9	2.6	2.4	2.5

Graduate Program

Unfortunately, the back page of the questionnaire was not printed and we were unable to get a profile of the graduate's work history. However, the following was determined by the survey:

1. 94.3% of the graduates agreed that the courses in the Master's program was helpful professionally.
2. 75% of the graduates agreed that their Master's degree had improved their income.
3. 50% of the graduates agreed that the Master's degree had contributed to a job promotion.
4. 42% of the graduates agreed that since earning their Master's degree, they are seeking a new position.

Major findings regarding graduate perceptions of the quality of the program are listed below:

1. 92.3% of the graduates agreed that their classes in the Master's program at Ferris were stimulating.
2. 90% of the graduates agreed that the professors at FSU were good teachers.
3. Over 90% of the graduates perceived the Master's program to be 'very or somewhat' adequate in the following areas:
 - reading and applying research (98.1%)
 - evaluating student performance (96.1%)
 - planning occupational programs (96%)
 - implementing competency-based education (94.2%)
 - updating on instructional innovations (94.2%)
 - developing curriculum (94.1%)
 - using the library and reference materials (92.3%)
 - understanding and applying new theories of educational reform (90.2%)
 - integrating academics and vocational subjects (90.2%)
4. 96% of the graduates felt they had gained very much or quite a bit in learning on their own, pursuing ideas, and finding information.

Ferris State University
Master of Science in Career and Technical Education
Graduate Follow-up
N=52

PROGRAM ADEQUACY						
How adequate do you feel your graduate work at Ferris State University has been in each of the following? Rank ordered by "Very Adequate" + "Somewhat Adequate"		Very Adequate	Somewhat Adequate	Somewhat Inadequate	Very Inadequate	Very Adequate And Somewhat Adequate
5	Reading and applying research	56.9%	41.2%	2.0%	0.0%	98.1%
2	Evaluating student performance	69.2%	26.9%	3.8%	0.0%	96.1%
1	Planning occupational programs	52.9%	43.1%	3.9%	0.0%	96.0%
8	Implementing competency-based education	65.4%	28.8%	5.8%	0.0%	94.2%
10	Updating you on instructional innovations	47.1%	47.1%	3.9%	2.0%	94.2%
4	Developing curriculum	58.8%	35.3%	5.9%	0.0%	94.1%
3	Using the library and reference materials	44.2%	48.1%	7.7%	0.0%	92.3%
7	Understanding and applying new theories of educational reform	49.0%	41.2%	9.8%	0.0%	90.2%
9	Integrating academics and vocational subjects	56.9%	33.3%	9.8%	0.0%	90.2%
6	Using computers	22.0%	48.0%	22.0%	8.0%	70.0%

As a result of your Master's degree coursework, to what extent do you feel you have gained or made progress in each of the following? Rank ordered by "Very much" + "Quite a bit"		Very Much	Quite a bit	Some	Very little	Very much + Quite a bit
13	Learning on my own, pursue ideas and find information	74.0%	22.0%	4.0%	0.0%	96.0%
12	Understand myself--my abilities, my interests, etc.	52.0%	40.0%	8.0%	0.0%	92.0%
14	Thinking analytically and logically	56.9%	33.3%	9.8%	0.0%	90.2%
17	Acquiring new knowledge and skills in teaching techniques	50.0%	36.5%	11.5%	1.9%	86.5%
11	Improving myself professionally	73.1%	12.1%	1.9%	1.9%	85.2%
16	Writing clearly and effectively	38.0%	46.0%	14.0%	2.0%	84.0%
18	Gaining board skills in educational improvement	38.0%	42.0%	20.0%	0.0%	80.0%
15	Acquiring computer competence	20.4%	28.6%	38.8%	12.2%	49.0%

	How are your current professional development needs being met? <i>Rank ordered</i>	Percent
24	professional organization conferences	67.3%
20	local/regional workshops	59.6%
19	local meetings/contacts	53.8%
21	informally through fellow colleagues (i.e. phone calls, etc.)	50.0%
22	independent research	50.0%
23	university-sponsored workshops	30.8%
25	other	25.0%

	Please circle the response that best reflects the way you feel.	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
26	Overall, my classes in the Master's program at Ferris were stimulating.	48.1%	46.2%	3.8%	1.9%	0.0%
27	Overall, my professors at FSU were good teachers.	71.2%	28.8%	0.0%	0.0%	0.0%
28	Most of my professors were available outside of class to help students.	41.2%	43.1%	7.8%	7.8%	0.0%
29	The office staff at Ferris was helpful.	69.2%	23.1%	5.8%	1.9%	0.0%
30	The courses I took in my Master's program were helpful to me professionally.	55.8%	38.5%	3.8%	1.9%	0.0%
31	The Master's degree has improved my income.	57.7%	17.3%	9.6%	11.5%	3.8%
32	The Master's degree has contributed to a job promotion for me.	32.7%	17.3%	19.2%	21.2%	9.6%
33	Since earning my Master's degree, I am seeking a new position.	20.0%	22.0%	32.0%	22.0%	4.0%
34	The learning environment in most of the courses was relaxed and supportive.	73.1%	25.0%	1.9%	0.0%	0.0%
35	The learning experiences in most of the courses related to my job.	38.5%	44.2%	13.5%	3.8%	0.0%
36	Students were encouraged to develop an attitude and approach that fostered independence.	63.5%	32.7%	0.0%	3.8%	0.0%

	Place a check in the shaded column beside the answers to each of the following items:
Percent	Your primary position:
55.8%	(1) Instructor/teacher
7.7%	(2) Counselor
21.2%	(3) Administrator
15.4%	(4) Business and Industry
	Level
0.0%	(1) K-6
2.0%	(2) 7-8
25.5%	(3) 9-12
25.5%	(4) Community College
29.4%	(5) College/university
17.6%	(6) Business/industry
	Age:
0.0%	(1) under 25
15.4%	(2) 25-35
46.2%	(3) 36-45
30.8%	(4) 46-55
7.7%	(5) over 55
	Sex:
44.2%	(1) female
55.8%	(2) male
	Highest Degree you currently hold:
	(1) Associates
	(2) Bachelor
100.0%	(3) Masters
0.0%	(4) Ed. Specialist
0.0%	(5) Doctorate

COMMENTS FROM MASTER'S GRADUATE SURVEYS

Little slow in grading thesis.

Was pink slipped from teaching due to government cutbacks and only had Burger King for a year. I am now working as a medical records person in a nursing home starting at \$6.50 an hour. I taught in community education at \$21 an hour. My pay has been drastically reduced. I am still looking for something better.

Ed Cory is the glue that holds the master's program together, a credit to the teaching profession. Without his solid grasp of the material and his unwavering dedication, I may have left the program unfinished, no matter how detrimental that would have been for me. How fortunate we are that he chooses to teach.

While some courses at FSU were helpful, others were busy work that did nothing to improve my teaching. As a professional, I did not need to be read to word for word. Give me the assignment and let me read it on my own. More networking with other professionals is needed. We never had time for that.

I would greatly appreciate information on how to relocate to another job so I can use my master's degree. Can you help in job placement?

During schedule classes, Kitty was always saying that students need instant feedback; try to get some feedback from her outside of class! Kitty also discriminates against men very clearly in her classes.

More course work for those of us who have become education consultants/trainers for business, industry, non-profit and alternative education programs--funding, teamwork, train-the-trainer, entrepreneurship.

The greatest benefit that I received from the FSU master's degree program was the ability to organize course instructional material. The research procedures were also helpful.

Very supportive faculty.

I enjoyed my work with FSU. While some of the courses did not directly apply to my area, I learned something in each of them. I have been very impressed with the level of compassion and the personal approach given each person I have had contact with. From the dean to the bookstore, everyone was helpful.

My graduate work at FSU was a very positive and elevating personal/professional experience. I especially enjoyed and benefited from professors Manley and Cory. I hope they both know of my sincere appreciation and respect.

Dr. Cory was very helpful through the entire endeavor. His hard work and constant encouragement was a bonus. People in the office (Helen) were also extremely helpful and are assets to your staff. Hopefully your administrators understand this and treat them well!

FSU's occupational education master's program was one of the very best experiences I have had in my entire life. It has proved to be rewarding in all aspects of my life. Strangely (to some) it helped me make a wonderful decision to move from administration to full-time faculty and to pursue a more well-rounded life. I look forward to FSU offering a Ph.D. program. I'm ready for another rewarding experience. Thanks to all of you in Occ. Ed. at FSU! I'm a FSU supporter every step of the way!

Please keep in mind that my MSOE is nearly six years old. Much has changed since 1991. Items 1-18 I am sure are better addressed in today's degree program.

Thank you, FSU! I applaud the College of Education--Drs. Manley and Cory for having the courage, stamina, foresight to develop and offer the Master's in Career and Technical Education. You walk your talk by providing a program which is competency based, applies the theories of adult learning, and includes classes scheduled in blocks

of time and at locations convenient for students! You've inspired me. I will continue to recommend your program to others! And, I want to acknowledge the efforts of Helen Bacon--pleasant, helpful, available, knowledgeable--her personal contribution deserves recognition by FSU.

Hi Ed--how are things with you? I'm doing fine.

It's been difficult to find a job in training and development which has been my goal since graduation. Information and/or assistance would have been appreciated.

At present I am seeking an administrative position. I have not closed the door to this type of employment. Dr. Cory was probably the biggest reason I feel positive about my experiences at FSU. Thank you!!

The flexibility of the course offerings makes this program.

Recruit guest speakers from business/industry "HRD." Opinions from the "private" sector could be valuable.

I found the program to be very effective. It has instilled confidence and increased my interest in continually growing. The classes met at times and locations close enough for me to participate. I enjoyed the instructors and their methods of delivery.

I wished the computer courses addressed: internet; distance learning; computer based presentation software. I am very pleased with the education I received at FSU. The program made sense and my professors made learning real--no busy work and no b.s. Dr. Cory was great! Helen Bacon was terrific! THANKS!

I've used many ideas K. Manley shared with the classes she taught.

Most of my master's was completed independent study--which I have always been extremely grateful for. However, it is impossible for me to answer the questions appropriately because of that.

If you haven't already done so, you might add courses on electronic assignment approaches, multimedia production, internet tools/applications. I remember the cognates being interesting.

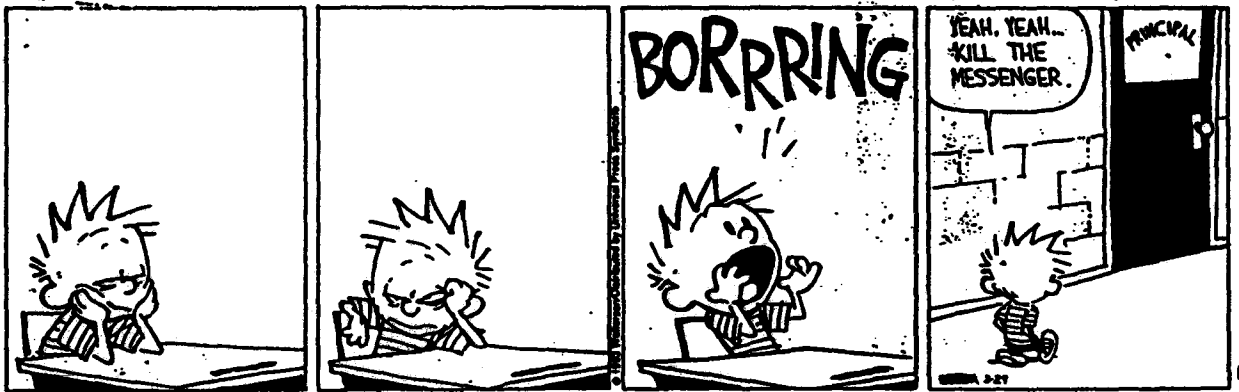
Teacher Education

APRC 1996-1997

section 2 of 2

SECTION 6:
Supervisor of Student Teacher Survey

CALVIN & HOBBS



SECTION 6: Supervisor of Student Teacher Survey

Conduct a survey of the supervisors of student teachers over last five years (public school teachers who have supervised FSU's student teachers)

A survey of the supervisors of the student teachers at Ferris was conducted. The following summarize the results

1. The supervisors indicated that 94.7% of the Ferris student teachers displayed professionalism.
2. 93.4% of them agreed that they enjoyed having a student teacher from Ferris.
3. 90.8% of them agreed that the student teacher was knowledgeable in his/her content area.
4. 89.4% of them agreed that they would host another student teacher from Ferris.
5. 85.6% of them agreed that overall they believed Ferris has a good teacher training program; and a year-by-year analysis reports that this has favorable response has increased in the last few years.
6. 84.2% of them would recommend the student teacher for a teaching position; and a year-by-year analysis reported that this response has become more favorable in the last few years.
7. While over 20% of the supervisors indicated that the student teachers had very little or no ability to use a computer in instruction or use computer software, a year-by-year analysis reports that this opinion has decreased in the last two years after the program revision.

Areas of Weakness Reported by the Supervisors:

1. Approximately 20% of the supervisors indicated that the student teachers had very little to no ability to diagnose educational or learning problems.
2. 13.7% of the supervisors indicated that the student teachers had very little or no ability to work with special needs students; however, since the revision to the program, the more recent supervisors reported a more favorable response to this item.

**Student Teacher Supervisors
Follow-up Questionnaire
N=76**

In thinking about the student teacher from Ferris that you worked with, to what extent do you feel he/she came prepared to do each of the following areas related to teaching? <i>Rank ordered by "A Great Deal" - "Quite a Bit"</i>		A Great Deal	Quite a bit	Some	Very Little	None	A Great Deal + Quite a Bit
17	Displaying professionalism	51.3%	43.4%	3.9%	1.3%	0.0%	94.7%
16	Working as a member of a team	36.0%	49.3%	13.3%	1.3%	0.0%	85.3%
1	Planning, organizing and designing instruction	25.0%	52.6%	21.1%	1.3%	0.0%	77.6%
2	Effectively delivering lessons	26.3%	50.0%	22.4%	1.3%	0.0%	76.3%
10	Motivating and challenging students to participate	13.2%	61.8%	23.7%	1.3%	0.0%	75.0%
6	Measuring and assessing student learning	14.7%	56.0%	24.0%	5.3%	0.0%	70.7%
14	Using audio visual equipment (overhead projector, VCR, etc.)	25.7%	44.6%	24.3%	4.1%	1.4%	70.3%
11	Using good oral questioning and reinforcement techniques	20.3%	48.6%	28.4%	2.7%	0.0%	68.9%
7	Using different methods of teaching	16.0%	52.0%	25.3%	6.7%	0.0%	68.0%
3	Effectively implementing cooperative learning group work with students	17.3%	38.7%	36.0%	6.7%	1.3%	56.0%
8	Handling classroom discipline	17.3%	37.3%	36.0%	9.3%	0.0%	54.6%
4	Applying different learning theories	13.2%	39.5%	35.5%	10.5%	1.3%	52.7%
12	Using computer software (word processing, spreadsheet, databases)	21.4%	29.6%	25.7%	18.6%	5.7%	51.0%
5	Adapting instruction for different learning styles	15.8%	34.2%	40.8%	7.9%	1.3%	50.0%
9	Working with special needs students	12.3%	28.8%	45.2%	12.3%	1.4%	41.1%
13	Using computer in instruction	13.4%	25.4%	35.8%	14.9%	10.4%	38.8%
15	Diagnosing educational programs or learning problems	6.8%	26.0%	46.6%	17.8%	2.7%	32.8%

Please respond to the following items by indicating how strongly you agree or disagree with each item: N=76		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis To Respond	Strongly Agree + Agree
<i>Rank Ordered by Strongly Agree + Agree</i>								
23	I enjoyed having a student teacher from Ferris.	57.9%	35.5%	3.9%	1.3%	1.3%	0.0%	93.4%
19	The student teacher I supervised was knowledgeable in his/her content area.	38.2%	52.6%	6.6%	2.6%	0.0%	0.0%	90.8%
24	I would host another student teacher from Ferris in the future.	53.9%	35.5%	5.3%	2.6%	0.0%	2.6%	89.4%
18	Overall, I believe Ferris has a good teacher training program.	38.2%	47.4%	7.9%	5.3%	0.0%	1.3%	85.6%
22	I would recommend this student teacher for a teaching position.	51.3%	32.9%	11.8%	3.9%	0.0%	0.0%	84.2%
20	The student teacher I supervised was knowledgeable in the latest educational strategies.	22.4%	55.3%	15.8%	6.6%	0.0%	0.0%	77.7%
21	The student teacher I supervised was ready to hold a teaching position.	39.5%	38.2%	14.5%	6.6%	1.3%	0.0%	77.7%

DEMOGRAPHIC INFORMATION ABOUT SUPERVISORS

25	What year did you supervise a student teacher from Ferris?
24.3%	(1) 1991
25.7%	(2) 1992
36.5%	(3) 1993
37.8%	(4) 1994
20.3%	(5) 1995
12.2%	(6) 1996

26	Please indicate the type of community in which the host school is located.
8.5%	(1) large urban area (population over 100,000)
11.3%	(2) urban area (population 30,000 to 100,000)
8.5%	(3) suburban area
47.9%	(4) city or town with population of 10,000 to 30,000
23.9%	(5) some combination of the above

27	At what grade level did you host a student teacher from Ferris?
0.0%	(1) K-6
8.1%	(2) 7-8
85.1%	(3) 9-12
4.1%	(4) Community College
2.7%	(5) College/university

28	What is your age range?
6.8%	(1) under 25
12.2%	(2) 25-35
33.8%	(3) 36-45
37.8%	(4) 46-55
9.5%	(5) over 55

29	What is your gender?
27.4%	(1) female
72.6%	(2) male

30	Highest degree you currently hold:
37.0%	(1) Bachelor
56.2%	(2) Masters
5.5%	(3) Ed. Specialist
1.4%	(4) Doctorate

31	Number of years since your last college/university course:
16.2%	(1) currently enrolled
18.9%	(2) less than 1 year
36.5%	(3) 1-4 years
28.4%	(4) more than 5 years

32	Number of years teaching experience at the time you hosted a student teacher.
0.0%	(1) No teaching experience
1.4%	(2) less than 1 year
2.7%	(3) 1-2 years
10.8%	(4) 3-4 years
9.5%	(5) 5-8 years
75.7%	(6) more than 9 years

33	Number of years in your present role as a classroom teacher:
0.0%	(1) less than 1 year
0.0%	(2) 1-2 years
2.7%	(3) 3-4 years
14.9%	(4) 5-8 years
82.4%	(5) more than 9 years

Supervising Teacher Comments
Fall 1996

Keep doing what you are doing. More instruction on special needs and motivational strategies at B.S. level. Similar to what is happening at master's level.

Your classroom participation and student teaching needs to be longer.

I enjoyed working with the voc. or occup. student teachers. Four in two years was too much, especially with my other responsibilities as high school and preschool teacher and program director. The students were challenged by the program. More hands-on experience at the pre-school level would make their job here easier. They would only have to prepare for high school level.

I feel that teachers today need a broader background in computers and technology and how to use it, train on it, use and develop media, etc. with it.

It's been a while since I last had a student teacher. At that time, there was no computer use, so I could not answer the question on the first page.

Students from Ferris' technical programs are much better in their skill area. Student teachers are here to learn so many items; in first question they are weak when they arrive.

I no longer teach. I am in administration. I did, however, have two student teachers from Ferris.

Have had one great student teacher, one average, and a couple of poor student teachers. Have a good prospect now--pre-student teacher from clinical methods class.

I am a Ferris grad. I would welcome a student teacher from FSU.

We have had many student teachers. I do not believe that any of them were not well prepared.

I've had three student teachers from Ferris and all of them were well prepared.

Student teacher did very well. I am sure she will do well wherever she teaches. I have heard from her twice--they are currently in Washington. Her husband is a physician in the Army--so they travel a lot. She was teaching P.T. at a community college.

I am a 1971 FSU graduate and I have enjoyed hosting many student teachers from FSU over the years!

I've always enjoyed working with student teachers from Ferris. My teaching degree is from Ferris. I believe that Ferris grads (teachers) can measure up with grads from any other Michigan college. I do feel that the methods classes (mentor students) and student teaching are invaluable to those people planning to enter the wonderful world of education. Of course, practical experience is the best--it is like learning to swim. **TEACHERS MUST JUMP IN AND TEACH, TEACH, TEACH!**

Mutual benefits for student teacher, supervising teacher and program students. Would be willing to participate again.

I miss having a student teacher from Ferris.

I believe the student teacher I had was at the age where he knew everything (over 40). If I took another student, they would have to be younger (under 30)!

Almost no contact with a supervisor from FSU.

I was very impressed with my student teacher. I was 21 when I started teaching and she was in her mid-thirties and had many years of experience working in an office. She was much better prepared in the subject matter than I was. She still struggled with lesson plans, discipline and grading.

Business needs to update methods!

Writing curriculum is only a very small part of teaching. The real day-to-day struggle with a few students that are not motivated, filling out paperwork, responding to administration and building inquiries/requests, repairing equipment, cleaning the lab, planning logistics of lessons, preparing learning props and testing props, learning ever-changing software (8 different ones), grading and assessing papers, printing jobs students didn't finish on time, ordering supplies, working on state restructuring materials, lecture and lab help, etc., etc. is just a portion of what a teacher really does. Is this life really covered in college? What about the politics of the organization? How do you keep your nose clean? How do you deal with administrators? What can you say and not say?

At time of her enrollment at FSU, computer facilities needed for training future teachers were not as up to date as today. Consequently, her program lacked some technical training that is now available. This was really the only weakness of the FSU program at that time. With new labs at FSU, I'm sure this problem has been corrected. I would welcome another student teacher for business services and technology program at our school.

I have enjoyed working with teachers from FSU. I feel their weaknesses are: lack of preparation in developing creative lessons, lack of ideas for class openers and of alternative assessment, and lack of knowledge of the NCTM standards for curriculum, assessment and teaching methods.

I have worked with Dr. Clark since 1990 and have had about 50 FFE students, two methods students, and four student teachers. I am pleased with Ferris requiring classroom experience before student teaching. One major weakness I notice is in regards to mathematics students. My student teachers (all 4) have not been exposed to anything as far as resources to use for class openers, creative lesson planning and familiarity with MCTM standards. It would be nice if they had "stuff" to use when they start teaching. Also, I think as part of the seminar class, students should prepare resumes and be required to prepare for interviews. They should do a mock interview at the placement center and in the school in which they student teach. My last two student teachers were as good as any in the state, but neither found a job until part way through the year. I believe both would have found jobs sooner if they had know better interviewing techniques.

Excellent job Ferris--continue the good work

Student teachers from FSU are very well prepared for one area, but usually weak in other area (arch. or mechanical). They could use a basic course in opposite area as a "required option."

Would consider another student teacher as early as this spring. Part-time would be preferred. Currently teaching four computer classes with database, spreadsheet, and desktop publishing content. Also have one accounting class and one second year desktop publishing class. Use WordPerfect 5.1 for computer classes.

There was no way the student teacher I hosted was ready for this experience!

I've hosted four student teachers from Ferris beginning in 1988. The quality of the experience and their level of training and enthusiasm has been very high. Overall, I remain favorably impressed.

The student teacher was outstanding. He was well prepared.

The student teaching experience was great. Ferris needs to utilize more of the schools in this area. At Mason Co. Eastern there are three Ferris grads!

I was very impressed with the student teaching program at Ferris. My student teacher was required to use a variety of techniques. Ferris appears to be well grounded in both a practical and theoretical approach to teaching.

We should have more contact with Ferris.

I'm happy for the opportunity to help young teachers join our profession. It's such a rewarding career. I would think that being a supervisor is rewarding as well.

Had a great experience with young man..he's doing great!

The student teacher we had was tremendous. We tried very hard to get him at our school. After two years, he did end up in our district but not at our school "yet." He has been successful in all his areas and has been an asset to our district the past two to three years.

On-site visitations by college staff was infrequent. The best candidate chose not to enter teaching.

I was less concerned about the student teacher than I was about the lack of college supervision. The last student teacher I supervised was only observed once in a whole semester. That is unacceptable.

More emphasis should be placed on discipline in the classroom. How to motivate students, change regressive behavior through alternative strategies. Also, more emphasis on pulling together a total program through goals and objectives. Challenge FSU students more!

Perhaps it was due to the distance in miles from Ferris, but I felt that communication from the University could have been much better.

The 1992 student teacher was very willing to learn (as were all others we have had in the past). But she was hesitant to take any risks or try any of the creative teaching methods that I'm sure she must have learned in the program. I believe in this process, however, and will be willing to support it in the future if a student wishes to come to LCC.

**Student Teacher Supervisor
Mean Ratings by Year
N=76**

In thinking about the student teacher from Ferris that you worked with, to what extent do you feel he/she came prepared to do each of the following areas related to teaching? <i>Rank Ordered by 1996 data</i>		1991 N=18 Mean	1992 N=19 Mean	1993 N=27 Mean	1994 N=28 Mean	1995 N=15 Mean	1996 N=9 Mean
5= A Great Deal; 4= Quite a Bit; 3= Some; 2= Very Little; 1= None							
17	Displaying professionalism	4.3	4.3	4.3	4.5	4.4	4.6
16	Working as a member of a team	3.9	3.9	3.9	4.1	4.3	4.4
14	Using audio visual equipment (overhead projector, VCR, etc.)	3.8	3.8	3.8	4.0	4.1	4.3
2	Effectively delivering lessons	3.9	3.9	4.0	3.9	3.9	4.3
11	Using good oral questioning and reinforcement techniques	3.7	3.7	3.9	3.8	3.8	4.2
1	Planning, organizing and designing instruction	3.9	3.8	3.9	4.1	4.0	4.2
12	Using computer software (word processing, spreadsheet, databases)	3.0	3.3	3.2	3.5	3.8	4.1
8	Handling classroom discipline	3.2	3.6	3.6	3.7	3.7	4.0
3	Effectively implementing cooperative learning group work with students	3.2	3.3	3.5	3.8	3.6	3.8
10	Motivating and challenging students to participate	3.7	3.6	3.9	3.9	3.8	3.8
13	Using computer in instruction	2.8	2.8	2.9	3.4	3.4	3.7
5	Adapting instruction for different learning styles	3.3	3.4	3.4	3.7	3.5	3.7
6	Measuring and assessing student learning	3.6	3.6	3.7	3.9	3.7	3.7
7	Using different methods of teaching	3.6	3.7	3.7	3.9	3.5	3.6
9	Working with special needs students	3.2	3.5	3.2	3.6	3.3	3.6
4	Applying different learning theories	3.3	3.3	3.4	3.7	3.6	3.4
15	Diagnosing educational programs or learning problems	3.1	2.9	3.2	3.2	3.3	3.3

Please respond to the following items by indicating how strongly you agree or disagree with each item: 5= Strongly agree; 4= agree; 3= neutral; 2= disagree; 1= no basis to respond		1991 N=18 Mean	1992 N=19 Mean	1993 N=27 Mean	1994 N=28 Mean	1995 N=15 Mean	1996 N=9 Mean
22	I would recommend this student teacher for a teaching position.	4.2	4.2	4.3	4.3	4.4	4.7
21	The student teacher I supervised was ready to hold a teaching position.	3.9	4.1	4.0	4.0	4.1	4.6
19	The student teacher I supervised was knowledgeable in his/her content area.	4.2	4.1	4.2	4.2	4.0	4.4
23	I enjoyed having a student teacher from Ferris.	4.5	4.6	4.4	4.4	4.4	4.4
24	I would host another student teacher from Ferris in the future.	4.2	4.0	4.4	4.4	4.5	4.4
18	Overall, I believe Ferris has a good teacher training program.	4.1	4.0	4.0	4.0	3.8	4.3
20	The student teacher I supervised was knowledgeable in the latest educational strategies.	3.9	3.8	3.9	3.9	4.0	3.8

**SECTION 7:
Student Satisfaction**



The Animal School

By Dr. Leo Buscaglia

One day the animals got together in the forest and decided to start a school. There was a rabbit, a bird, a squirrel, a fish, and an eel, and they formed a Board of Education. The rabbit insisted that running be in the curriculum. The bird insisted that flying be in the curriculum. The fish insisted that swimming be in the curriculum, and the squirrel insisted that perpendicular tree climbing be in the curriculum. They put all of these things together and wrote a Curriculum Guide. Then they insisted that *all* of the animals take *all* of the subjects.

Although the rabbit was getting an A in running, Perpendicular tree climbing was a real problem for him; he kept falling over backwards. Pretty soon he got to be sort of brained damaged, and couldn't run any more. He found that instead of making an A in running, he was making a C and of course, he always made an F in perpendicular tree climbing.

The bird was really beautiful at flying, but when it came to burrowing in the ground, he couldn't do so well. He kept breaking his beak and wings. Pretty soon he was making a C in flying as well as an F in burrowing, and he had a hellava time with perpendicular tree climbing.

The moral of the story is that the person who was valedictorian of the class was a mentally retarded eel who did everything in a halfway fashion. But the educators were all happy because everybody was taking all of the subjects, and it was called a broad-based education. We laugh at this, but that's what it is. It's what you did. We really are trying to make everybody the same as everybody else, and one soon learns that the ability to conform governs success in the educational scene.

Conformity continues right into the university. We, in higher education, are as guilty as everyone else. We don't say to people, "Fly! Think for yourself." We give them our old knowledge, and we say to them, "Now this is what is essential. This is what is important." I know professors who teach nothing but one best "way." They don't say, "Here are a lot of tools, now go create your own. Go into abstract thinking. Go into dreaming. Dream a while. Find something new." Could it not be that among their students there are greater dreamers than themselves?

So, it all starts with you. You can only give what you have to give. We should say, "Be the best you. You will always be the second best anyone else."

SECTION 7 Student Satisfaction

Conduct a student satisfaction survey of the currently enrolled students in the program

The best time to collect data from the undergraduate students regarding their program is during the EDUC 499 Professional Seminar. The Professional Seminar is a series of seven times when the student teachers must report to campus for discussion regarding their student teaching experience. Over the years, there has been an on-going collection of the data and the results are in the attached pages.

Summary of Findings

Over 90% of the students reported that they were 'very satisfied or satisfied' with their educational experience at Ferris.

96% of the student teachers would recommend Ferris's education program to a friend.

Over 80% of the student teachers agreed that their classes in the FSU education program were stimulating and over 88% of the student teachers agreed that the courses they took in their education program were helpful professionally.

91.5% of the student teachers will seek a teaching position once they graduate.

Almost 90% of the students agreed that the learning environment in most the courses they took were relaxing and supportive.

Over 77% of the student teachers indicated that they would 'definitely or possibly' choose Ferris again to take a teaching curriculum.

84.6% of the student teachers would 'definitely or possibly' choose the same teaching major; and 75% of them would 'definitely or possible' chose the same teaching minor.

**EDUC 499 Professional Seminar
Student Satisfaction**

COURSE USEFULNESS						
How useful do you feel each of the seminars at Ferris State University has been during your student teaching? N=83; Rank ordered on 'Very and Somewhat Useful'		Very Useful	Somewhat Useful	Somewhat Not Useful	Not Useful At All	Very Useful + Somewhat Useful
5	Cooperative Learning	61.4%	34.9%	1.2%	2.4%	96.3%
6	Integrating Academics	54.9%	40.2%	3.7%	1.2%	95.1%
1	Mastery Learning and Outcome-Based Education	55.4%	38.6%	3.6%	2.4%	94.0%
2	Discipline with Dignity	73.5%	19.3%	3.6%	3.6%	92.8%
4	Instructional Theory Into Practice (ITIP) and School Improvement	56.6%	33.7%	2.4%	7.2%	90.3%
3	Alternative Assessment	54.9%	35.4%	8.5%	1.2%	90.3%

IMPLEMENTATION					
Indicate which of the activities have occurred in your school and how the teachers perceive they have affected student achievement. N=83; Rank Ordered on Has Occurred with Greater Student Achievement		Have NOT Occurred In This School	Has Occurred With effect Greater Student Achievement	Has Occurred With effect No Change In Student Achievement	Has Occurred With effect Less Student Achievement
11	Cooperative Learning	12.7%	70.9%	15.2%	1.3%
7	Mastery Learning and Outcome-Based Education	17.7%	57.0%	24.1%	1.3%
10	Instructional Theory Into Practice (ITIP) and School Improvement	12.8%	56.4%	28.2%	2.6%
8	Discipline with Dignity	17.3%	51.9%	29.6%	1.2%
9	Alternative Assessment	27.8%	49.4%	20.3%	2.5%
12	Integrating Academics	38.0%	44.3%	16.5%	1.3%

PRIORITY		High Priority	Low Priority	Not a Priority
The following is a list of items that teachers say may enable them to do a better job. As a beginning teacher, what is the priority you would place on each of the following: N-82; Rank Ordered on High Priority				
13	smaller class size	79.0%	14.9%	6.2%
21	clarification of expectations for students	77.8%	19.8%	2.5%
22	more microcomputers and software	70.7%	24.4%	4.9%
24	better articulation between grade levels	70.7%	25.6%	3.7%
14	additional financial resources	65.0%	31.3%	3.8%
19	less classroom interruptions	64.2%	27.2%	8.6%
23	increase in graduation requirements	54.9%	39.0%	6.1%
17	additional inservice training	50.0%	35.4%	14.6%
15	additional personnel	41.5%	51.2%	7.3%
20	more direction from administrators	36.6%	48.8%	14.6%
16	additional clerical or other paraprofessional help	36.6%	45.1%	18.3%
18	longer school day or school year	13.6%	59.3%	27.2%

	Indicate the response that best reflects the way you feel:	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
25	Most of my classes in the FSU education program at Ferris were stimulating.	20.7%	59.8%	13.4%	6.1%	0.0%
26	Most of my professors at FSU were good teachers.	34.1%	50.0%	8.5%	7.3%	0.0%
27	Most of my professors were available outside of class to help students.	30.5%	43.9%	18.3%	6.1%	1.2%
28	The office staff at Ferris was helpful.	48.8%	37.8%	8.5%	2.4%	2.4%
29	The courses I took in my education program were helpful to me professionally.	37.8%	51.2%	8.5%	2.4%	0.0%
30	Once I earn my degree, I will be seeking a teaching position.	80.5%	11.0%	8.5%	0.0%	0.0%
31	The learning environment in most of the courses was relaxed and supportive.	41.5%	48.8%	7.3%	2.4%	0.0%

DEMOGRAPHIC INFORMATION

	Age:
48.8%	(1) under 25
31.7%	(2) 25-35
15.9%	(3) 36-45
3.7%	(4) 46-55
0.0%	(5) over 55
	Sex:
50.0%	(1) female
50.0%	(2) male
	What was the single most important reason for choosing Ferris's education program?
8.4%	(1) Cost
3.6%	(2) Admission Standards
31.3%	(3) Location of courses
27.7%	(4) Type of program
3.6%	(5) Academic Reputation
1.2%	(6) Advice of colleague
6.0%	(7) Convenient schedule
18.1%	(8) Other:
	What is the highest degree you plan to ultimately earn?
8.5%	(1) Education Specialist
30.5%	(2) Doctoral degree (Ph.D. or Ed.D)
26.8%	(3) Not seeking degree beyond Masters
34.1%	(4) Uncertain
Check	What was your enrollment status while attending FSU's program?
86.7%	(1) Primarily full-time (12 credits or more)
13.3%	(2) Primarily part-time
	Would you recommend FSU's education program to a friend?
1.3%	(1) No, under no circumstances
2.7%	(2) No, probably not
41.3%	(3) Yes, with reservations
54.7%	(4) Yes, without reservation

	In general, how satisfied were you with your educational experience at Ferris?
39.5%	(1) Very satisfied
56.6%	(2) Satisfied
3.9%	(3) Dissatisfied
0.0%	(4) Very dissatisfied
	Knowing what you know now, would you choose Ferris again to take an teaching curriculum?
44.7%	(1) Definitely yes
32.9%	(2) Possibly yes
21.1%	(3) Not sure
1.3%	(4) Probably not
0.0%	(5) Definitely not
	Knowing what you know now, would you choose your same teaching major?
64.5%	(1) Definitely yes
21.1%	(2) Possibly yes
6.6%	(3) Not sure
6.6%	(4) Probably not
1.3%	(5) Definitely not
	Knowing what you know now, would you choose your same teaching minor?
47.7%	(1) Definitely yes
27.7%	(2) Possibly yes
12.3%	(3) Not sure
9.2%	(4) Probably not
3.1%	(5) Definitely not

**EDUC 499—Professional Seminar
Analysis by Year**

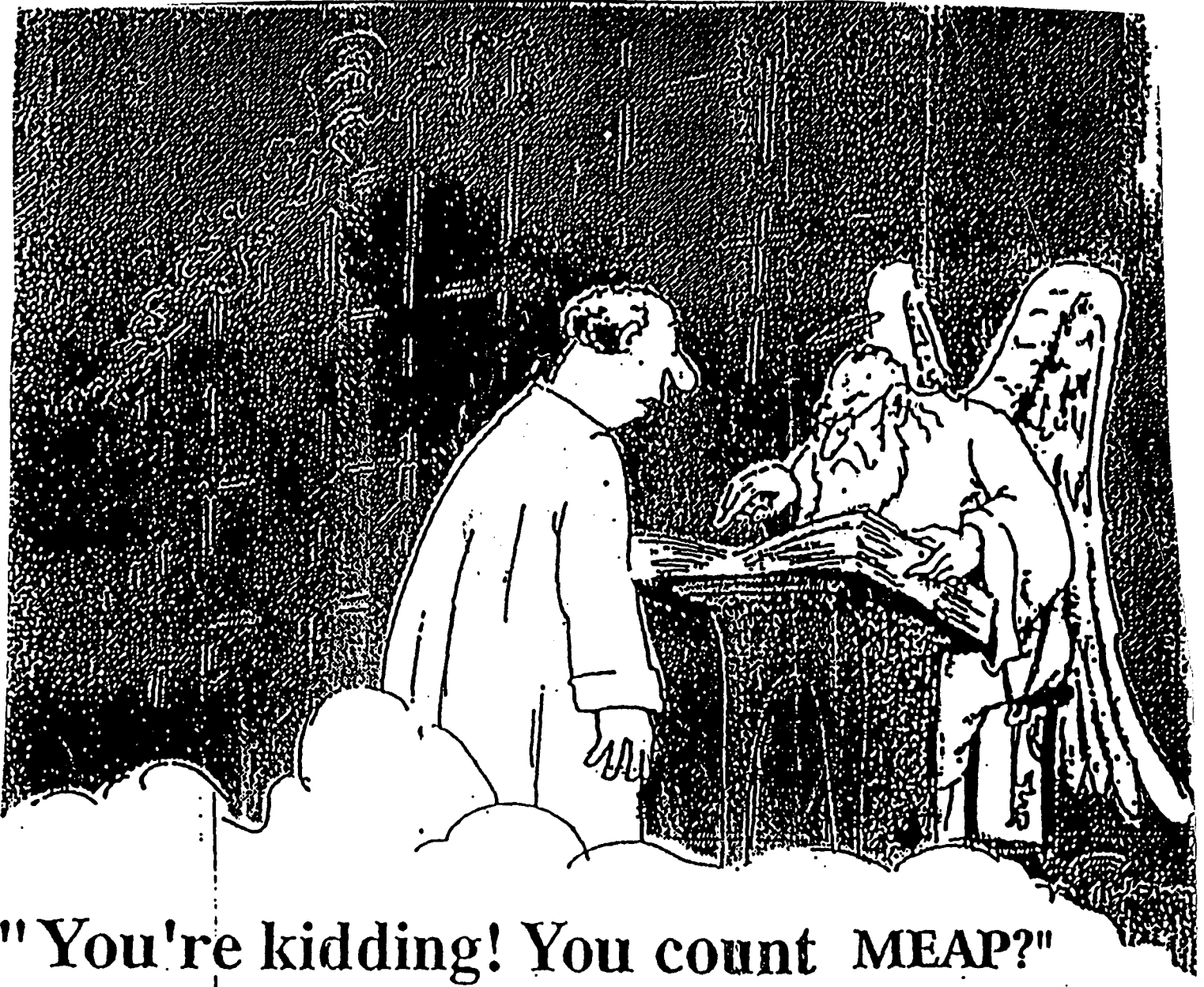
COURSE USEFULNESS					
How useful do you feel each of the seminars at Ferris State University has been during your student teaching? 4=Very Useful; 3=Somewhat Useful; 2=Somewhat Not useful; 1=Not useful		Fall, 1994 N=26 Mean	Winter 1995 N=23 Mean	Fall, 1995 N=13 Mean	Fall 1996 N=20 Mean
1	Mastery Learning and Outcome-Based Education	3.3	3.4	3.8	3.7
2	Discipline with Dignity	3.3	3.7	3.8	3.9
3	Alternative Assessment	3.3	3.4	3.6	3.6
4	Instructional Theory Into Practice (ITIP) and School Improvement	3.1	3.4	3.7	3.6
5	Cooperative Learning	3.4	3.4	3.8	3.8
6	Integrating Academics	3.3	3.6	3.5	3.6

IMPLEMENTATION					
Indicate which of the activities have occurred in your school and how the teachers perceive they have affected student achievement. 4=Has not occurred; 3=has occurred with greater student achievement; 2=has occurred with no change; 1=has occurred with less student achievement		Fall, 1994 N=26 Mean	Winter 1995 N=23 Mean	Fall, 1995 N=13 Mean	Fall 1996 N=20 Mean
7	Mastery Learning and Outcome-Based Education	2.8	3.0	2.9	3.0
8	Discipline with Dignity	2.8	2.7	3.0	3.0
9	Alternative Assessment	3.2	3.1	3.0	2.8
10	Instructional Theory Into Practice (ITIP) and School Improvement	2.8	2.8	2.5	3.0
11	Cooperative Learning	2.9	2.9	2.9	3.2
12	Integrating Academics	3.0	3.1	3.6	3.3

PRIORITY					
	The following is a list of items that teachers say may enable them to do a better job. As a beginning teacher, what priority would you place on each of the following below: 3=high priority; 2=low priority; 1=no priority	Fall, 1994 N=26 Mean	Winter 1995 N=23 Mean	Fall, 1995 N=13 Mean	Fall, 1996 N=20 Mean
13	smaller class size	2.9	2.5	2.4	3.0
14	additional financial resources	2.8	2.6	2.5	2.6
15	additional personnel	2.6	2.3	2.1	2.3
16	additional clerical or other paraprofessional help	2.3	2.2	2.2	2.0
17	additional inservice training	2.3	2.5	2.5	2.2
18	longer school day or school year	1.9	1.7	2.0	2.0
19	less classroom interruptions	2.6	2.7	2.2	2.6
20	more direction from administrators	2.0	2.4	2.3	2.2
21	clarification of expectations for students	2.7	2.8	2.7	2.8
22	more microcomputers and software	2.6	2.8	2.5	2.7
23	increase in graduation requirements	2.5	2.4	2.4	2.6
24	better articulation between grade levels	2.6	2.7	2.6	2.7

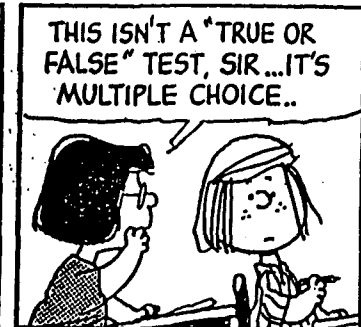
	Please circle the response that best reflects the way you feel: 5=Strongly agree; 4=agree; 3=no opinion; 2=disagree; 1=strongly disagree	Fall, 1994	Winter 1995	Fall, 1995	Fall, 1996
25	Most of my classes in the FSU education program at Ferris were stimulating.	3.9	3.7	4.3	4.1
26	Most of my professors at FSU were good teachers.	4.1	4.0	4.1	4.3
27	Most of my professors were available outside of class to help students.	3.8	3.9	3.8	4.3
28	The office staff at Ferris was helpful.	4.2	4.2	4.2	4.7
29	The courses I took in my education program were helpful to me professionally.	4.2	4.0	4.4	4.5
30	Once I earn my degree, I will be seeking a teaching position.	4.7	4.8	4.6	4.8
31	The learning environment in most of the courses was relaxed and supportive.	4.2	4.2	4.3	4.6

**SECTION 8:
Michigan Test for Teacher Certification Results**

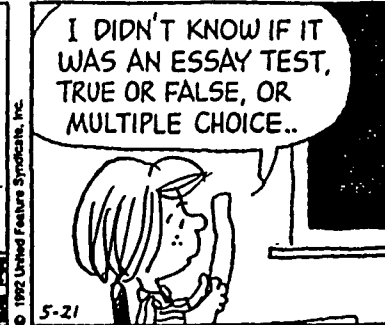




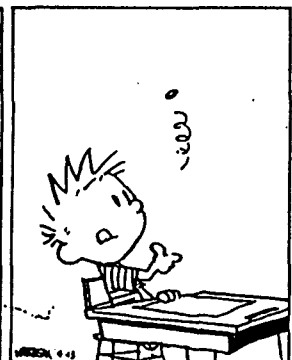
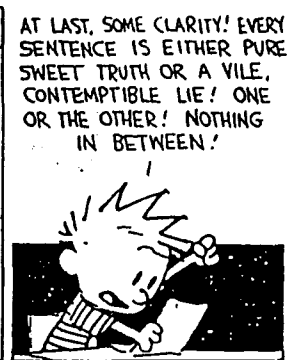
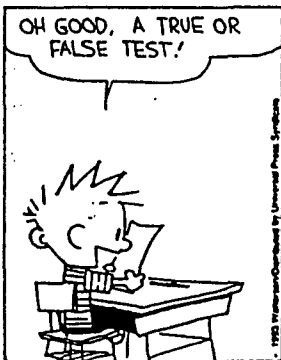
PEANUTS



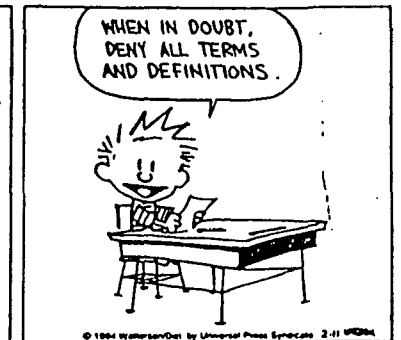
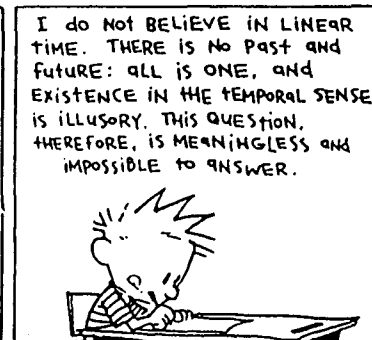
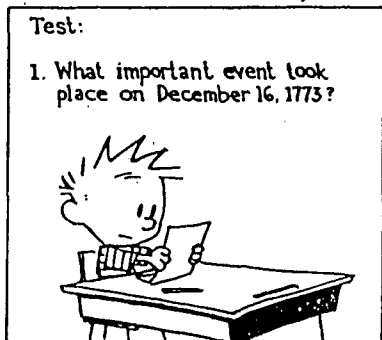
PEANUTS



CALVIN & HOBBS



CALVIN & HOBBS By Bill Watterson



MICHIGAN TEST FOR TEACHER CERTIFICATION
Results—Ferris State University

Section 1531 of Public Act 451 (1976), as amended by Public Act 267 (1986) and Public Act 282 (1992) mandates a testing program as part of Michigan's teacher certification requirements. The purpose of the tests is to ensure that each certified staff member has the necessary basic skills and content knowledge to serve in Michigan public schools. The examinations of the Michigan Test for Teacher Certification (MTTC) program are the only tests that satisfy the testing requirements for teacher certification in Michigan at this time.

Basic Skills Test:

All candidates for teacher certification in Michigan must pass a test in basic skills (reading, mathematics, and writing). Candidates must pass the Basic Skills test before enrolling in student teaching. The basic skills test is comprised of three subtests: reading, mathematics and writing. Together, the reading and mathematics subtests comprise approximately 85 multiple-choice test questions. The writing subtest consists of a writing sample. Candidates must pass each of the subtests and are allowed to retest. The result of the Ferris students on the basic skills test are as follows:

Basic Skills Test

	Mathematics Subsection	Reading Subsection	Writing Subsection	Total All 3
Passed on First Attempt	427	430	424	428
Passed after second attempt	7	36	31	34
Passed after more than 2 attempts	5	8	3	4
Still Trying to Pass	10	11	29	40

Subject-area tests:

Candidates for secondary-level teaching certificates must pass the appropriate subject-area test for each subject area in which they are to be certified. Each subject-area test consists of approximately 100 multiple-choice test questions. Candidates in vocational-technical areas must pass the Michigan Occupational Competency Assessment Center (MOCAC) test in their appropriate field. The results of those taking their subject-area test at Ferris since 1993 are provided below. (Note: the results are not all Ferris students—candidates may have their results sent to 3 schools and some may have chosen Ferris).

Test Number	Test Name	Passed on first try	Passed on 2nd try	Passed after 2 or more tries	Still Trying	Total
82	Early childhood Education	11	1			12
83	Elementary Education	11			3	14
41	Art Education	2				2
42	Health, PE, and Recreation	1				1
43	Health	4				4
44	Physical Education	11	4			15
28	Spanish	1				1
67	Bilingual Education	1				1
1	Language Arts	1				1
2	English	33	2	1	2	38
4	Speech	1				1
5	Reading	1				1
16	Science	62	1		1	64
17	Biology	38	6	1	7	52
18	Chemistry	20				20
19	Physics	2				2
20	Geology/Earth Science	2				2
22	Mathematics	72			1	73
50	Computer Science	35		2	4	41
6	Social Sciences	46	2	1	6	55
8	Geography			1	1	2
9	History	4				4
11	Psychology	2				2
84	Social Studies	5			1	6
51	Guidance Counselor	3				3
56	Mentally Impaired	3				3
63	Learning Disabled	3				3
32	Business Education	98	5		4	107
33	Accounting	10				10
34	Business Administration	4				4
35	Secretarial Science	5				5
36	Marketing	11	1			12
37	Agriculture	2				2
38	Industrial Arts	3				3
40	Home Economics	1				1
47	Driver Education				1	1
		509	22	6	31	568

**SECTION 9:
Teacher Supply and Demand**

THOUGHTS

FROM MEL MC CARTY

**PEOPLE WITH LD
WHO DID NOT GIVE UP**

Nelson Rockefeller

He became Vice President of the United States
and governor of New York.
He had a severe reading problem.

Thomas Edison

He was an American inventor.
People thought he was retarded.

Ann Bancroft

She was held back in school because she had
trouble learning how to read. She was the first
woman to reach the North Pole. She traveled with
the Will Steger expedition in 1986.

Woodrow Wilson

He became President of the United States.
He did not learn to read until he was 11 years old.

Susan Hampshire

School was especially hard for her because she
had trouble paying attention.
She has won three Emmy Awards for acting on TV.

Albert Einstein

He was a math genius.
He had trouble with arithmetic in school.

Bruce Jenner

He became an Olympic gold medal winner.
He had severe reading problems in school.

Greg Louganis

He also became an Olympic gold medal winner.
He had speech and reading problems in school.

ALL I Ever Needed to Know LEARNED IN KINDERGARTEN

Most of what I really needed to know about how to live, and what to do, and how to be, I learned in Kindergarten. Wisdom was not at the top of the graduate school mountain, but there in the sandbox at nursery school.

These are the things I learned:

Share everything.
Play fair.
Don't hit people.
Put things back where you found them.
Clean up your own mess.
Don't take things that aren't yours.
Say you're sorry when you hurt somebody.
Wash your hands before you eat.
Flush.
Warm cookies and cold milk are good for you.
Live a balanced life.

Learn some and think some and draw and paint and sing and dance and
play and work every day . . . some.

Take a nap every afternoon.

When you go out into the world, watch for traffic, hold hands and stick together.

Be aware of wonder.

Remember the little seed in the plastic cup. The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the plastic cup — they all die. So do we.

And then remember the book about Dick and Jane and the first word you learned, the biggest word of all: LOOK. Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and sane living.

Think of what a better world it would be if we all — the whole world — had cookies and milk about 3 o'clock every afternoon and then lay down with blankets for a nap.

Or if we had a basic policy in our nation to always put things back where we found them and cleaned up our own messes. And it is still true, no matter how old you are, when you go out into the world, it is best to hold hands . . . and stick together.

— by Robert Fulghum

TEACHER SUPPLY AND DEMAND

The most recent version of the Teacher Supply and Demand by Field and Region was conducted by the ASCUS in 1993 and shows the following information for those areas Ferris's Teacher Education program certifies teachers:

Program Field	Great Lakes Region	National, 1992
Business	2.27	2.11
Computer Science	3.18	3.25
English	4.05	2.94
Home Economics	2.19	2.62
Mathematics	3.29	3.53
Science—Biology	3.04	3.08
Science—Chemistry	3.63	3.68
Science—Physics	3.77	3.88
Social Sciences	1.34	1.58
Technology	3.15	2.81

5=Considerable Shortage; 4=Some Shortage; 3=Balanced; 2=Some Surplus; 1=Considerable Surplus

Another survey conducted by Michigan State University that is based on supply and demand for graduation in 1994-95 indicated the following:

High Demand/Low Supply (appears to be more positions than college graduates)

Chemistry
Mathematics
Physics

Good Demand/Possible Shortage (a few more positions than graduates)

General Science

Adequate Supply/Some Oversupply (a few more college graduates than positions)

Distributive Education
Home Economics
Social Studies

Near Balance/Supply Equals Demand (Approximately as many positions as graduates)

Business Education
English
Spanish

Surplus/Substantial Oversupply (many more college graduates than positions)

Biology
Physical Education

References:

Career Development and Placement, Michigan State University. *Follow-up Report: 1992-93*, East Lansing, MI 1994

Scheetz, L. Patrick and Rebecca Gratz. *Teacher Supply and Demand in the United States: 1994-95*. Michigan State University: East Lansing, MI 1994

Scheetz, L. Patrick. *Recruiting Trends 1993-94*. Michigan State University: East Lansing, MI, 1994

U. S. Department of Labor, Bureau of Labor and Statistics. *Occupational Outlook Handbook*. U.S. Government Printing Office: Washington, D.C.

SECTION 10:
Enrollment Trends over past 5 years

PROFESSOR DOODLE By Steve Sack & Craig MacIntosh



**Enrollment by Program
Occupational Education**

	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Allied Health Education	10	10	8	7	9	9
Biology Education	0	0	37	31	34	33
Business Education	94	72	58	60	53	54
Bus Educ/Office Admin/Secretarial	0	0	1	1	1	0
Bus Educ/General Business	0	0	12	11	5	3
Certification	10	8	4	3	3	6
Chemistry Education	0	0	5	6	5	6
Master Career/Tech Education	0	0	0	3	9	17
Master Career/Tech Education Provisional	0	0	0	7	5	9
Master Occupational Education	16	18	20	8	1	0
Master Occupational Education Provisional	6	5	5	3	1	0
Math Education	60	64	59	54	54	58
Pre-Teaching Elementary	0	85	87	78	74	63
Pre-Teaching Secondary	0	62	68	61	67	70
Science Education	62	51	14	8	0	0
Technical Education	35	36	34	26	25	16
Training-Business & Industry	3	7	5	4	3	2
Undeclared	0	0	0	0	1	1
Wage Earning Home Economics	2	4	8	8	4	2
Department Total	298	422	425	379	354	349
College of Education--on campus	1,274	1,435	1,532	1,465	1,271	1,166
College of Education-off campus	115	112	119	127	96	135
	1,389	1,547	1,651	1,592	1,367	1,301
University Total--Headcount		12,461	12,134	11,188	10,258	9,767
Percent College of Ed/University Totals		12.4%	13.6%	14.2%	13.3%	13.3%
Percent Department/College of Ed.		27.3%	25.7%	23.8%	25.9%	26.8%
Percent Department/University Totals		3.4%	3.5%	3.4%	3.5%	3.6%

Although the university enrollment has decreased over the years, the percentage of teacher education students in relation to the university totals has remained constant.

Degrees Conferred by Program

The *Ferris Fact Book*, 95-96 provided the following data:

	1991-92			1992-93			1993-94			1994-95			
	AS	BS	MS	AS	BS	MS	AS	BS	MS	AS	BS	MS	
Allied Health Education		9			10			6			6		31
Allied Health Education-Off Campus								2					2
Biology Education					11			5			3		19
Business Education		18			18			12			15		63
Business Education/Gen. Bus.								2			2		4
Business Education-Off Campus								1					1
Career & Technical Education									9			21	30
Chemistry Education					4						2		6
Community School Rec											1		1
Mathematics Education		7			12			10			8		37
Mathematics Education-Off Campus								1					1
Occupational Education			26			29			2				57
Occupational Education-Off Campus									2				2
Pre-Teaching Elementary	6			6			6			2		1	21
Pre-Teaching Secondary	3			3			2			8			16
Science Education		10											10
Technical Education		30			19			10			22		81
Technical Education-Off Campus								8					8
Training in Business and Industry		2			3			2					7
Wage Earning Home Economics		3			3			4			6		16
Total	9	79	26	9	80	29	8	63	13	10	65	22	413

SECTION 11: Program Productivity/Cost



PRODUCTIVITY REPORT
Fall, 1993-Winter, 1996

The Productivity Report is produced each summer by the Ferris State University Office of Institutional Studies. All information provided is drawn from existing university data systems. The report in the past has been compiled over a five year period; however, with the transition to semesters in Fall, 1993, this report only represents the three years on the semester system.

Explanations:

Student Credit Hours (SCH)—SCH is the product of the credit value of a course and the number of students enrolled in the course on the official seventh day of classes for that semester. For example, a 4 credit course section containing 50 students on the seventh day of classes would generate 200 student credit hours.

Full-Time Equated Faculty (FTEF)—A faculty member working full-time for all and winter semester (Fall semester .5 FTEF + winter semester .5 FTEF = 1 FTEF) is counted as one FTEF. Overloads and part-time faculty product a fraction of an FTEF.

SCH/FTEF—a Measure of productivity. This gives the average number of student credit hours generated per full-time equated faculty member. NOTE: The SCH and FTEF FSU totals are the same totals submitted to the State of Michigan through the HEIDI system.

During the Fall and Winter semester of the 1995-96 school year, Ferris State University employed 504.21 full-time equated teaching faculty (faculty producing credit hours). A total of 234,015.50 student credit hours were produced, for an average of 464.12 student credit hours produced per FTEF.

Student Credit Hours

	Summer	Fall	Winter	F+W
1993-94	0.00	1961.00	2199.00	4160.00
1994-95	1001.00	1962.00	1834.00	3796.00
1995-96	994.00	1958.00	1973.00	3931.00

Full Time Equated Faculty

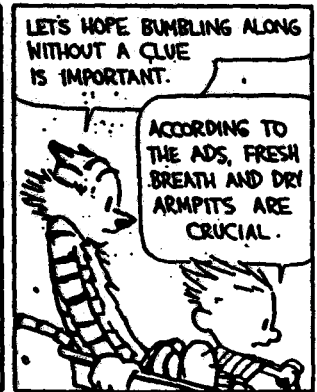
	Summer	Fall	Winter	F+W
1993-94	0.00	12.79	11.21	12.00
1994-95	6.58	9.22	8.89	9.06
1995-96	5.58	9.13	9.91	9.52

SCH/FTEF

	Summer	Fall	Winter	F+W
1993-94		153.27	196.08	346.54
1994-95	152.13	212.80	206.30	419.22
1995-96	178.14	214.46	199.09	412.92

**SECTION 12:
Conclusions**

CALVIN & HOBBS (CLASSICS FROM THE PAST)



SECTION 12: Conclusions

Centrality to FSU Mission

The mission of Ferris State University rises from the broad, fundamental, philosophical purposes of career-oriented and professional programs and public service to the people of the State of Michigan and beyond. The Center for Occupational Education provides Michigan with highly skilled teachers. Teaching is one of the most important professions for the future. Teachers, indeed, touch the future. Few matters are more important than the quality of the teachers in our schools.

Ferris State University's Center for Occupational Education provides statewide leadership in discovering, developing and teaching new career-oriented programs. The Center for occupational Education is dedicated to improving the quality of teacher education and is active in leading a statewide effort of restructuring schools through integrating academics, clustering vocational programs, upgrading the skills of current teachers, and teaching innovative innovations in the education field. COE models many of the restructuring efforts in the State by integrating disciplines within the University and by working closely with the Colleges of Allied Health, Business, Technology and Arts and Sciences.

Uniqueness/visibility

The most unique and visible component of the teacher education program is the *unique* partnership (NCMEP) program between the Center for Occupational Education and the local school districts. By coordinating cadet teaching and tutoring assignments with the district in which the College undergraduates will student teach, the College of Education is now able to provide its majors with the opportunity to complete extensive structured field experience before graduation. In addition, one of the teaching methods courses is offered off campus in a school building. This allows for a number of direct classroom and laboratory experiences for the University students, while, at the same time, providing needed classroom assistance to area teachers.

The Center offers courses designed to accommodate the teachers they serve in flexible formats and locations; such as accelerated summer sessions, evening course offerings at extension sites (Flint, Traverse City, and Grand Rapids), as well as a unique traveling services for administrators in the graduate program. The traveling series offers courses on Saturday and Sunday and is designed to help a large number of current and potential administrators who need administrative certification.

At the undergraduate level, most of the Universities offer teacher education programs. Ferris offers more in the area of Career-Technical Education and places a strong emphasis on Math and Science education because of its strong link to vocational-technical programming.

At the graduate level, there is no other university that offers a degree specific to vocational-education. However, at least three other universities offer master's program with some vocational-technical education course work:

Central Michigan University—Master of Administration
Wayne State University—Master of Arts and Master of Education
Western Michigan University—Master of Arts

Service to State and Nation

The College of Education is the largest supplier of vocational-technical education teachers in Michigan. As a leader in vocational-technical education, the reputation of the program is well-known. Several years ago, when the National Center for Research in Vocational Education grant (a national 5-year grant awarded to a university) was available, Ferris's College of Education, along with several other prestigious universities, jointly submitted a proposal with the Ohio State University. Although the grant was awarded to the University of California, Berkley, Ferris's reputation is clearly visible nationwide.

As part of the NCMEP, the Math/Science/Technology Center operated jointly by the College of Education and the Mecosta-Osceola Intermediate School district, the Center brings the very best in mathematics, science, and technology to all students in the area. Opened in the fall of 1993, the M/S/T Center was developed under a University School grant from the Michigan Department of Education.

The graduate program is actively involved in developing a new focus of Total Quality Management as it relates to instructional improvement. The focus has created a high demand for the course around the state. In addition, in cooperation with the Applied Technology Center, Grand Rapids Community College, Mason-Lake Intermediate School District, and others, the graduate program has implemented a one-week intensive summer "Teacher's Academy" for currently employed teachers which links teachers with local business and industries. The program has been so successful that the program is being replicated in many sites this coming summer.

Demand by students

Given the decline in the Ferris enrollment, the data indicates that the enrollment in the teacher education program has remained proportionate to this decline. According to the *Ferris Fact Book*, 1995-96:

Academic Year	Department Enrollment	Ferris State Enrollment	Percent of Department to FSU Enrollment
1991-92	422	12,461	3.4%
1992-93	425	12,134	3.5%
1993-94	379	11,188	3.4%
1994-95	354	10,258	3.5%
1995-96	349	9,767	3.6%

Quality of instruction

84.5% of the supervising teachers of the students teachers from Ferris would recommend the student teacher for a teaching position and 85.6% of them believed Ferris had a good teacher training program.

Students reported that they were pleased with their program at Ferris. 84.6% would definitely or possibly choose the same teaching major.

Students in record numbers are passing the state-mandated Basic Skills Test and their state-mandated tests in their major and minors.

The graduates and currently enrolled students perceive the quality of instruction to be very good.

Demand for graduates

Over 90% of the graduates are employed in the field for which they are trained. At the graduate level, the graduates perceive that the degree has helped them professionally.

Service to non-majors

While the teacher education department does not provide service to non-majors directly, the department does serve the other colleges (Allied Health, Business, Technology, Arts & Sciences, etc.) as all of our students take the courses for their teaching majors and minors outside of the College of Education.

In addition, one of the faculty members has provided an annual instructional strategies workshop for Ferris faculty for over 10 years.

Facilities and equipment

All faculty in the unit have a microcomputer in their individual office and the College of Education's computer lab has recently been updated with state-of-the-art equipment. As all of the courses are taught at off-campus sites in Traverse City, Grand Rapids, and Flint, the off-campus sites are all equipped with computer labs and computerized access to the Ferris mainframe. The College of Education has recently been appointed a computer coordinator which should assist the faculty in all aspects of computer training.

Library information resources

The unit currently has sufficient collection of media, materials, and access to the electronic holdings for the program. Courses at both the graduate and undergraduate levels require students to access the library. Students enrolled at the off-campus sites often use libraries at other universities, come to the Ferris library as their schedule permits, or access materials electronically. Several off-campus students have informally complained about the inconvenience and sometimes problems related to using the Ferris library without an ID card provided to on-campus students.

Cost/Productivity

During the Fall and Winter semester of the 1995-96 school year, Ferris State University employed 504.21 full-time equated teaching faculty (faculty producing credit hours). A total of 234,015.50 student credit hours were produced, for an average of 464.12 student credit hours produced per FTEF.

During the Fall and Winter semester of the 1995-96 school year, the teacher education unit employed 9.52 full-time equated teaching faculty (faculty producing credit hours). A total of 3,931 student credit hours were produced, for an average of 412.92 student credit hours produced per FTEF.

Faculty: professional and scholarly activities

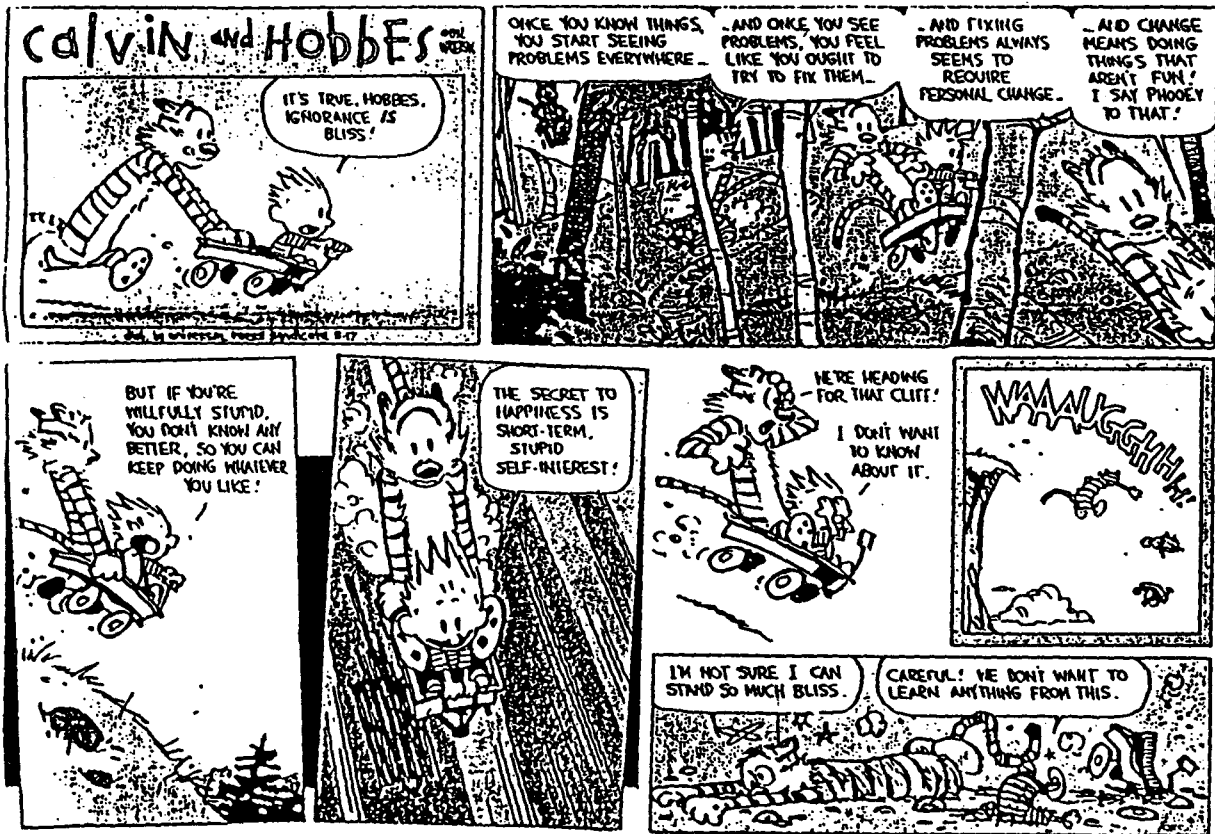
While the faculty has been dramatically reduced in size, the faculty is extremely productive. There are currently two vacant full time, tenure-track teaching positions. Both positions have been posted but not filled. In addition, the Dean and Associate Dean positions in the College of Education are vacant and one of the unit's faculty members, Ed Cory, has assumed the Acting Dean's role.

Faculty are continually attending professional development activities, enhancing their computer skills, and developing new courses. As the computer lab continues to update the technology available to the faculty and students, the faculty eagerly implements the new technology.

Administration effectiveness

The College of Education's full-time Dean and Associate Dean positions are currently vacant and Ed Cory, a faculty member in the unit, is currently serving as Acting Dean. Given the lack of a full-time administrator, the College continues to be extremely productive. However, pulling a full-time teaching faculty member out of the unit when it currently has two vacant teaching positions, has put the unit into an uncomfortable need to use adjunct faculty.

SECTION 13: Recommendations



**SECTION 13:
Recommendations**

— no check sheet
— syllabi

1. ✓ Fill vacant faculty positions (2) — justify
2. ✓ Create position for full-time department head. — justify
3. ✓ Increase exposure to and time spent on special education students and methods.
4. ✓ Schedule faculty loads so as to allow adequate time for off-campus supervision of interns and student teachers. *separate to depts. what are loads?*
5. Add more courses/time spent on current educational practices, educational politics (“getting along” in school settings), dealing with establishing discipline policies, dealing with administrative styles and dictates, and working with colleague, committees, etc.
6. ✓ Meet at least annually with subject matter professors from other departments (mathematics, biology, etc.) to discuss curriculum, program requirements, and coordination of programs. *— Check sheet: — syllabi for current courses*
7. Fully implement new entry-exit standards and course sequences. *no info. on outside mtgs. why? what is plan? survey?*
8. Periodically review all program requirements consistent with changes in certification requirements, Department of Education mandates, and current educational practices. *why? what are they now?*
9. Institute seminars for on-site host school supervisors of student teachers concerning expectations and procedures involved in their student teaching process. *what doing now?*
10. Develop a reward/recognition process for student teacher supervisors in host schools. *what doing now?*
11. Annually evaluate the desirability and effectiveness of all Education courses in concert with faculty judgments and knowledge of educational practices. *not really an APRC function — just do it*
12. Annually assess labor market needs against program subject matter specialties and offerings. *not done now? — lack of knowledge of computer — status of last rec.*

stats on B.S. grads employment

m.p. 27

are you thinking about a doctoral program —

those programs not well enough put together

NCA TE — current status

Appendix G

The faculty in the unit and the panel member outside of the College were provided with a draft copy of the report and asked to anonymously and independently rate each category. The following are the average ratings.

No.	Program Review Category	Average Score N=5
1	Student Perception of Instruction	3.8
2	Student Satisfaction with Program	3.8
3.	Advisory Committee Perception of Program	3.0
4.	Demand for Graduates	4.2
5.	use of Information on Labor Market	4.0
6	Use of Profession/Industry Standards	4.8
7	Use of Student Follow-Up Information	3.8
8	Relevant of Supportive Courses	3.8
9	Qualifications of Administrators and Supervisors	3.4
10	Instructional Staffing	1.8
11	Facilities	3.6
12	Scheduling of Instructional Facilities	3.8
13	Equipment	3.6
14	Adaptation of Instruction	4.0
15	Adequate and Availability of Instructional Materials and Supplies	4.2

THE POWER TO TEACH

I feel sometimes powerless and small overwhelmed and inadequate engulfed in thoughts and feelings that perhaps what I am doing is insignificant, that my life's pursuit, that my teaching is futile.

And I say, "Who am I to change the world?"

Who am I to think that I can make a difference?"

And then I reflect on the young people under my charge, and I think about my role and about what power, if any, I have.

And I find that I am not devoid of resources or strength, that I am indeed, endowed with talent and ability and strength.

I do, after all, decide what will be taught. No one else. And it is largely my prerogative when it will be taught and how, and where. And why it will be taught.

To a great extent I determine the curriculum. And the richness and intensity with which it is taught is in my hands.

I have that power.

And I have the ability to think and to plan and then to implement; to select from my repertoire of skills the one best suited to my purpose, yet still able to adapt myself to student needs with the dexterity of an artisan.

Most adults would be fortunate to perhaps last out one day overseeing a roomful of kids.

My orchestration makes enlightened music of the chaotic din.

I guess you could say that is power!

I have the power. I have the vigor to motivate, the fullness to laugh, the courage to control.

I have the power to uplift and to create and, when I'm red-hot, the intensity to inspire!

I can form my students into lines or circles triangles or squares.

My influence is such I can turn their very feelings into F's or A's.

With just one look I can let a student know that everything is well with the world and that he or she has a perfect right to aim for the very top of it all!

And I can use my hands. Turned up to lift them up. Or turned down to keep them down.

What power do I have in the system? In the eyes of my students I am the system.

And I have the power to lead them places they did not know existed, to build them back up when society tears them down, to catapult them higher than I myself will ever reach, and to push them gently, but assuredly, into the unknown, painting for them in broad brush strokes a future I can never hope to see.

And every day I have the wherewithal in my classroom to build walls or to build bridges between the generations.

And it is within my discretion to design a rigid, competitive structure, or a cooperative, helping network in my classroom.

I even affect the weather! What I do everyday determines whether their world will be indifferent cold, or sweathouse hot, or warm, inviting, alive, and vibrant with learning.

I have an awesome power.

If I succeed, I pass knowledge about what is important to the next generation.

And, because their world will be the better for my labor mine is an important service to a just cause.

Mine is a present power and a future power.

If I can reach the children of today, I touch the children of tomorrow.

Mine is a giving power.

All that I know about the world and about how one learns about the world I must give.

And in the giving of my gift, I receive my greatest power; The power to teach my students to learn how to learn.

Empowering them is of the essence, for if their teacher feels sometimes powerless and small, how insignificant must they sometimes feel?

And when the last day comes, and it is time for us to part, we gather together, say our goodbyes and separate.

After that there is sadness but a certain contentment that I am sure only teachers feel.

It is happiness that comes from knowing that a part of us forever, transplanted lives...

No thives! Inside of each individual who has gazed at us across tired brown desks and called us "Teacher."

Even on a down day-- when I'm feeling puny and insignificant--even then I try hard to remember that all it takes is one person-- just one person!-- to make a difference in their lives.

And, there is no reason that that person can not and should not be me!

I can make a difference!

That is my power.

That is the power to teach.