

Meredith College School of Education

Fall 2004

2/1/2005

**Non-Degree Student Survey - Results**

Note: The target group for this survey was fall 2004 active licensure-only students.  
Total respondents were 17 out of 17.

- (1) Rank in order of importance (exp. 1,2,3, ...) which admissions requirements you think are crucial as an indication of one's commitment to enrolling in and completing this program:

	ADMISSION	Most Important 1-3	4-6	Least Important 7-9	Total Responses
	Praxis I	11 = 69%	4	1	16
<b>Most</b>	Overall GPA 2.5>	14 = 82%	3	0	17
	Meeting w/ SOE Advisor	9 = 56%	6	1	16
	Completing formal Appl.	6	9	2	17
	EDU faculty Rec.	3	9	5	17
	Other Meredith faculty Rec.	0	2	14 = 86%	16
	Planned Program of Study	5	7	4	16
	Essay	3	6	7 = 44%	16
<b>Least</b>	Speech Screening	0	0	16 = 100%	16
	Orientation	n/a	n/a	n/a	n/a

**Summary:**

- (1) The top 3 for "most important" were: GPA 2.5>, Praxis I, and meeting w/SOE advisor, respectively.  
(2) The top 3 "least important" were: Speech Screening, Other Meredith Recommendation, and student essay, respectively.

- (2) Do you consider any of the above unnecessary and if so, why?

*Student: I think only 1 recommendation should be necessary. There should also be a student essay OR speech screening. Both of these overlap with information that is given by the student.*

**Student: I would like to have GRE scores meet the requirement for Praxis I scores.**

*Student: I don't think the speech [screening] is so important because we all speak differently w/ different accents.*

**Student: Perhaps the recommendation because I don't think a Professor would not give you a rec. if you asked for one.**

*Student: Speech screening seemed a bit silly to me, if this is important should be implemented into curriculum.*

**Student: Orientation meeting and speech screening because already knew the information.**

*Student: I think the scores for the Praxis I are set too high.*

(3) Do you consider any of the above beneficial and if so, why?

*Student: Meeting with SOE advisor; it helps us get information in detail and set schedule and goals clearly.*

**Student: Meeting with the advisor and working closely on the planning is very beneficial for me. I feel that everything is in control.**

*Student: Meeting with SOE advisor to discuss options and plan of program. Advisor helped to reassure me this is what I want to do and what will be expected of me throughout my time at Meredith.*

**Student: Meeting with an advisor and having a documented plan of study is very helpful. It keeps everyone on the same page (especially with CRC);having a baseline Praxis I and GPA is helpful to produce quality teachers.**

*Student: Recommendation letters - because the Professors opinions and suggestions are good indicators of the students performance, goals, attitudes and intentions.*

**Student: I like the fact that Meredith has such high standards and produces high quality teachers. Keep GPA and advisor. I think these are very important. I especially like the one-on-one.**

*Student: All of your admissions requirements are important to prepare students to the best of their ability, to succeed as great teachers.*

**Student: Student essay- because you need to express in your own words what reasons you have for becoming a teacher and why it is important to you.**

*Student: Student essay.*

**Student: Student essay - writing the essay gives you a sense of what the student wants and plans to get out of the program. You understand why they want to be educators. You can see what they like, dislike and have to offer as a whole.**

*Student: I really felt that the student essay was important. It helped me get my passion about teaching on paper and for someone to read.*

**Student: Planned program - helps to see the whole picture/plan; Student essay - relays why student wishes to become a teacher.**

*Student: Studying for Praxis (stimulated dormant thinking processes); GPA (content knowledge is important); Meeting with an advisor is crucial (not having a relationship with an advisor during my undergraduate experience may be related to my recent return to school to "finish" my education); Recommendations (help solidify your commitment to yourself, they also encourage you to be at your very best in class to improve the likelihood of receiving faculty endorsement).*

**Student: Yes, all the admissions requirements affirm your commitment to the program and prepare you to become a qualified teacher.**

*Student: I think the essay is beneficial because you can learn more about a person and who or what has influenced them, or capture a true sense of who they are and what motivates them verses a 20 minute session [speech screening??], etc.*

**Student: Meeting with an advisor and Praxis testing.**

*Student: I think the GPA is important and should be looked at and checked because if someone can't have at least a 2.5 then I am [not]sure they deserve to be admitted.*

## Non-Degree Student Survey - Results

Note: The target group for this survey was fall 2004 active licensure-only students.  
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- (2) Rank in order of importance (exp. 1,2,3,...) which items are more crucial to your persistence in this program:

<u>Persistence:</u>		Most Important 1-3	4-6	Least Important 7-9	Total Responses
Least	Financial Aid	11	5	1	17
	Childcare	4	1	10 = 67%	15
Most	Anticipated employment opportunities	13	3	1	17
	Flexible class schedules (evenings & weekends)	15 = 94%	1	0	16
	Tutoring	3	10	2	15
	Mentorship	6	10	0	16
	An accelerated Program	3	12 = 80%	0	15
	Other: advanced degree accelerated program			1	1

Summary:

- (1) Flexible class schedules was more often ranked as "most important";  
(2) Childcare was more often ranked as "least important";

- (1) What would help you to persist in this program? (open-ended)

**Student:** Financial assistance; well-organized program and outstanding faculty members; Advisor's assistance.

*Student:* More grants/scholarships; work-study programs.

**Student:** Financial aid - I'm paying for everything!

*Student:* I think the faculty is great. My persistence in the program is going well and there is nothing that I would change. I know a lot of people have questions about the process - having orientation was helpful and the Edu. Dept should have more.

**Student:** Focusing on subjects relevant to what I will be teaching. I like being fully prepared.

*Student:* Flexible class schedules that can meet the needs of someone who is supporting themselves thru work.

**Student:** More times available for classes including evenings.

*Student:* I plan on teaching in Wake Co. so this is not a problem for me, but how other systems work would be beneficial to learn.

**Student:** It would be nice if there was a class that focused on the Praxis I & II to help people who need help preparing for the test so that they can pass it.

*Student:* Getting a better music class; I would like a music class that helps me incorporate music in the classroom than to take a music class all over again; also a better teacher.

**Student:** Regular meetings with advisor to evaluate planned program of study; child care; financial aid options - grants, "work back" loans.

*Student: Frequent meetings with my advisor to be sure that I am on the right track and meeting all the necessary requirements.*

**Student: The support system greatly helps in the area of persistence. Support financially, through the advising sessions, etc. I would like to see scholarships available specifically for non-degree teacher program students and more evening classes.**

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**EMPLOYMENT**

- (1) If given the opportunity, would you prefer to be hired as a teacher prior to completing a teacher preparation program?

**Student: Yes.**

*Student: Yes. I am trying to juggle a teaching job in Fayetteville to go to school. My life would be a lot less stressful if I could be working in a school nearby instead.*

**Student: Yes.**

*Student: No. I would want to complete the program so when I go into the classroom I will have the full knowledge that I need.*

**Student: Yes, to have the job security. To know when I finish I can go directly into a teaching position.**

*Student: No. I thought about lateral entry but am so glad I didn't. The information I've learned has been so valuable and intense, teaching would have taken away from my studies and knowledge gained.*

**Student: Not unless I felt that I was fully able to teach to the best of my ability and it takes knowledge in order to do that.**

*Student: Yes, but only if I could complete the program first.*

**Student: No, definitely want my license first!**

*Student: Yes.*

**Student: Yes, that would help me become more focused and feel that all the hard work has paid off.**

*Student: Yes.*

**Student: Possibly.**

*Student: No, I do not think that I would feel prepared.*

**Student: Yes, if the classes here at Meredith were offered around the teaching work schedule.**

*Student: Yes.*

**Student: Yes.**

- (2) If offered a teaching position prior to or in the middle of your studies, would you accept? If so, what factors would influence your decision? If not, why?

**Student: Yes, because of financial matters.**

*Student: Yes - close to school; flexible with my course requirements.*

**Student: Yes, if it was a school that I really wanted to teach at; would give me time to really learn first hand what I was studying at Meredith. I fully believe that I can not learn what it means to be a teacher until I am in the classroom.**

*Student: No, same reason as above. I do not want half of the information when I began to teach. I think being hired as a T.A.. would be okay but not a full time teacher.*

**Student: Yes - factors would include: commitment to job such as signing a term contract**

*Student: No, I want to focus solely on course work and really understand what I'm being taught.*

**Student: Yes, I have already looked into the lateral entry program but I feel that getting as much preparation as possible should help further me as a teacher later.**

*Student: No, because I believe I need every bit of knowledge that I can get before entering my own classroom. I want to be prepared!*

**Student: Yes, the school's environment overall, the state the school was located in, the position available, the grade level, the starting salary, I would prefer a school with lots of diversity.**

*Student: Yes, I would factor out though the location and grade. I would be thrilled to be hired during the middle of the semester. I would be even more excited about finishing up my block - internship.*

**Student: Undecided.**

*Student: If I had the opportunity to complete certification, I would. If I could be hired to teach in public schools without certification, I might. I think my studies are important so I would want to finish but economic factors could influence my timeline.*

**Student: I would accept a teaching assistant position but don't think I could balance both full time-employment and full time student responsibilities at the same time.**

*Student: No, because I would want to get my licensure as I have hopes of teaching and pursuing higher education in curriculum and instruction with an emphasis on bilingual education or multicultural education.*

**Student: Maybe. Location.**

*Student: Probably not because I don't know if I could handle classes and teaching. It would be a lot to handle my first year as a teacher.*

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OTHER COMMENTS (general):

**Student:** I had to take two psychology classes, one was related to special education the other one is PSY 210: Lifespan. I don't see the necessity for ESL program and this course takes the most study time. I want to spend more time on education courses so other elective courses would be better.

*Student: I like the later classes. Peace only offers daytime classes, so the night/late classes at Meredith are ideal. Even Saturday classes might be successful if you could get teachers for that.*

**Student:** The speech screening was not very beneficial to me, although maybe it has been for others. It was mainly stressful and she didn't tell me anything that I didn't already know.

*Student: I agree the Praxis tests are important but think that students should not be held back based on one test.*

**Student:** I would have liked to have had an orientation. Learning about bldgs, camcards, and going wireless on one's own is rough. It would be nice to know who else is licensure only. It would be nice to have a group for support and camaraderie. The 1st weeks are overwhelming and lonely. It's great discovering other L.O. students - there's an immediate bond. It would have been nice if we could have been there for each other all along. Child care: especially during summer sessions and track out - would make all the difference in the world. A student run drop off center on campus would be a huge benefit.

*Student: I think that my advisor is very well informed and very helpful in helping me to come back to school and pursue my dream.*