COMMON ENTRANCE SURVEY RESULTS:

TCPCG STUDENTS ENTERING IN 2011-2012 PURSUING AGRICULTURE SCIENCES

September 2011

The Common Entrance Survey was administered to all incoming students enrolled in the University of Connecticut’s Neag School of Education’s Teacher Certification Program for College Graduates (TCPCG) for the 2011-12 school year. This report presents results of the survey for 8 students in the field of Agriculture.

- 87% of respondents are female.
- 37% of respondents indicated they can speak a language other than English.
- The percent of respondents from the TCPCG program indicating a parental education level at college completion or beyond was 62% for the mother and 50% for the father, respectively.
- 100% of respondents attended regular public high schools. 62% described their high school as being rural with a primarily white student population.
- 100% intend to teach at the secondary level, and 12% are also interested in teaching at the middle school level.
- 62% of respondents indicated a preference for teaching in a rural school with students of middle SES. 62% would like to teach in average achieving, racially and ethnically diverse schools.
Student Demographics

Gender

- Male: 7 (87.50%)
- Female: 1 (12.50%)

Race/Ethnicity

- White/Caucasian: 6 (100.00%)

Primary language spoken in your childhood home:

- English: 8 (100.00%)

Can you speak any language other than English?

- Yes: 5 (62.50%)
- No: 3 (37.50%)
Indicate your oral proficiency in each of these languages:

<table>
<thead>
<tr>
<th>Language</th>
<th>1 (Not at all)</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 (Extremely)</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>7 (87.50%)</td>
<td>5.00</td>
</tr>
<tr>
<td>Chinese</td>
<td>7 (87.50%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1.00</td>
</tr>
<tr>
<td>Italian</td>
<td>7 (87.50%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1.00</td>
</tr>
<tr>
<td>French</td>
<td>4 (50.00%)</td>
<td>2 (25.00%)</td>
<td>2 (25.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1.75</td>
</tr>
<tr>
<td>Polish</td>
<td>7 (87.50%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1.00</td>
</tr>
<tr>
<td>Other</td>
<td>6 (75.00%)</td>
<td>1 (12.50%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1.14</td>
</tr>
</tbody>
</table>

Highest level of education attained by your mother:

- Completed high school: 2 (25.00%)
- Completed junior/community college: 1 (12.50%)
- Completed graduate school: 3 (37.50%)

Highest level of education attained by your father:

- Completed high school: 2 (25.00%)
- Completed junior/community college: 3 (37.50%)
What type of high school did you attend?

- 7 (100.00%) Public

How would you describe the location of your high school?

- 5 (62.50%) Rural
- 3 (37.50%) Suburban

How would you describe the racial/ethnic composition of your high school?

- 5 (62.50%) A mixture of both white and non-white students
- 3 (37.50%) Primarily white students

Program Characteristics

Which pupil level(s) is your intended focus in the Program?

- 8 (100.00%) High school
- 1 (12.50%) Middle school
Ideals for Future Teaching Positions

How would you describe the location of this school?

- Rural: 5 (62.50%)
- Suburban: 3 (37.50%)

How would you describe the racial/ethnic composition of this school?

- A mixture of both white and non-white students: 5 (62.50%)
- Primarily white students: 3 (37.50%)

On average, what would be the socio-economic status of the students in this school?

- Middle SES: 8 (100.00%)

How would you describe this school in terms of its overall achievement level?

- An average achieving school: 5 (62.50%)
- A high achieving school: 3 (37.50%)
Ideally, what will be your most important achievements and/or accomplishments in the Teacher Education Program at the Neag School?

Upon graduation, I hope to...

- Have a great enthusiasm for teaching, an understanding and grasp of a variety of teaching methods to apply in the classroom, the knowledge of where and how to continue learning to be a better teacher.
- Obtain a job as a instructor in Agricultural Science.
- Graduate from the TCPGC program with a more well rounded understanding of what it takes to be a teacher, and how to be the best educator I can be. I would love to have a career here in Connecticut, near my home town on the shoreline. I want to be able to share my passion for agriculture and the FFA with students who are wanting to learn about agriculture. Agriculture is my passion in life and I would live to pass that on the future generation, for it is more important now than ever. It is important that future generations know that agriculture is no longer just farming, there is so much technology that goes into everything in there lives. Also that there are so many aspects of agriculture such as: business, genetics, biology, and chemistry. There are so many stereotypes about agriculture and it would be my job to help break that stereotype and teach the truth about what agriculture is as well as the advances agriculturalist have made over the past years. There are so many things that I want accomplish in the next year, and if I can get to 1/4 of them I will be happy.
- Begin teaching at a high school with a newly-established agriculture program. I enjoy introducing students to agriculture for many reasons, mainly because it is important for everyone to know where their food/clothing/fuel/etc come from, and because the ag program provides an oasis away from the rest of high school that many students can appreciate. I want my classroom to be a place where students can learn things they don't feel 'forced' to, like math or english or history, but be including those practices as well as spending hands-on time with plants/animals/tractors or what-have-you. For me, my time spent at my local 4H club was my lifeline in high school, and I would like to be able to share my passion for animals and agriculture and inspire a new generation the way my 4H leaders did for me.
- Become an agricultural educator in a high school environment. I hope that through working in the NEAG preparation program I will create some strong network connections and be a strong, inspirational teacher for my students.
- Be able to find a job where I can be a part of a learning community the shares information about agriculture and the environment to not only students but the community I reside in. I would love to obtain a job as an agriculture teacher in New York or Pennsylvania, but I would also be interested in work as an extension specialist or working with ag. education through 4H programs. I have become recently aware of careers that focus on community learning of agriculture and these are equally appealing to me as being a teacher.
- Learn how to really connect and share with the students I will be teaching. I hope to understand exceptional teaching methods so that I can teach my heart out and give my students all that they deserve so they can respect me for it. I want to make sure that I can be the absolute best educator I can be so that I can leave a positive legacy behind me when I finally retire.
- Find a position at a school with a strong agriculture program, specifically within animal science.