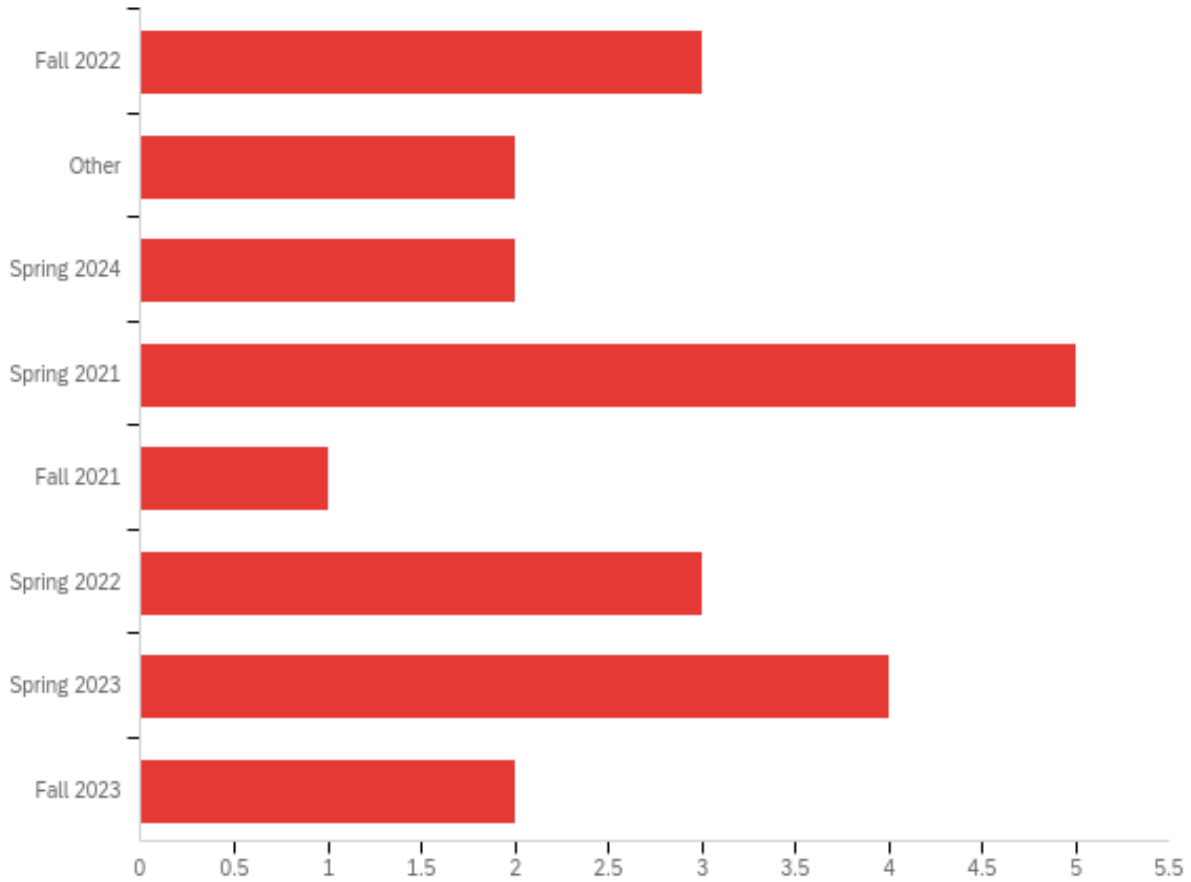


2023-2024 Completer Survey Results

IUP Completer Survey Fall 2024

February 7th 2025, 11:18 am MST

Q2 - What semester did you complete your most recent educator preparation program?

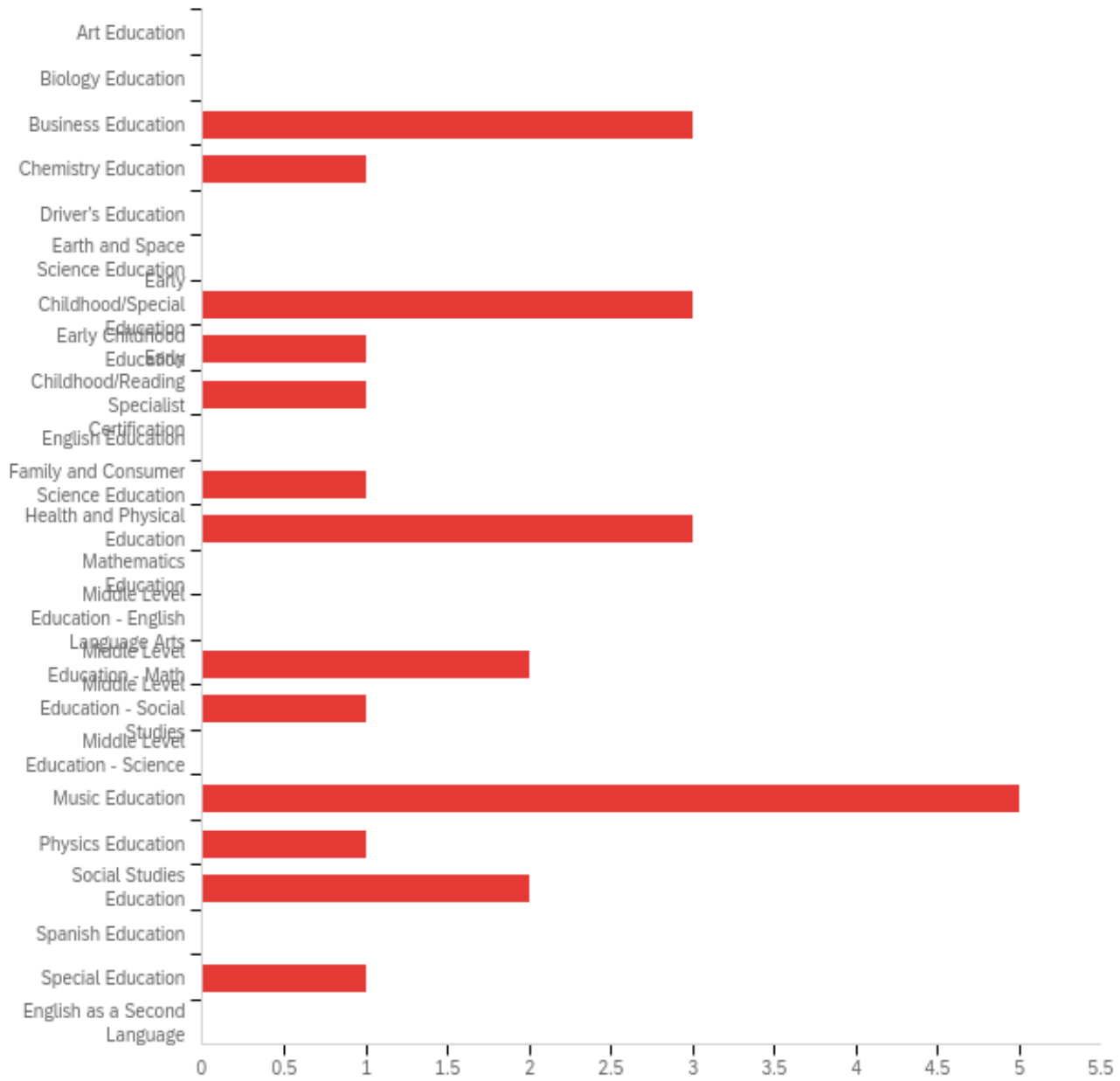


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What semester did you complete your most recent educator preparation program?	1.00	8.00	4.55	2.25	5.07	22

#	Answer	%	Count
1	Fall 2022	13.64%	3
2	Other	9.09%	2

3	Spring 2024	9.09%	2
4	Spring 2021	22.73%	5
5	Fall 2021	4.55%	1
6	Spring 2022	13.64%	3
7	Spring 2023	18.18%	4
8	Fall 2023	9.09%	2
	Total	100%	22

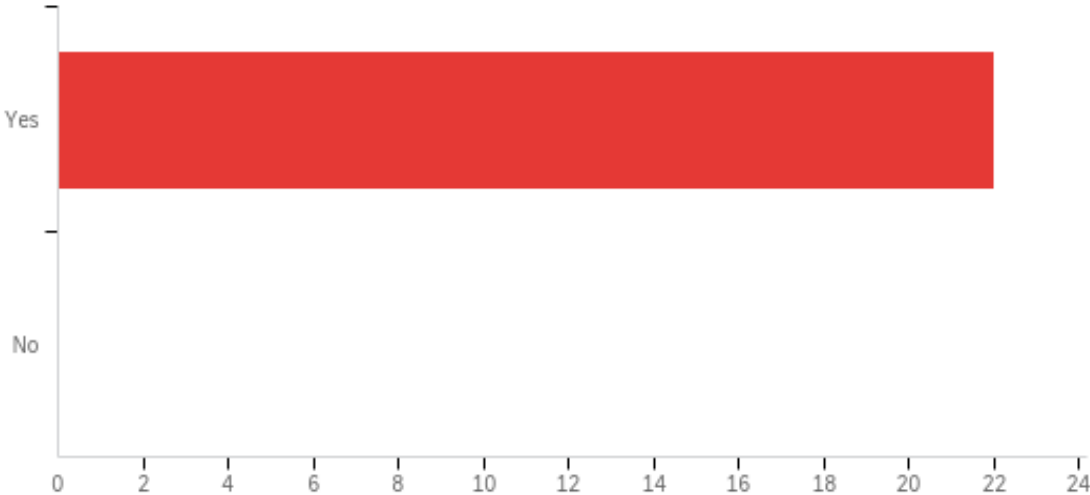
Q3 - What IUP Educator Preparation program(s) did you complete? (select all that apply)



#	Answer	%	Count
1	Art Education	0.00%	0
2	Biology Education	0.00%	0
3	Business Education	12.00%	3
4	Chemistry Education	4.00%	1
5	Driver's Education	0.00%	0

6	Earth and Space Science Education	0.00%	0
7	Early Childhood/Special Education	12.00%	3
8	Early Childhood Education	4.00%	1
9	Early Childhood/Reading Specialist Certification	4.00%	1
10	English Education	0.00%	0
11	Family and Consumer Science Education	4.00%	1
12	Health and Physical Education	12.00%	3
13	Mathematics Education	0.00%	0
14	Middle Level Education - English Language Arts	0.00%	0
15	Middle Level Education - Math	8.00%	2
16	Middle Level Education - Social Studies	4.00%	1
17	Middle Level Education - Science	0.00%	0
18	Music Education	20.00%	5
19	Physics Education	4.00%	1
22	Social Studies Education	8.00%	2
24	Spanish Education	0.00%	0
25	Special Education	4.00%	1
27	English as a Second Language	0.00%	0
	Total	100%	25

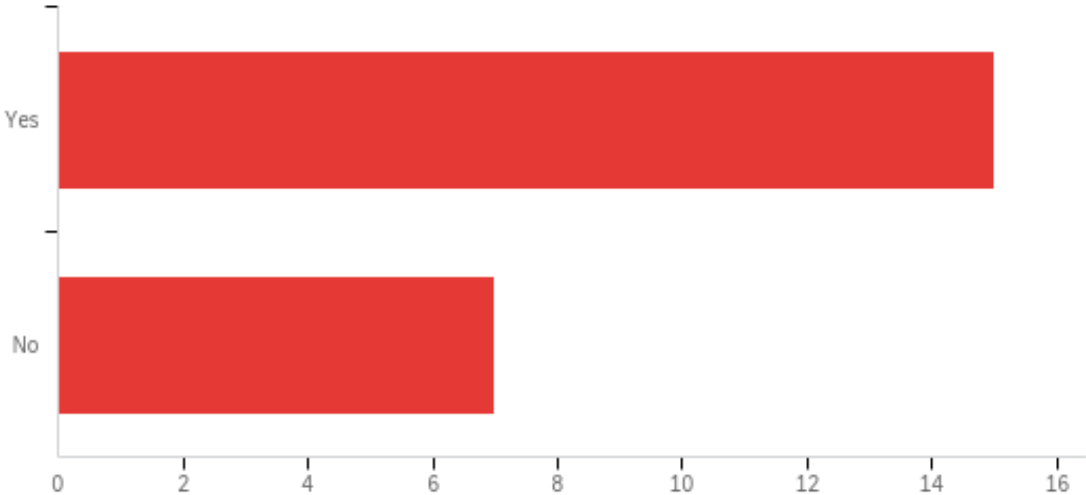
Q4 - Do you currently hold a teaching certification in one of the areas listed above?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you currently hold a teaching certification in one of the areas listed above?	1.00	1.00	1.00	0.00	0.00	22

#	Answer	%	Count
1	Yes	100.00%	22
2	No	0.00%	0
	Total	100%	22

Q5 - Are you currently employed in the certification area that IUP prepared you for?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you currently employed in the certification area that IUP prepared you for?	1.00	2.00	1.32	0.47	0.22	22

#	Answer	%	Count
1	Yes	68.18%	15
2	No	31.82%	7
	Total	100%	22

Q6 - How well do you believe IUP prepared you to



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Design and implement developmentally appropriate and challenging learning experiences based on an understanding of how learners grow and develop across cognitive, linguistic, social, emotional, and physical domains. (InTASC 1; CAEP R1.1)	2.00	4.00	3.27	0.68	0.46	15
2	Ensure inclusive learning environments that enable each learner to meet high standards. (InTASC 2; CAEP R1.1)	2.00	4.00	3.33	0.70	0.49	15

3	Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC 3; CAEP R1.1)	2.00	4.00	3.40	0.61	0.37	15
4	Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (InTASC 4; CAEP R1.2)	2.00	4.00	3.27	0.68	0.46	15
5	Engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC 5; CAEP R1.2)	2.00	4.00	3.27	0.68	0.46	15
6	Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision making. (InTASC 6; CAEP R1.3)	2.00	4.00	3.27	0.68	0.46	15
7	Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC 7; CAEP R1.3)	2.00	4.00	3.13	0.72	0.52	15
8	Use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (InTASC 8; CAEP R1.3)	3.00	4.00	3.33	0.47	0.22	15
9	Engage in ongoing professional learning and use evidence to continually evaluate your practice, particularly the effects of your choices and actions on others, and adapt practice to meet the needs of each learner. (InTASC 9; CAEP R1.4)	2.00	4.00	3.60	0.61	0.37	15
10	Seek appropriate leadership roles and opportunities to take responsibility for student learning, and to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (InTASC 10; CAEP R1.4)	2.00	4.00	3.27	0.77	0.60	15
11	Respect learners' differing strengths and needs and be committed to using this information to further each learner's development. (InTASC Critical Disposition 1(h); CAEP R1.1)	2.00	4.00	3.27	0.68	0.46	15
12	Make learners feel valued and help them learn to value each other. (InTASC Critical Disposition 2(n); CAEP R1.1)	1.00	4.00	3.27	0.77	0.60	15

13	Value the role of learners in promoting each others' learning and recognizes the importance of peer relationships in establishing a climate of learning. (InTASC Critical Disposition 3(o); CAEP R1.1)	3.00	4.00	3.47	0.50	0.25	15
14	Appreciate multiple perspectives within the discipline and facilitate learners' critical analyses of these perspectives. (InTASC Critical Disposition 4(p); CAEP R1.2)	2.00	4.00	3.20	0.65	0.43	15
15	Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas. (InTASC Critical Disposition 5(r); CAEP R1.2)	2.00	4.00	3.27	0.57	0.33	15
16	Commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. (InTASC Critical Disposition 6(v); CAEP R1.3)	2.00	4.00	3.07	0.68	0.46	15
17	Value planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community. (InTASC Critical Disposition 7(q); CAEP R1.3)	1.00	4.00	3.13	0.88	0.78	15
18	Commit to exploring how the use of new and emerging technologies can support and promote student learning. (InTASC Critical Disposition 8(r); CAEP R1.3)	1.00	4.00	3.00	0.82	0.67	15
19	Understand the expectation of the profession including codes of ethics, professional standards of practice, and relevant law and policy. (InTASC Critical Disposition 9(o); CAEP R1.4)	2.00	4.00	3.33	0.60	0.36	15
20	Embrace the challenge of continuous improvement and change. (InTASC Critical Disposition 10(t); CAEP R1.4)	1.00	4.00	3.27	0.77	0.60	15
21	Overall, I believe my field experiences at IUP prepared me for the expectations of today's classroom (CAEP R2.3; R4.3)	1.00	4.00	3.13	0.88	0.78	15
22	My EDUC 242 Pre-Student Teaching I experience was valuable to my preparation as a teacher. (CAEP R2.3; R4.3)	1.00	4.00	2.71	1.16	1.35	14
23	My EDUC 342 Pre-Student Teaching II experience was valuable to my preparation as a teacher (CAEP R2.3; R4.3)	1.00	4.00	3.07	0.96	0.92	14
24	My Student Teaching experience was valuable to my preparation as a teacher. (CAEP R2.3; R4.3)	3.00	4.00	3.73	0.44	0.20	15
25	My Cooperating Mentor Teacher provided a positive learning environment for our students and me. (CAEP R2.2)	3.00	4.00	3.87	0.34	0.12	15

26	My University Supervisor provided pertinent information and support throughout my student teaching experience. (CAEP R2.2)	1.00	4.00	3.27	0.93	0.86	15
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#	Question	Strongly Disagree		Disagree		Agree		Strongly Agree		Total
1	Design and implement developmentally appropriate and challenging learning experiences based on an understanding of how learners grow and develop across cognitive, linguistic, social, emotional, and physical domains. (InTASC 1; CAEP R1.1)	0.00%	0	13.33%	2	46.67%	7	40.00%	6	15
2	Ensure inclusive learning environments that enable each learner to meet high standards. (InTASC 2; CAEP R1.1)	0.00%	0	13.33%	2	40.00%	6	46.67%	7	15
3	Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC 3; CAEP R1.1)	0.00%	0	6.67%	1	46.67%	7	46.67%	7	15
4	Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (InTASC 4; CAEP R1.2)	0.00%	0	13.33%	2	46.67%	7	40.00%	6	15
5	Engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC 5; CAEP R1.2)	0.00%	0	13.33%	2	46.67%	7	40.00%	6	15
6	Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision making. (InTASC 6; CAEP R1.3)	0.00%	0	13.33%	2	46.67%	7	40.00%	6	15
7	Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC 7; CAEP R1.3)	0.00%	0	20.00%	3	46.67%	7	33.33%	5	15
8	Use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (InTASC 8; CAEP R1.3)	0.00%	0	0.00%	0	66.67%	10	33.33%	5	15

9	Engage in ongoing professional learning and use evidence to continually evaluate your practice, particularly the effects of your choices and actions on others, and adapt practice to meet the needs of each learner. (InTASC 9; CAEP R1.4)	0.00%	0	6.67%	1	26.67%	4	66.67%	10	15
10	Seek appropriate leadership roles and opportunities to take responsibility for student learning, and to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (InTASC 10; CAEP R1.4)	0.00%	0	20.00%	3	33.33%	5	46.67%	7	15
11	Respect learners' differing strengths and needs and be committed to using this information to further each learner's development. (InTASC Critical Disposition 1(h); CAEP R1.1)	0.00%	0	13.33%	2	46.67%	7	40.00%	6	15
12	Make learners feel valued and help them learn to value each other. (InTASC Critical Disposition 2(n); CAEP R1.1)	6.67%	1	0.00%	0	53.33%	8	40.00%	6	15
13	Value the role of learners in promoting each others' learning and recognizes the importance of peer relationships in establishing a climate of learning. (InTASC Critical Disposition 3(o); CAEP R1.1)	0.00%	0	0.00%	0	53.33%	8	46.67%	7	15
14	Appreciate multiple perspectives within the discipline and facilitate learners' critical analyses of these perspectives. (InTASC Critical Disposition 4(p); CAEP R1.2)	0.00%	0	13.33%	2	53.33%	8	33.33%	5	15
15	Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas. (InTASC Critical Disposition 5(r); CAEP R1.2)	0.00%	0	6.67%	1	60.00%	9	33.33%	5	15
16	Commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. (InTASC Critical Disposition 6(v); CAEP R1.3)	0.00%	0	20.00%	3	53.33%	8	26.67%	4	15
17	Value planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community. (InTASC Critical Disposition 7(q); CAEP R1.3)	6.67%	1	13.33%	2	40.00%	6	40.00%	6	15
18	Commit to exploring how the use of new and emerging technologies can support and promote student learning. (InTASC Critical Disposition 8(r); CAEP R1.3)	6.67%	1	13.33%	2	53.33%	8	26.67%	4	15

19	Understand the expectation of the profession including codes of ethics, professional standards of practice, and relevant law and policy. (InTASC Critical Disposition 9(o); CAEP R1.4)	0.00%	0	6.67%	1	53.33%	8	40.00%	6	15
20	Embrace the challenge of continuous improvement and change. (InTASC Critical Disposition 10(t); CAEP R1.4)	6.67%	1	0.00%	0	53.33%	8	40.00%	6	15
21	Overall, I believe my field experiences at IUP prepared me for the expectations of today's classroom (CAEP R2.3; R4.3)	6.67%	1	13.33%	2	40.00%	6	40.00%	6	15
22	My EDUC 242 Pre-Student Teaching I experience was valuable to my preparation as a teacher. (CAEP R2.3; R4.3)	21.43%	3	21.43%	3	21.43%	3	35.71%	5	14
23	My EDUC 342 Pre-Student Teaching II experience was valuable to my preparation as a teacher (CAEP R2.3; R4.3)	7.14%	1	21.43%	3	28.57%	4	42.86%	6	14
24	My Student Teaching experience was valuable to my preparation as a teacher. (CAEP R2.3; R4.3)	0.00%	0	0.00%	0	26.67%	4	73.33%	11	15
25	My Cooperating Mentor Teacher provided a positive learning environment for our students and me. (CAEP R2.2)	0.00%	0	0.00%	0	13.33%	2	86.67%	13	15
26	My University Supervisor provided pertinent information and support throughout my student teaching experience. (CAEP R2.2)	6.67%	1	13.33%	2	26.67%	4	53.33%	8	15

Q7 - Please describe how you use technology for instruction and assessment in your classroom. (R1)

Please describe how you use technology for instruction and assessment in your classroom. (R1)

-smart board -interactive lessons

We are required to use Google Classroom to post school work and Sapphire to post grades. I occasionally use other Google apps or Canva for assignments.

I teach business technology classes and computer science classes so use technology everyday with hands on learning for students.

Technology is an extremely important part of modern education. Some programs were taught at IUP which was helpful, but it's hard to be prepared when IUP doesn't have access to actual curriculum and resources that schools use.

I currently work for a cyber charter school teaching physical education so I use technology on a daily basis. Virtual classes require the use of Class through Zoom.

I teach at a cyber school, so I have more access to technology than most. My most used program is Quizizz to present slides of material, manipulatives, and opportunities to show understanding. Other technology I use includes Zoom, Padlet, and Nearpod.

I run most of my classroom through Google Classroom and recently used Google Forms to help me get an idea on the distribution of the scores on a quiz that my class had. It was helpful for me to see what content I needed to review and what content I didn't need to review as much with the students.

I'm Health & PE- I try to limit my technology use in the classroom. I feel that in teaching personal and social responsibility, technology is a crutch and doesn't allow for student to hone in on certain health skills. I have used-edpuzzle, blooket, moozoo, kahoot- these are for formative assessment. I have also used google slides. I really try to stay away from technology because in my opinion- it's made the job of being a teacher/ health teacher harder. (Aside from talking about analyzing influences & accessing valid resources) Dr. Kulik provided many different ways to keep students engaged with and without the use of technology (grouping students, methods of instruction, jigsaw , gallery walks etc.)

I use a Smart Board daily to project instruction. My student each have iPads.

I use Google classroom as a way to have students check their quizzes, while also having their daily assignments and notes on there. I also use geogebra during my geometry chapter, and desmos when teaching my students about slope.

I use Google Slides for my presentations. Also, I use various platforms to assess students and provide instruction off campus including Canvas, Kahoot, Blooket, Quizizz, Quizlet, and more

Q8 - Please describe the experiences you have had working with diverse students. (R1)

Please describe the experiences you have had working with diverse students. (R1)

I'm in the special education field and work with diverse students everyday

I have experience working with ELL and student's with IEPs.

As an elective teacher, each class I teach is made up of at least 30% IEP students.

At IUP the demographic of students I worked with was very limited to rural PA. I currently work with inner city children (primarily African-American and Hispanic.) IUP taught being culturally relevant, but didn't not expose us to things and topics that really were culturally relevant and diverse.

My students come from everywhere in Pennsylvania so I deal with an abundance of diversity. I have a lot of students with disabilities so I am constantly trying to find new ways for them to be able to participate in physical education.

I teach students from all over the state of PA, so I deal with a wide range of students. I often deal with students who are learning English as a second language, as well as teaching a diverse set of students in every class as they are not separated by what area they live in.

My district has experienced a large surge in ESL/ELL students and as a result, I have worked hard to make sure that our primary sources and assignments are accessible in multiple languages. I have also worked to include some information from those student's home countries to make sure that they feel included when we are learning about World History.

I had an adapted PE class in my student teaching experience. Right now, I teach 230 kids. I would say more than 30% have an IEP or a 504.

I have had students from several different ethnicities, including ELL studenrs.

I had my pre student teaching in Greater Johnstown where I was able to see a very different student body than what I have at my district. Most students at j Johnstown came from lower class families while I also got to see and learn how different families managed during covid. Comparing that to my district, it is a wealthier area with less than 30% economically disadvantage students.

My classroom varies in diversity and that includes race, gender, and ethnicity. It promotes a diverse and respectful learning experience for all students.

Q9 - What aspects of IUP's Educator Preparation Program were of greatest value to you as a practicing educator?

What aspects of IUP's Educator Preparation Program were of greatest value to you as a practicing educator?

The mentorship and dedication to student success

The emphasis place on thorough and detailed planning of lessons provided me with a solid foundation that allows me to consistently make effective lessons. Any portion of the program that was hands on was very helpful to get some real-life experience.

My BCIT classes, diversity classes, technology classes. Also, the online degree was essential to me becoming a teacher.

I felt very unprepared with my education at IUP. Student teaching and real experience taught me almost everything. That being said, it was helpful to be introduced to things like IEPs and MTSS.

My student teaching took place during Covid and I had to do physical education classes virtually for a period of time. That really helped to prepare me and change my approach. It was a huge benefit to be able to see that side of teaching since I currently teach virtually.

I most valued having ideas on how to practically bring music into the classroom, and what educators can do to provide accomodations and modifications for those who need it.

The Unit Planning section of EDUC 445 (?) and Lesson Design. The overall general idea of how a lesson should be structured is something that I use every day.

The professors, the 2 week residency and teaching episodes and debriefs after. Shout out to Dr. Wachob & Dr. Kulik. They were firm but fair and really set me up for success outside of IUP. Also Dr. Lorenzi- wish I had more time and classes with him. Adapted PE owns my heart and I totally loved his passion for involving ALL students with ALL abilities. He is the Doc White of IUP **I still think about these 3 professors from time to time when I am feeling "stuck" as a teacher. They added tools to my tool belt.

Getting into the classroom early into my schooling.

Student teaching and having in person classes.

The student teaching program

Q10 - What advice would you have to improve IUP's Educator Preparation Program?

What advice would you have to improve IUP's Educator Preparation Program?

More special ed courses specifically on IEP development and writing

I would include a class with the information about requirements for getting your permanent teaching certification and how to maintain it. The difference between Level I and Level II was not mentioned.

Work to teach more about the types of assessments you would be giving as an elementary teacher, how to adapt lessons in the moment, how to truly create lessons that meet the needs and interests of your students, and touch base more with communication in the classroom with students.

A class on classroom/behavior management would be a nice addition.

Provide more real life experiences for students. That is the only way they will truly learn. Expose students to popular curricula and programs that are used (IXL, Progress Learning, iReady, etc.)

Cover the virtual aspect of teaching more. Had I not had the virtual opportunity during student teaching I would have struggled to adapt.

I would have loved to have more experience on scope and sequences that are common in elementary schools, as well as more experience in pedagogy and the different frameworks we could be interested in studying more. To note with this however, I did take many of my pedagogy classes during and after the pandemic so they were likely different than what is typically offered!

Be realistic that a Lesson-Plan might not be a "one and done" lesson, but some lessons take a couple of days. I found it much easier to plan once I accepted that a Lesson-Plan could be active for several days for constructivist learning assignments (Like a Poster!). I would also focus much, much, much more time on classroom management. I have found that I was not prepared as well to handle classroom management and discipline issues as I should have been.

Even though I have graduated from IUP, I feel so disconnected. The fact that my email has expired and taken from me, grinds my gears beyond belief. I have no access to d2l or any content or feedback that was given by my professors.

Focus more on the Science of Reading approach. My school is huge in it and it is what is being taught in elementary classrooms, especially here in Pennsylvania. Hold mock interviews. I was so defeated after interviewing. I had no idea how to answer questions due to not having experience.

A possible 1 credit course going over building confidence with confrontation/ discipline.

Add more classroom management work and AI instruction.

Q11 - Overall, do you believe that your preparation from IUP was effective and relevant to the responsibilities you confront on the job? Why or why not? (R4.3)

Overall, do you believe that your preparation from IUP was effective and relevant to the responsibilities you confront on the job? Why or why not? (R4.3)

Yes, it fully prepared me to work with coworkers and plan accordingly

Overall, yes.

Yes, in terms of how to teach. How to manage a classroom and behaviors is increasingly becoming more time consuming and so more education on this aspect would be helpful.

I feel like I was introduced to the background things pertinent to teaching (MTSS, IEPs, etc). I do not think that I was prepared for the reality of supporting students who are multiple grades below level, I feel like I was unprepared to developing curricula to meet my students needs, I feel like I was unprepared at balancing multiple standards at once, and I feel like we were not exposed to and taught how to face the reality that parents/students don't want to be held accountable.

I absolutely think that IUP prepared me for becoming a teacher. The assignments that were completed during my time at IUP went above and beyond was is normally expected on the job.

My time at IUP was effective and relevant to my current position. While I was missing some skills to effectively teach online when I first started my position, I understand this is a very niche position and isn't something that was an expected position for music educators to take. I was able to adapt the skills I learned for a brick-and-mortar classroom to apply for what is appropriate for online learning.

Somewhat. I feel like the actual pedagogy was almost non-existent and I had to quickly learn how to design actual lessons during Student Teaching. I also feel like the overall outline of a lesson was pushed very well onto me at IUP. Something else that wasn't mentioned is that sometimes, the district has pre-designed lessons for you to teach and it is more about how well you can actually implement those lessons and connect with the students.

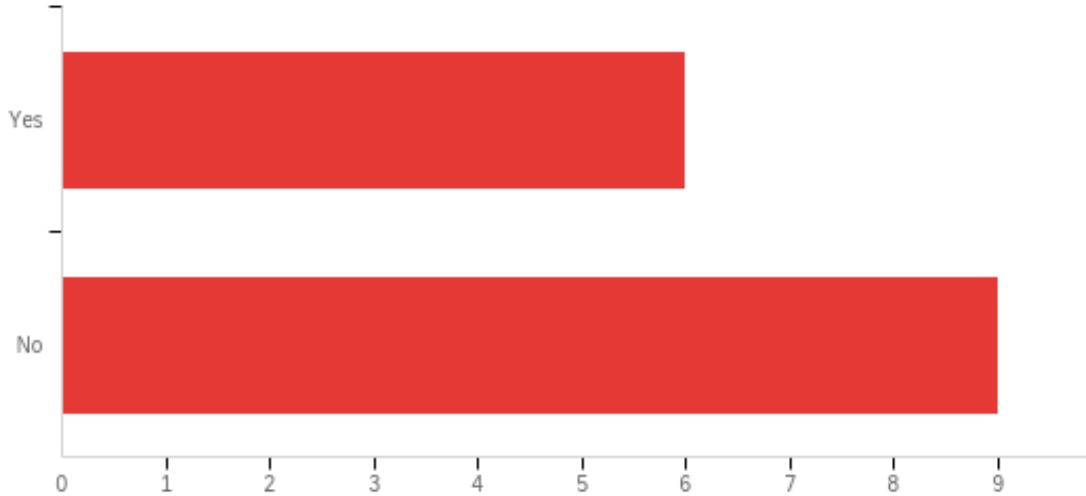
I do believe it prepared me but, I would have benefited by having all of the work, assignments and information that was provided by my professors. Even my own work- has now been lost forever.

I feel you learn most by action. IUP taught me the laws of special education as well as writing lesson plans and finding standards and resources to help teach.

I believe academically IUP helped me grow into a more educated person having to take all these different math classes and such. But I did go to school during covid and it had felt like our education was on the back burner for some professors, where I believe I could have gained so much more in my 4 years at IUP. I don't necessarily believe that is IUP's fault but it does feel like I should have had more skills when entering the job market.

Yes because I have felt that my first two years went by very smoothly as an educator from my experiences and learning opportunities from the preparation that IUP and my cooperating teacher gave me.

Q12 - With your permission, we would like to reach out to your direct supervisor and share the same survey to assess their satisfaction with IUP graduates. Your name will not be shared, they will be asked to answer based on their experience with recent IUP hires. Do you give us permission to contact your supervisor?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	With your permission, we would like to reach out to your direct supervisor and share the same survey to assess their satisfaction with IUP graduates. Your name will not be shared, they will be asked to answer based on their experience with recent IUP hires. Do you give us permission to contact your supervisor?	1.00	2.00	1.60	0.49	0.24	15

#	Answer	%	Count
1	Yes	40.00%	6
2	No	60.00%	9
	Total	100%	15

Q13 - Please share the name, title, and email address of the supervisor to whom we should share the survey.

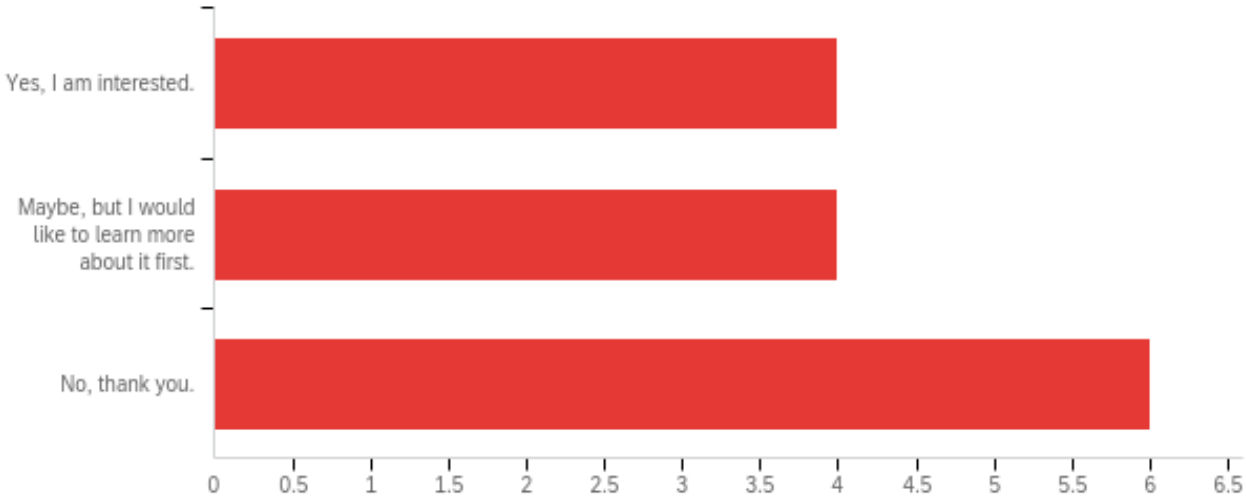
Please share the name, title, and email address of the supervisor to whom we should share the survey.

Bo Jackson - elementary assistant principal - email jjackson@ccaeducate.me

David Wachob Physical Education & Keri Kulik Health Education

High school principal, Rebecca Roberts, rroberts@fhrangers.org

Q14 - Are you interested in completing a more in depth case study of your impact on K-12 learners? Your answer does not committ you to completing the study.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you interested in completing a more in depth case study of your impact on K-12 learners? Your answer does not committ you to completing the study.	1.00	3.00	2.14	0.83	0.69	14

#	Answer	%	Count
1	Yes, I am interested.	28.57%	4
2	Maybe, but I would like to learn more about it first.	28.57%	4
3	No, thank you.	42.86%	6
	Total	100%	14

Q15 - Please share your name and e-mail adress so that we can contact you with more details regarding the case study.

Please share your name and e-mail adress so that we can contact you with more details regarding the case study.

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