



**Commission on Teacher Credentialing
Biennial Report
Academic Years 2012-13 and 2013-14**

Institution	California State University, Long Beach
Date report is submitted	Fall 2014
Program documented in this report	Single Subject Credential Program
Name of Program	Single Subject Credential Program
Credential awarded	Preliminary Single Subject Credential and Intern Credential
Is this program offered at more than one site?	
If yes, list all sites at which the program is offered	
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Name:	
Phone #	
E-mail	

Note: CSULB is using a modified Biennial Report template. With CTC's permission, this template combines all elements of the traditional Biennial Report with elements of CSULB's Annual Report. Most data tables appear in the Appendix. Please see the Cover Letter for a detailed comparison.



College of Education and Affiliated Programs
Biennial Assessment Report – Fall 2014
Single Subject Credential Program

Note: this report presents and analyzes data from Summer 2012 through Spring 2014 with an additional year of SLO data included solely as a means of establishing a trend.

Background

- 1. Describe your program (enrollment, number of faculty, general goals). Have there been any major changes since your last report?**

The Single Subject Credential Program (SSCP) rests on the bedrock principle clarified by the National Commission on Teaching and America's Future (NCTAF, 1996, p.5): *What teachers know and can do makes the crucial difference in what children learn.* Building on this core principle, the program has as its overarching purpose the preparation of high quality beginning teachers who possess the knowledge, skills, and dispositions to provide meaningful, substantive, and sequential learning for all students so that they can become active citizens in a democratic, increasingly global, technology-driven society.

The SSCP has three components: subject matter preparation, professional pedagogical preparation, and clinical practice. The program has eight active Commission-approved subject matter programs: Art, English, Health Science (HCS), Languages Other Than English (LOTE), Mathematics, Music, Physical Education, and Social Science. The Family and Consumer Sciences and ITE credential programs are currently inactive. The LOTE approved areas are French, German, Italian, Latin, and Spanish. Subject matter programs vary in length from 35 to 75 units, and are essentially undergraduate majors. Professional preparation is accomplished through a 45-unit course sequence, with 27 units dedicated to foundational and pedagogical preparation and 18 units associated with the culminating clinical experience. The program offers an Internship track with the same structure and unit load.

The SSCP is a university-wide program. As such its governance is shared among the eight active constituent subject matter programs (housed in four colleges: Arts, Health and Human Services, Liberal Arts, and Natural Sciences and Mathematics), and the University Coordinator (based in the College of Education). The University Coordinator reports to the Dean of the College of Education. Program Coordinators and/or Advisors, housed in the appropriate academic department, are responsible for each of the subject matter programs. Each program has a faculty committee that, among other responsibilities, determines subject matter program policy and reviews applications to the program.

For university budget purposes the Single Subject Credential Program has a single faculty member, the University Coordinator. Subject matter program coordinators and/or advisors, teaching faculty, and the clinical supervisors are members of the colleges and departments housing the subject matter programs and the Department of Teacher Education. They are “loaned” to the Single Subject Program. Table 5 displays the 2012-2014 profile of faculty.

All courses in the professional education sequence integrate course activities and structured fieldwork.

Fieldwork is designed to give candidates a variety of experiences in schools ranging from classroom observations through case studies and mini ethnographies to whole class teaching. Course activities and field experiences are closely tied to the Teaching Performance Expectations (TPEs). The Teaching Performance Expectations serve as the SSCP student learning outcomes. Table 1 presents the program’s learning outcomes, key signature assignments, and how those outcomes map to local, state, and national standards.

Since the last Annual Report in 2012 the SSCP has worked to develop curriculum to prepare candidates to teach in Linked Learning settings. During 2012-2013, select candidates took key professional preparation coursework and did their clinical practice in Long Beach Unified School District sites designated as Linked Learning Small Learning Communities. These pilot efforts yielded data that have informed program changes. For instance, we now include Linked Learning principles and practices as part of our normal course curriculum and have updated signature assignments appropriately. We also situate one of our core program courses on a high school campus to provide a more authentic experience for our candidates. In addition, in Spring 2013 the program adopted a single common textbook to be used in all courses to inform instruction in how to work with special needs learners of all types. This book is now in its second edition. Also, the SSCP successfully replaced EDP 350-Education of Exceptional Individuals in the co-requisite coursework with EDSP 355B-Collaborative Models of Inclusive Education: Partnerships and Strategies for Teaching All Students in Secondary Schools, a more appropriate course for secondary teachers. The program has experimented with course delivery formats, piloting EDSE 436 in hybrid mode and EDSE 457 in both hybrid and full online delivery mode. Since summer 2014 some EDSE 457 sections have been delivered fully online.

Table 1*Program Student Learning Outcomes and Relevant Standards*

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
SLOs	Makes subject matter comprehensible to students	Assesses student learning	Engages and supports all students in learning	Plans instruction and designs learning experiences for all students	Creates and maintains an effective environment for student learning	Develops as a professional educator
Signature Assignment(s)	Teaching lesson, Course grade, TPA 1	Course grade, TPA 3	Lesson plans, Course grade, TPA 1-3	Curriculum unit plan, Course grade, TPA 1-3	Demographic paper, Course grade	Reflective paper, Course grade, TPA 1-3
State Standards	Makes subject matter comprehensible to students	Assesses student learning	Engages and supports all students in learning	Plans instruction and designs learning experiences for all students	Creates and maintains an effective environment for student learning	Develops as a professional educator
Conceptual Framework	Effective Pedagogy	Evidence-based Practices	Evidence-based Practices	Evidence-based Practices; Innovation	Innovation	Collaboration; Leadership; Scholarship; Advocacy
CSULB Learning Outcomes	Well-prepared; Integrating liberal education	Well-prepared; Collaborative problem solving	Engaged in global and local issues; Knowledge and respect for diversity; Integrating liberal education	Engaged in global and local issues; Integrating liberal education	Engaged in global and local issues; Knowledge and respect for diversity; Integrating liberal education	Well-prepared; Engaged in global and local issues; Collaborative problem solving
NCATE Elements	Content Knowledge	Student Learning	Pedagogical Content Knowledge	Professional Knowledge & Skills	Professional Knowledge & Skills	Professional Dispositions

Table 2*Program Specific Candidate Information, 2012-2014 – Transition Point 1 (Admission to Program)*

	2012-2013			2013-2014		
	Applied	Accepted	Matriculated	Applied	Accepted	Matriculated
Total:	325	325	N/A	299	299	N/A

Table 3*Program Specific Candidate Information, 2012-2014¹ – Transition Point 2 (Advancement to Culminating Experience – Student Teaching)*

	2012-2013	2013-2014
Total:	282	209

Table 4*Program Specific Candidate Information, 2012-2014 – Transition Point 3 (Exit)*

	2012-2013	2013-2014
Credential²	285	205

¹ Data are reported Summer term through Spring term (e.g., Summer 2012-Spring 2013 for the 2012-13 academic year.)

² Data for Initial and Advanced Credential Programs reflects students who have filed for their credential with the Credential Office. These data generally include students who have completed the program one or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2012 through Spring 2014.

Table 5*Faculty Profile 2012-2014³*

Status	2012-2013	2013-2014
Full-time Faculty/Lecturer	33	27
Part-time faculty	N/A	N/A
Part-time Lecturer	45	47
Total:	78	74

2. **How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting.**

Fall 2013 (Sp13 data only)- 31 faculty members attended a special workshop to review assessment data and recommend appropriate program adjustments

Fall 2014 (3 year data)- 20 faculty members attended a special workshop to review assessment data and recommend appropriate program adjustments

Data

3. **Question 3 is in 2 parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:**

The Single Subject Credential Program draws upon data from a variety of sources for its ongoing program improvement processes, and for this biennial report in particular. Data informing this report include:

- **Enrollment and Headcount Data:** Enrollment and headcount data are provided by the department office (faculty headcounts) and the Credential Center. These data are reflected in Tables 2-5 above. The data are shared with the Assessment Office on an annual basis and reviewed in alternating years for the biennial report.
- **Signature Assignment Data:** Signature assignments are faculty-designed assessments, typically embedded in courses, that assess candidate learning on program-level outcomes. Assessment scoring is guided by rubrics to ensure consistency and fairness. These data are collected each time the relevant course is offered and are then forwarded to the Assessment Office for analysis. Analysis includes calculating the mean and standard deviation for overall and criteria scores. Signature assignments are outlined in Table 1 (above). Data related to these assignments are reported in the figures below as well as in Appendix A.

³ Figures include headcounts of individual faculty who taught in the program during the academic year. Faculty who teach in multiple programs are counted in each.

- **CalTPA Data:** CalTPA data are reported for the Multiple and Single Subject programs. Candidates complete a series of 4 tasks, which are blind-scored by calibrated assessors using TaskStream. The data are reported below in Tables 6-9.
- **College of Education Student Success Survey:** Starting in spring 2013, the college administered a web-based student success survey to capture the experiences of candidates currently enrolled in the college. This survey is administered every 3 years. Relevant data for the program are reported in Appendix B.
- **Student Teacher Feedback on Cooperating Teachers:** Each year the SSCP surveys exiting student teachers, requesting feedback on their cooperating teachers. Data from two representative semesters are included in Appendix B.
- **Student Teacher Feedback on University Supervisors:** Each year the SSCP surveys exiting student teachers, requesting feedback on their university supervisors. Data from two representative semesters are included in Appendix B.

Additional information, including each program's assessment plan and signature assignments, can be found at: <http://www.ced.csulb.edu/assessment>.

- Candidate Performance Data:** Provide *direct* evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used).

The figures below present an overview of SLO data for the period covered by this report. For more detailed data on specific SLOs and related criteria (as available) please go to Appendix A. For program pathways with fewer than 10 students, we do not disaggregate data.

Figure 1

Figures 1 compares aggregate data by SLO for a two-year period based on points earned.

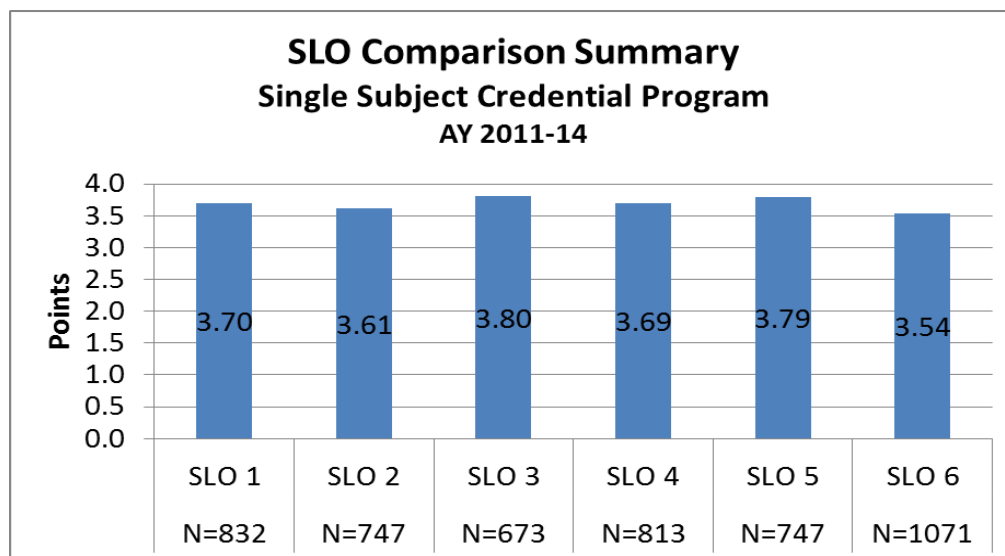


Figure 2

Figure 2 compares aggregate data by SLO for a one-year period based on points earned.

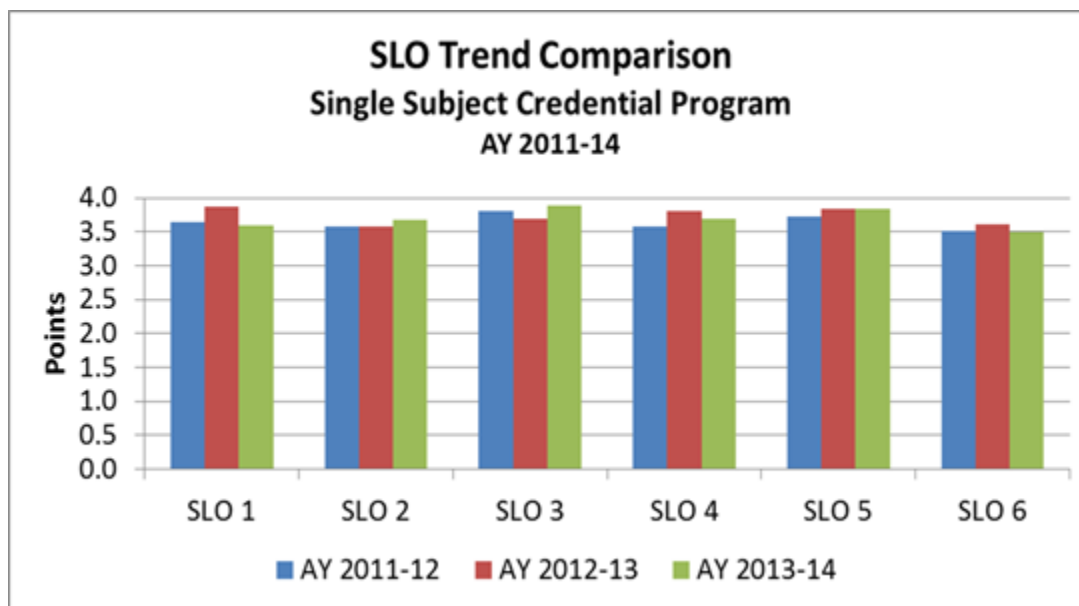


Table 6

CalTPA Pass Rates for 2012-2013, SSCP

CalTPA Task	Semester	Score 1 or 2 (not passing)	Score 3 or 4 (passing)	Total
Subject Specific Pedagogy	Fall 2012	12% n=17	88% n=119	136
	Spring 2013	12% n=18	88% n=134	152
Designing Instruction	Fall 2012	16% n=18	84% n=93	111
	Spring 2013	19% n=25	81% n=108	133
Assessing Learning	Fall 2012	20% n=26	80% n=106	132
	Spring 2013	18% n=21	82% n=93	114
Culminating Teaching Experience	Fall 2012	13% n=17	87% n=133	130
	Spring 2013	14% n=17	86% n=101	118

Table 7*CalTPA Pass Rates for 2013-2014, SSCP*

CalTPA Task	Semester	Score 1 or 2 (not passing)	Score 3 or 4 (passing)	Total
Subject Specific Pedagogy	Fall 2013	10%, n = 15	90%, n = 133	92
	Spring 2014	11%, n = 18	89%, n = 148	155
Designing Instruction	Fall 2013	14%, n = 17	86%, n = 105	94
	Spring 2014	19%, n = 30	81%, n = 131	144
Assessing Learning	Fall 2013	11%, n = 15	89%, n = 112	107
	Spring 2014	18%, n = 18	82%, n = 82	78
Culminating Teaching Experience	Fall 2013	6%, n = 7	94%, n = 120	106
	Spring 2014	10%, n = 10	90%, n = 90	78

Table 8*Assessors*

Summer 2012-Spring 2014	SSCP
Assessors Used	33
Initially Calibrated 2012-2014	2
Recalibrated	33
Chose not to recalibrate	5

Notes

1. Assessors used: Headcount of all assessors used in 2002-14 period; those in this group may be qualified to score multiple tasks;
2. Initially Calibrated 2012-2014: Individuals who first did Foundation training during 2012-14 year; these are "new" assessors during this time period.
3. Recalibrated: individuals who have successfully recalibrated on 1 or more tasks using either the CED in-house system or the CTC online system
4. Chose not to recalibrate: individuals who informed CED they would not be recalibrating on one or more tasks; or did not communicate with CED at all

Reliability Data

The figures in the table below were obtained by first identifying the tasks that were double-scored as part of our reliability studies and grouping these tasks by the academic year scored and by program (Multiple vs. Single Subject). We then used cross-tabs to calculate, by year, the percentage of the assessors on these double-scored tasks who gave a score that was the same as or within 1 point of the other score for that task.

Table 9*Cal TPA Reliability Data, Single Subject Credential Program*

	AY 2012-13	AY 2013-14
Exact Match	52.5%	52.2%
Exact Match & 1 Point Off Combined	95.4%	95.5%
N	259	268

Modifications to Assessor Selection, Training and Recalibration

With candidate enrollment declining over the last two years, the college has not brought on new assessors, and thus has not needed to provide new assessor training.

Faculty who teach methods courses and who score TPA tasks are required to either score every semester or recalibrate each year by October 1. Faculty who do not recalibrate are required to attend a re-training session specific to the task on which they were initially trained. This is taught by the Lead Assessor.

A clarification to policy was made in 2013. Assessors and instructors asked for clear direction on supporting candidates during the CalTPA process. The TPA Coordinator (Associate Dean) worked with the TPA Implementation Group to develop a clear list of “Do’s and Don’ts” based on the CTC’s policies for Unaided Submission and Feedback (PSA 13-02), and the TPA Implementation Manual. This has been shared with assessors and instructors.

- b. Program Effectiveness Data: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness.**

The program has reviewed and interpreted data from the student teacher feedback surveys as well as from the CED Student Success Survey. Survey data related to the specific items listed below can be found in Appendix B.

Survey**Items**

CED Student Success Survey

Question 2 - Items 2-5 & 13

Student Teacher Feedback on Cooperating Teachers

Program Orientation, Observations, Conferences, Oral & Written Feedback, Overall Supervision

Student Teacher Feedback on University Supervisors

Program Expectations, Observations, Conferences, Oral & Written Feedback, 3-way Conferencing, Overall Supervision

- 4. OPTIONAL: You may provide *additional* information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data sources.**

Analysis and Actions

5. Please use the table below to report the major interpretations based on your review of the data for this reporting cycle. Consider signature assignment data on candidate performance *as well as* any survey and other data. Be sure to make note of how these new findings compare to *past* findings on the data and discuss *why* you believe the results have changed. (Note: While it is possible that you have both strengths and weaknesses for a single topic, it is also possible you might identify *only* strengths or *only* weakness for a topic.)

Table 10

Discussion of Program Strengths and/or Areas of Needed Improvement

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings <i>and why</i>
1	Making Subject Matter Comprehensible to Students	-EDSS 450 Signature Assignment: <i>Teaching Lesson</i> -TPA 1	-Students performed quite well on signature assignment and TPA 1 -Nearly 89% of students passed TPA 1 in 2012-2014	-Alignment of assignment in practice -More naturalistic teaching event	Higher mean scores than in 2009-2011 due to greater attention from faculty as a result of previous analyses
2	Assessing Student Learning	-EDSS 473 Signature Assignment: <i>Pre/post Assessment</i> -TPA 3	-Students do well on signature assignment, but not as well as on others -83% of students passed TPA 3 in 2012- 2014.	-Consider dropping signature assignment and relying on TPA 2 for assessment to avoid overloading candidates during clinical practice	Higher mean scores than in 2009-2011 due to greater attention from faculty as a result of previous analyses

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings <i>and why</i>
3	Engaging and Supporting All Students in Learning	-EDSE 457 Signature Assignment: <i>Lesson Plans</i> -TPA 1-3	-Students do quite well on the signature assignment-highest mean scores over 3 years. They demonstrate ability to articulate WHY their adaptions will benefit special needs learners -85% of candidates passed TPA 1 -3 in 2012-2014.	More preparation in serving English Learners	-Higher mean scores than 2009-2011 due to implementation of Common Core and more focus on deep analysis of pedagogical practices -Use of common text
4	Planning Instruction/Designing Learning Experiences for All Students	-EDSE 436 Signature Assignment: <i>Curriculum Unit Plan</i> -TPA 1-3	Students do well on signature assignment -85% of students passed TPA 1 -3 in 2012-2014.	-Need to better reflect complexity of instructional planning -Must better address differentiation	Higher mean scores than 2009-2011 due to implementation of Common Core, Linked Learning, on-site courses
5	Creating and Maintaining Effective Learning Environments	-EDSE 435 Signature Assignment: <i>Demographic Paper</i> -TPA 2-4	-Students do well on signature assignment -85% of students passed TPA 1 -3 in 2012-2014.	Analysis is more challenging for students than methodology	Higher mean scores than 2009-2011 due to more effective text, on- site classes

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings <i>and why</i>
6	Developing as a Professional Educator	-EDSS 300 Signature Assignment: <i>Reflection Paper</i> -TPA 1-3	Students do well on signature assignment, bit not as well as on others -85% of students passed TPA 1 -3 in 2012-2014.	-Signature assignment is sophisticated for beginning students -Poor English usage on signature assignment	Higher mean scores than 2009-2011 due to implementation of Common Core, Linked Learning and heightened attention to educational philosophy
7	General candidate satisfaction with program	Student Success Survey Data	-candidates report clear emphasis on respect for diversity -candidates appreciate quality of advising -candidate appreciate availability of technology	-candidates feel CED/SSCP insensitive to their non-academic responsibilities -candidates least pleased with financial advising	-increased focus in program on diversity issues -increased program attention to student- centered advising
8	Clinical practice	Candidate feedback on cooperating teachers, university supervisors	-high level of candidate satisfaction with mentoring during clinical practice, improvement from F12 to Sp13	-continued focus on clinical supervision: consistent practices, uniform tools where appropriate	-meetings with university supervisors about program expectations and best practices for clinical supervision

6. Please outline the steps the program will take (e.g., revise curriculum, programs, practices, assessment processes) to address areas in need of improvement outlined in Question 5.

Table 11

Program Action Items

Topic #	Action to Address Areas for Improvement	By Whom?	By When?	CTC Standard(s) (for CTC Programs)	Update on Actions (If Applicable)
1	Faculty development in naturalistic teaching options	SSCP leadership, faculty	Fall 2015	Program Standards 4, 6, 8-B, 11	
2	Investigate using TPA 3 as SLO assessment	SSCP Leadership	Fall 2015	Program Standard 6, 17, 19	
3	Revise Fieldwork to provide more consistent examples of quality ELL instruction	SSCP leadership, EDSE 457 faculty	Fall 2015	Program Standards 4, 6, 9, 12, 14	
4	Revise EDSE 436 signature assignment	SSCP leadership, EDSE 436 faculty	Spring 2015	Program Standards 6, 8-B, 10	Pilot change in Fall 2014
5	Model effective analysis of data	EDSE 435	Spring 2015	Program Standards 3, 6, 9, 10, 12	
6	Investigate revising signature assignment and rubric	SSCP leadership, EDSS 300 faculty	Fall 2015	Program Standards 3, 4, 5, 6, 8-B, 9, 10, 11, 12, 13, 14	
7	Investigate ways to accommodate student work/family schedules; identify appropriate touch points for financial aid content	SSCP Leadership, Advising staff	Spring 2015	Common Standard 6	More information on financial aid in program orientation starting Fall 2014
8	continued focus on clinical supervision: consistent practices, uniform tools where appropriate	SSCP Leadership	Spring 2015	Common Standard 7; Program Standard 14	Continuation of semester program meetings on clinical practice

7. Will you be making any changes to signature assignments or rubrics as a result of your review of data for this report?

☒ Yes (see below)

☐ No (no further action is required)

If YES, please document planned changes below:

Table 8

Proposed Changes to Program Documents

Course #	Signature Assignment Name	Nature of Changes (BRIEF)	Reasons for Changes (BRIEF)
EDSE 436	Curriculum Unit Plan	Change from a curriculum map to more detailed unit plan	To accommodate deeper candidate thinking about designing and delivering interdisciplinary content
EDSE 457	Lesson Plans	Revised signature assignment scoring rubric	To develop more precision, rigor
EDSE 435	Demographic Paper	Refine signature assignment	To more effectively guide student field experience

Please remember to submit revised rubrics to the Assessment Office when they are completed to ensure we can help you collect the correct data.

APPENDIX A:

Candidate Performance Data

Single Subject Credential Program

Signature Assignment Data Report

AY 2011-14

Figure Description:

- **SLO Comparison Summary Graph:** compares aggregate data by SLO for a three-year period based on points earned.
- **SLO Trend Comparison Graph:** displays trends in SLO data across three years based on points earned.
- **SLO Score Distribution Graph:** displays score distribution trends for SLOs across three years based on the percentage of students who earned a particular score
- **SLO Criteria Score Means Graph:** displays aggregate criteria data for SLOs for a three-year period based on the average percentage of points earned.

Student Learning Outcomes

Outcome 1: Makes subject matter comprehensible to students

Outcome 2: Assesses student learning

Outcome 3: Engages and supports all students in learning

Outcome 4: Plans instruction and designs learning experiences for all students

Outcome 5: Creates and maintains an effective environment for student learning

Outcome 6: Develops as a professional educator

Figure 1

Figure 1 shows aggregate data by SLO for a three-year period based on points earned.

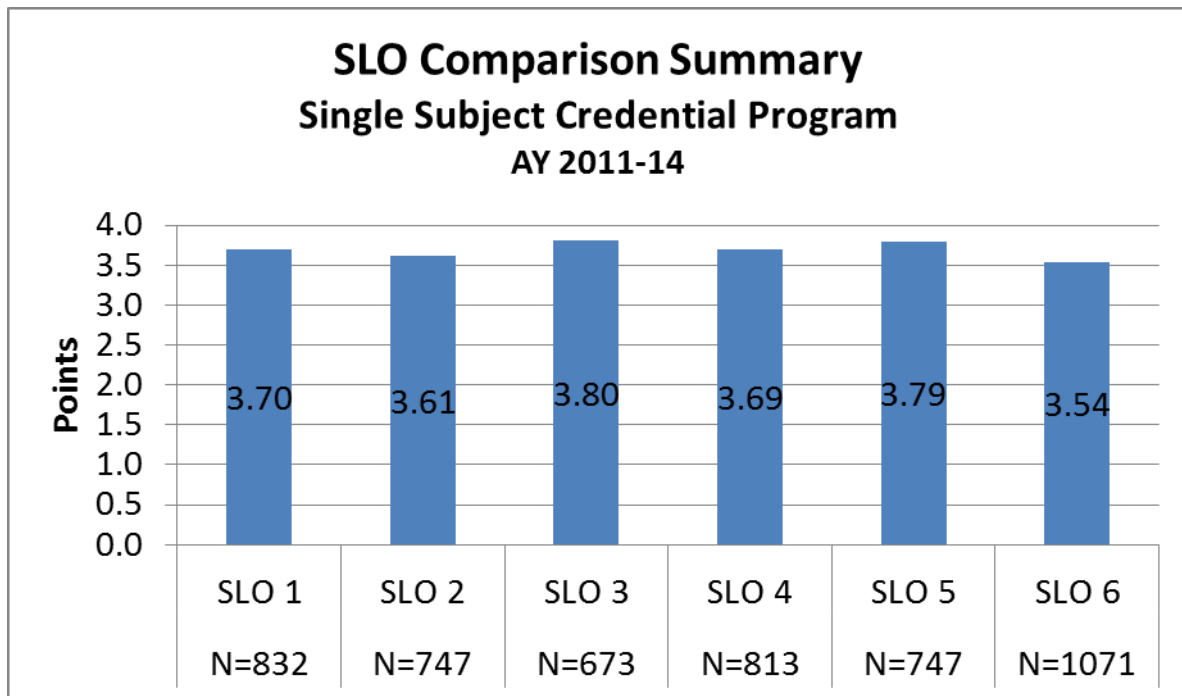
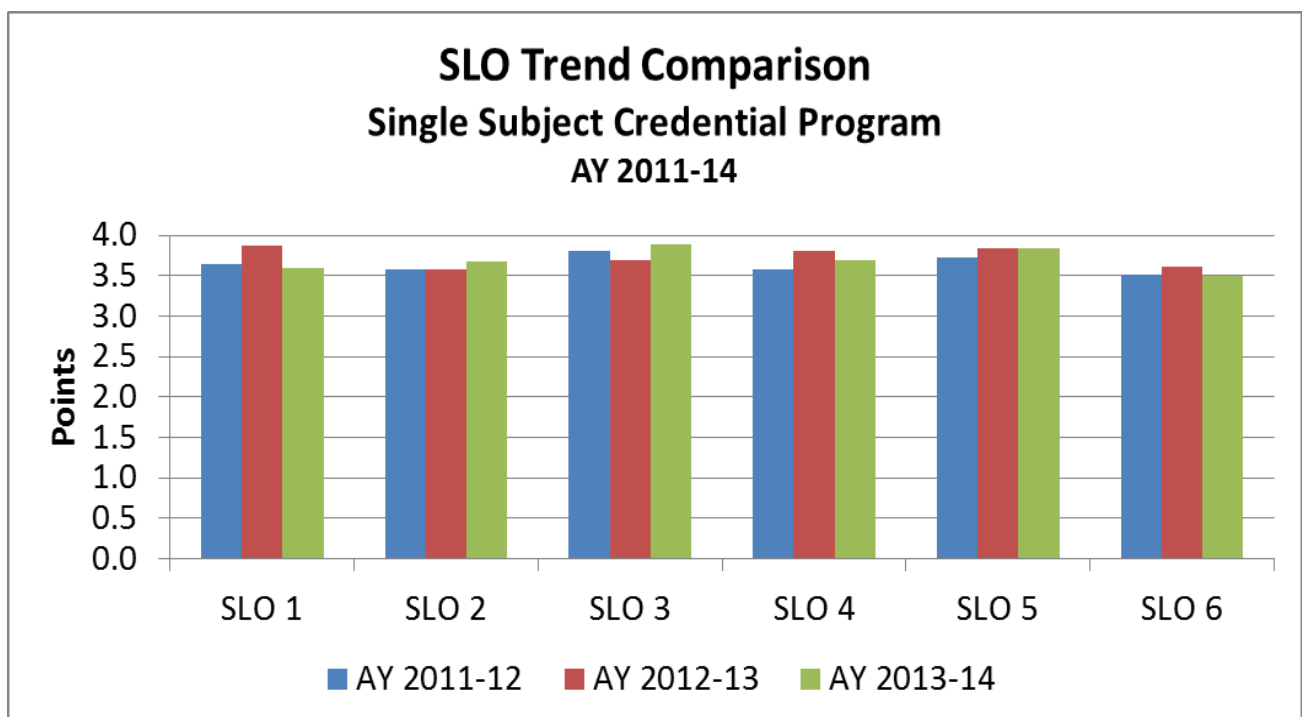


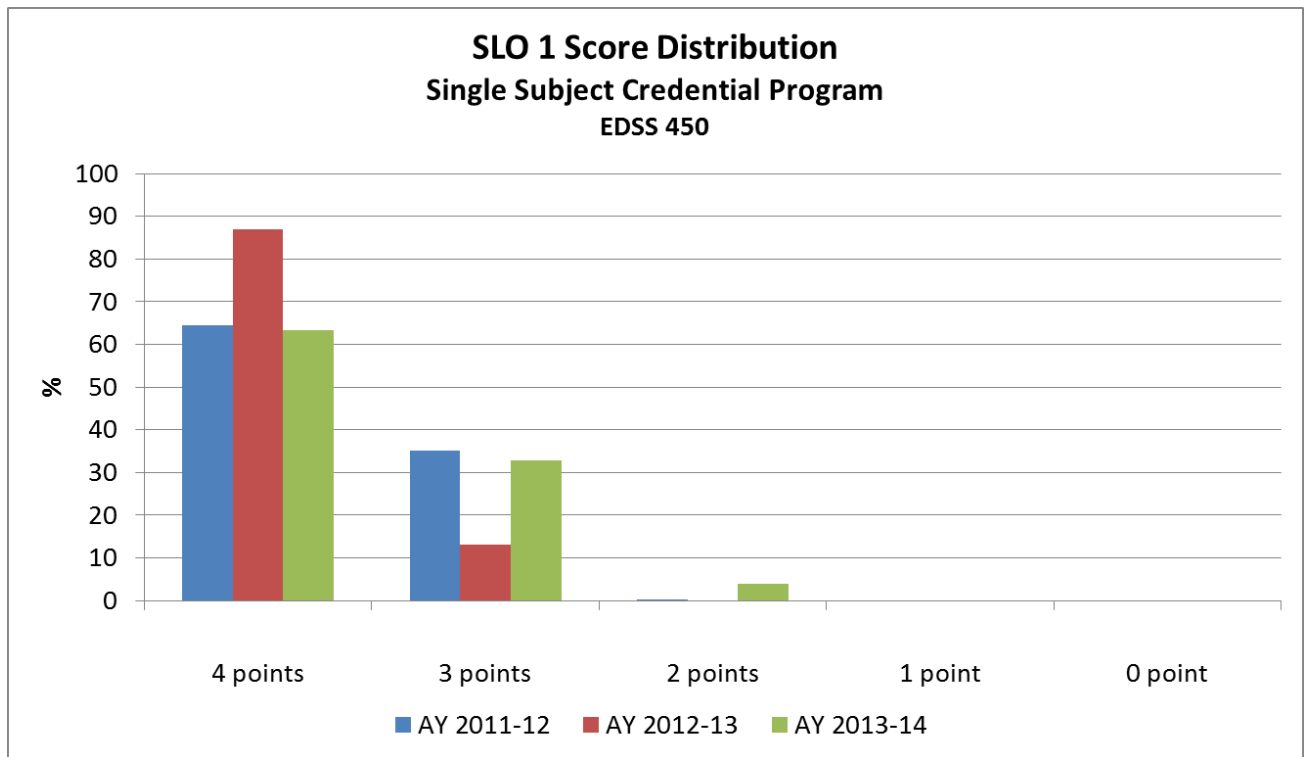
Figure 2

Figure 2 shows trends in SLO data across three years based on points earned.



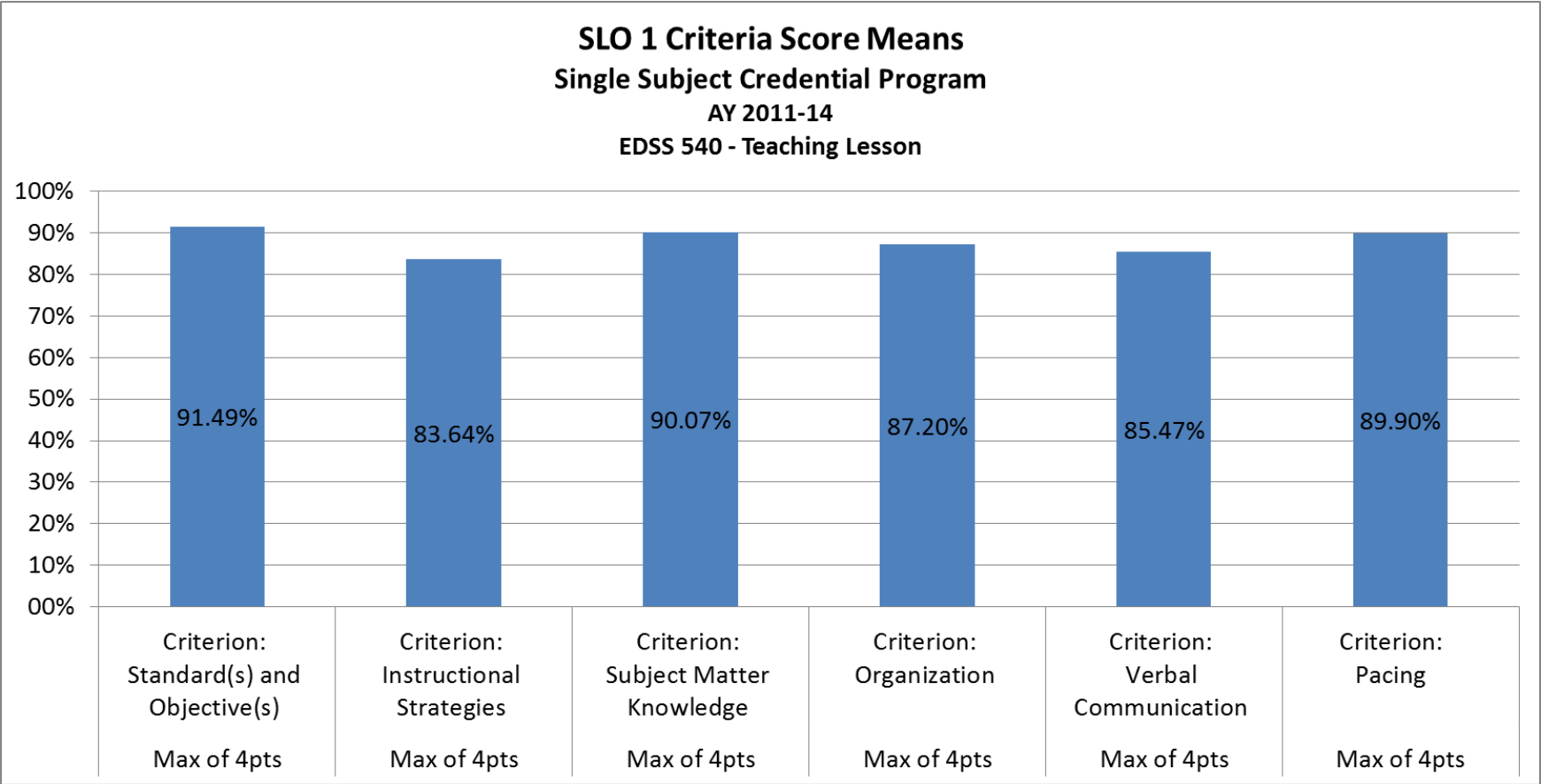
Outcome 1: Makes subject matter comprehensible to students

Figure 3



AY	N	Mean	SD
AY 2011-12	284	3.64	0.49
AY 2012-13	292	3.87	0.34
AY 2013-14	256	3.59	0.57

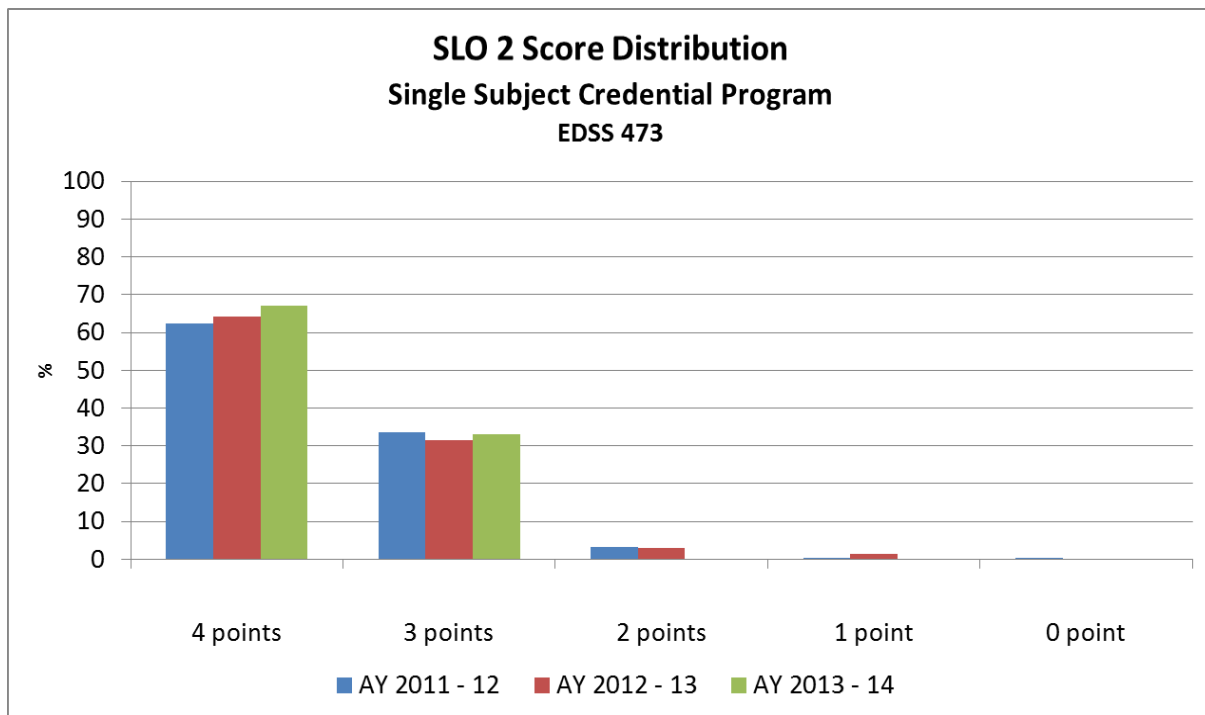
Figure 4



AY	Max N
AY 2011-12	284
AY 2012-13	292
AY 2013-14	256

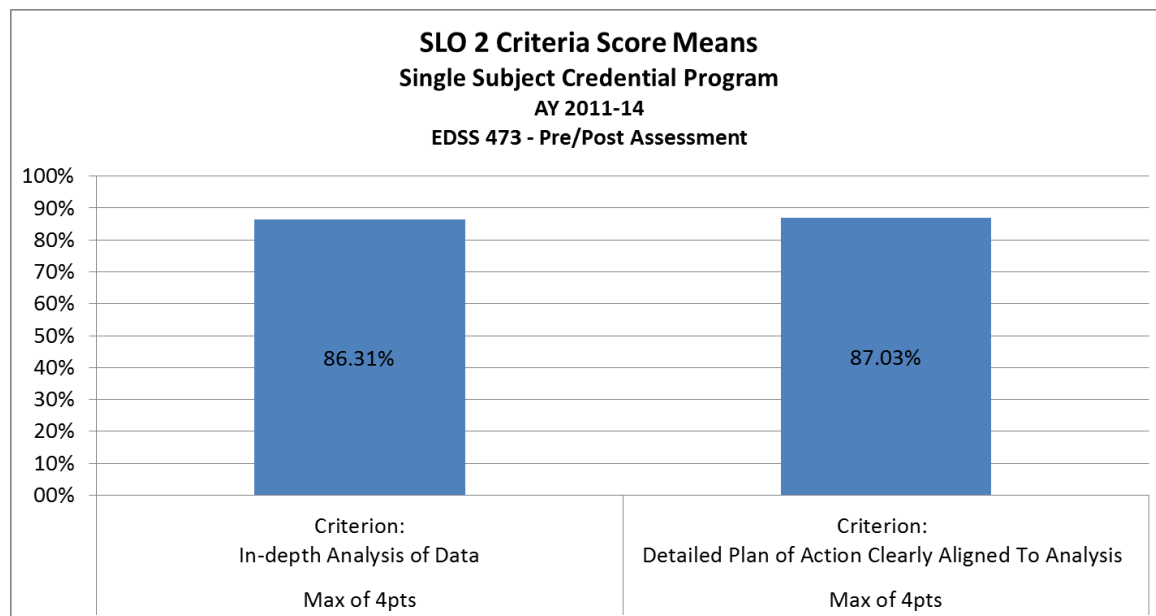
Outcome 2: Assesses student learning

Figure 5



AY	N	Mean	SD
AY 2011-12	277	3.57	0.61
AY 2012-13	279	3.58	0.62
AY 2013-14	191	3.67	0.47

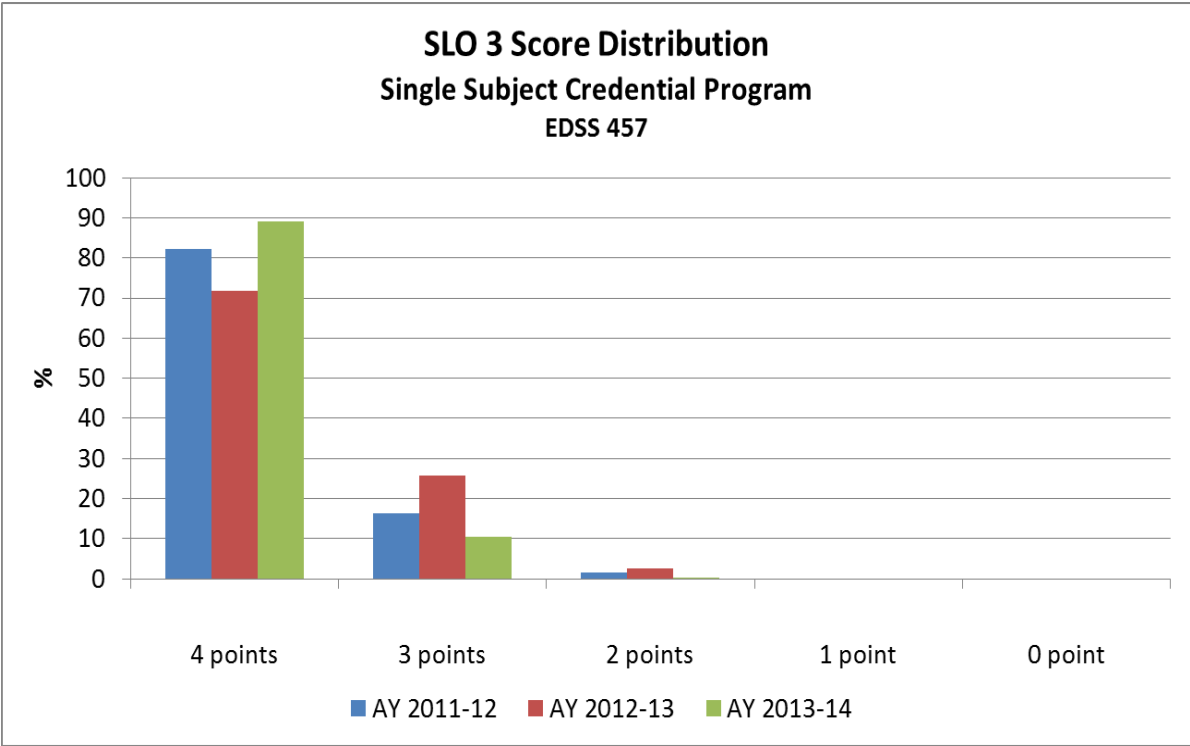
Figure 6



AY	Max N
AY 2011-12	277
AY 2012-13	279
AY 2013-14	191

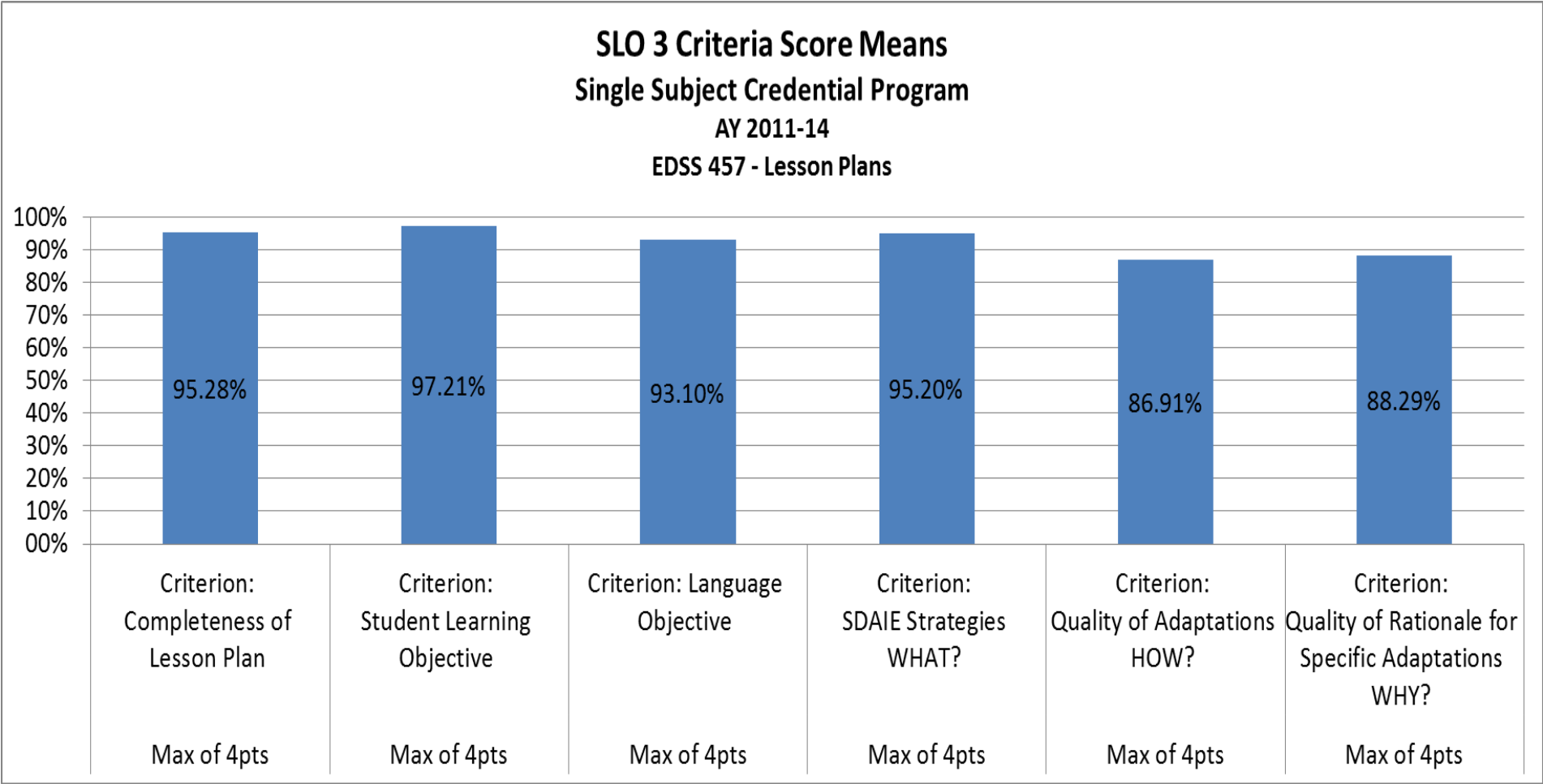
Outcome 3: Engages and supports all students in learning

Figure 7



AY	N	Mean	SD
AY 2011-12	135	3.81	0.43
AY 2012-13	283	3.69	0.51
AY 2013-14	255	3.89	0.33

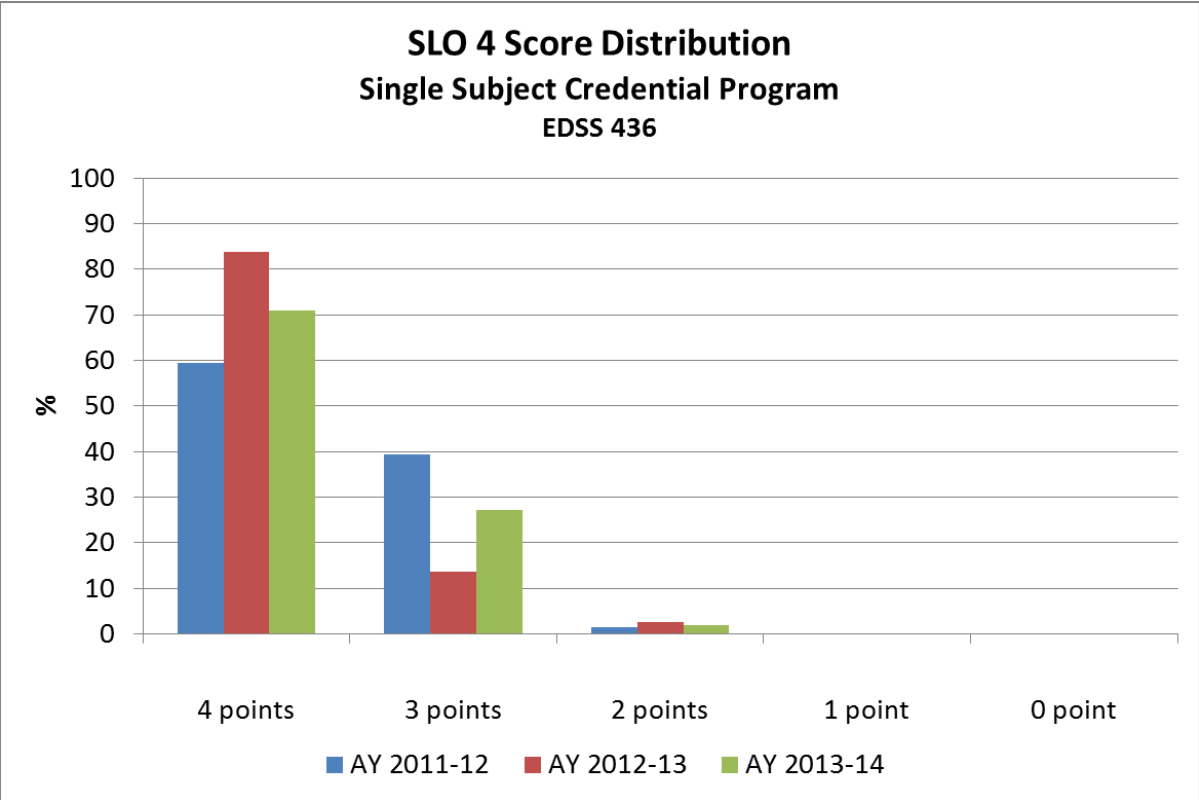
Figure 8



AY	Max N
AY 2011-12	135
AY 2012-13	283
AY 2013-14	255

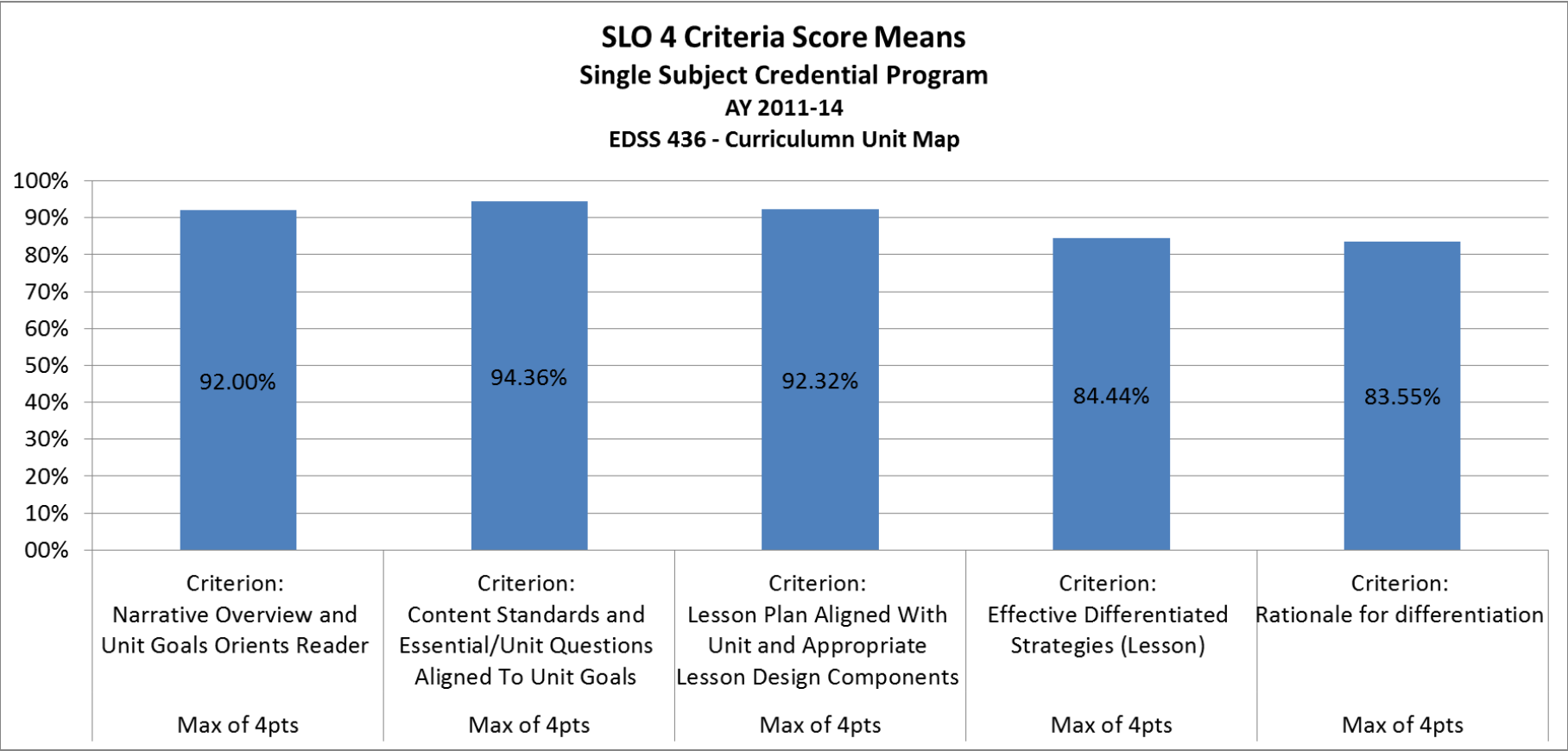
Outcome 4: Plans instruction and designs learning experiences for all students

Figure 9



AY	N	Mean	SD
AY 2011-12	295	3.58	0.52
AY 2012-13	264	3.81	0.45
AY 2013-14	254	3.69	0.50

Figure 10



AY	Max N
AY 2011-12	295
AY 2012-13	264
AY 2013-14	254

Outcome 5: Creates and maintains an effective environment for student learning

Figure 11

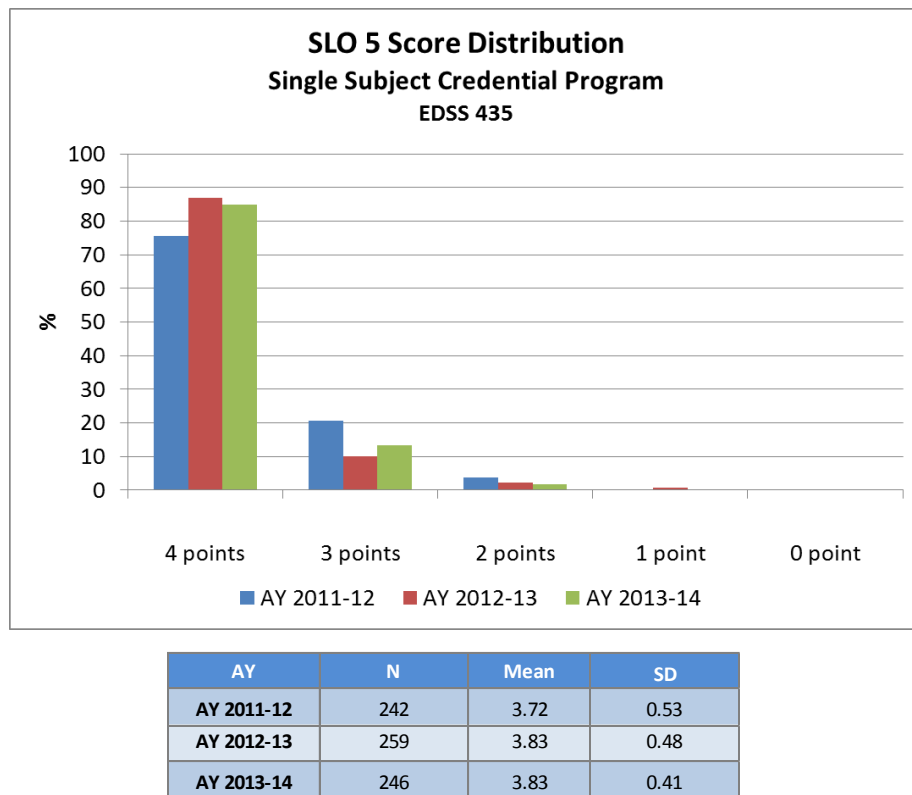
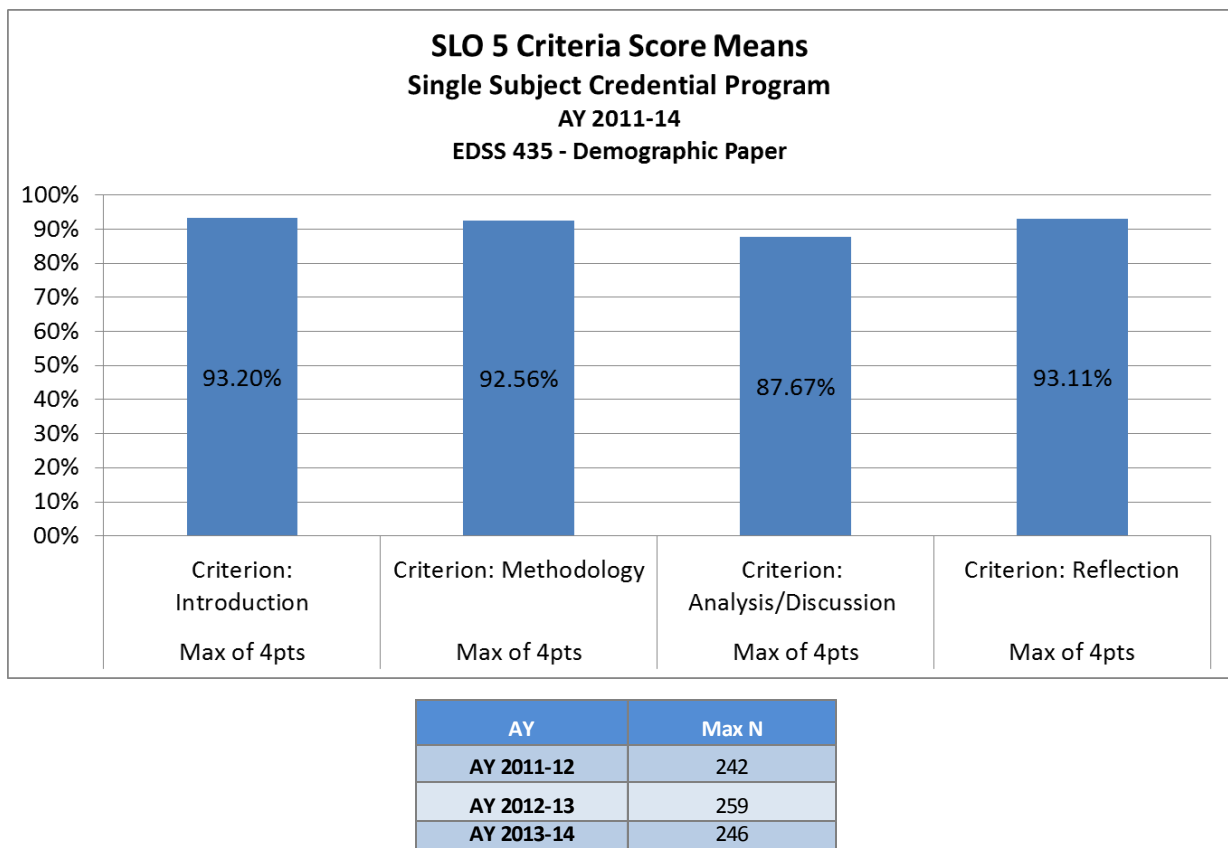
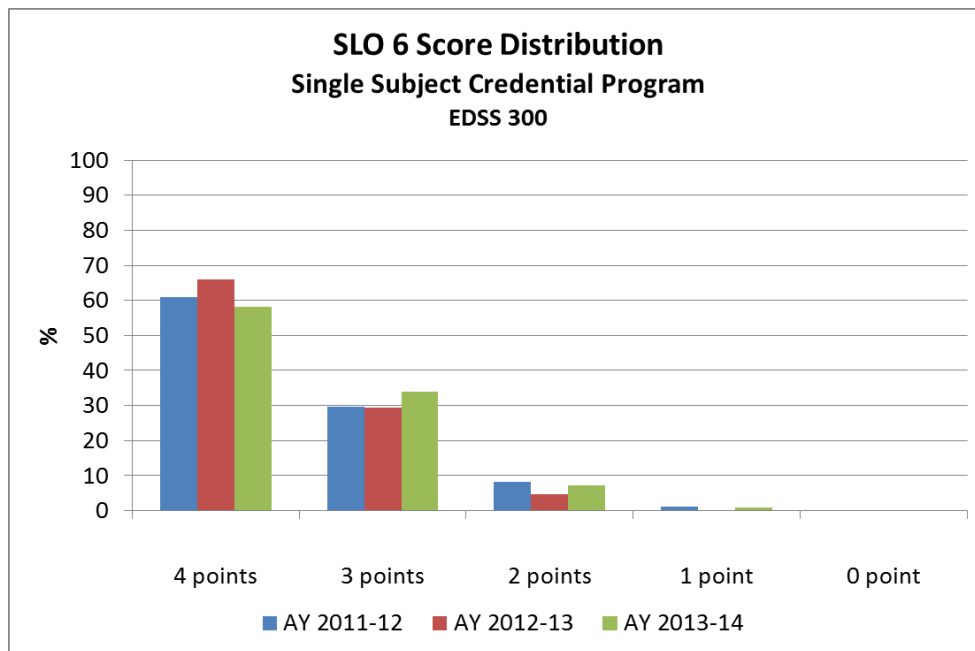


Figure 12



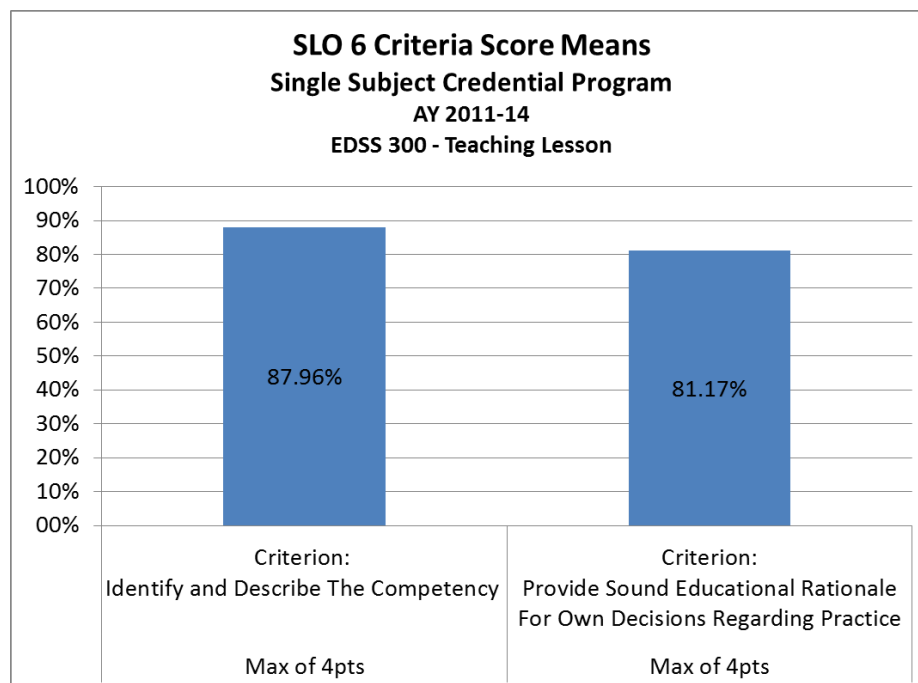
Outcome 6: Develops as a professional educator

Figure 13



AY	N	Mean	SD
AY 2011-12	362	3.51	0.69
AY 2012-13	329	3.61	0.57
AY 2013-14	380	3.49	0.66

Figure 14



AY	Max N
AY 2011-12	365
AY 2012-13	329
AY 2013-14	380

APPENDIX B:

Program Effectiveness Data

Student Teacher Feedback on Cooperating Teachers

Fall 2012 & Spring 2013

Which of the following topics were addressed in your orientation:

	No Sp13	No F12	Yes Sp13	Yes F12
Intro to department & school personnel	15% n=23	9.5% n=19	85% n=130	90.5% n=181
Overview of curriculum	11.8% n=18	13.5% n=27	88% n=134	86.4% n=172
Overview of classroom management	15.7% n=29	15.5% n=31	85% n=130	84.5% n=169
Overview of grading policies	15.8% n=24	15.6% n=31	84.2% n=128	84.4% n=168
Overview of school policies	20.4% n=31	19% n=38	79.6% n=121	81% n=163

During the first 15 weeks my cooperating teacher observed me:

Less than bi-wkly Sp13	Less than bi-wkly F12	1-hr every other wk Sp13	1-hr every other wk F12	1-2 hrs per wk Sp13	1-2 hrs per wk F12	3-4 hrs per wk Sp13	3-4 hrs per wk F12	Daily Sp13	Daily F12
0.6% n=1	1.5% n=3	1.3% n=2	3% n=6	7.2% n=11	6% n=12	12.4% n=19	8% n=16	78.4% n=120	81.5% n=163

On average, my cooperating teacher conferred with me:

Less than bi-wkly Sp13	Less than bi-wkly F12	1-hr every other wk Sp13	1-hr every other wk F12	1-2 hrs per wk Sp13	1-2 hrs per wk F12	3-4 hrs per wk Sp13	3-4 hrs per wk F12	Daily Sp13	Daily F12
0% n=0	3% n=6	7.3% n=11	3% n=6	13.2% n=20	8.7% n=17	8% n=12	11.7% n=23	72.5% n=108	73.4% n=144

My cooperating teacher's oral and written feedback was:

Very Poor Sp13	Very Poor F12	Unsatisfactory Sp13	Unsatisfactory F12	Satisfactory Sp13	Satisfactory F12	Useful Sp13	Useful F12	Highly useful Sp13	Highly useful F12
0.6% n=1	2.5% n=5	4% n=6	2% n=4	5.2% n=8	5% n=10	10.5% n=16	17.9% n=36	79.6% n=121	72.6% n=146

Overall, supervision and feedback from my cooperating teacher was:

Very poor Sp13	Very poor F12	Unsatisfactory Sp13	Unsatisfactory F12	Satisfactory Sp13	Satisfactory F12	Useful Sp13	Useful F12	Highly useful Sp13	Highly useful F12
0.6% n=1	2.5% n=5	4.6% n=7	2.5% n=5	5.2% n=8	4% n=8	10.5% n=16	18.4% n=37	79% n=120	72.6% n=146

Student Feedback on University Supervisors

Fall 2012 & Spring 2013

Supervisor explained program expectations to me:

Never Sp13	Never F12	Within 4 wks Sp13	Within 4 wks F12	Within 3 wks Sp13	Within 3 wks F12	Within 2 wks Sp13	Within 2 wks F12	Within 1 wk Sp13	Within 1 wk F12
1.4% n=2	2.5% n=4	2.1% n=3	1.2% n=2	1.4% n=2	4.4% n=7	10.7% n=15	12.6% n=20	84.3% n=118	79.% n=126

Supervisor observed me teaching:

7 or Fewer Times Sp13	7 or Fewer Times F12	8 times Sp13	8 times F12	9 times Sp13	9 times F12	10 times Sp13	10 times F12	More Than 10 Times Sp13	More Than 10 Times F12
5% n=7	41.5% n=66	23.6% n=33	18.2% n=29	3.6% n=5	5.7% n=9	15% n=21	25.8% n=41	52.9% n=74	8.8% n=14

Supervisor conferred with me:

Never Sp13	Never F12	1-2 times Sp13	1-2 times F12	Less than half the time Sp13	Less than half the time F12	After half or more observations Sp13	After half or more observations F12	After every observation Sp13	After every observation F12
0% n=	0.6% n=1	2.8% n=4	2.5% n=4	2.8% n=4	1.3% n=2	5% n=7	10% n=16	89.29% n=125	85.5% n=136

Supervisor's oral and written feedback:

Did not occur Sp13	Did not occur F12	Unsatisfactory Sp13	Unsatisfactory F12	Satisfactory Sp13	Satisfactory F12	Useful Sp13	Useful F12	Highly useful Sp13	Highly useful F12
0% n=0	0% n=0	3.6% n=5	1.9% n=3	10.7% n=15	12% n=19	17.9% n=25	27% n=43	67.9% n=95	59.1% n=94

3-way conference with my supervisor and cooperating teacher:

Never Sp13	Never F12	Once Sp13	Once F12	2-3 times Sp13	2–3 times F12	4 times Sp13	4 times F12	More than 4 times Sp13	More than 4 times F12
12.1% n=17	10.7% n=17	14.3% n=20	13.2% n=21	37.9% n=53	34.6% n=55	9.3% n=13	12% n=19	26.4% n=37	29.5% n=47

Overall supervision of my student teaching semester was:

Very poor Sp 13	Very poor F12	Unsatisfactory S13	Unsatisfactory F12	Satisfactory S13	Satisfactory F12	Useful S13	Useful F12	Highly useful S13	Highly useful F12
0.7% n=1	1.3% n=2	3.6% n=5	1.9% n=3	10.7% n=15	14.5% n=23	18.6% n=26	21.4% n=34	66.4% n=93	61% n=97

2013 Student Success Survey – Response Rates

Program	Estimated # in Sample	# of Responses	Estimated Response Rate
Liberal Studies	842	178	21.14%
Program	Estimated # in Sample	# of Responses	Estimated Response Rate
Basic Credential Program/Advanced Degree/Credential Program	1239	438	35.35%
Community College Certificate	1	0	N/A
Credential: Service (Unknown)	31	0	N/A
Curriculum and Instruction Elementary/Secondary Masters	22	8	36.36%
Dual Language Development Masters	15	4	26.67%
Early Childhood Education Master	49	12	24.49%
Education Administration Masters/Credential (Tier 1)	26	12	46.15%
Education Specialist Credential (Preliminary)	107	53	49.53%
Educational Leadership Doctorate	52	29	55.77%
Educational Psychology Masters	2	4	200.00%
Ed Technology & Media Leadership (Including Library Media Teacher)	30	7	23.33%
Marriage and Family Therapy Masters	61	12	19.67%
Mathematics Education Masters	22	5	22.73%
Multiple Subjects	113	35	30.97%
Reading and Language Arts Masters/Credentials	0	0	N/A
School Counseling Masters/Credential	41	18	43.90%
School Psychology Masters/Credential/Ed Specialist	39	13	33.33%
Single Subject	516	171	33.14%
Social and Cultural Analysis of Education Masters	26	9	34.62%
Special Education Masters/Credential	30	11	36.67%
Student Development in Higher Education	56	32	57.14%

Bouncebacks = 0

Respondents who did not choose a program	26
Respondents who selected two programs	26

*=A Program may have a response rate exceeding 100% if more respondents to the survey self-identify with a program than were associated with the program in the data received from the campus prior to the survey.

2. Please rate your level of agreement with the following statements about the academic environment.

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N	Mean
2	My program emphasizes respect for students from all racial, ethnic, social and economic backgrounds.	108	34	4	1	147	1.31
3	My program advisor has strong knowledge of program requirements.	83	53	6	3	145	1.51
4	My program advisor is responsive to my questions.	88	45	8	4	145	1.50
5	My program advisor is available to communicate with me.	85	44	9	6	144	1.56
13	I have access to technology to support my learning.	51	89	5	2	147	1.71