College of Education and Affiliated Programs
Annual Assessment Report – Spring 2010
Curriculum & Instruction

Background

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

The Master of Arts Degree in Education, Curriculum and Instruction Option in Elementary and Secondary education, is based in the Department of Teacher Education in the College of Education. It is the mission of the program to develop and support a community of life-long learners who are actively engaged in reflection, research and scholarly activities that contribute to their personal and professional growth. Professional growth in turn helps graduates to improve the schools, agencies, and communities they serve. The C & I program serves two distinct types of students. One type of student is the new teacher. Many of the teachers beginning this program continue directly from the basic credential programs; they seek continuing and ongoing professional development during their first years of teaching. A second type is the experienced teacher. These students have already obtained a sense of confidence and efficacy in their teaching abilities and seek greater intellectual challenges in understanding educational problems that are manifested in their professional experiences, mostly in urban education. The curriculum has been broadly designed with these two types of students in mind.

The C & I curriculum is designed to create educators who are caring, effective, reflective, and committed to improving their schools. Coursework prepares teachers to apply theoretical insights and research findings to the practical problems they encounter in their work in curriculum and instruction. In addition to preparing graduate students to make useful connections between theory, research, and practice, the program also sets the goal of strengthening students' ability to effectively communicate their knowledge and understanding of current educational problems to diverse audiences (i.e., students, parents, colleagues, school and district administrators, and policymakers). Teachers who expand their knowledge base and who augment their professional competency through graduate level studies are able to help K-12 students from all segments of society achieve their fullest potential and contribute to the building of a vibrant democracy.

Student Learning Outcomes

Program goals, expectations, curriculum and experiences for students are consistent with the College of Education mission, which is to foster a learning and teaching community committed to educational excellence that promotes intellectual, personal, and interpersonal growth for all students; prepares socially responsible leaders for a rapidly changing, technologically-rich world; values diversity and prepares students for a diverse world; serves and collaborates with other educators and the community; promotes school improvement; and engages in research, scholarly activity, and ongoing evaluation. The learning outcomes listed below in Table 1 form the foundation of the C & I program. These learning outcomes were developed and/or refined in Spring 2008 as part of the College of Education assessment system. The data presented in this report are related to these outcomes.

Table 1

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**	**Outcome 5**	**Outcome 6**
SLOs	Develop and apply theoretical insights and research findings to curriculum, instruction, and assessment in K-12 schools.	Analyze how the major philosophical and historical paradigms of elementary and secondary education have influenced contemporary reform movements, curricula, and instructional practices.	Identify and analyze current multicultural issues and policies in education in the U.S. and globally from a critical perspective.	Analyze how knowledge in their subject area is conceptualized, created, organized, and assessed by analyzing a curriculum and assessment system.	Design and conduct an action research study, using appropriate data gathering and analysis techniques.	Collect and analyze data appropriate for their action research questions and goals, utilizing academic research that informs the study.
Signature Assignment(s)	Literature review	Historical synthesis paper	Narrative inquiry paper	Curriculum analysis report	Action research proposal	Action research study
Conceptual Framework	Promotes Growth, School Improvement, Research and Evaluation	Research and Evaluation	Values Diversity	Values Diversity, Service and Collaboration, School Improvement	Promotes Growth, School Improvement, Service and Collaboration, Prepares Leaders	Promotes Growth, School Improvement, Service and Collaboration
NCATE Elements	Professional Knowledge and Skills	Content Knowledge	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills, Student Learning	Professional Knowledge and Skills, Student Learning

The C & I program typically enrolls 75-100 students, with courses offered both off and on campus (see Tables 2 and 3). Some cohorts follow a curriculum emphasizing a particular subject matter within the general education curriculum, such as social studies or arts integration. Other cohorts follow a more general curricular framework. In Fall 2009, three cohorts of approximately twenty students each matriculated into the C & I program.

Table 2

Program Specific Candidate Information, 2008-2009 (snapshot taken F09) – Transition Point 1 (Admission to Program)

	Number Applied	**Number Accepted**	**Number Matriculated**
Secondary	18	18	16
Elementary	54	54	42

Table 3

Program Specific Candidate Information, 2008-2009 (snapshot taken F09) – Transition Point 2 (Advancement to Culminating Experience)

	Number of Secondary	Number of Elementary
Thesis (698)[1]	0	0
Comps[2]	34	79
Project (695)[3]	0	0

In addition, Table 4 provides specific information regarding candidates in the C & I program.

Table 4

Program Specific Candidate Information, 2008-2009 (snapshot taken F09) – Transition Point 3 (Exit)

	Number of Secondary	Number of Elementary
Degree	34	79

Program faculty includes the following full-time Professors:

Corinne Martinez, Coordinator Elementary and Secondary Option, and Xin LI. Additional professors with primary assignments in other programs have taught one or two course sections in the C & I program. The faculty includes Paul Boyde-Batstone and Bill Jeynes. Carol Cox, a former full-time professor, has also taught in the program. In addition, part-time professors teach in the C & I program, as delineated in Table 5.

In Fall 2009, two full-time faculty members, Lynda Symcox and Felipe Golez, were reassigned to administrative duties, thus limiting their active involvement and opportunity to teach in the C & I program. In addition, Corinne Martinez took over Coordination of both the Elementary and Secondary option

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[1] This is data on students who were enrolled in thesis work during Fall 2008 and Spring 2009. This figure may include students who actually "crossed into" this transition point prior to Fall 2008 and were still making progress on their theses at this time.
[2] This is data on the number of students who *applied* to take the comprehensive examination in Summer 2008, Fall 2008, or Spring 2009. The data include students who may not have taken or passed the examination(s).
[3] This is data on students who were conducting culminating projects during Fall 2008 and Spring 2009. This figure may include students who actually "crossed into" this transition point prior to Fall 2008 and were still making progress on their theses at this time.

Table 5

Faculty Profile 2008-09

Status	Number
Full-time TT/Lect	6
Part-time Lecturer	5
Total:	11

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.

The Curriculum and Instruction program faculty met on April 7, 2010 to review data. Of the 6 full-time faculty affiliated with the program, 2 participated in the discussion; part-time faculty did not participate in the discussion. Summary of meeting notes are included in Appendix A and can be found at the end of the document.

Data

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

   a) <u>Candidate Performance Data</u>: Provide direct evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used). Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, percentage passing as appropriate for each outcome.

For the period under review we had two main sources of candidate performance data: signature assignments related to SLOs and comprehensive exam data. Table 6 shows the program student learning outcomes and signature assignments for all six program SLOs. Figure 1 provides means scores for each of the six signature assignments related to program SLOs. Table 7 displays Signature Assignment data for Spring 2009 and Fall 2009.

Table 6

Program Student Learning Outcomes and Signature Assignments

	Student Learning Outcomes	**Signature Assignment(s)**	**Description of the Assignment**
SLO 1	Develop and apply theoretical insights and research findings to curriculum, instruction, and assessment in K-12 schools.	EDCI 500	Prepare literature review on a topic within the field of curriculum studies.

	Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
SLO 2	Analyze how the major philosophical and historical paradigms of elementary and secondary education have influenced contemporary reform movements, curricula, and instructional practices.	EDCI 505	Synthesize how historical and philosophical perspectives inform contemporary trends in curricula, instructional practices, policy, leadership, and institutions.
SLO 3	Identify and analyze current multicultural issues and policies in education in the U.S. and globally from a critical perspective.	EDCI 530	Position paper synthesizing present, past and future social cultural and policy issues.
SLO 4	Analyze how knowledge in their subject area is conceptualized, created, organized, and assessed by analyzing a curriculum and assessment system.	EDCI 625	Candidates evaluate the appropriateness, effectiveness and efficiency of a school curriculum program.
SLO 5	Design and conduct an action research study, using appropriate data gathering and analysis techniques	EDCI 533	Pilot study examining the goals and features of action research, demonstrating mastery of skills in research design, data collection, and analysis sufficient to conduct sustained action research in classroom settings.
SLO 6	Collect and analyze data appropriate for their action research questions and goals, utilizing academic research that informs the study.	EDCI 695	Identify problem, review and synthesize related research, conduct study to extend current understanding of the problem, present in the chapter form.

Table 7

Signature Assignment data for Spring 2009 and Fall 2009

SLO	Signature Assignment	Exceeds Expectations	Meets Expectations	Meets Some Expectations	Does Not Meet Expectations	Incomplete or Missing Work
1	Literature Review F 09 N=64	76.56%	14.06%	6.25%	3.13%	0%
2	Historical Synthesis Paper SP 09 N = 29	96.55%	3.45%	0%	0%	0%
3	Narrative Inquiry Paper F 09 N = 53	45.28%	47.17%	3.77%	1.89%	1.89%
4	Curriculum Analysis Report SP 09 N = 108	66.67%	28.70%	3.70%	0%	0.93%
5	Action Research Proposal F 09 N = 46	65.22%	28.26%	2.17%	4.35%	0%
6	Action Research Study SP 09 N = 99	62.63%	37.37%	0%	0%	0%

The comprehensive exam data (See Table 8) is for candidates who completed the Master's degree program in Spring 2009.
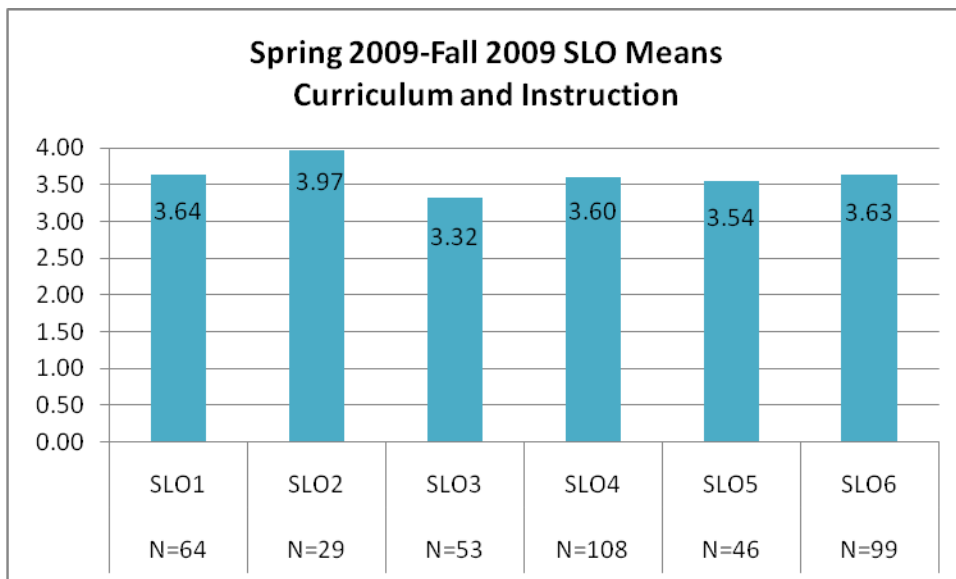
Table 8

Comprehensive Exam Data from Spring 2009

Take Home Exam	Pass	Fail
N = 108 (74 Elementary; 34 Secondary)	108	0

Figure 1

SLOs Means

Spring 2009-Fall 2009 SLO Means
Curriculum and Instruction

	SLO1	SLO2	SLO3	SLO4	SLO5	SLO6
Mean	3.64	3.97	3.32	3.60	3.54	3.63
	N=64	N=29	N=53	N=108	N=46	N=99

Criteria level data for SLO 5 and 6 were collected and are presented in Figure 2 and 3.

Figure 2
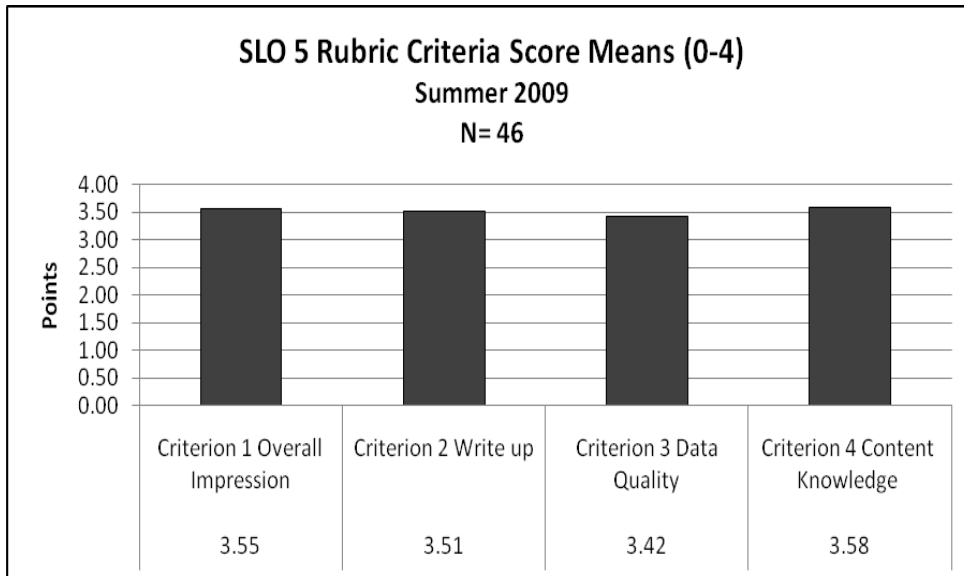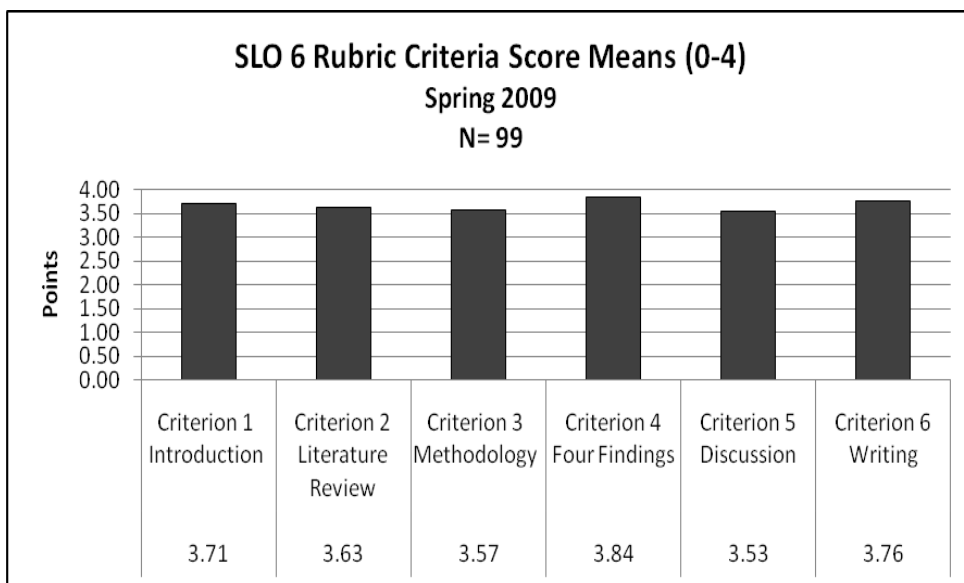*SLO 5 Rubric Criteria Scores*

Figure 3
SLO 6 Rubric Criteria Scores

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. Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome.

In Spring 2009, a candidate exit survey was used to examine program effectiveness. The candidate exit survey was given to candidates at the end of the program. The candidates were asked to respond to 17 questions (See Appendix B). The exit survey was a likert scale survey with 1-4 ratings. Data from the survey was collected in Spring 2009. A total of 29

candidates responded to the exit survey, twenty-three who were enrolled in the Elementary option and six who were enrolled in the Secondary option.

Table 8

Candidate Exit Survey results (General satisfaction related to advising and support services)

Item	Very Satisfied	Satisfied	Not sure/Neutral	Dissatisfied	Very Dissatisfied	Total
The ongoing advisement and program information I have received from my program advisor.	24.1% 7	48.3% 14	10.3% 3	13.8% 4	3.4% 1	29
My advisor's knowledge of my program requirements.	34.5% 10	44.8% 13	10.3% 3	6.9% 2	3.4% 1	29
My advisor's availability to meet with me at times that are convenient for me.	34.5% 10	31.0% 9	13.8% 4	17.2% 5	3.4% 1	29
The accuracy and thoroughness of the information provided on the program web site.	13.8% 4	44.8% 13	20.7% 6	17.2% 5	3.4% 1	29
The accuracy and thoroughness of the information provided on the college web site.	13.8% 4	65.5% 19	17.2% 5	3.4% 1		29
The quality of service/advising provided by the Graduate Office.	20.7% 6	51.7% 15	24.1% 7	3.4% 1		29
The orientation provided by the department/program.	20.7% 6	51.7% 15	20.7% 6	6.9% 2		29
The resources and services in the university library.	48.3% 14	41.4% 12	6.9% 2	3.4% 1		29
Average %	26.3%	47.4%	15.5%	9.1%	1.7%	232.0

Total responses to this question: 29

Table 9

Candidate Exit Survey Results (General perceptions regarding program's ability to promote personal and professional growth in various areas)

Item	A great deal	Somewhat	Not at all	Total
Promote intellectual growth for ALL students/clients?	65.5% 19	31.0% 9	3.4% 1	29
Promote personal growth for ALL students/clients?	62.1% 18	31.0% 9	6.9% 2	29
Promote interpersonal growth for ALL students/clients?	58.6% 17	34.5% 10	6.9% 2	29
Be a socially responsible leader?	55.2% 16	31.0% 9	13.8% 4	29
Value diversity among your students/clients?	62.1% 18	37.9% 11		29
Collaborate with the community?	51.7% 15	34.5% 10	13.8% 4	29
Promote school or organizational improvement for all students/clients?	48.3% 14	41.4% 12	10.3% 3	29
Engage in research to inform your practice?	82.8% 24	17.2% 5		29
Engage in ongoing evaluation of your practice?	69.0% 20	24.1% 7	6.9% 2	29
Average %	61.7%	31.4%	6.9%	261.0

Total responses to this question: 29

4. <u>OPTIONAL</u>: 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.

NA

Analysis and Actions

5. What do the data for each outcome say regarding candidate performance and program effectiveness? Please note particular areas of strength or in need of improvement.

Transition Point 2: Advancement to culminating experience

Performance data analyzed for advancement to culminating experience includes signature assignments as described in Table 6. A summary of candidate scores is displayed in Table 7. All signature assignments have one semester of data because courses were only offered once during the spring and fall semesters of 2009.

For each of the signature assignments, 90% of candidates exceeded or met expectations. This is not surprising given that all candidates in the program are expected to maintain a minimum 3.00 GPA in all coursework. For two signature assignments, the historical synthesis paper and action research report, 100% of the candidates exceeded or met expectations. In terms of the action research report, candidates do have the opportunity to revise their work based on faculty feedback. Thus, the scores for this signature asignment are based on revised candidate submissions, which may be why they tend to be higher.

In examining trends in the data, we found that means scores for all signature assignments ranged from 3.32-3.97. For one of the benchmark assignments, the narrative inquiry paper, there was more of a distribution across scores. Unfortunately, the data that was collected doe not provide the level of information necessary for program improvement.

In examining rubric criteria scores for the signatures assignment measuring SLO 5, it was noted that candidates' scores dipped slightly in the area of data quality, and description of data analysis. In reviewing the criteria level scores for SLO 6 we found that candidates' completing the Action Research study also scored lower in the two criteria related to the discussion of data collection and data analysis.

In examining the rubric criteria scores for the signature assignment measuring SLO 6, it was noted that candidates' scores dipped in the area of methodology and discussion of findings. It appears that our candidates may benefit from additional support and further instruction in the design of the action research study. In addition, our candidates may benefit from additional feedback and more targetted feedback related to the discussio of the findings of the action research study.

Transition Point 3: Culminating experience

Candidate exist survey indicate that for questions related to the effectiveness of program advising 72% of candidates were very satisfied or satisfied. A majority of candidates indicated that they were satisfied with their advisor's knowledge of the program. In addition, 72% of candidates indicated they were satisfied with the orientation provided by the program coordinator. However, as indicated in Table 8, only 65% of candidates were satisfied with advisor's availability to meet at time convenient for the candidate.

Exit survey data indicate that a majority of candidates believe the program contributed to the intellectual and personal growth of students/clients. An overwhelming majority of candidates indicated that the program focused a great deal on engaging in research to inform practice and engaging in on-going evaluation of practice.

Comprehensive Exam results

Candidates in our Master's program who take the comprehensive exam option are given a take home exam in which each candidate provides a response to two comprehensive exam questions selected from a list of five questions. We currently do not a have a system in place to track the specific questions candidates responded to. Faculty, who serve as readers for the comprehensive exam, score individual candidate responses and then provide and overall score for the exam. For these exams, the 4-point rubric we used considered a 2, "meets the standard with reservation" as passing. Overall, comprehensive exam data indicate that all of our candidates pass the comprehensive exam.

Program Strengths

- Signature assignment data from 2009 (Spring and Fall semesters) indicate more than 90% of the candidates exceeded or met expectations for all six SLOs. In addition, for one of the SLOs (SLO 2) 100% of our candidates exceeded expectations.

- Comprehensive exam data indicate that all of our candidates pass the comprehensive exam.

Areas for Improvement

- The rubrics developed for each of the signature assignments includes specific criteria, however in all cases but one, faculty scored the signature assignments using a holistic score. We need to provide all faculty with a clear set of expectations regarding the use of signature assignment rubrics.

- Reexamine comprehensive exam design, including the number of questions, the options provided to candidates and the type of questions.

- The exit survey questions are not related to the SLOs and therefore we are unable to gauge the extent to which our candidates feel well prepared in the program goal areas and the related SLOs. We need to include in the exit survey specific questions related to the program goals and related SLOs.

6. How do these findings compare to past assessment findings?

In previous years we have examined candidate performance data but not as systematically as is currently the case. Candidate performance data in previous years is fairly consistent with data from the 2009 spring and fall semesters. Candidate performance data for SLO 6 has consistently shown over 90% of candidates exceeding expectations.

      In the 2008-2009 AY SLO Means were:
SLO 1 = 3.40	3.64
SLO 2 = 3.80	3.92
SLO 3 = 3.92	3.32
SLO 4 = 3.69	3.60
SLO 5 = No data available	3.54
SLO 6 = 3.63	3.63

Based on the data reported, SLO Mean scores have increased in across all SLOs except SLO 3, where data indicated a mean score drop of .0.6 points. In previous years, faculty were more consistent in their use of criteria level rubrics than in the 2009 fall and spring semesters.

7. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes, etc. based on these findings in Questions 5 and 6? Please link proposed changes to data discussed in Q5.

We have not previously engaged in systematic discussions about candidate performance on signature assignments. We will continue to engage in data discussions and review assignment exemplars.

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
1	Full-time and adjunct faculty who teach in the program will be asked to utilize the criteria level assessment rubric designed for each signature assignment.	Corinne Martinez	Prior to the beginning of each semester
2	Faculty will track student performance data on benchmark assessments.	C & I Faculty	Following each semester
3	We will determine if data analysis meetings should include all faculty who teach in the program or be limited to those faculty whose primary assignment is to teach in the C & I program.	Corinne & Xin	Spring semester
4	Identify a cadre of faculty to teach in the program, so that we can provide greater consistency across program courses.	Corinne Martinez, Felipe Golez	On going
5	Provide all candidates with a list of advisor office hours. Determine if it is necessary to add a second advisor to assist with advising. Consider having the Advisor visit candidates during class time.	Corinne Martinez, Felipe Golez	Fall semester
6	Reexamine comprehensive exam design, including the number of questions, the options provided to candidates and the type of questions.	Corinne Martinez, Xin Li	Fall semester

Curriculum and Instruction Master's Degree
Data Analysis Meeting

April 7, 2010
Attendees: Corinne Martinez, Xin LI

1. Student Learning
    Overall we are satisfied with the student performance. Our students are expected to earn As and Bs in all program courses and the performance data from the signature assignments reflect this. In looking at the signature assignment data the majority of students tended to exceed expectations. In one assignment, the Historical Synthesis Paper, the students performed higher than in any other assignment. It was also pointed out that in the Narrative inquiry paper there was more of a distribution across scores. Unfortunately, the data that was collected doe not provide the level of information necessary for program improvement. In future semesters we will collect data criteria level that can provide better information regarding student performance.

2. Signature Assignments
    The signature assignment data that was collected across the various semesters did not give us the level of information we needed for program improvement. I pointed out that several faculty members (both full-time and adjunct) who taught courses in the program may not have been aware that each was required to score the assignment using the criteria level rubric rather than simply providing a holistic score. All benchmark assignment rubrics are broken into individual criteria that can be analyzed. In future semesters, faculty who teach in the program will be provided with clear instructions regarding the use of the criteria level rubric.

3. Program, Courses & Practices
    We discussed a few important actions that we would take to improve student learning:
    1. Full-time and adjunct Faculty who teach in the program will be asked to utilize the criteria level assessment rubric designed for each signature assignment.
    2. Faculty will track student performance data on benchmark assessments.
    3. We will determine if data analysis meetings should include all faculty who teach in the program or be limited to those faculty whose primary assignment is to teach in the C & I program.
    4. Identify a cadre of faculty to teach in the program, so that we can provide greater consistency across program courses.

Exit Survey for Students in Advanced
Credential or Graduate Programs (Spring 2010)

1. **Gender**
   a) Male
   b) Female
   c) Decline to State

2. **Age**
   a) Under 25
   b) 25-29
   c) 30-34
   d) 35-39
   e) 40-44
   f) 45-49
   g) 50 and above
   h) Decline to state

3. **Ethnicity (select one)**
   a) Hispanic or Latino/a
   b) Not Hispanic or Latino/a

4. **Race (select one or more regardless of ethnicity)**
   a) American Indian or Alaskan Native
   b) Asian
   c) Black or African American
   d) Native Hawaiian or Other Pacific Islander
   e) White
   f) Decline to state

5. **What program(s) are you currently completing or have you recently completed?**

   a) *Advanced Credential Programs*
      i. Adapted PE Credential
      ii. Administrative Services I Credential
      iii. Administrative Services II Credential
      iv. Designated Subjects Credential
      v. Ed Specialist II Credential

  vi. Library Media Teacher Credential

  vii. Reading and Language Arts Credential

  viii. School Counseling Credential

  ix. School Nurse Credential

  x. School Psychology Credential

  xi. School Social Work Credential

  xii. Speech-Language Pathology Credential

b) Master's Degrees

  i. Curriculum and Instruction-Elementary Master's Degree

  i. Curriculum and Instruction-Elementary Master's Degree

  ii. Dual Language Development Master's Degree

  iii. Early Childhood Education Master's Degree

  iv. Educational Administration Master's Degree

  v. Educational Psychology Master's Degree

  vi. Educational Technology Master's Degree

  vii. Librarianship Master's Degree

  viii. Marriage and Family Therapy Master's Degree

  ix. Reading and Language Arts Master's Degree

  x. Social and Cultural Analysis of Education (formerly SMF) Master's Degree

  xi. School Counseling Master's Degree

  xii. Special Education Master's Degree

  xiii. Student Development in Higher Education Master's Degree

6. **For the purposes of this survey, please select one program from the list below that you will have in mind as you complete the rest of this survey. (Required)**

a) Adapted PE Credential

b) Administrative Services I Credential

c) Administrative Services II Credential

d) Curriculum and Instruction-Elementary Master's Degree

e) Curriculum and Instruction-Secondary Master's Degree

f) Designated Subjects Credential

g) Dual Language Development Master's Degree

h) Early Childhood Education Master's Degree

i) Educational Administration Master's Degree

j) Educational Psychology Master's Degree

k) Ed Specialist II Credential

l) Ed Specialist II Master's Degree

m) Educational Technology Master's Degree

n) Library Media Teacher Credential

o) Librarianship Master's Degree

p) Marriage and Family Therapy Master's Degree

q) Reading and Language Arts Credential

r) Reading and Language Arts Master's Degree

s) School Counseling Credential/Master's Degree

t) School Nurse Credential

u) School Psychology Credential

v) School Social Work Credential

w) SMF/Social and Cultural Analysis of Education Master's Degree

x) Special Education Master's Degree

y) Speech-Language Pathology Credential

z) Student Development in Higher Education Master's Degree

7. **In what term did you or will you complete your program?**

   a) *Term*
      i.   Winter
      ii. Spring
      iii. Summer
      iv. Fall

   b) *Year*
      i.   2008
      ii.   2009
      iii. 2010
      iv.   2011
      v.   2012
      vi.   2013
      vii. 2014

8. **How many years did it take you to complete the program? (Please include any educational leaves, time off from study, etc. in your calculation.)**

   a) Fewer than 2 calendar years

   b) Between 2 and 3 calendar years

   c) More than 3 calendar years

9. **How often did you seek program advising from either a staff or faculty member during your program?**

    a) Weekly

    b) A few times per semester

    c) Once a semester

    d) Once a year

    e) Never

    f) I don't remember

10. **Please rate your level of general satisfaction with each of the following: (Very Satisfied, Satisfied, Not sure/Neutral, Dissatisfied, Very Dissatisfied)**

    - The ongoing advisement and program information I have received from my faculty/program advisor.

    - My advisor's knowledge of my program requirements.

    - My advisor's availability to meet at times that are convenient for me.

    - The quality of service/advising provided by the Graduate Office.

    - The accuracy and thoroughness of the information provided on the program web site.

    - The accuracy and thoroughness of the information provided on the college web site.

    - The orientation provided by the department/program.

    - The resources and services in the university library.

11. **Comments:**

12. **Please rate your level of agreement with each of the following: (Strongly Agree, Agree Not sure/Neutral, Disagree, Strongly Disagree)**

    - My instructors used instructional technology and media to effectively promote learning.

    - My instructors expected us to use instructional technology and media in completing our assignments.

    - In my program, I had sufficient opportunities to learn about using computer technology to enhance my

    - academic and professional work.

13. **Comments:**

14. **Please indicate which of the following statements apply to you as a result of your program: (check all that apply)**

    a) I am familiar with most online resources in my field.

    b) I use technology ethically and responsibly (accessibility, fair use, security, safety, etc.).

    c) I am able to evaluate the reliability and quality of online resources.

    d) My academic and professional work is enhanced by the use of technology.

15. **How might your program better use technology to improve learning?**

16. **How important do you think it is to: (Very Important, Important, Somewhat Important, Not That Important)**
    - promote intellectual growth for ALL students/clients?
    - promote personal growth for ALL students/clients?
    - promote interpersonal growth for ALL students/clients?
    - be a socially responsible leader?
    - value diversity among your students/clients?
    - collaborate with the community?
    - promote school or organizational improvement for all students/clients?
    - engage in research to inform your practice?
    - engage in ongoing evaluation of your practice?

17. **Comments:**

18. **To what degree has your program contributed to your ability to: (A great deal, Somewhat, Not at all)**
    - promote intellectual growth for ALL students/clients?
    - promote personal growth for ALL students/clients?
    - promote interpersonal growth for ALL students/clients?
    - be a socially responsible leader?
    - value diversity among your students/clients?
    - collaborate with the community?
    - promote school or organizational improvement for all students/clients?
    - engage in research to inform your practice?
    - engage in ongoing evaluation of your practice?

19. **Comments:**

20. **Faculty in my program demonstrated sensitivity to issues of diversity**
    a) Strongly agree
    b) Agree
    c) Not sure/Neutral
    d) Disagree
    e) Strongly disagree

21. **I had opportunities to learn about concepts and issues of diversity in my program.**
    a) Strongly agree
    b) Agree

c) Not sure/Neutral

d) Disagree

e) Strongly disagree

22. I had opportunities to learn how to engage students/clients of diverse backgrounds.

a) Strongly agree

b) Agree

c) Not sure/Neutral

d) Disagree

e) Strongly disagree

23. If you expect to stop using this email address in the future, please provide an alternative email address where we may contact you in the future.