College of Education and Affiliated Programs
Biennial Assessment Report – Fall 2014
M. A. in Education, Option in Educational Technology

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?**

   In Fall, 2013, a program change was completed involving the educational technology MA and the librarianship credential. These two programs now share courses, a common prefix (ETEC), and are part of an overall program area, Educational Technology and Media Leadership. This creates a unified structure for the two programs and synergistic benefits for each. The librarianship credential (LMT) now builds on the ETEC MA, and students pursuing this training are responsible for additional SLOs beyond the MA. This report focuses solely on the SLOs in the ETEC MA program, SLOs 1-6 (see Table 1). A separate report discusses the librarianship credential which includes these same six SLOs plus additional SLOs that are specific to the LMT credential option.

   The MA program is currently admitting on the order of 22-25 students per year, and it also provides courses as electives. It prepares its graduates to capitalize on the potential of educational technology to improve learning. In connection with the mission of the College of Education, the program educates graduates who understand technology and media in relation to their societal and cultural context, critically evaluate benefits and limitations of technologies and media, and build on ways of using technology and media towards socially positive ends. Specifically, the program prepares graduates for educational technology and media leadership roles in schools, educational institutions, information organizations, and other agencies. It also provides a foundation for individuals planning to pursue doctoral degrees. Graduates of the program learn strategies for applying theoretical perspectives to use technology and media in the service of practical problems. They learn to evaluate, design, develop, and effectively use technology for educational purposes. The program fully supports the goal articulated in the College's Conceptual Framework to "advance the use of educational technology, and incorporate it within our theoretical and practical approaches to teaching and learning."

   The full-time faculty are: Drs. Stephen Adams, Teresa Chen, Lesley Farmer, and Ali Rezaei. Table 1 presents program SLOs. Tables 2 and 3 presents program-specific candidate information related to two transition points: admission to program and advancement to culminating experience, respectively. Table 4 presents comprehensive exam results.

Table 1

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
SLOs	Apply knowledge of multicultural, ethical & legal issues to using ICT with the global community.	Synthesize leadership principles within the practice of information and educational technology.	Apply instructional design principles to design and develop educational materials.	Integrate theoretical perspectives to review, interpret, and apply research in learning technologies.	Demonstrate effective written, electronic, and oral communications that reflect critical thinking and information literacy.	Locate, assess, and apply online resources to create learning experiences.
Signature Assignment(s)	Research Paper/Global Learning Project	Final Exam	Multimedia Technology Project	Final Exam	Lesson	Critique of a Website
Conceptual Framework	Scholarship; Advocacy	Scholarship; Collaboration	Effective Pedagogy; ; Evidence-based Practices; Innovation	Scholarship; Evidence-based practices	Effective Pedagogy; Evidence-based practices	Evidence-based Practices; Effective Pedagogy; Collaboration
CSULB Learning Outcomes	Equity	Collaboration; Leadership; Advocacy	Pedagogy; Evidence-based Practice	Scholarship	Evidence-based Practice	Innovation
NCATE Elements	Knowledge and Skills-other; Professional Dispositions,	Knowledge and Skills-other	Professional Dispositions, Knowledge and Skills-other, Student Learning-Other	Professional Dispositions, Knowledge and Skills-other	Knowledge and Skills-other; Student Learning-Other	Knowledge and Skills-other

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:	24	21	18	35	29	21

Table 3

Program Specific Candidate Information, 2012-2014 – Transition Point 2 (Advancement to Culminating Experience)

	2012-2013	2013-2014
Thesis (698)[1]	1	6
Comps[2]	14	17

Table 4

Comprehensive Exam Results, 2012-2014

	2012-2013	2013-2014
Passed	11	17
Failed	0	0
Total[3]	11	17

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[1] This is data on all stude**n**ts who were enrolled in thesis work from Summer 2012 to Spring 2014. This figure may include students who actually "crossed into" this transition point prior to Fall 2012 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 from Summer 2012 to Spring 2014. The data include students who may not have taken or passed the examination(s).

[3] The number of pass + fail does not equal the number of students who advanced to take the comps (Table 3) because some students who have registered for the exam do not attempt it. This data reflects number of attempts at one or more parts of the comprehensive exam from Summer 2012 to Spring 2014. Individuals who failed all or part of the exam and chose to retake it during AY 12-13 may be accounted for twice.

Table 5

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

	2012-2013	**2013-2014**
Degree	12	18

Table 6

Faculty Profile 2012-2014[4]

Status	**2012-2013**	**2013-2014**
Full-time TT/Lecturer	4	4
Part-time Lecturer	2	6
Total:	6	10

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.**

   Four full-time faculty reviewed and discussed the assessment findings. The reviews were done at ETEC bimonthly meetings, and at the College Beyond Compliance Workshop.

Data

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

   The Educational Technology and Media Leadership program draws upon data from a variety of sources for its ongoing program improvement processes, and for this biennial report in particular. Data in this report are inclusive of all students in the MA and credential programs, as well as the SCA, because the numbers of students enrolled are too small to merit disaggregation. Data informing this report include:

   - **Enrollment and Headcount Data:** Enrollment and headcount data are provided by the department office (faculty headcounts), the Credential Office, and the Graduate Office/TPAC (Teacher Preparation Advising Center). These data are reflected in Tables 2-6 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. As-

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[4] Faculty numbers reflect headcounts of any faculty member teaching a course in the program for the prior academic year (Summer through Spring). Faculty who teach across multiple programs will be counted in each program.

sessment 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). The data are reported in Appendix A.

- **Exit Survey for Advanced Programs:** Each spring, the Assessment Office administers a web-based survey to those who have completed their programs and/or filed for a credential the prior summer or fall, or anticipate doing so that spring. Relevant data for the program are reported in Appendix B.

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

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).**

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.
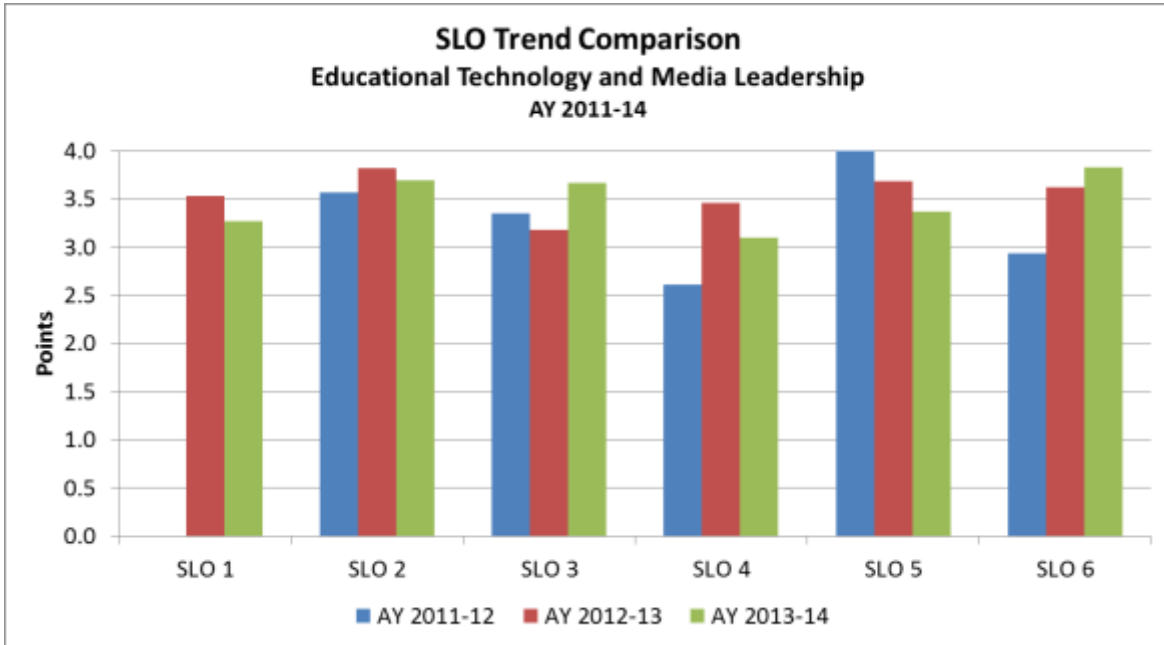
Figure 1

Figure 1 displays aggregate data by SLO for a three-year period based on points earned.
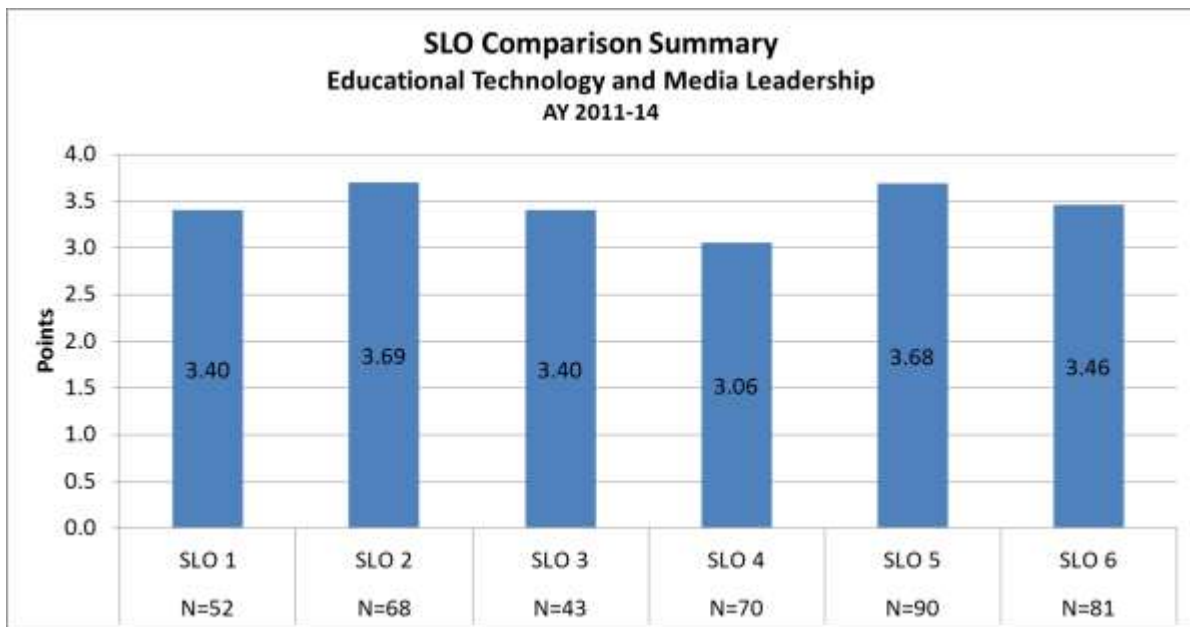
Figure 2

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

SLO Trend Comparison
Educational Technology and Media Leadership
AY 2011-14

■ AY 2011-12 ■ AY 2012-13 ■ AY 2013-14

b. <u>Program Effectiveness Data</u>: **The program collected data about student performance and satisfaction from several other sources: field experience portfolios, college student success surveys, college exit surveys, unsolicited emails, professional association activities, and advisory board input. (Documents available upon request.)**

The program has reviewed and interpreted data from the following survey items (identified below). Relevant data are reported in **Appendix B.**

Survey	Items
Exit Survey	3, 5-10, 12-19

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.**

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 7

Interpretations and 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 *and why*
1	Application of theory	Signature assignments: Literature review, exam, product development, papers and plans, reading promotion plan; Exit survey	Strong theoretical constructs, good readings; new product development tool; field experience is positive and helpful	Difficulty in applying theory to practice	Stable; students with less work experience have more difficulty; Improvement in product development due to new tool and textbook
2	Writing ability	Signature assignments: Literature review, papers, exams, portfolio	Several opportunities to write (e.g., signature assignments: literature review, leadership plan, web evaluation, diversity paper, reading promotion plan; discussion board reflections; case studies)	Mechanical errors in writing	Stable: international students have the most difficulty; the comprehensive exam was modified to give students more time to write and use dictionaries
3	Student's ability to assess web sites and own work	Signature assignments: Lesson, web assessment, portfolio	Student reflective growth during program; improved web assessment	Quality of student-developed assessment tool	Web assessment improved (better directions); lesson not as well done because new teacher didn't structure lesson assignment as tightly
4	New instructors	Syllabi, student work	New ideas, current knowledge	Sometimes veer from signature assignment directions	Slightly lower scores in courses with new instructors due to instructors' inexperience about course

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 8

Program Action Items

Topic #	Action to Address Areas for Improvement	By Whom?	By When?	Update on Actions (If Applicable)
1	A. Have students focus on implications when reading research B. Discuss implications/applications more C. Promote field experience more	All instructors	A. Fall 2015 B. Fall 2015 C. Fall 2015	Faculty discussed issues at bimonthly meetings, Beyond Compliance workshop
2	Refer students to CSULB writing lab and college writing workshop in courses (e.g. ETEC 510, ETEC 525)	All instructors	Continuing	Some students have used campus services, and writing improved; revised comps procedure
3	Structure lesson and assessment's alignment more clearly	ETEC 523 instructor	Fall 2015	Program coordinator and instructor discussed and clarified assignment
4	Provide support and guidance to new instructors teaching courses with signature assignments. Place additional emphasis on the importance of consistency in the delivery of the assignment to students each semester	Program Coordinator	Continuing	N/A

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

[X] Yes (see below)

❑ No (no further action is required)

Table 9

Proposed Changes to Program Documents

Course #	Signature Assignment Name	Nature of Changes (BRIEF)	Reasons for Changes (BRIEF)
ETEC 510	Final Exam	Revert to exam instead of literature review	Assesses all SLOs
ETEC 523	Lesson	Restructure lesson	Update pedagogy
ETEC 545	Reading promotion plan	Trim down task to one (rather than a cluster)	Clarity, graphic novel task encompasses all SLOs to assess

APPENDIX A:

Candidate Performance Data

Educational Technology and Media Leadership
M.A in Education, Option in Educational Technology
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: Apply knowledge of multicultural, ethical & legal issues pertaining to using ICT with the global community.

Outcome 2: Synthesize leadership principles within the practice of information and educational technology.

Outcome 3: Apply instructional design principles to design and develop educational materials.

Outcome 4: Integrate theoretical perspectives to review, interpret, and apply research in educational technologies.

Outcome 5: Demonstrate effective written, electronic, and oral communications that reflect critical thinking and information literacy.

Outcome 6: Locate, assess, and apply online resources to create learning experiences.
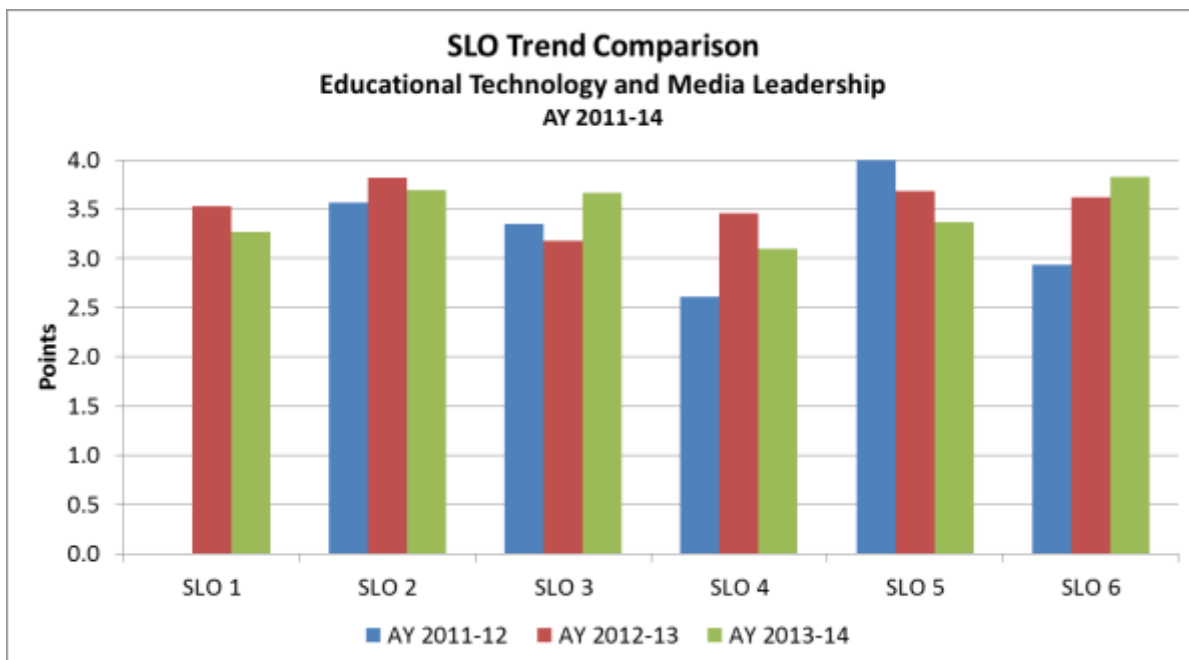
Figure 1

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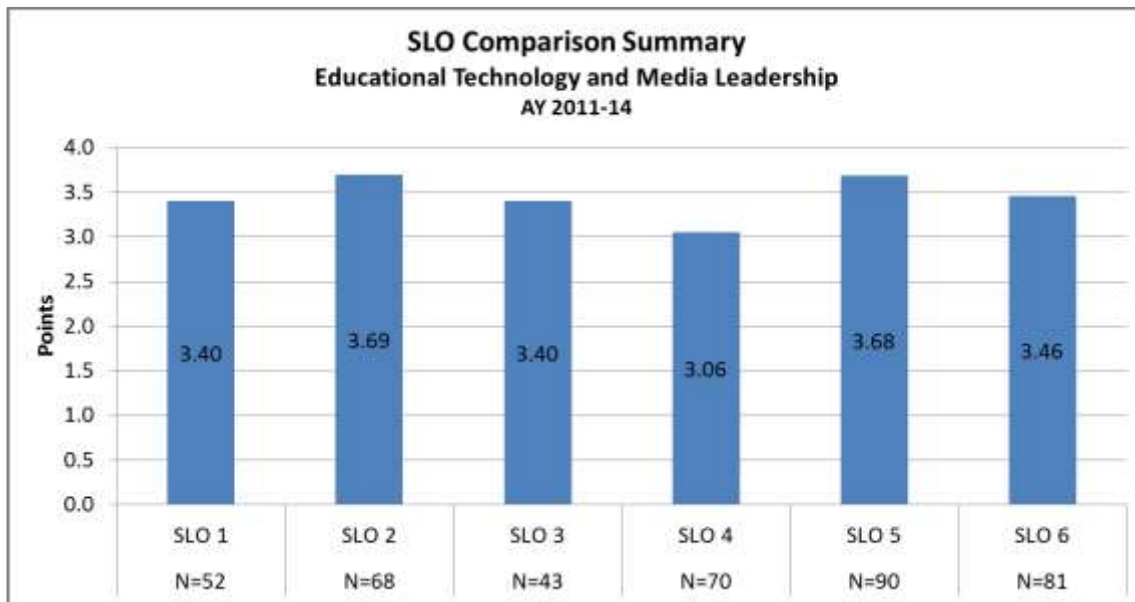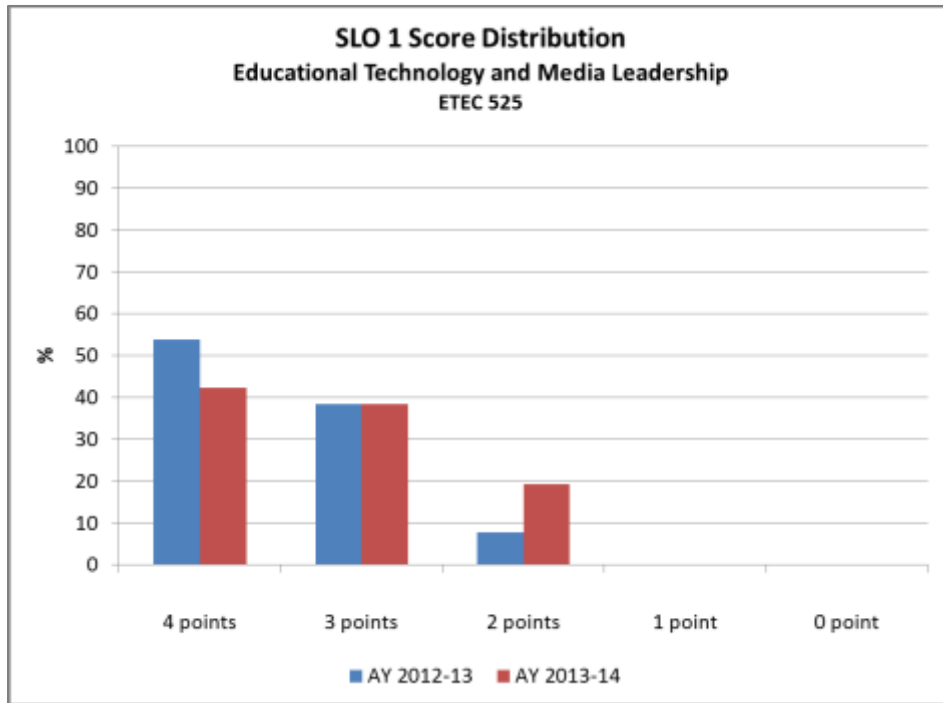

Figure 2

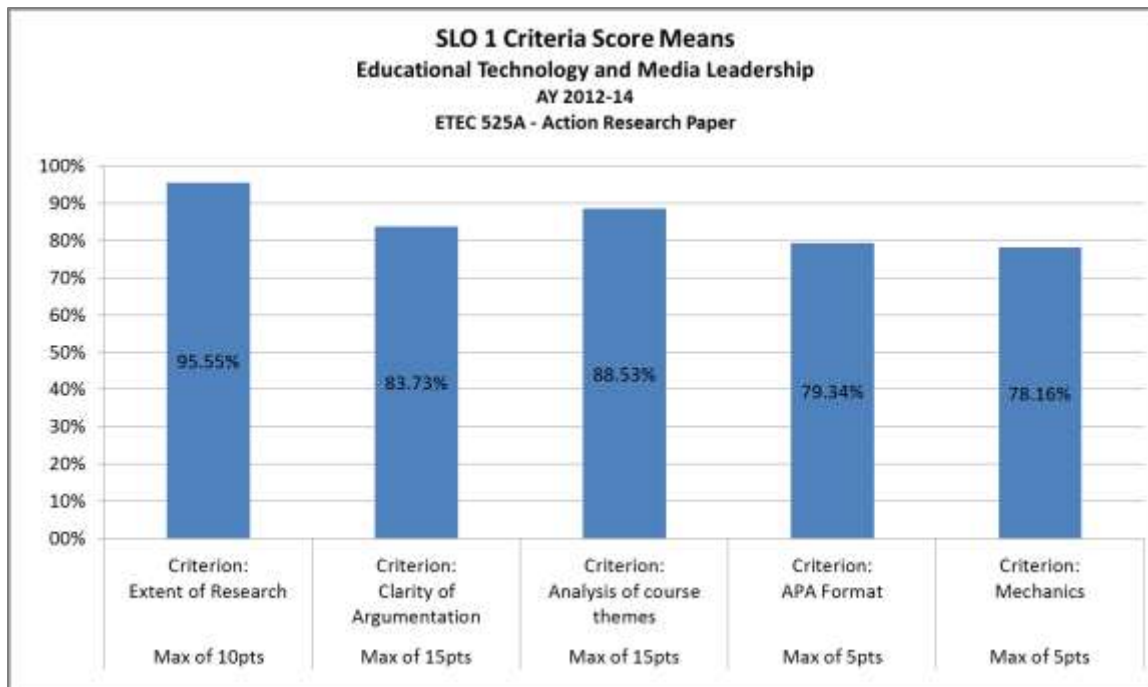Figure 2 shows trends in SLO data across three years based on points earned.

Outcome 1: Apply knowledge of multicultural, ethical & legal issues pertaining to using ICT with the global community.

Figure 3

SLO 1 Score Distribution
Educational Technology and Media Leadership
ETEC 525

AY	N	Mean	SD
AY 2012-13	26	3.53	0.57
AY 2013-14	26	3.27	0.75

Figure 4

SLO 1 Criteria Score Means
Educational Technology and Media Leadership
AY 2012-14
ETEC 525A - Action Research Paper

AY	Max N
AY 2012-13	20
AY 2013-14	20

Outcome 2: Synthesize leadership principles within the practice of information and educational technology.

Figure 5

SLO 2 Score Distribution
Educational Technology and Media Leadership
ETEC 530
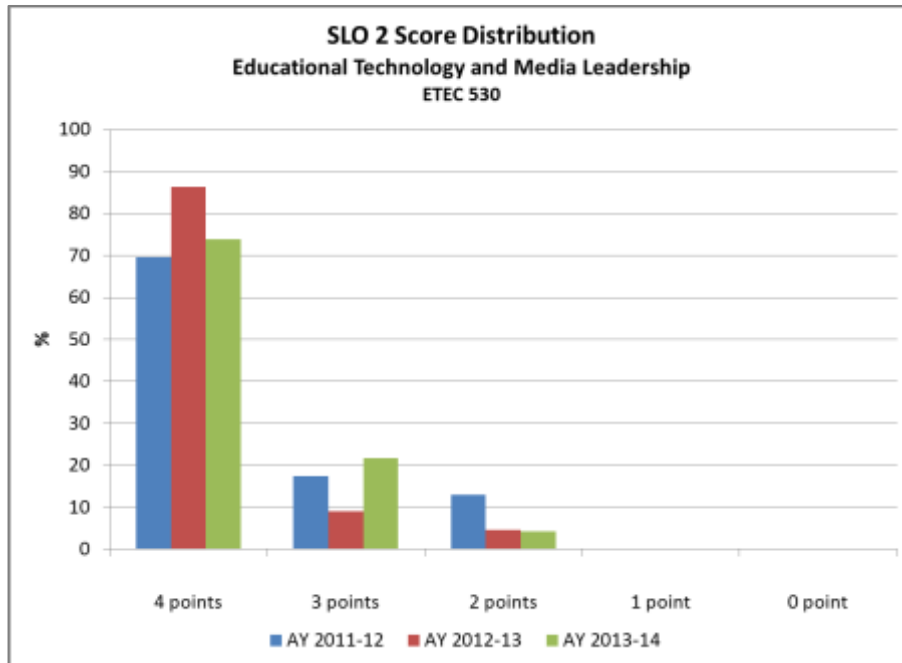
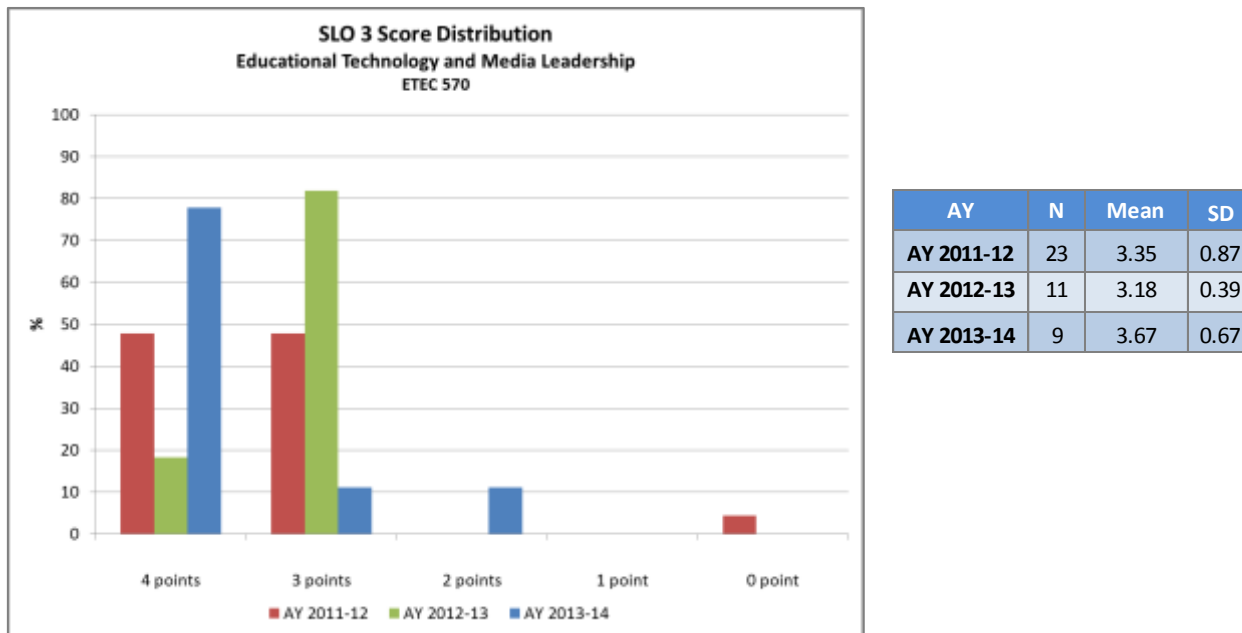| AY	N	Mean	SD
AY 2011-12	23	3.57	0.71
AY 2012-13	22	3.82	0.49
AY 2013-14	23	3.70	0.55

Figure 6

SLO 2 Criteria Score Means
Educational Technology and Media Leadership
AY 2011-14
ETEC 530 - Final Exam
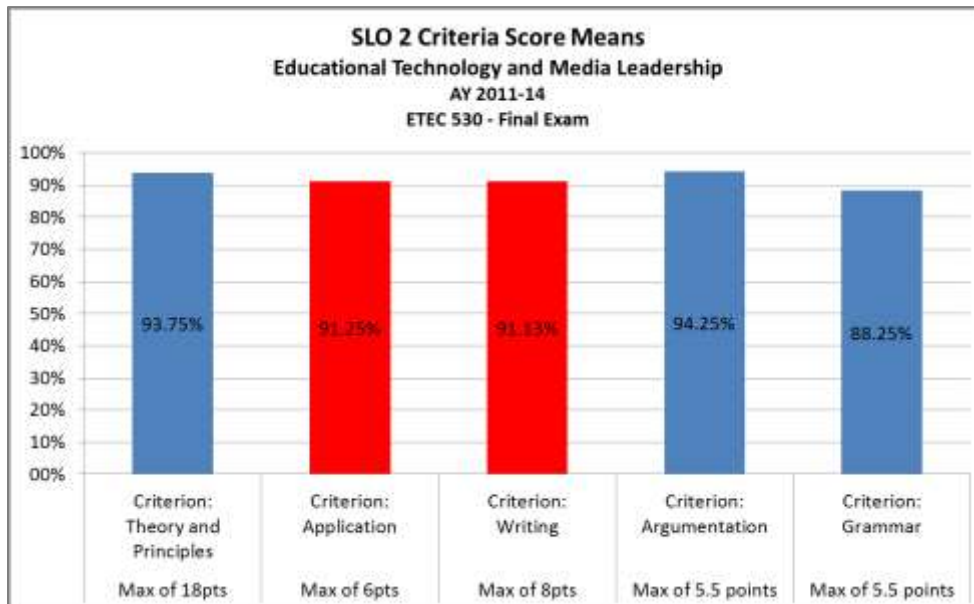
AY	Max N
AY 2011-12	23
AY 2012-13	22
AY 2013-14	23

Note: Criteria that are shaded **RED** were updated/removed from this assignment during the reporting period.

Outcome 3: Apply instructional design principles to design and develop educational materials.

Figure 7

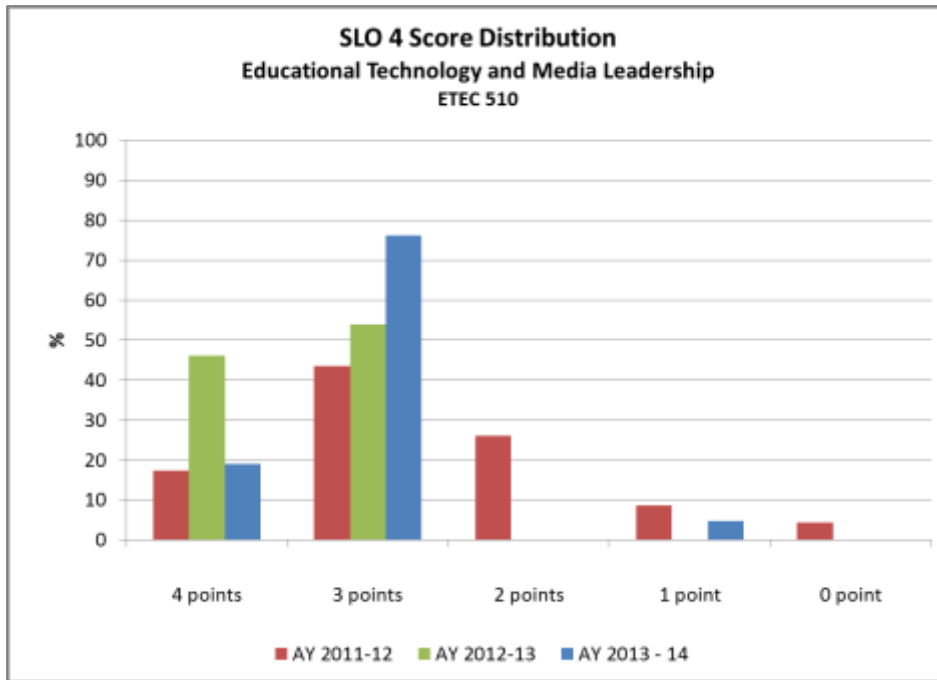SLO 3 Score Distribution
Educational Technology and Media Leadership
ETEC 570

AY	N	Mean	SD
AY 2011-12	23	3.35	0.87
AY 2012-13	11	3.18	0.39
AY 2013-14	9	3.67	0.67

Figure 8

SLO 3 Criteria Score Means
Educational Technology and Media Leadership
AY 2012-14
ETEC 570 - Multimedia/Technology Project
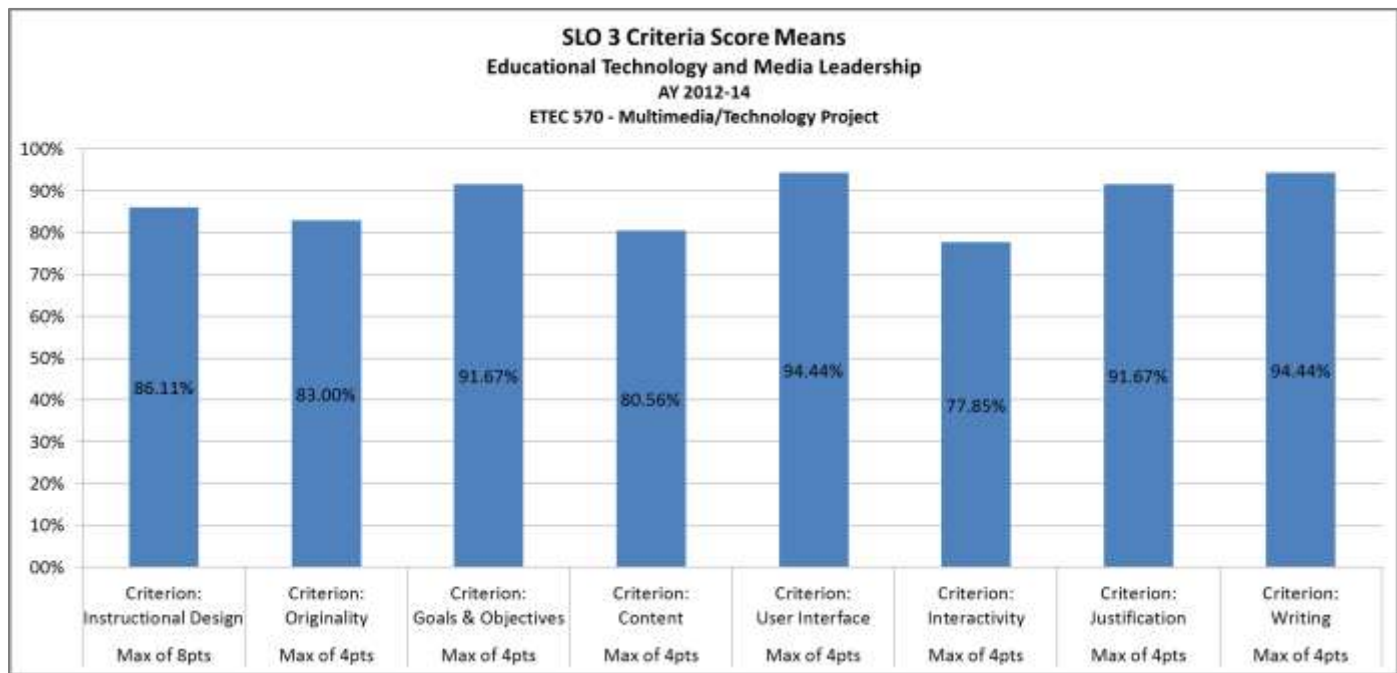
AY	Max N
AY 2012-13	11
AY 2013-14	9

Note: Criteria scores were not provided for this assignment in AY 2011-12

Outcome 4: Integrate theoretical perspectives to review, interpret, and apply research in educational technologies.

Figure 9

SLO 4 Score Distribution
Educational Technology and Media Leadership
ETEC 510

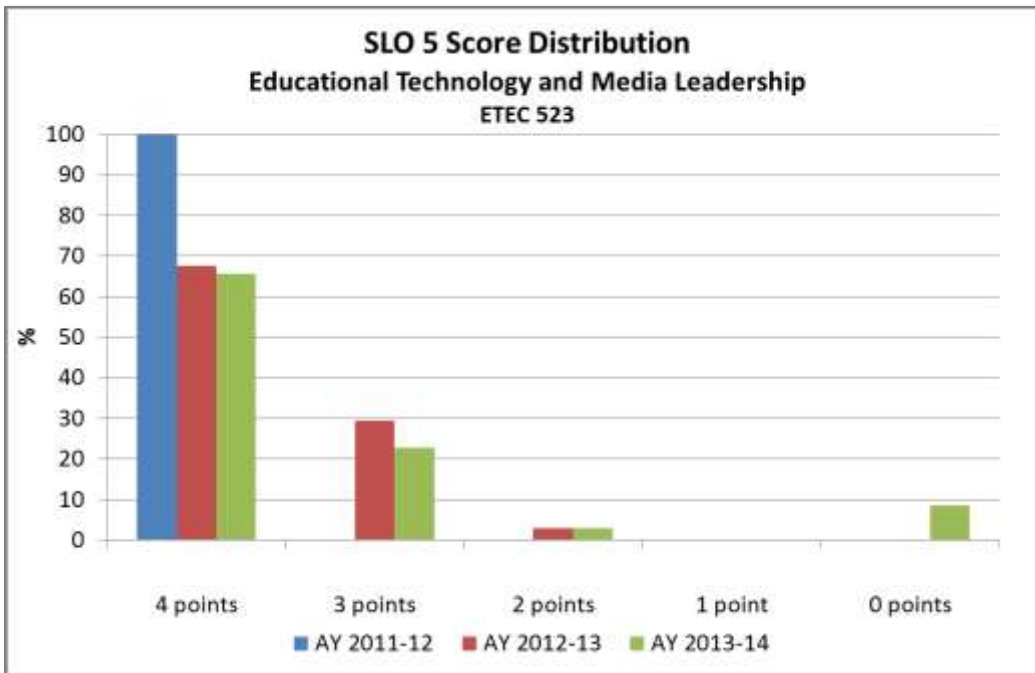| AY	N	Mean	SD
AY 2011-12	23	2.61	1.01
AY 2012-13	26	3.46	0.50
AY 2013-14	21	3.10	0.61

Figure 10

SLO 4 Criteria Score Means
Educational Technology and Media Leadership
AY 2012-14
ETEC 510 - Final Exam
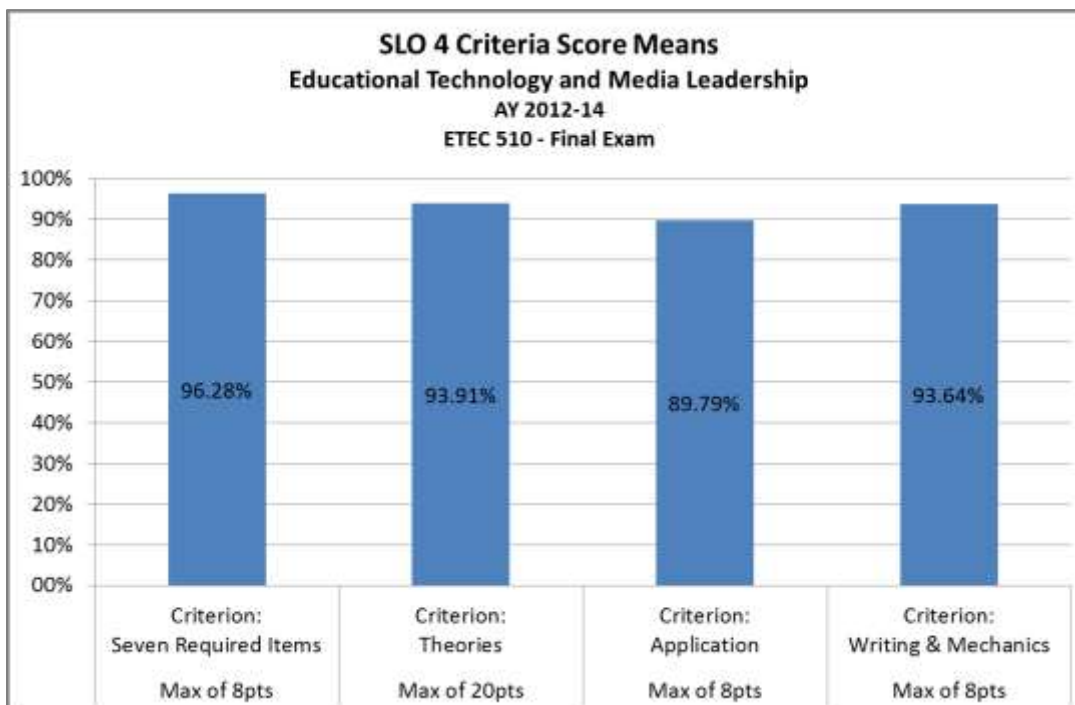
AY	Max N
AY 2012-13	26
AY 2013-14	21

Outcome 5: Demonstrate effective written, electronic, and oral communications that reflect critical thinking and information literacy.

Figure 11

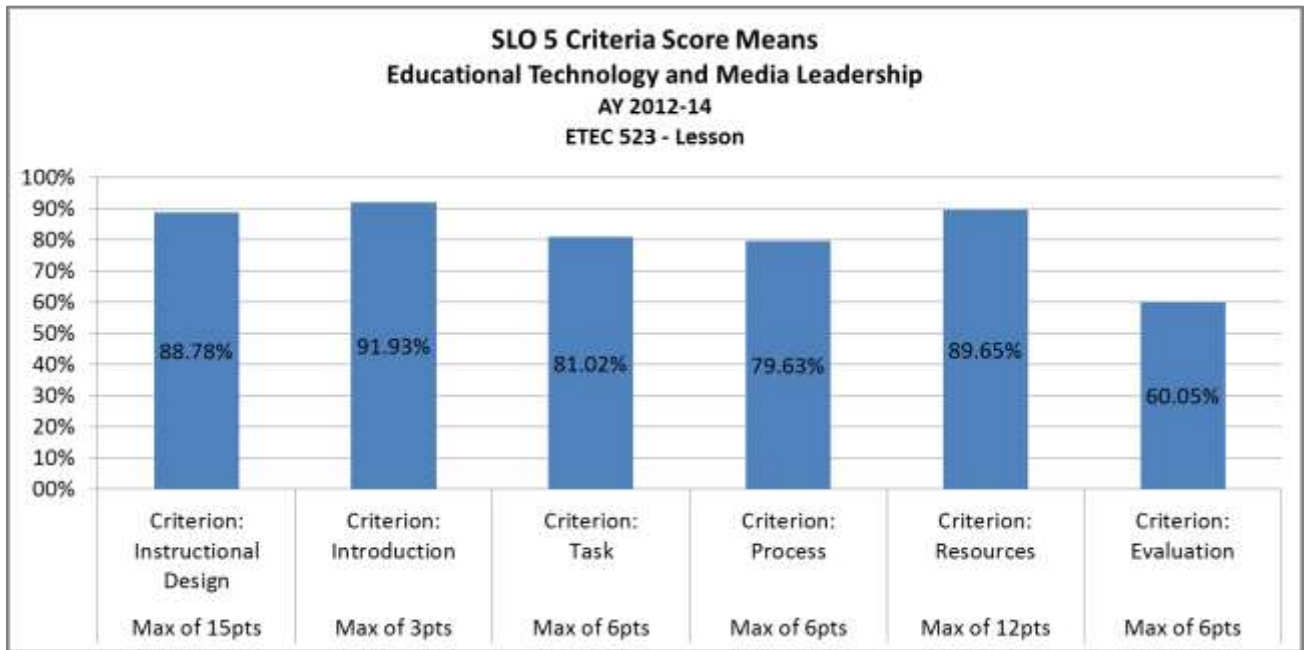| AY	N	Mean	SD
AY 2011-12	21	4.00	0.00
AY 2012-13	34	3.68	0.42
AY 2013-14	35	3.37	1.15

Figure 12
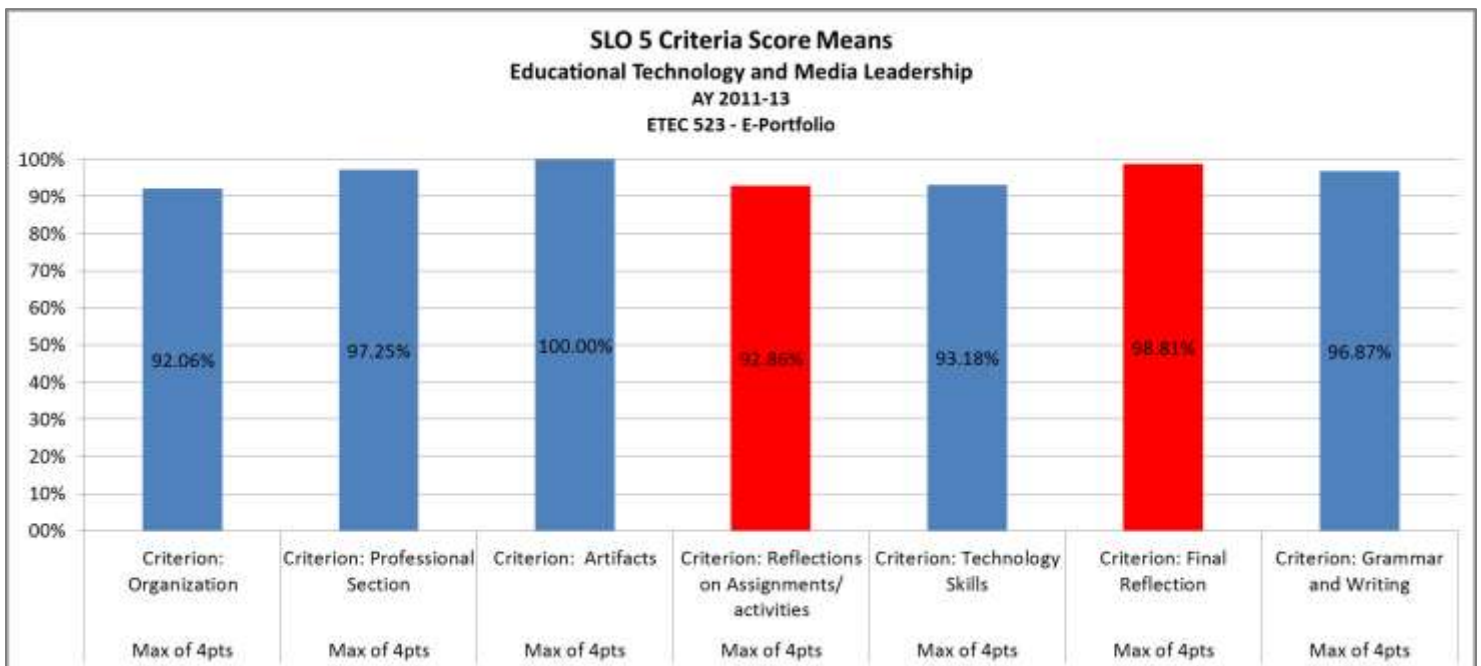
AY	Max N
AY 2011-12	21
AY 2012-13	15

Note: Criteria that are shaded **RED** were updated/removed from this assignment during the reporting period.

Figure 13

SLO 5 Criteria Score Means
Educational Technology and Media Leadership
AY 2012-14
ETEC 523 - Lesson

AY	Max N
AY 2012-13	18
AY 2013-14	35

Outcome 6: Locate, assess, and apply online resources to create learning experiences.

Figure 14

SLO 6 Score Distribution
Educational Technology and Media Leadership
ETEC 551
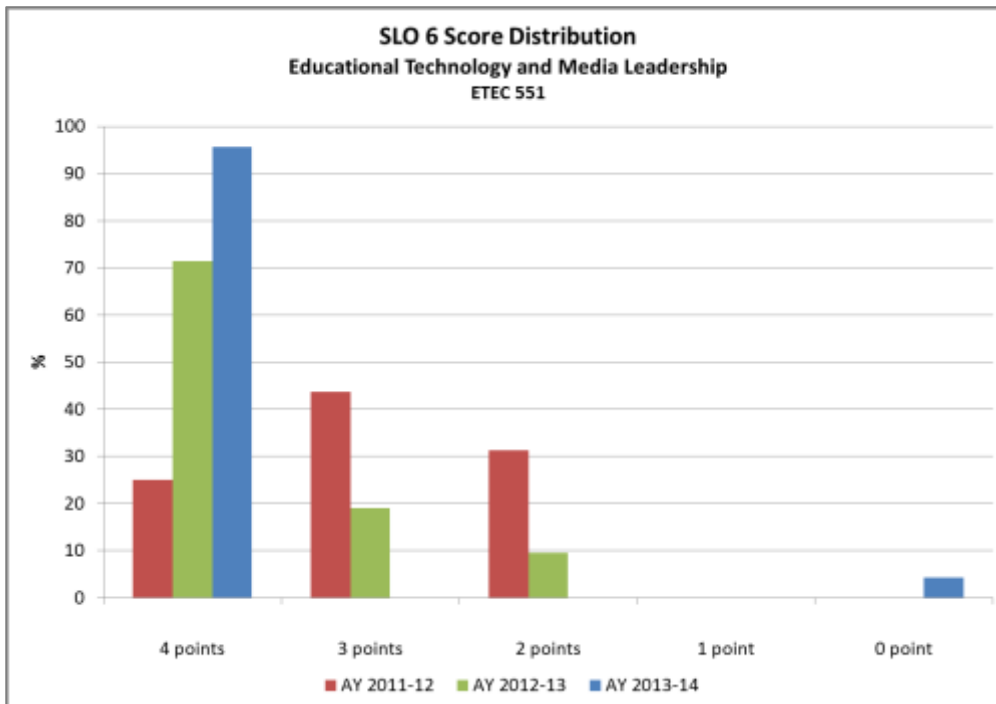
AY	N	Mean	SD
AY 2011-12	16	2.94	0.75
AY 2012-13	42	3.62	0.65
AY 2013-14	23	3.83	0.82

Figure 15

SLO 6 Criteria Score Means
Educational Technology and Media Leadership
AY 2013-14
ETEC 551 - Critiquing a Website

Criterion: Goals & Objectives Max of 2pts	Criterion: Content Coverage Max of 3pts	Criterion: Writing Quality Max of 5pts	Criterion: e-Learning Principles Max of 10pts	Criterion: Credibility & Accuracy Max of 5pts	Criterion: Suggestions Max of 5pts
93.48%	95.65%	93.91%	86.52%	94.78%	93.04%

AY	Max N
AY 2013-14	23
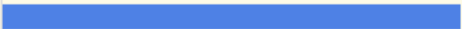
Note: *Criteria scores were not provided for this assignment in AY 2011-12 & AY 2012-13*

APPENDIX B:
Program Effectiveness Data
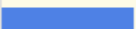
3. For the purposes of this survey, please select one program from the list below that you will have in mind as you complete the rest of this survey.

#	Answer		N	%
11	Educational Technology and Media Leadership Master's Degree		7	100%

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

#	Answer		N	%
1	Fewer than 2 years		2	29%
2	Between 2 and 3 years		5	71%
3	More than 3 years		0	0%
	Total		7	100%

Advising and College Services

6. Please rate your level of agreement with the following statements about the academic environment and services.

#	Question	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Total	Mean
1	I had access to the support I needed to succeed academically.	3	4	0	0	7	1.57
2	My program advisors was helpful and supportive.	1	5	0	1	7	2.14
3	At least one college staff member took an interest in my development.	2	3	0	2	7	2.29
4	At least one faculty member took an interest in my development.	2	3	1	1	7	2.14
5	Staff in the college were helpful and supportive.	2	4	0	1	7	2.00
6	The physical classroom space was conducive to learning.	2	5	0	0	7	1.71
7	I felt the college and my program were sensitive to non-academic responsibilities (e.g., work, family, etc.)	2	5	0	0	7	1.71
8	The quality of service/advising provided by the Graduate Studies Office was high.	3	3	1	0	7	1.71
9	The information on the college web site was accurate and thorough.	2	5	0	0	7	1.71

7. Your comments and suggestions about academic environment and services:

Faculty has no technology background and should not be leading a program in it.
I had trouble with getting the permission to miss 2 summer classes once enrolled after receiving confirmation that it was ok to miss as I was to chaperone a week long field trip for work. Ultimately, the professor worked with me, but it was a struggle.

Technology, Library, and Other Resources

8. Please rate your level of satisfaction with the quality of each of the following:

#	Question	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Total	Mean
1	Library resources in my field.	4	3	0	0	7	1.43
2	Support for writing.	2	5	0	0	7	1.71
3	Accuracy and timely availability of information relevant to my academic progress	3	4	0	0	7	1.57
4	Availability of the technology necessary for my academic program	3	4	0	0	7	1.57
5	Availability of the courses I need to make academic progress	1	5	1	0	7	2.00

9. Please rate your level of agreement with each of the following:

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Mean
1	My instructors frequently used technology and media to effectively promote learning.	5	1	0	1	7	1.57
2	My instructors expected us to use instructional technology and media in completing our assignments.	6	1	0	0	7	1.14
3	In my program, I had sufficient opportunities to learn about using computer technology to enhance my academic and professional work.	5	1	0	0	6	1.17
4	I am able to locate online resources in my field.	6	1	0	0	7	1.14
5	I use technology ethically and responsibly (accessibility, fair use, security, safety, etc.).	7	0	0	0	7	1.00
6	I am able to locate high-quality online resources in my field.	4	3	0	0	7	1.43
7	My academic and professional work is enhanced by the use of technology.	4	3	0	0	7	1.43
8	I am able to integrate technology to improve my teaching and learning.	5	2	0	0	7	1.29

10. Your comments and suggestions about technology, library, and other resources:

Text Response (N=2)

Had to pay for an extra year as an advisor chosen course was cancelled due to low enrollment.

I had a difficult time finding electives that were of interest and fit with the working schedule.   I wish there was more hands on experience with the different types of technology available rather than learning outdated programs or ones that are too expensive that an educator will not likely use. For example, Flash and ZebraZapps. More time on actually producing podcasts, videocasts, blogs, learning modules, etc. should be incorporated, but have time allowed for these assignments to where a quality product is produced and the learner feels as though they have mastered the tool so they can return to their site and move forward with it.

CED's Conceptual Framework

12. To what degree has your program contributed to your ability to:

#	Question	A Great Deal	Somewhat	Very Little	Not At All	Total	Mean
1	Develop the content knowledge and skills needed to be successful in your profession.	6	0	1	0	7	1.29
2	Understand how to collect and use assessment data to inform your practice.	5	2	0	0	7	1.29
3	Develop competence in working collaboratively within school, family, and/or community contexts.	4	1	2	0	7	1.71
4	Accept leadership roles in your profession in responsible and ethical ways.	3	3	1	0	7	1.71
5	Understand how to use technology and other innovative processes in appropriate ways within your profession.	6	0	0	1	7	1.43
6	Understand and appreciate the role of research in your profession and use scholarship in a continuous learning and inquiry manner.	4	2	1	0	7	1.57
7	See it as part of your professional responsibility to advocate for the interests of your students/clients.	4	2	0	1	7	1.71

Learning Experiences and Outcomes

13. In your experiences in the College of Education during the current academic year, how often have you:

#	Question	Very Often	Often	Sometimes	Never	Total	Mean
1	Participated in a meaningful and productive group discussion on an educational issue/topic.	3	3	1	0	7	1.71
2	Participated in small or large group activities in class.	4	3	0	0	7	1.43
3	Discussed ideas from readings or class with a faculty member outside of class.	2	2	2	1	7	2.29
4	Received prompt, detailed, and useful written or oral feedback from a professor about your academic performance.	3	3	1	0	7	1.71
5	Had serious conversations with students who are very different from you in terms of race, religious beliefs, political views, personal values, etc.	3	2	2	0	7	1.86

14. Please rate your level of agreement with the following questions regarding how well the coursework in your degree/credential program did the following.

My coursework…

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Mean
1	… reflected sensitivity to all aspects of diversity.	2	5	0	0	7	1.71
2	…prepared me to connect professional standards to the latest developments in the field and my practice.	3	4	0	0	7	1.57
3	… facilitated my reflection on my professional values and dispositions.	4	3	0	0	7	1.43
4	… facilitated my reflection on my learning in a way that enhanced my growth and development.	3	4	0	0	7	1.57
5	… allowed me to interact with a wide range of faculty and professionals in the field.	2	3	2	0	7	2.00
6	… gave me the opportunity to work with other candidates from a wide range of diverse groups.	3	3	1	0	7	1.71
7	… facilitated the active participation of individuals from diverse groups.	3	2	2	0	7	1.86

15. Learning Outcomes: Fieldwork

My program...

#	Answer		N	%
1	Offers a fieldwork or clinical component.		3	43%
2	Does not offer a fieldwork or clinical component.		4	57%
	Total		7	100%

16. Please rate your level of agreement with the following questions regarding how well the fieldwork/clinical portion of your degree/credential program did the following:

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Mean
1	I interacted with diverse students/clients in my fieldwork/clinical experiences.	0	1	0	0	1	2.00
2	I was able to gain experience in a variety of settings through my fieldwork/clinical experiences.	0	1	0	0	1	2.00
3	I was encouraged to reflect on my content and professional knowledge through my fieldwork/clinical experiences.	0	1	0	0	1	2.00
4	I was encouraged to reflect on my professional dispositions through my fieldwork/clinical experiences.	0	1	0	0	1	2.00
5	My fieldwork/clinical experiences gave me the opportunity to synthesize and apply what I learned in my coursework.	0	1	0	0	1	2.00
6	My coursework prepared me well for my fieldwork/clinical experiences.	0	1	0	0	1	2.00
7	I had the opportunity to work collaboratively with others (faculty, supervisors, peers) to both receive and give feedback on practice during my fieldwork/clinical experiences.	0	1	0	0	1	2.00
8	My fieldwork/clinical experiences helped me develop strategies for serving all students/clients to promote their learning and success.	0	1	0	0	1	2.00

17. Your comments and suggestions about your field experiences:

I did not participate in the fieldwork option.

General Outcomes

18. Please rate your level of agreement with the following questions regarding general outcomes of your degree/credential program:

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Mean
1	My program facilitated the development of my critical thinking skills.	3	3	1	0	7	1.71
2	My program facilitated the development of my problem-solving skills.	3	1	2	1	7	2.14
3	My program prepared me for professional practice.	3	3	0	1	7	1.86
4	My program helped me develop or refine my professional dispositions in a way that will allow me to serve all students/clients.	3	3	0	1	7	1.86
5	My program helped me develop the ability to link my lesson content to students' experiences and cultures.	3	1	3	0	7	2.00
6	My program prepared me to teach and engage all students, including English language learners and those with special needs.	2	2	2	1	7	2.29
7	My program prepared me to use technology and other innovative approaches to work collaboratively with others and to both receive and give feedback on practice during my coursework.	5	1	0	1	7	1.57

19. To what degree has your program contributed to your ability to:

#	Question	A Great Deal	Somewhat	Not At All	Total	Mean
1	Use research- and evidence-based practices (pedagogy, counseling, etc.) in your professional work?	5	2	0	7	1.29
2	Read, understand, interpret and apply high quality research in your professional work?	5	2	0	7	1.29
3	Collaborate with colleagues and community organizations to support school/program improvement?	5	1	1	7	1.43
4	Act as a leader, whatever your role, to promote learning and success for all students/clients?	3	4	0	7	1.57
5	Act as a change agent to support innovative practices?	3	3	1	7	1.71
6	Engage in an ongoing process of inquiry to support and improve your practice?	3	3	1	7	1.71
7	Act as an advocate both for those you serve and yourself?	3	4	0	7	1.57