



**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	School Counseling
Name of Program	School Counseling
Credential awarded	Pupil Personnel Services/School Counseling
Is this program offered at more than one site? No	
If yes, list all sites at which the program is offered	
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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 Appendices. Please see the Cover Letter for a detailed comparison.

Additionally, the **School Counseling’s** assessment plan was modified significantly during the reporting period. Consequently, candidate performance data included in this report reflect the collection and reporting of data as it occurred throughout the transition from old to new assessment plan.



College of Education and Affiliated Programs
Biennial Assessment Report – Fall 2014
PPS, School Counseling 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 Master of Science in Counseling (School Counseling Option) and the Pupil Personnel Services School Counseling Credential Programs are designed to prepare counselors to work in urban elementary, middle, and high schools. Both programs support a comprehensive, developmental, and collaborative school counseling model. Based upon the American School Counselor Association's (ASCA) National Standards for K-12 School Counseling Programs, the ASCA National Model and the Education Trust's Transformed School Counselor Initiative, our programs further support a balanced, holistic approach that considers the academic, college and career development, and personal/social needs of K-12 students. Graduates are expected to become proactive leaders who will advocate for their students and themselves, as counseling professionals working toward equity, achievement, and opportunity for all students. Table 1 presents the program's learning outcomes as well as how they map to local, state and national standards.

School Counseling Program Faculty & Enrollment

For the 2011-12 school year, there were 2 full-time faculty members, one .5 time faculty member, and four part-time lecturers. This program is a high-demand program with over 100 applicants per year. 21 students from this applicant pool matriculated in the 2011-12 school year. Figures 2-6 present data on enrollment and faculty. AY 2012-13 there were 2 full-time faculty members; the .5 faculty member was FERPing and there were 3 part-time lecturers. During Summer 2013, one of the FT faculty accepted a position elsewhere, leaving one FT faculty member AY 2013-14. A full-time faculty member in the MS in Counseling who had no background in school counseling agreed to co-ordinate with the remaining full-time school counseling faculty. There are currently two part-time lecturers who teach in the program.

For the class of Fall 2012, we received 75 applications, admitted 32, and yielded 23, for a 42% acceptance rate. In Fall 2013, we received 72 applications, admitted 21, and yielded 16, for a 29% acceptance rate. For the upcoming Fall 2014 cohort, we received 54 applications and recommended 20 of those for admission following interviews with 30. Our yield was 14, for a 37% acceptance rate. We followed up with the six recommended candidates for admission who did not enroll and received feedback that their decisions to attend elsewhere were governed primarily by financial considerations.

Major Changes Since Last Report

The School Counseling Program team has worked collaboratively to align both curriculum and Fieldwork to the 21st Century School Counseling Initiative through the Education Trust. The SLO's were changed from 11 to 5 to focus on outcomes of students achieving proficiency in data driven decision making, leadership and advocacy skills, collaborative consultation, and accountability. Students and fieldwork supervisors have given qualitative comments that validate the changes within curriculum and Fieldwork.

The Fieldwork itself has been changed to sending students in teams to schools that demonstrate the 21st Century School Counseling Initiative before assigning students to sites. Comments from schools have included, "These are the best FW students that I have seen in years". The program continues to both monitor improvement and collect data and input from students and schools to ensure that the program curriculum and FW experience aligns with the needs of schools. Dr. Booker collaborated with a long-time fieldwork supervisor to revise the Fieldwork Handbook during Summer 2014 in order to reflect these changes and to make non-confidential supervision evaluation forms available online to site and university supervisors to further enhance communication.

During AY 13-14, we switched to an online take-home comprehensive exam. This captured a more comprehensive picture of students' competencies. It also addressed a level of anxiety and better matched the curriculum content in their coursework. Also, scoring was quicker and more streamlined for faculty. Students performed much better on the comprehensive exam (all passed) primarily because of the alignment of their preparation in COUN 606, EDP 536, EDP 696, and EDP 520. However, we realized that the exam being split into four parts and scored by different readers was problematic. We will address this with the AY 14-15 exam by providing one question with four parts scored comprehensively.

Table 1*Program Student Learning Outcomes and Relevant Standards – PPS, School Counseling Program*

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
SLOs	Plan, organize, and implement a comprehensive, developmental, data-driven, urban school counseling program	Develop an appropriate theoretical and philosophical foundation for an urban school counseling program committed to addressing the achievement gap and promoting student academic, career, and personal/social development	Successfully deliver school counseling services in a culturally sensitive and developmentally appropriate fashion	Identify community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students and advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students	Monitor and evaluate the results of a school counseling program
Signature Assignment(s)	Comprehensive School Plan	Theoretical and Philosophical Foundations	Assessment of School Counseling Fieldwork Performance	Participatory Action Research Project	Participatory Action Research Project
National Standards	Counseling, prevention, intervention; Diversity & advocacy	Foundations; Diversity & advocacy	Counseling, prevention, intervention; Collaboration & Consultation	Diversity & advocacy, Counseling, prevention, intervention;	Assessment
State Standards	19 Academic development; 20 Career development; 21 Personal/ social development; 22 Leadership; 23 Advocacy; 24 Learning, achievement, & instruction; 28 Organizational systems & program development;	17 Foundations; 23 Advocacy;	18 Professionalism; 22 Leadership; 25 Individual counseling; 26 Group counseling 27 Collaboration, coordination, team building;	19 Academic development; 20 Career development; 21 Personal/ social development; 22 Leadership; 23 Advocacy; 24 Learning, achievement, & instruction; 29 Prevention education & training	25 Individual counseling; 26 Group counseling
Conceptual Framework	Effective Pedagogy; Evidence-based Practices; Innovation	Collaboration; Scholarship; Advocacy	Collaboration; Leadership; Advocacy	Leadership; Innovation; Advocacy	Evidence-based Practices
CSULB learning outcomes	Well-prepared; Knowledge and respect for diversity	Well-prepared ; Knowledge and respect for diversity	Integrating liberal education	Engaged in global and local issues; Knowledge and respect for diversity; Collaborative problem solving	Integrating liberal education; Collaborative problem solving
NCATE Elements	Student Learning	Professional Dispositions	Knowledge & Skills - Other	Student learning-other; Professional Dispositions	Knowledge & Skills - Other

Table 2*Program Specific Candidate Information, 2011-2014 – Transition Point 1 (Admission to Program)*

	2012-2013			2013-2014		
	Applied	Accepted	Matriculated	Applied	Accepted	Matriculated
Total:	75	32	23	72	21	16

Table 3*Program Specific Candidate Information, 2011-2014¹- Transition Point 2 (Advancement to Culminating Experience)*

	2012-2013	2013-2014
Thesis (698)²	1	1
Comps³	30	27

Table 4*Comprehensive Exam Results, 2012-2014*

	2012-2013	2013-2014
Passed	24	23
Failed	5	0
Total⁴	29	23

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

² This is data on all students 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.

³ 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).

⁴ 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, 2011-2014 – Transition Point 3 (Exit)

	2012-2013	2013-2014
Degree	21	26
Credential⁵	21	25

Table 6

Faculty Profile 2011-2014⁶

Status	2012-2013	2013-2014
Full-time TT/Lecturer	3	1
Part-time Lecturer	2	2
Total:	5	3

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.**

Two, Beverly Booker and Laura Forrest, who currently serve as co-coordinators reviewed and discussed the assessment findings at the Assessment Workshop on 9/12/14 and followed up with a meeting on 10/6/14. One of our part-time lecturers, Bob Tyra, was consulted on 10/9/14. The co-coordinators further revised this document during the week of 10/29-11/4, 2014.

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

The School Counseling 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), Credential Center, and the Graduate Office/TPAC. These

⁵ 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.

⁶ 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.

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. 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 Appendix A.
- **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 below in question Appendix B.
- **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.
- **Alumni Survey for Advanced Programs:** Starting in fall 2013, the college administered a web-based survey of alumni of advanced programs. This survey is administered every 3 years. 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. **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 refer to Appendix A. For program pathways with fewer than 10 students, we do not disaggregate data.

Figure 1

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

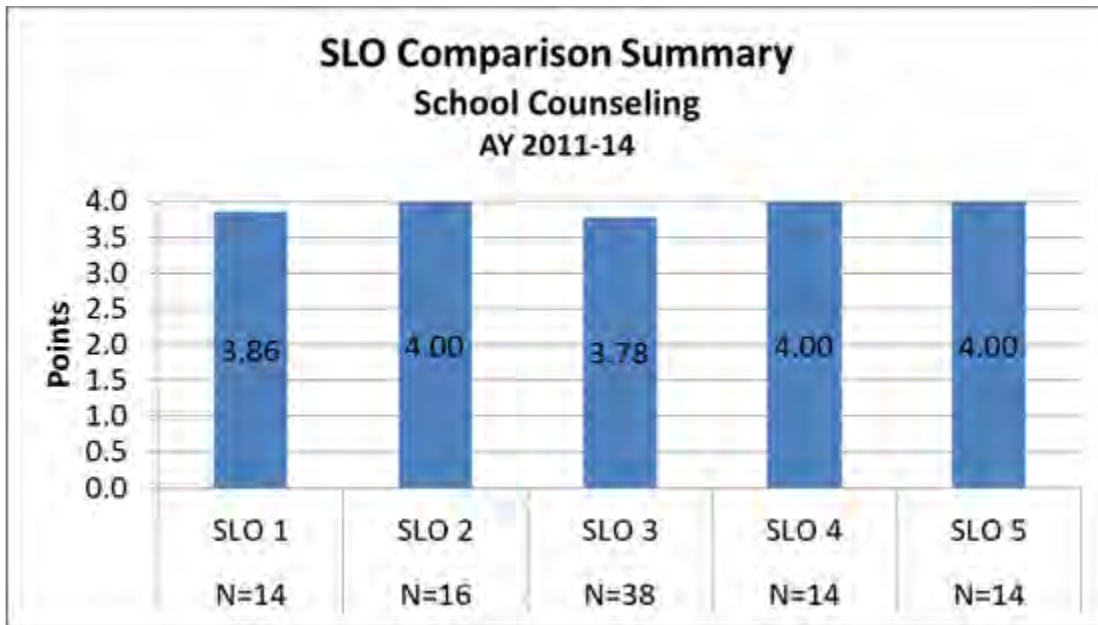
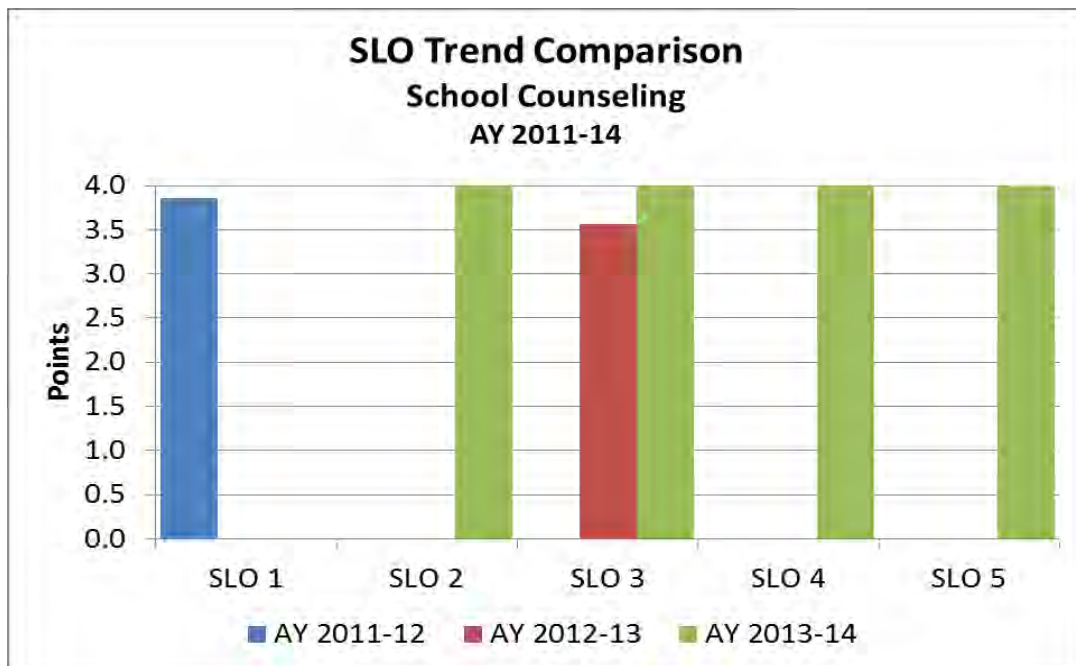


Figure 2

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



- 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.

Both the site and university supervisors' evaluation of the program's preparation of school-counselors-in-training is collected. Student enrolled AY 2013-2014 were deemed proficient in their overall fieldwork performance. Detailed evaluations are collected and stored within program offices and can be made available upon request.

Following graduation in spring 2014, we began tracking how many students became employed as first year school counseling professional, and also where they were employed. This will help us gather the employer data. All of 2014 graduates who were seeking immediate employment obtained positions in K-12 education.

In addition, the School Counseling program has reviewed and interpreted data from the following survey items (identified below). Data specific to each of the surveys listed below can be found in Appendix B.

<u>Survey</u>	<u>Items</u>
2013 College of Education Student Success Survey	Q 2 (items 7, 8, & 15)
2013 Exit Survey for Advanced Programs	Advising Qs 1, 3, 5 & 6 plus comments
2014 Exit Survey for Advanced Programs	Q 6 & 7
2013 Alumni Survey for Advanced Programs	Candidate preparation

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.)

Please refer to Tables 7 and 8 on the following pages for discussion related to data analysis and interpretations/findings.

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 <i>and why</i>
1	Online Comprehensive Exam	Debriefing of faculty and graders of comprehensive exams	Better performance of students due to closer alignment to course content. Blind scoring by raters, improved interrater reliability	Revise Online Comprehensive Exam to be more holistic in scoring.	This was the first time we offered an online, take-at-home exam; scoring was via Beachboard software, but having raters grade each question separately created discrepancies
2	Graduate and Alumni feedback about advising and program changes	Student Success Survey, Exit Surveys, and Alumni Survey	The majority of students were satisfied with the academic environment and support	Mandatory Individual Advising of all SC students	Many changes took place during the past three years (see details in background above). Advising has been embedded in classes and targeted intrusive advising of struggling students
3	Graduate and Alumni feedback about advising and program changes	Student Success Survey, Exit Surveys, and Alumni Survey		focus groups to gather (1) recent graduates' perceptions of the program's effectiveness in preparing them for the school counseling field and to (2) evaluate the employers' feedback about the same data.	

#	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>
4	Added authorizations or specializations	Emails from recent graduates and communication with LAUSD HR dept	The majority of our recent graduates obtained K-12 positions during 2014.	Explore possibility of a CWA pathway	We offer a Community College certificate through our SDHE option, but need to expand
5	Further improvement in practical preparation and career placement	Student Success Survey, Exit Surveys, and Alumni Survey	The majority of recent graduates and alumni feel prepared as school counselors	reformation of an advisory group	Due to faculty turnover and loss of coordinator, advisory groups were temporary suspended during the budget crisis

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?	CTC Standard(s) (for CTC Programs)	Update on Actions (If Applicable)
1	Revise Online Comprehensive Exam	Beverly Booker	March 1, 2015	32.Competence	N/A
2	Mandatory Advising of all SC students	Coordinators	Spring 2015	17. Foundations of the Profession	N/A
3	Focus groups to gather (1) recent graduates' perceptions of the program's effectiveness in preparing them for the school counseling field; and (2) evaluate the employers' feedback about the same data.	Coordinators and Assessment Office	May 2015	27.Collaboration, Coordination, & Team Building; 28. Organizational & System Development; 32. Candidate Competence	N/A
4	Explore possibility of a CWA pathway	Laura Forrest and Assoc Dean Grutzik	May 2015	27.Collaboration, Coordination, & Team Building; 28. Organizational & System Development; 29. Prevention Education & Training	N/A
5	Formation of an advisory group	Coordinators with PT faculty, FW supervisors	September 2015	27.Collaboration, Coordination, & Team Building; 28. Organizational & System Development	N/A

The School Counseling program enacted major changes to all Signature Assignments and SLOs during the last two years. In addition, a new comprehensive exam was implemented and offered online. Until data is collected on these changes, no further changes will be made. We will begin tracking employment and employer data at the end of AY 2014-2015. We are exploring partnering with the Social Work program in order to provide a pathway for the School Counseling students to obtain the added Child Welfare Authorization (CWA).

This AY (2014-15), the co-coordinators discussed using focus groups to gather recent graduates' perceptions of the program's effectiveness in preparing them for the school counseling field. We would like to evaluate the employers' feedback about the same data.

In the past, we advised students within their school counseling specific courses each semester, particularly at times when actions was needed (registration for classes, application for comprehensive exams/fieldwork, filing for Certificate of Clearance, etc.). In addition, we practiced "intrusive advising" with students who were not progressing, had difficulty with certain milestones (CBEST or comprehensive exam passage) and offered individual advising by appointment. We will begin mandatory individual advising in the Spring 2015 semester in order to respond to all students' individual needs and prevent any miscommunication or lack of information.

By happenstance, the very week that several of our graduates emailed us about LAUSD's requirement of the CWA supplemental specialization, the co-coordinators attending the Assessment Workshop on 9/12/14 were seated with our colleagues from the School of Social Work who are coordinating the CWA. We had a great discussion and have asked that our Associate Dean follow up with their Director to begin exploring the possibility of our students obtaining the CWA.

Due to the turnover of faculty and the loss of one FT TT faculty, coupled with the loss of resources during the budget crisis, a new advisory group was never formed; fortunately, program faculty were able to rely on consulting key school counseling professionals and adjunct faculty during this time. Going forward we have begun to reestablish ties with the largest neighboring district, Long Beach Unified School District, via a fruitful meeting with Carol Ortega, Program Administrator of Counseling on 10/23/14. We will meet with our PT faculty and FW site supervisors in early Spring 2015 to brainstorm the composition of a new advisory group

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)

Table 8

Proposed Changes to Program Documents

Course #	Signature Assignment Name	Nature of Changes (BRIEF)	Reasons for Changes (BRIEF)

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

School Counseling 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: Plan, organize, and implement a comprehensive, developmental, data-driven, urban school counseling program

Outcome 2: Develop an appropriate theoretical and philosophical foundation for an urban school counseling program committed to addressing the achievement gap and promoting student academic, career, and personal/social development

Outcome 3: Successfully deliver school counseling services in a culturally sensitive and developmentally appropriate fashion

Outcome 4: Identify community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students and advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students

Outcome 5: Monitor and evaluate the results of a school counseling program

Figure 1

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

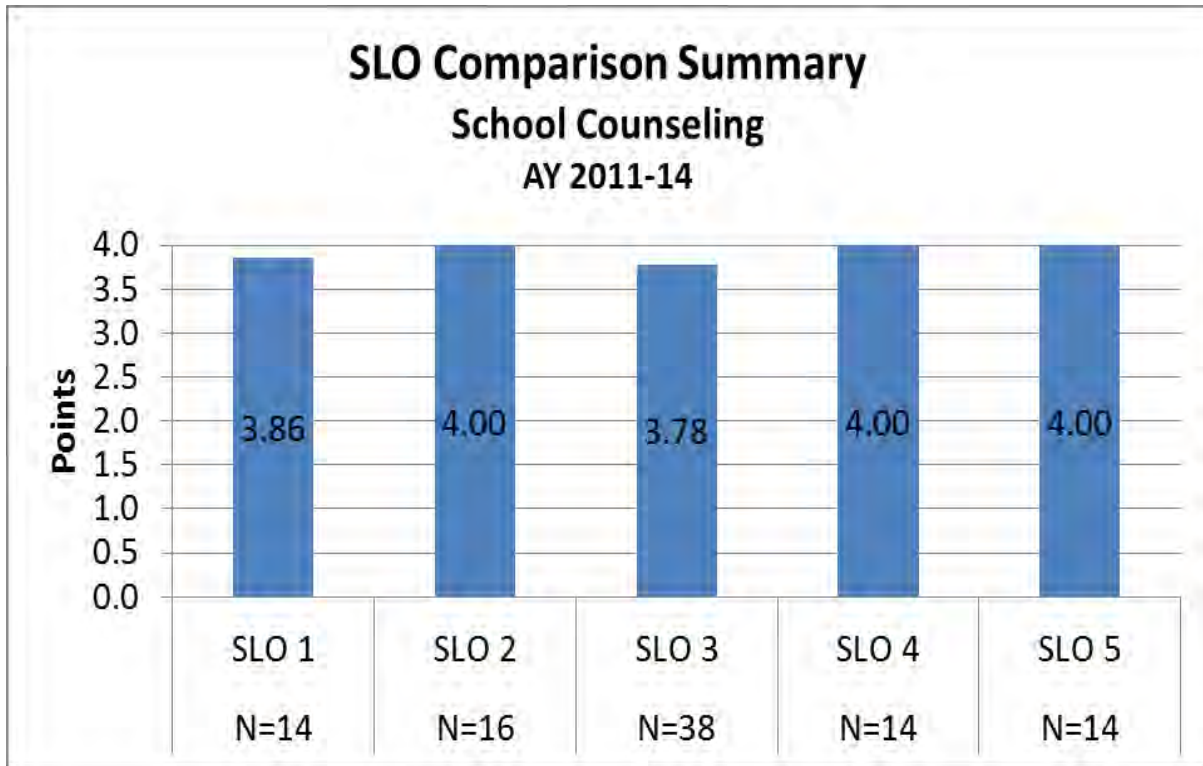
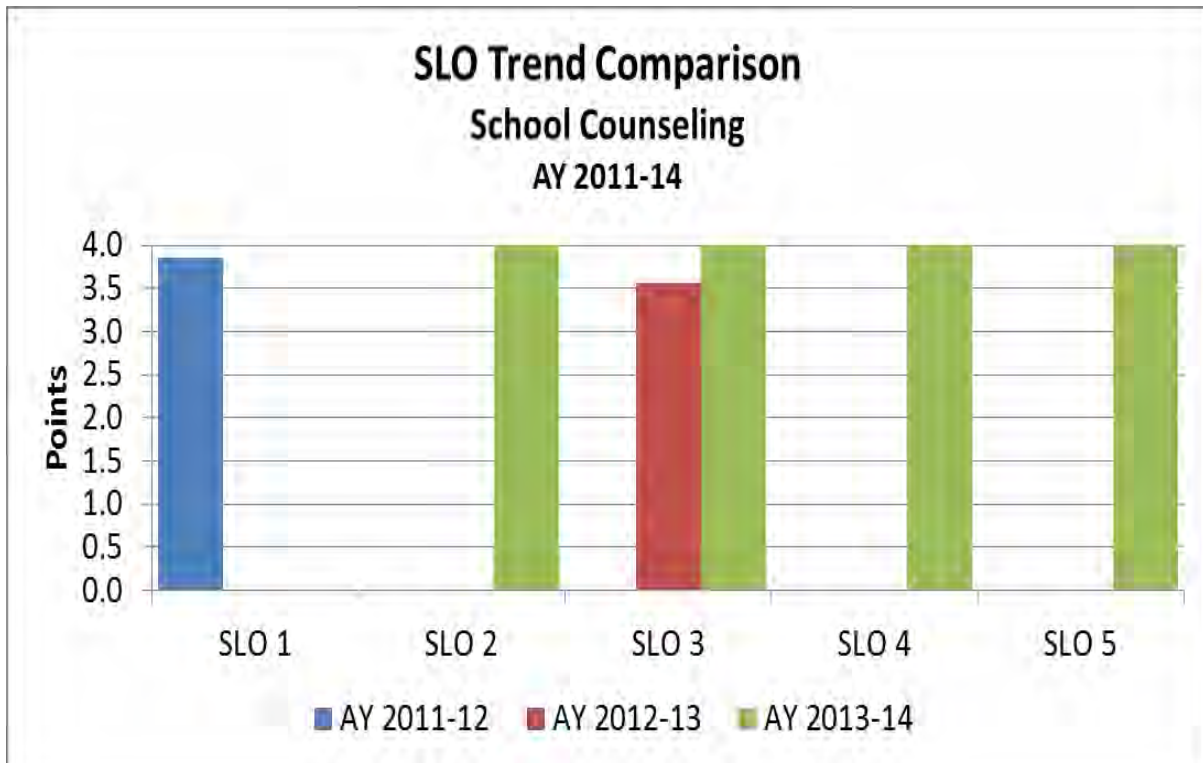


Figure 2

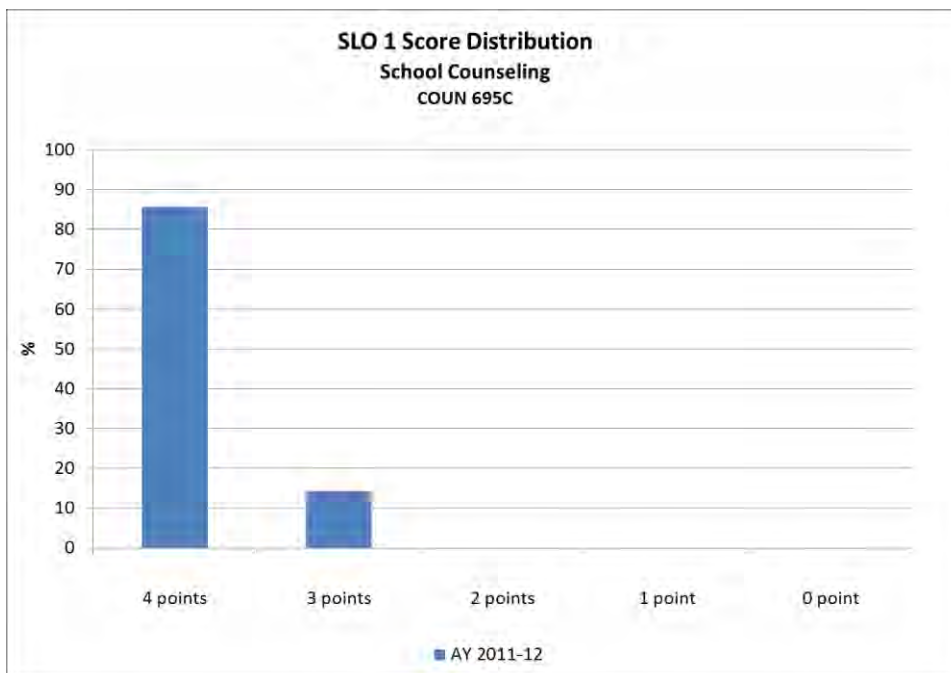
Figure 2 shows trends in SLO data across three years based on points earned.



Outcome 1: Plan, organize, and implement a comprehensive, developmental, data-driven, urban school counseling program

Note: Criteria data are not available for this outcome

Figure 3

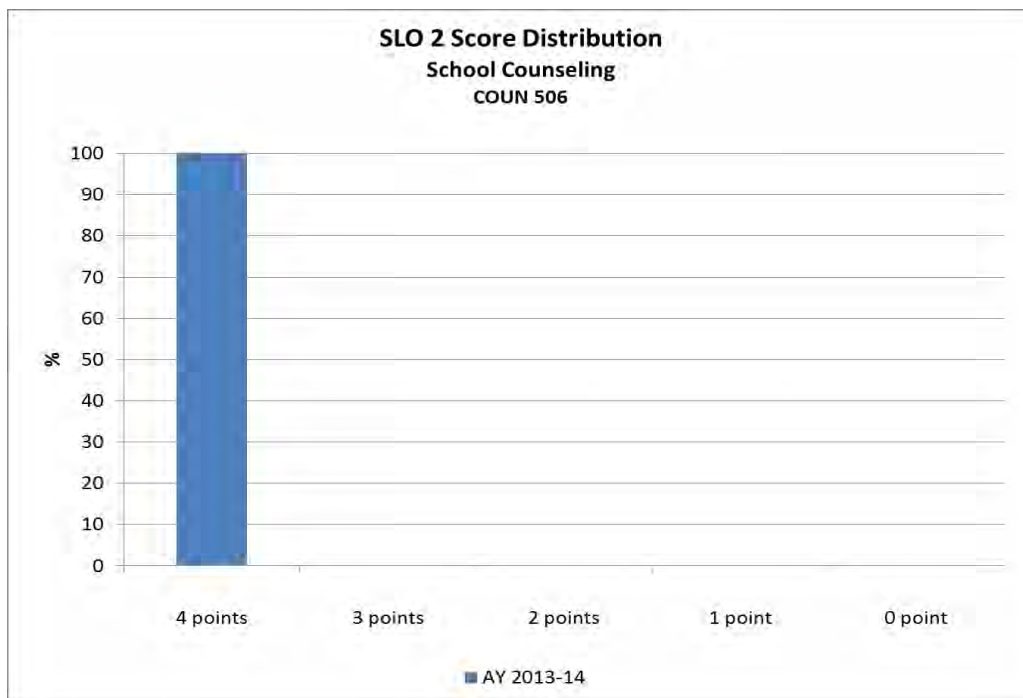


AY	N	Mean	SD
AY 2011-12	14	3.86	0.35

Outcome 2: Develop an appropriate theoretical and philosophical foundation for an urban school counseling program committed to addressing the achievement gap and promoting student academic, career, and personal/social development

Note: Criteria data are not available for this outcome

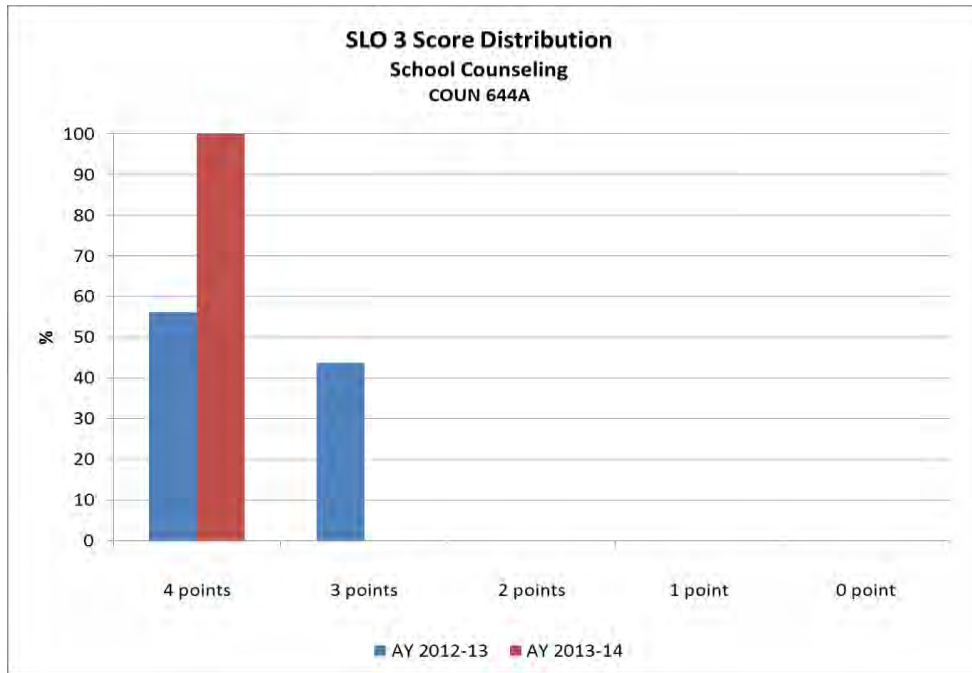
Figure 4



AY	N	Mean	SD
AY 2013-14	16	4.00	0.00

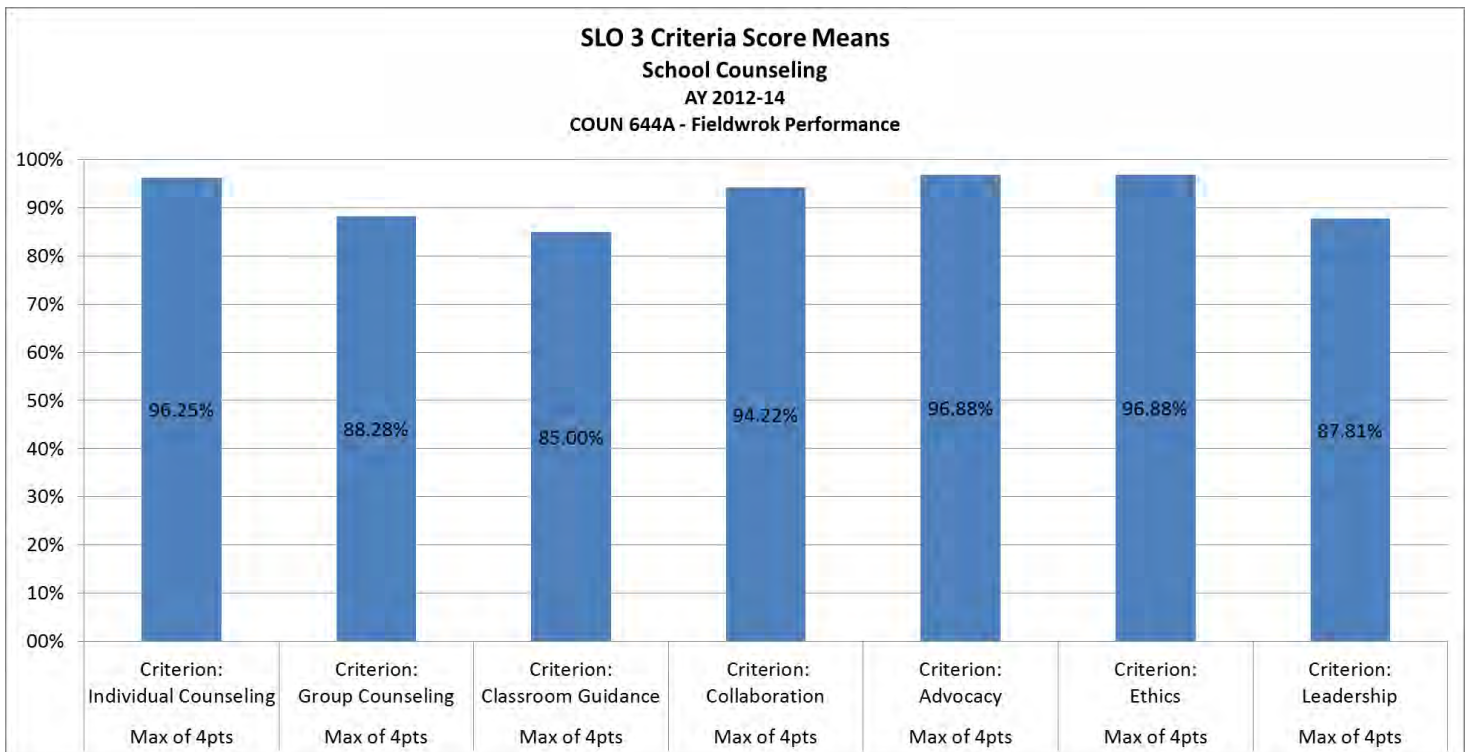
Outcome 3: Successfully deliver school counseling services in a culturally sensitive and developmentally appropriate fashion

Figure 5



AY	N	Mean	SD
AY 2012-13	16	3.56	0.50
AY 2013-14	22	4.00	0.00

Figure 6

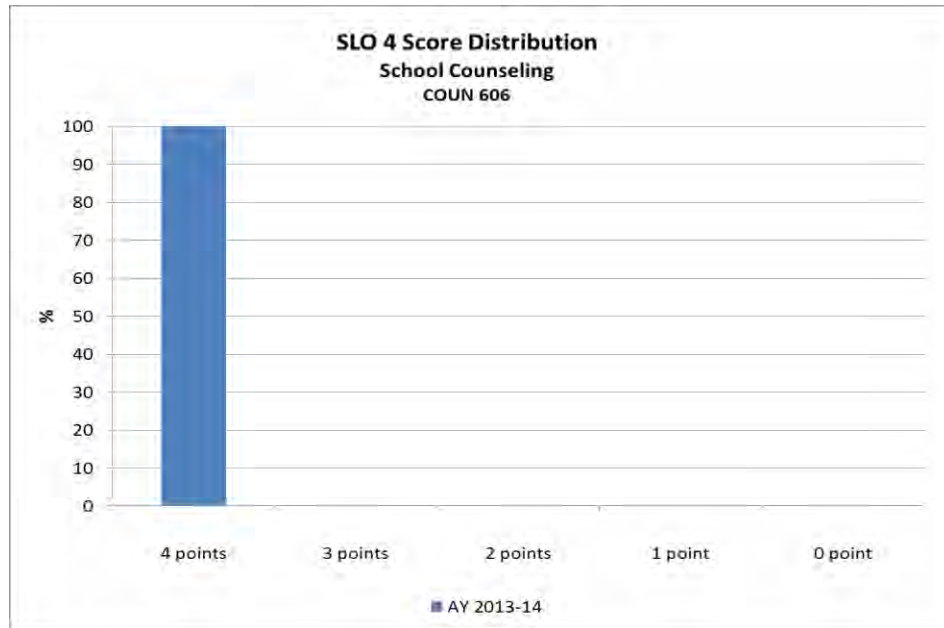


AY	Max N
AY 2012-13	16
AY 2013-14	20

Outcome 4: Identify community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students and advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students

Note: *Criteria data are not available for this outcome*

Figure 7

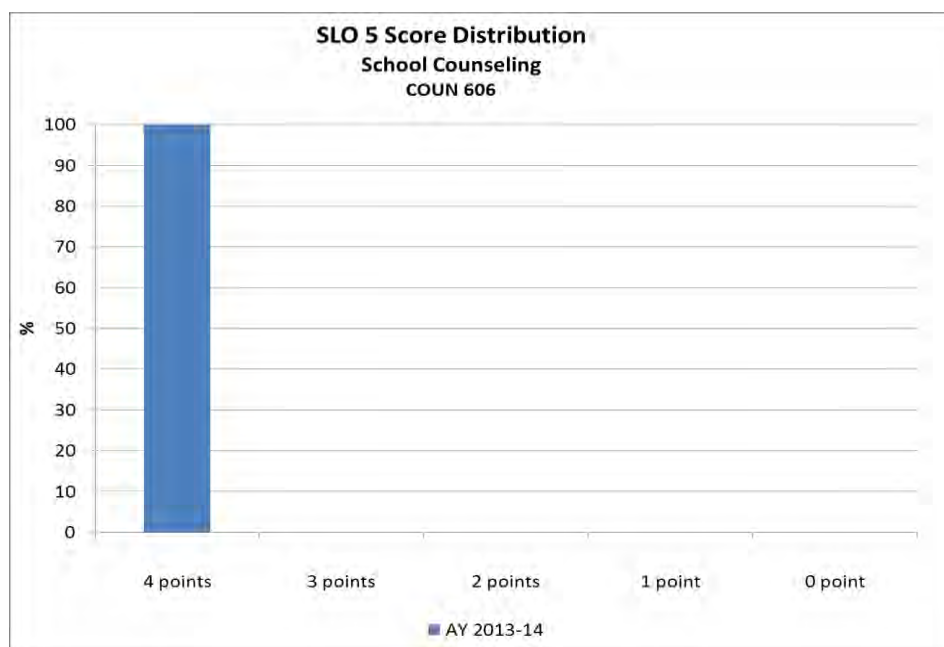


AY	N	Mean	SD
AY 2013-14	14	4.00	0.00

Outcome 5: Monitor and evaluate the results of a school counseling program

Note: *Criteria data are not available for this outcome*

Figure 8



AY	N	Mean	SD
AY 2013-14	14	4.00	0.00

APPENDIX B:
Program Effectiveness Data

2014 Advanced Programs Exit Survey – Response Rates

Program	Estimated # in Sample	# of Responses	Estimated Response Rate
College of Education	375	161	43.09%
Adapted Physical Education	8	3	37.50%
Administrative Services I	36	11	30.56%
Administrative Services II	0	0	0.00%
Curriculum and Instruction	26	8	30.77%
Dual Language Development	9	4	44.44%
Early Childhood Education	26	8	30.77%
Educational Psychology	4	0	0.00%
Educational Technology and Media Leaderships	45	11	24.44%
Marriage and Family Therapy	32	9	28.13%
Math Education	15	12	80.00%
Reading and Language Arts	1	1	100.00%
School Counseling	29	16	55.17%
School Social Work	22	13	59.09%
Social and Cultural Analysis of Education	15	7	46.67%
Educational Specialist II	37	18	48.65%
Speech and Language Pathology	19	11	57.89%
Student Development in Higher Education	25	12	48.00%
School Nurse	9	3	33.33%
School Psychology	18	14	77.78%

Bouncebacks = 3

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.	4	6	6	0	16	2.13
2	My program advisors was helpful and supportive.	3	5	5	3	16	2.50
3	At least one college staff member took an interest in my development.	4	9	3	0	16	1.94
4	At least one faculty member took an interest in my development.	6	7	2	1	16	1.88
5	Staff in the college were helpful and supportive.	5	9	1	1	16	1.88
6	The physical classroom space was conducive to learning.	4	12	0	0	16	1.75
7	I felt the college and my program were sensitive to non-academic responsibilities (e.g., work, family, etc.)	1	8	5	2	16	2.50
8	The quality of service/advising provided by the Graduate Studies Office was high.	4	9	3	0	16	1.94
9	The information on the college web site was accurate and thorough.	3	7	4	2	16	2.31

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

Text Response (N=7)

While initially in the program I felt completely supported by staff and advisors, towards the end of my time in the program I felt support within the program was lacking, especially from advisors. Many questions and concerns were being brushed off and I was often given the runaround or an unclear reasoning to the answers for my questions.

Overall, my advisor didn't do much to support my progress. We were told what classes to take during orientation and that was it. However, when Dr. Forrest took over as my advisor, she kept us up to date on changes, etc. She was the only staff member that was supportive and encouraging throughout the whole program. If it weren't for her encouraging nature, the program wouldn't have been nearly as good. The other faculty members continually messed up our classes and put us down. I can't believe that graduate students were treated like children continually. It was very disheartening to hear from a particular faculty member that we would never be successful when we apparently overreacted when we found out that we would no longer be able to pick our fieldwork locations. There was clearly a huge miscommunication between the faculty and the students who were paying to be part of the program.

We lost our program coordinator in the middle of our program. It was difficult to feel supported when we were not informed of things going on.

Advisors should make it mandatory to meet with their students at least once in the time that students are in the program, this would be beneficial to students because it would be a required time to talk about their concerns and seek advice.

There were some major changes that took place during my time in the program. For the most part, these changes did not effect me but I know they seriously effected many of my peers. The program is advertised as one that can be completed by working professionals - but advisory classes were often scheduled during the regular work/school day. I was lucky that my advisor accomodated my needs as I am a full time teacher, but I know that this was not the case for many of my peers.

The staff and other Counseling faculty were very helpful. I was very dissatisfied at how the program was not as expected due to major changes and these changes were not communicated in a positive and timely manner.

No formal advising was scheduled. Website forms were difficult to find and often changed for our program

2013 Advanced Programs Exit Survey - Response Rates

Program	Estimated # in Sample	# of Responses	Estimated Response Rate
College of Education	441	197	44.67%
Adapted PE Credential	8	3	37.50%
Administrative Services I Credential	6	3	50.00%
Administrative Services II Credential		1	N/A
Curriculum and Instruction-Elementary Master's Degree	8	3	37.50%
Curriculum and Instruction-Secondary Master's Degree	13	4	30.77%
Dual Language Development Master's Degree	29	8	27.59%
Early Childhood Education Master's Degree	45	14	31.11%
Educational Administration Master's Degree	22	6	27.27%
Educational Leadership Doctoral Program	26	24	92.31%
Educational Psychology Master's Degree	6	6	100.00%
Educational Technology and Media Leaderships Master's Degree	13	9	69.23%
Library Media Teacher Credential	7	5	71.43%
Librarianship Master's Degree	8	2	25.00%
Marriage and Family Therapy Master's Degree	27	12	44.44%
Math Education Master's Degree	11	9	81.82%
Reading and Language Arts Credential	6	0	0.00%
Reading and Language Arts Master's Degree	10	5	50.00%
School Counseling Credential/Master's Degree	26	14	53.85%
School Nurse Credential	12	1	8.33%
School Psychology Credential	13	6	46.15%
School Social Work Credential	25	4	16.00%
Social and Cultural Analysis of Education (formerly SMF) Master's Degree	27	12	44.44%
Special Education II Credential	10	4	40.00%
Special Education Master's Degree	29	14	48.28%
Speech-Language Pathology Credential	26	5	19.23%
Student Development in Higher Education Master's Degree	28	23	82.14%

Bouncebacks = 0

Please rate your level of general satisfaction with each of the following:

#	Question	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	N	Mean
1	The ongoing advisement and program information I have received from my faculty/program advisor.	2	9	3	-	14	2.07
3	My advisor's availability to meet at times that are convenient for me.	4	8	2	-	14	1.86
5	The accuracy and thoroughness of the information provided on the program web site.	1	8	5	-	14	2.29
6	The accuracy and thoroughness of the information provided on the college web site.	1	9	4	-	14	2.21

Comments:

Text Entry
I have only received advisement once in the three years in the program.
Reminders or notices for due dates of important forms that need to be completed for graduation or credentialing would be highly appreciated.
CSULB website in general is very confusing and hard to navigate. It is difficult to find the college of education page and always have to use the "search" tool". It is also almost impossible to find the list of approved field work sites. There was also confusion and little communication as to "who is our program coordinator? Fieldwork meetings for one of my semesters took place at 2pm which was very inconvenient.
The graduate studies office folks seemed a bit clueless at times. Critical information about certificate of clearance was not accurately provided and created major obstacles for myself and many of my fellow cohort members. This resulted in significant delays in some of our ability to complete our degree programs
I joined the program during a time when things were being modified due to a transition of faculty. I would've liked for the advisors to be more involved not just behind the scenes coordinating classes or fieldwork, but also with semester follow ups. Also I would've liked a workshop from the advisors discussing the pros and cons between taking the comprehensive exam or writing a thesis. I know the department has a workshop, but it would be better for the
Advisors to also conduct the workshop since they are our mentors. Definitely more mentoring from the advisors is needed.

2013 Advanced Programs Alumni Survey - Response Rates

Program	Estimated # in Sample	# of Completed Responses	Estimated Response Rate
College of Education	1122	300	26.74%
Adapted PE Credential		12	n/a
Administrative Services I Credential		4	n/a
Administrative Services II Credential	n/a	n/a	n/a
Curriculum and Instruction-Elementary Master's Degree	87	29	33.33%
Curriculum and Instruction-Secondary Master's Degree	45	19	42.22%
Dual Language Development Master's Degree	52	9	17.31%
Early Childhood Education Master's Degree	39	5	12.82%
Educational Administration Master's Degree	2	3	150.00%
Educational Leadership Doctoral Program	25	14	56.00%
Educational Psychology Master's Degree	71	11	15.49%
Educational Technology and Media Leaderships Master's Degree	54	11	20.37%
Library Media Teacher Credential	11	12	109.09%
Librarianship Master's Degree	25	7	28.00%
Marriage and Family Therapy Master's Degree	84	14	16.67%
Math Education Master's Degree	44	9	20.45%
Reading and Language Arts Credential	3	2	66.67%
Reading and Language Arts Master's Degree	53	11	20.75%
School Counseling Credential/Master's Degree	9	3	33.33%
School Nurse Credential		3	n/a
School Psychology Credential	12	28	233.33%
School Social Work Credential	35	3	8.57%
Social and Cultural Analysis of Education (formerly SMF) Master's Degree	78	33	42.31%
Special Education II Credential	11	4	36.36%
Special Education Master's Degree	77	26	33.77%
Speech-Language Pathology Credential		5	n/a
Student Development in Higher Education Master's Degree	82	32	39.02%

Bouncebacks/Failed= 161

Methodological Notes:


1. The alumni survey was administered by sending out emails directly to students who received a college exit survey in 2009-2012. Program coordinators also were invited to send a generic survey link to any listserv they might maintain.
2. The initial question, which asked student to select a program upon which to base their responses, was not required until the first reminder was sent. This was in error. A handful of respondents skipped this question.
3. A small number of students in the original sample did not have programs of completion identified. Thus the total N will be greater than the sum.

Response Notes:

1. Some students who have graduated are now enrolled in new programs. They appear to have selected their current program (in which they are enrolled) rather than the program for which they are an alum for their responses.
2. Some students who graduated from two of our programs completed a survey for each program, despite the fact we only counted them once in the initial sample.
3. As a result of the notes in both sections, in some cases the final N for respondents is greater than the initial sample size.

Candidate Preparation

Given your work experiences, to what extent did your program prepare you for your career?

#	Answer	Bar	N	%
1	Completely		0	0.00%
2	A great deal		3	100.00%
3	Some what		0	0.00%
4	Not at all		0	0.00%
5	Not applicable		0	0.00%
	Total		3	100.00%

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
7	At least one college staff member has taken an interest in my development.	6	4	2	2	14	2.00
8	At least one faculty member has taken an interest in my development.	6	5	2	1	14	1.86
15	I feel the College of Education and my program are sensitive to my non-academic responsibilities (e.g., work, family, etc.)	3	6	3	2	14	2.29