College of Education and Affiliated Programs
Biennial Assessment Report – Fall 2014
Educational Leadership, Ed.D

Note: this report presents and analyzes data from Summer 2012 through Spring 2014.

Background

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

Our Vision

To build a dynamic, rigorous, and inclusive doctoral program that prepares leaders to make remarkable differences in the educational lives of others.

Our Mission

To support dynamic, transformative, socially responsible leaders who engage others, value diversity, operate with academic integrity, and believe in people and their educational futures.

Services

Full support of students to facilitate a high quality experience within a graduate culture where timely graduation is balanced with rigorous course and dissertation work. Design and implementation of structures to assist faculty in their work with doctoral students.

Program

The EDD program is in its 8th year in academic year 2014-5, serving 81 students who are in all phases of doctoral education. The program is structured in two specializations; 39 students are in the Community College/Higher Education Specialization and 42 students are in the PK-12 Specialization. Students write their qualifying exam after the 4th semester in the program. The program is designed for students to complete courses and their dissertations within 3 years. 10.5 FTE core faculty serve as the primary instructors and dissertation chairs. However, 18 affiliated faculty from across the College of Education participate in the program as instructors, dissertation chairs and committee members, and in supporting students' writing, data analysis and IRB applications. Table 1 reflects the program's overall assessment plan while Tables 2-5 provide data on the program for the 2011-12 academic year.

Table 1

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
SLOs	Students demonstrate the ability to advocate for all stakeholders, utilizing the knowledge and tools necessary, to create and sustain vibrant educational environments.	Students demonstrate the knowledge and skills to apply organizational theory, management skills, leadership strategies, and data to transform organizations.	Students demonstrate the ability to select, interpret, and apply theory and research to address a variety of compelling problems in urban education.	Students demonstrate the ability to plan and conduct research and evaluation studies with a clear purpose to improve educational lives of others and based on findings make recommendations to improve future educational practices.	Students demonstrate foundational and practical knowledge to incorporate ethical, legal, and professional behaviors to increase equitable educational opportunities and academic achievement for all students.
Signature Assignment(s)	Critical Reflection Essay Grassroots Policy Investigation	Organizational Study, Case Application Paper, Bridging Curriculum Theories & Practice	Qualifying Exam	Research Projects	Proposal for New Legislation or Policy, Leading for Social Justice
National Standards: UCE23A Leadership Core Rec.	Ed. Leadership, Accountability, Learning & Curriculum, Leadership & Inst. Improvement, Org. Behavior & Change in Ed.	Ed. Leadership, Accountability, Public School Fin. & Bus., Mngmnt. of HR, Leadership & Inst. Improvement, Org. Behavior & Change in Ed.	Ed. Leadership, Accountability, Leadership & Inst. Improvement, Org. Behavior & Change in Ed.	Ed. Leadership, Accountability, Diversity & Culture, Leadership & Inst. Improvement	Diversity & Culture, Law & Politics of Ed.
National Standards: AACC Competencies for Comm. Coll. Leaders	Org. Mngmnt., Resource Mngmnt., Comm. Coll. Advocacy, Professionalism	Org. Mngmnt., Resource Mngmnt., Communication, Collaboration, Professionalism	Org. Mngmnt., Resource Mngmnt., Communication, Collaboration, Professionalism	Communication, Collaboration, Comm. Coll. Advocacy, Professionalism	Org. Mngmnt., Resource Mngmnt., Communication, Collaboration, Comm. Coll. Advocacy, Professionalism
State Standards (EO 991)	LC – 1, 2, 5, 6, 7 LS – 1, 2, 3, 4, 5, 6 RM – 1, 4, 5	LC – 1, 2, 3, 4, 7 LS - 2, 6 RM – 1, 2, 3, 4, 5	LC – 3, 7 LS – 2, 4, 6	LC – 7 LS – 1, 2, 4 RM – 1, 2, 3,4 , 5	LC – 2, 6 LS – 1, 4, 5, 6
Conceptual Framework	Advocacy	Leadership	Scholarship	Evidence-based Practices	Collaboration
CSULB Learning Outcomes	Knowledge and respect for diversity	Well-prepared	Collaborative problem solving	Integrating liberal education	Engaged in global and local issues
NCATE Elements	Knowledge and skills - other	Knowledge and skills - other	Knowledge and skills - other	Student learning - other	Professional dispositions

Table 2

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

	2012-2013			2013-2014		
	Applied	**Accepted**	**Matriculated**	**Applied**	**Accepted**	**Matriculated**
Total:	72	34	23	59	35	22

Table 3

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

	2012-2013	**2013-2014**
Dissertation[1]	20	25

Table 4

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

	2012-2013	**2013-2014**
Degree	20	24

[1] This is data on students who were enrolled in dissertation work from Summer 2012 to Spring 2014. This figure may include students who actually "crossed into" this transition point prior to Fall 2011 and were still making progress on their thesis at this time.

Table 5

Faculty Profile 2012-2014[2]

Status	2012-2013	2013-2014
Full-time TT/Lecturer	17	16
Part-time Lecturer	0	2
Total:	17	19

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.

11 full and part time faculty participated in the discussion. Notes from the meeting are embedded in this document.

Data

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

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

- **Enrollment and Headcount Data:** Enrollment and headcount data are provided by the department office (faculty headcounts) and the Graduate Office/TPAC. 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. 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). For data related to these assignments, see Appendix A.

[2] 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. Faculty numbers also include add dissertation chairs.

- **College of Education Student Success Survey:** Starting in spring 2013, the college administered a web-based student success survey to capture the experiences of candidates currently enrolled in the college. This survey is administered every 3 years. Relevant data for the program are reported in Appendix B.

- **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. <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 refer 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 two-year period based on points earned.

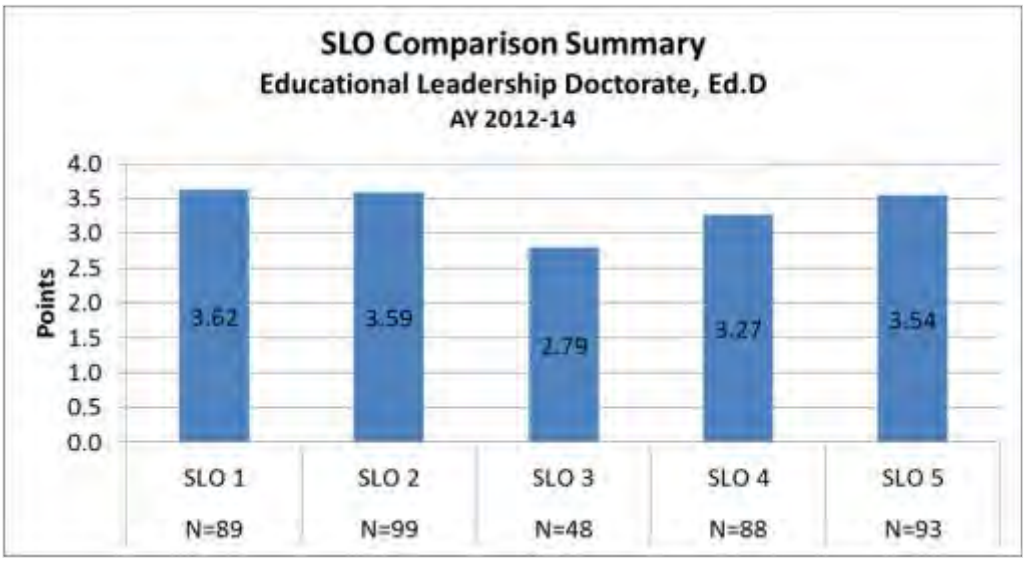


Figure 2

Figure 2 shows a comparison of SLO data, disaggregated by pathway, for a two-year period based on points earned.

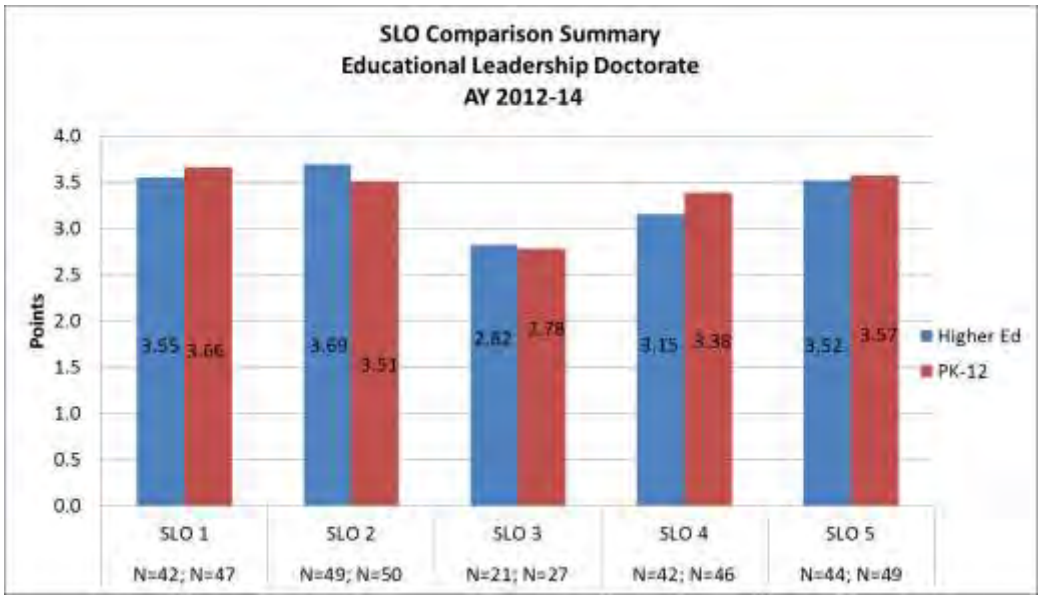


Figure 3

Figure 3 displays trends in SLO data across two years based on points earned.

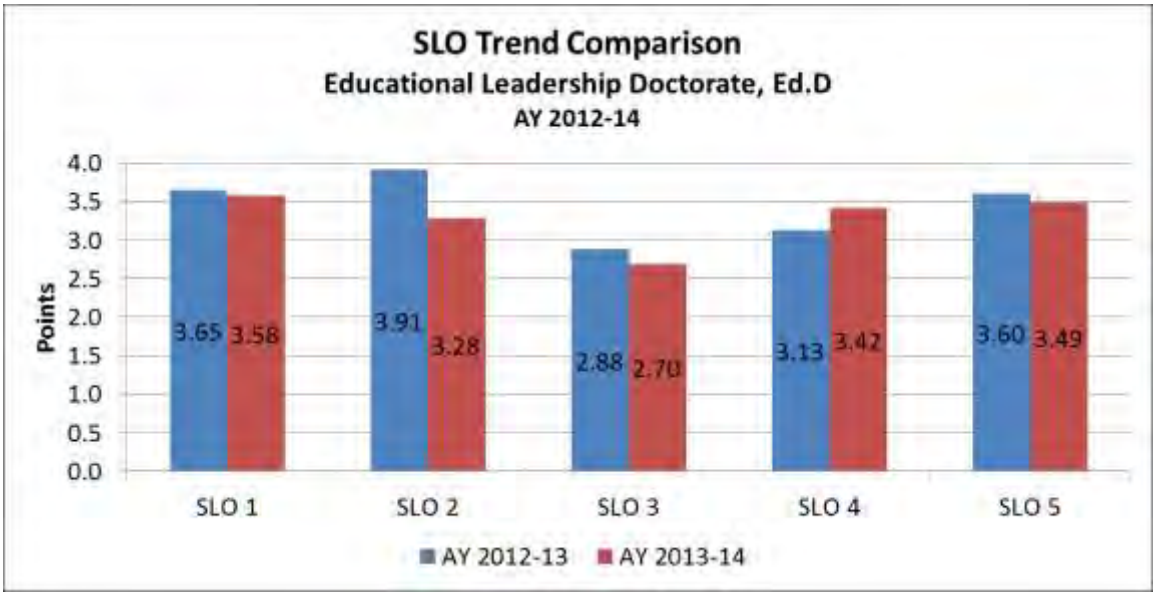


Figure 4

Figure 4 displays trends in SLO data for Higher Education Pathway candidates across two years based on points earned.

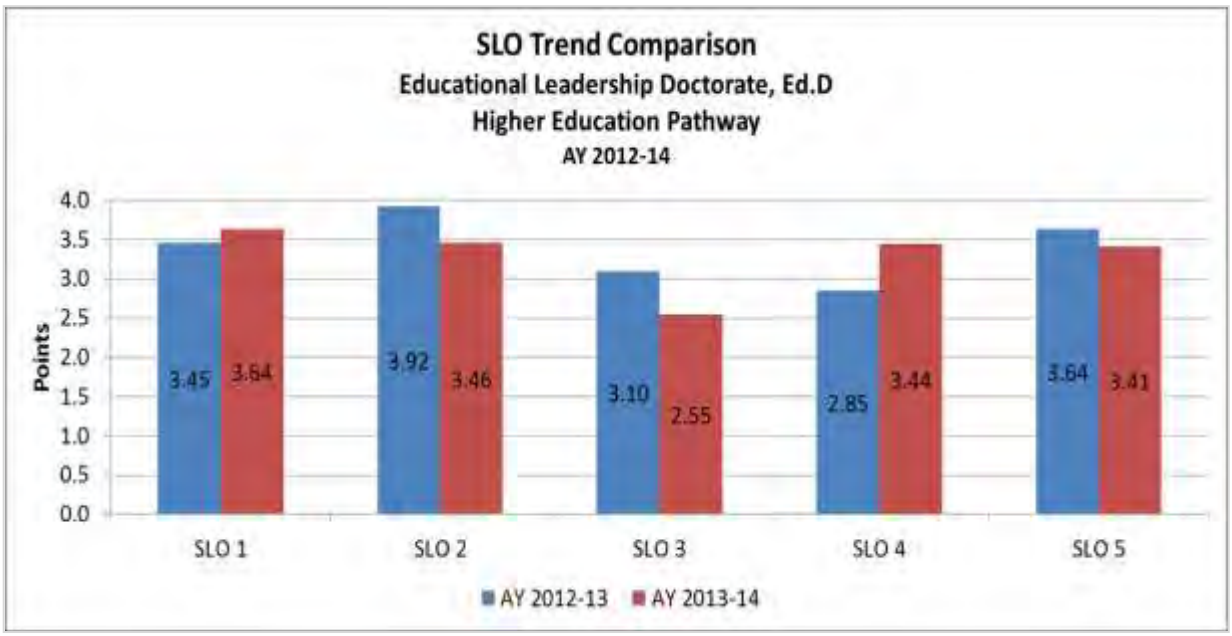
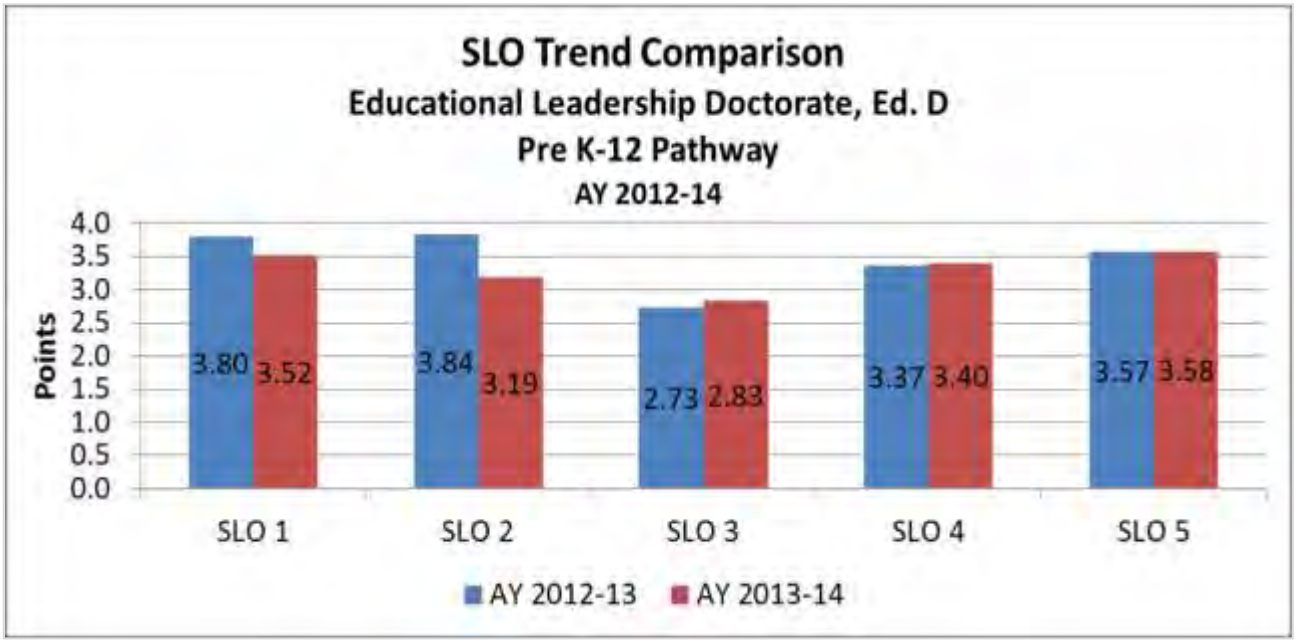


Figure 5

Figure 4 displays trends in SLO data for Pre-K-12 Pathway candidates across two years based on points earned.



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

The program has reviewed and interpreted data from the following survey items (identified below). Relevant survey data can be found in Appendix B.

Survey	**Items**
CED Student Success Survey (2013)	Financial Aid, Computer Lab, Classrooms
Alumni Survey (2013)	Program Satisfaction, Alumni Involvement
CED Exit Survey for Advanced Programs (2013)	Practice, Technology, Career Guidance

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.

38 of our program graduates earned promotions or advanced to higher level jobs during or after the program; 15 after graduation and 23 sometime during the program. This data is collected throughout the year as students and alumni report job changes to the Associate Director.

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 6 and 7 on the following pages for discussions related to the analysis and interpretation of program data.

Table 6

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	Availability of Financial Aid	CED Student Success Survey	10% of all EDD revenue is distributed to financial aid to disburse according to federal guidelines. Currently 9 students are on research fellowships.	There is not enough financial support of students.	
2	Computer lab	CED Student Success Survey	Students value the availability of the computer lab.	Computer lab is too small.	
3	Classrooms	CED Student Success Survey		Classrooms are not conducive to learning.	
4	Alumni Outreach	Alumni Survey	Alumni reported high satisfaction with program and would like to continue connections to it and professional development associated with it.	Alumni would like increased involvement.	
5	Improvement in Practice	Exit Survey	Although the scores are lower, students continue to report that they use what they learned in their jobs	Lower scores on items that reflect that students gained in practical leadership skills during the program.	
6	Technology	Exit Survey		Overall the faculty is not very proficient at using diverse technology in the classroom.	
7	Career Guidance	Exit Survey	Many graduates have made positive career changes.	Graduates report that there was not enough emphasis on their career development in the program.	

#	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***
8	Application of Knowledge	All SLOs, Figures 10, 12, 19, 21, 30, 36	Although the scores are lower, they are improving.	On earlier program SLOs criteria related to analysis and application tend to be the lowest. At the end of the program these even out	
9	Qualifying Paper Results	SLO# 3, Figure #1		Should these scores be higher?	
10	Low variability among scores	SLOs #1, 2, 4, 5		Are we grading too easily? Are we really assessing knowledge and skills or focusing on effort? Is a lack of variability OK if we focus on mastery assignments.	
11	2-year trend analysis doesn't allow us to see annual scores	All SLO figures		We can better analyze results and more precisely make corrections if we also get the AY results in addition to the 2-year composite. It's good to know who the instructors were or if there were any cohort anomalies.	
12	Significance of differences in scores	All SLO Figures and Data		We have no way of knowing if slight differences are statistically significant. If we had this information we could better focus our time and discussion on differences that matter.	
13	High overall satisfaction with the program and faculty	Student Satisfaction Survey, Exit Survey, Alumni Survey	Survey response data show that students find the program and faculty to be supportive.		

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 7

Program Action Items

Topic #	Action to Address Areas for Improvement	By Whom?	By When?	Update on Actions (If Applicable)
1	Expand funding support options for students.	Department	3 department funding fellowships in 2013-14. 4 additional planned for 14-15; emphasis on building scholarship funds	
2	Expand lab to better serve students.	Department	Completed summer 2014	New lab is double the size
3	New furniture for classrooms.	Department	Completed summer 2014	New furniture was purchased or procured for 3 classrooms.
4	Expand opportunities for alumni involvement	Chair/Department	Completed fall 2014.	Hired a team of alumni fellows Fall 2014 to coordinate outreach and involvement efforts.
5	In 13-14 we conducted a practice based assignment analysis of all courses. We will continue to monitor and improve the effectiveness of these assignments.	All instructors and department chair	Each semester through a review of syllabi and discussions with teaching teams.	
6	We have hired a technology associate to assist faculty in developing diverse technologies for use in their courses. We are identifying courses to hybridize.	All instructors, department chair, technology fellow	Training is beginning Fall 2014, the first hybrid class will be offered in Spring 2015. Additional courses will be identified in 2015.	
7	Alumni fellows have been selected with one goal of connecting alums with current students for career development	Alumni Fellows, Associate Director, Department Chair	Plan is currently being developed; small steps will launch in spring 2015	

Topic #	Action to Address Areas for Improvement	By Whom?	By When?	Update on Actions (If Applicable)
8	Application of Knowledge: Plan ways to strengthen analysis and application earlier in the program	EDLD Faculty	Spring 2015	
9	Review and discuss Qualifying Paper Results and Rubric	EDLD Faculty	Spring 2015 Discussion in faculty meeting	The decision was made to adjust the assignment rubric to include more precision and detail. The revised rubric will go into effect beginning Fall 2015
10	Low variability among scores	EDLD Faculty	Fall 2015 Retreat Discussion	
11	Make request to Assessment office regarding option to review annual scores	EDLD Chair	Recommendation made Fall 2014	
12	Make request to Assessment Office to report significance of differences in scores	EDLD Chair	Recommendation made Fall 2014	

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)

If YES, please document planned changes below:

Table 8

Proposed Changes to Program Documents

Course #	Signature Assignment Name	Nature of Changes (BRIEF)	Reasons for Changes (BRIEF)
Qualifying Paper	Qualifying Paper	Increase precision and detail in rubric	Doesn't accurately capture what we expect of the paper
ALL	ALL	Could be major	We have not revisited SLOs in 8 years. We are planning to revisit, possibly revise and then possibly, realign assignments to match revised SLOs

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

Educational Leadership Doctorate, Ed.D
Signature Assignment Data Report
AY 2012-14

Figure Description:

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

Student Learning Outcomes

Outcome 1: Students demonstrate the ability to advocate for all stakeholders, utilizing the knowledge and tools necessary, to create and sustain vibrant educational environments.

Outcome 2: Students demonstrate the knowledge and skills to apply organizational theory, management skills, leadership strategies, and data to transform organizations.

Outcome 3: Students demonstrate the ability to select, interpret, and apply theory and research to address a variety of compelling problems in urban education.

Outcome 4: Students demonstrate the ability to plan and conduct research and evaluation studies with a clear purpose to improve educational lives of others and based on findings make recommendations to improve future educational practices.

Outcome 5: Students demonstrate foundational and practical knowledge to incorporate ethical, legal, and professional behaviors to increase equitable educational opportunities and academic achievement for all students.

Figure 1

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

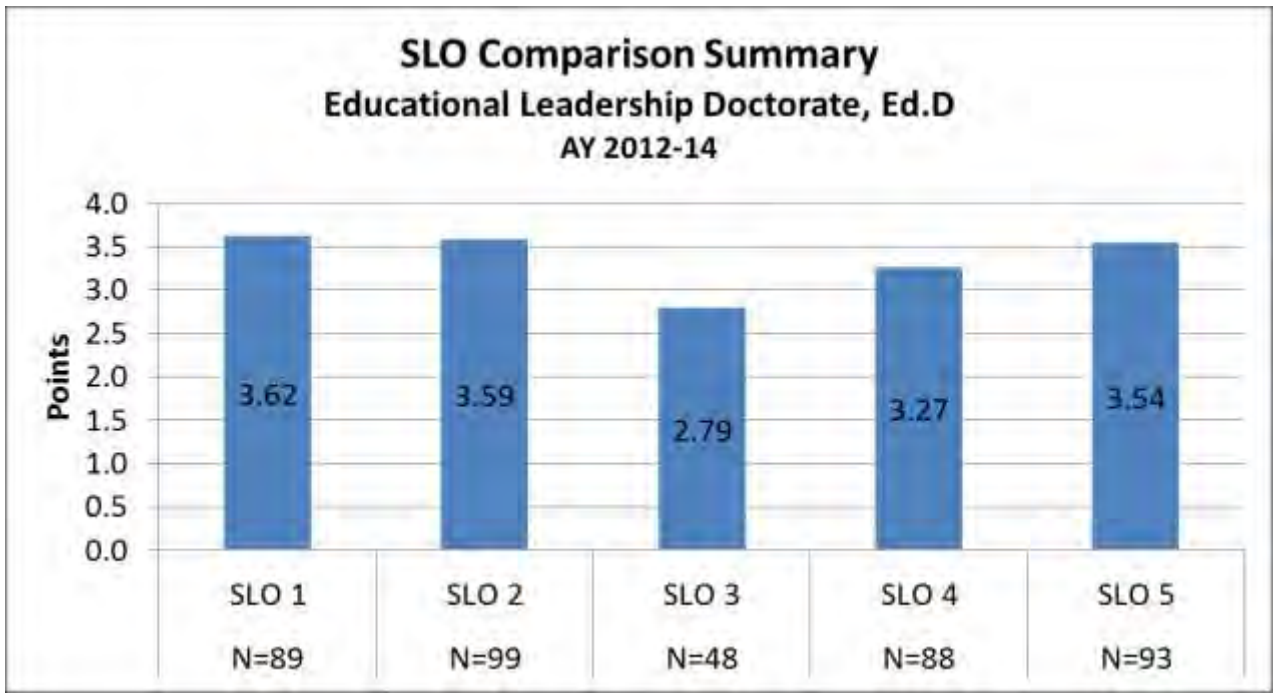


Figure 2

Figure 2 shows aggregate data by SLO for program pathways for a two-year period based on points earned.

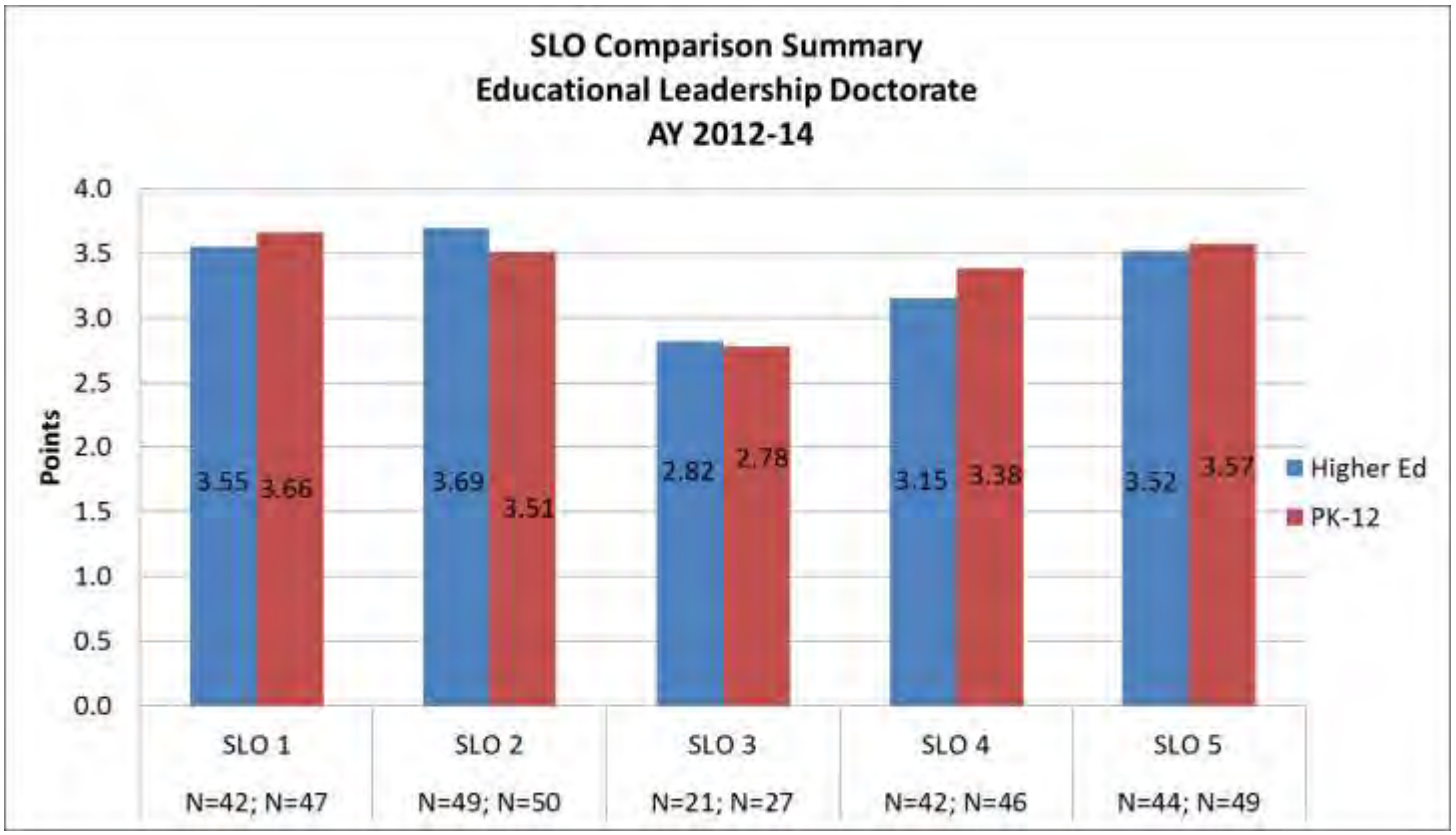


Figure 3

Figures 3, 4, and 5 show trends in SLO data across two years based on points earned.

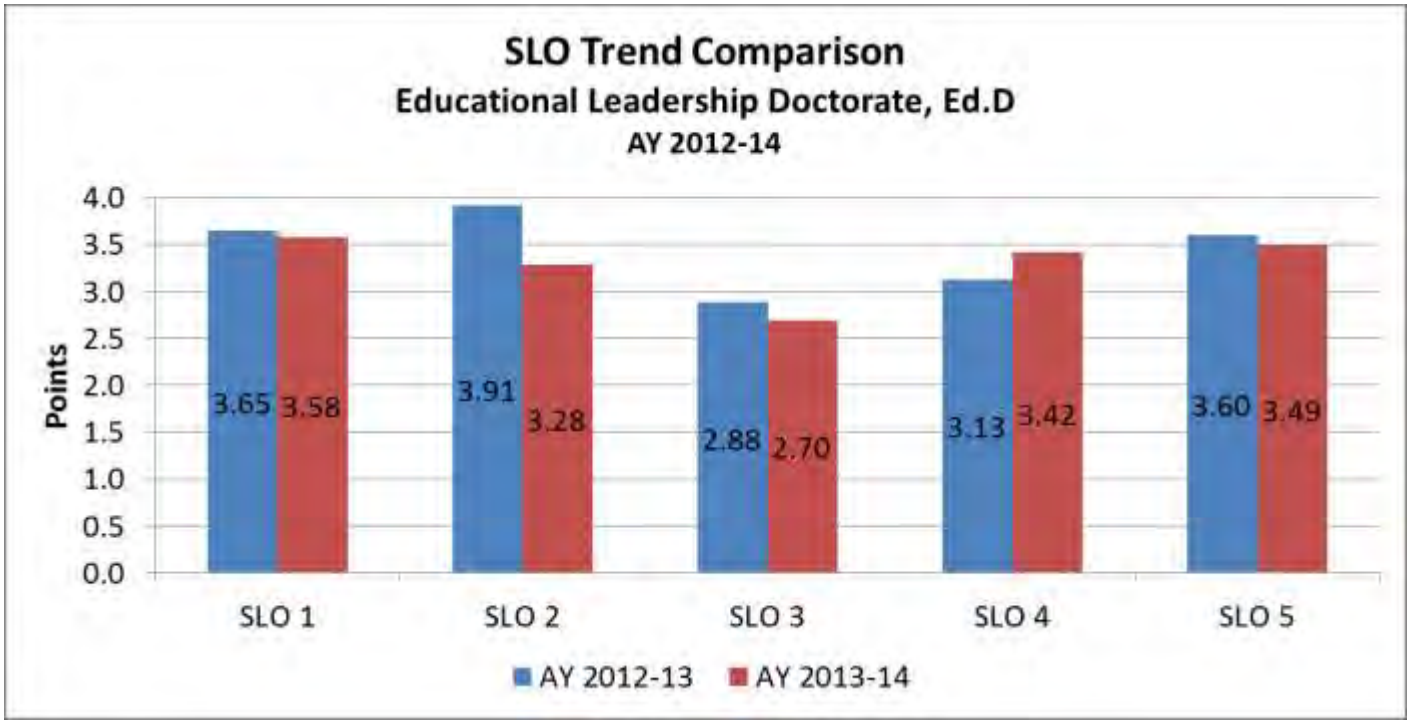


Figure 4

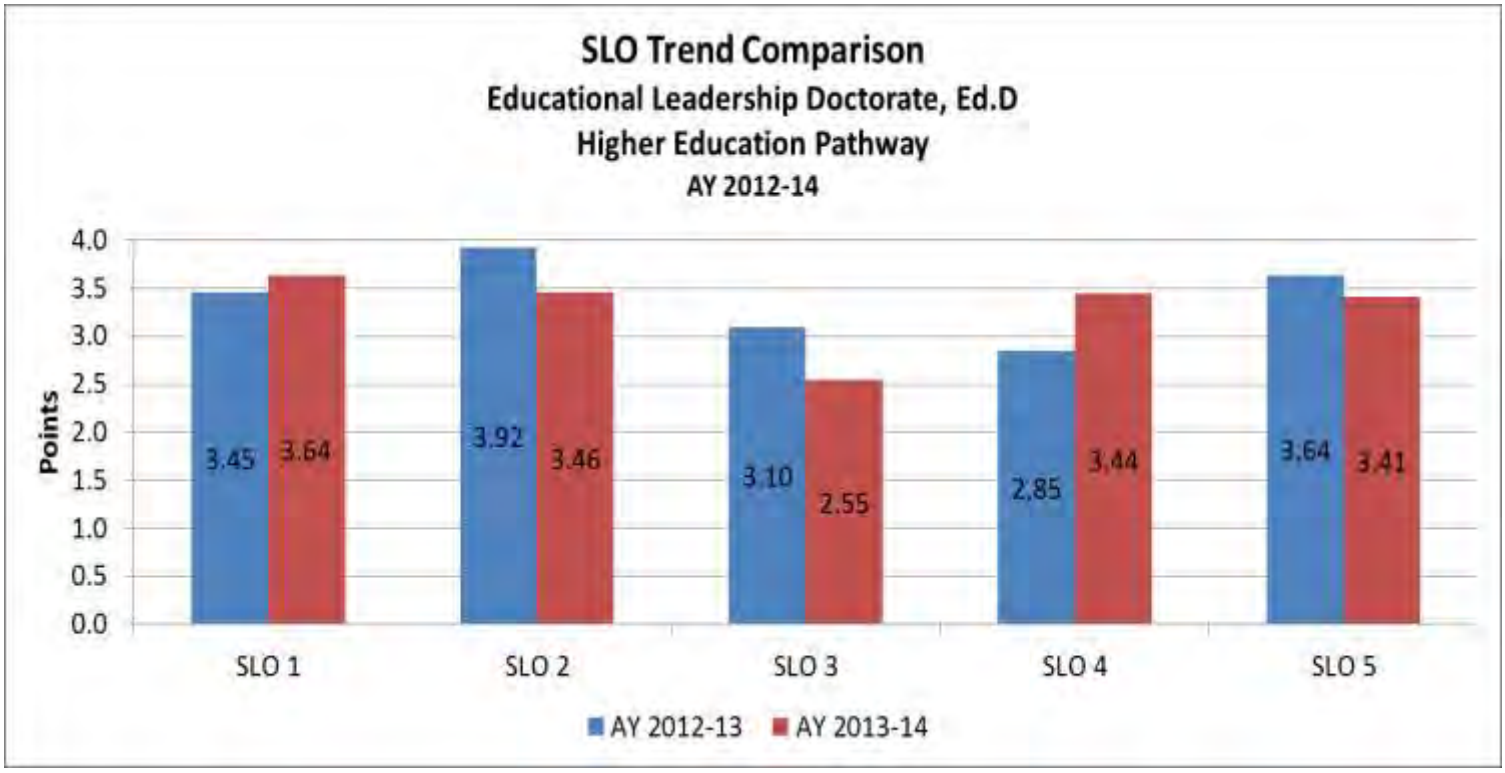
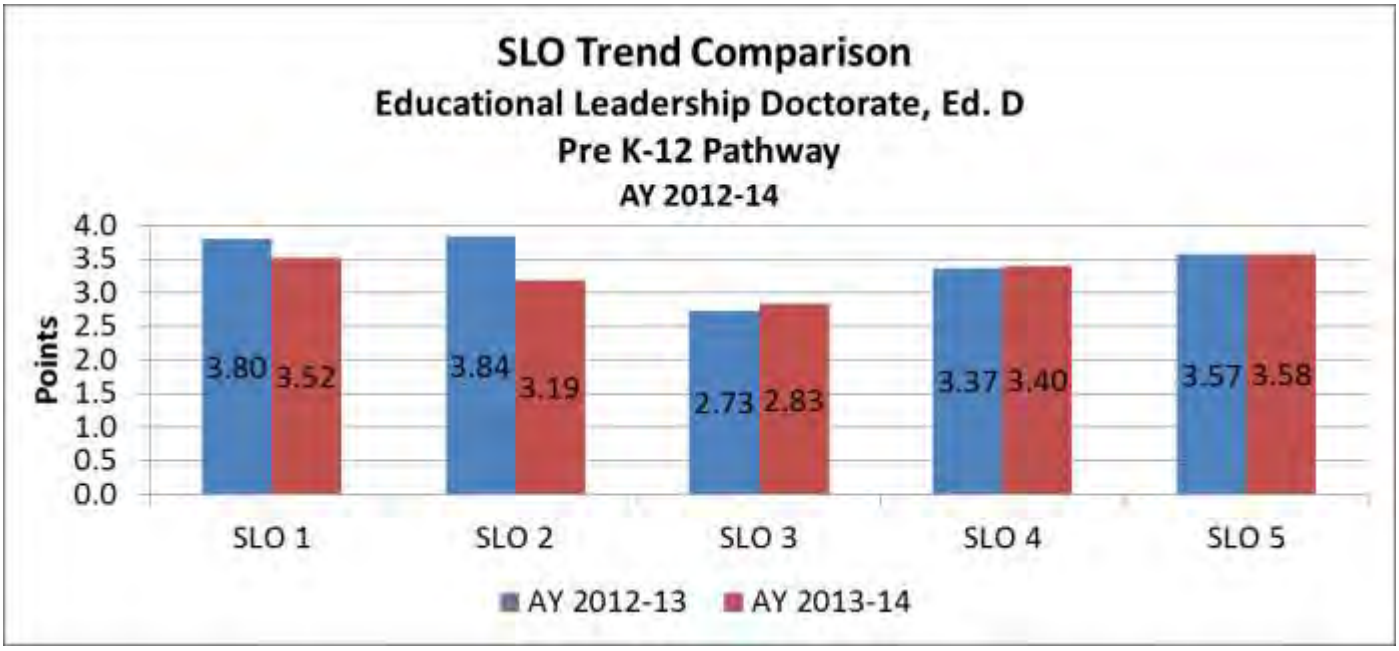
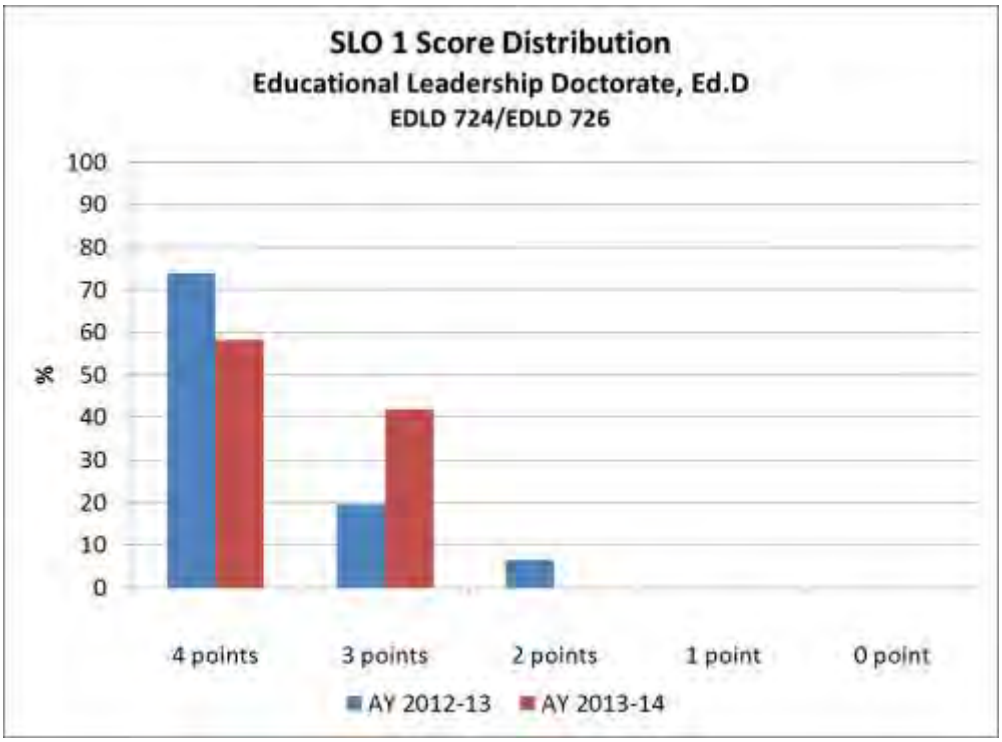


Figure 5



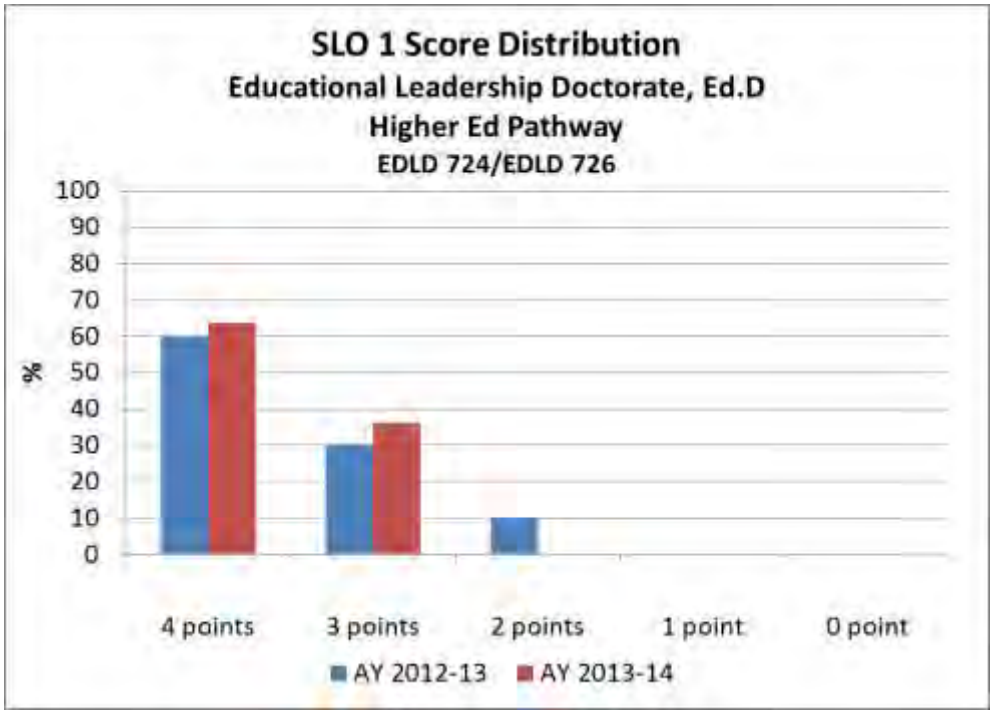
Outcome 1: Students demonstrate the ability to advocate for all stakeholders, utilizing the knowledge and tools necessary, to create and sustain vibrant educational environments.

Figure 6



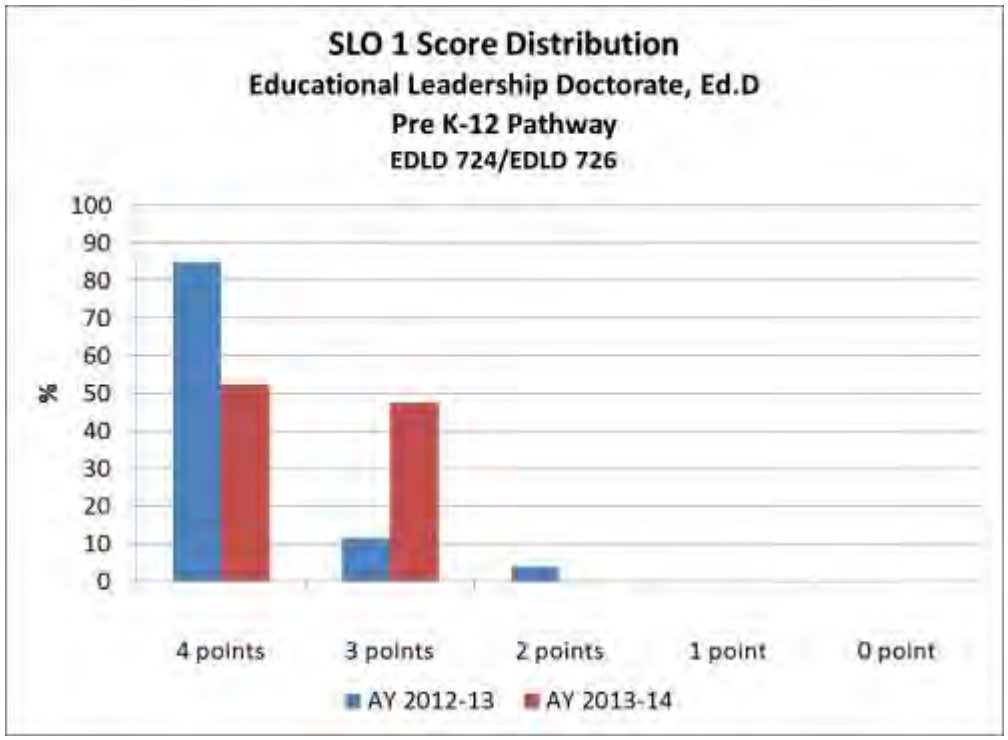
AY	N	Mean	SD
AY 2012-13	46	3.65	0.50
AY 2013-14	43	3.58	0.49

Figure 7



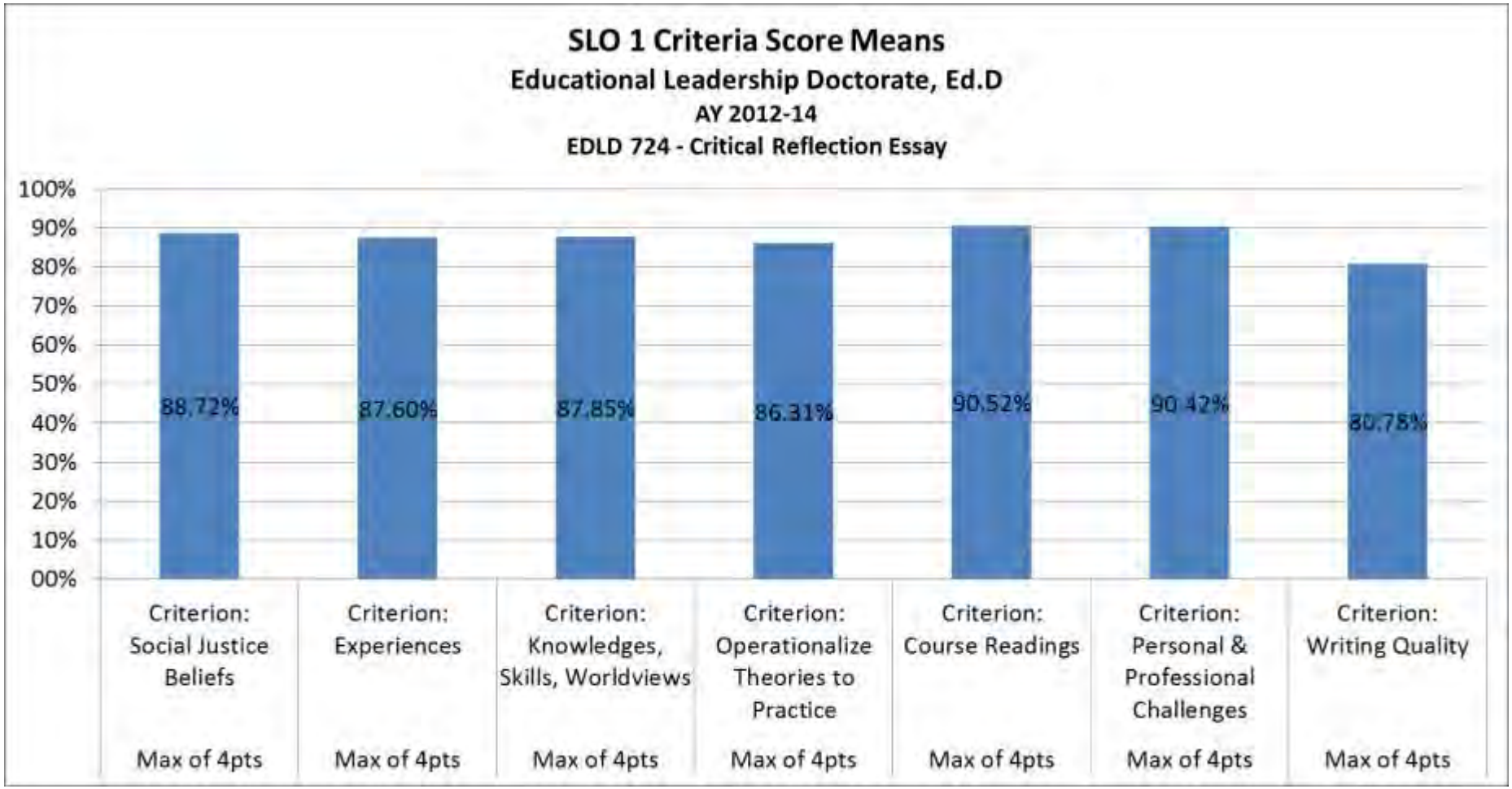
AY	N	Mean	SD
AY 2012-13	21	3.38	0.72
AY 2013-14	21	3.57	0.49

Figure 8



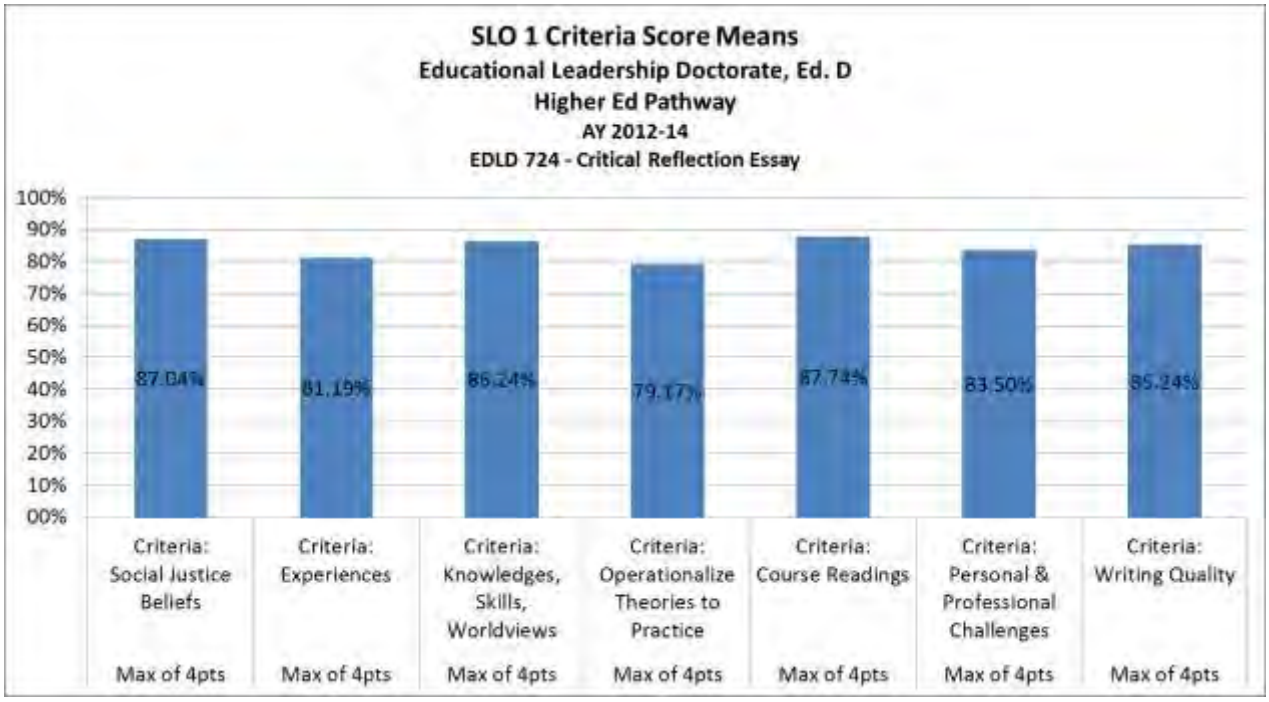
AY	N	Mean	SD
AY 2012-13	25	3.92	0.27
AY 2013-14	22	3.59	0.49

Figure 9



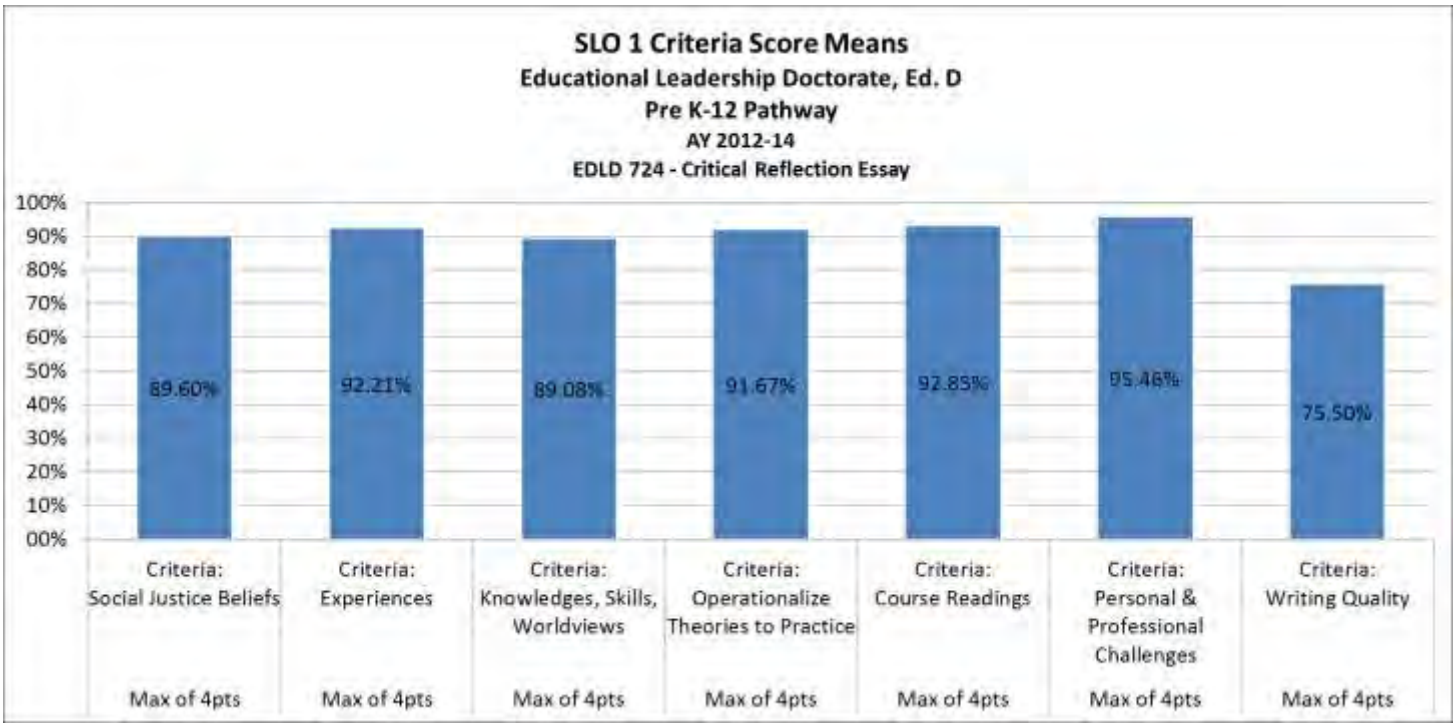
AY	Max N
AY 2012-13	21
AY 2013-14	21

Figure 10



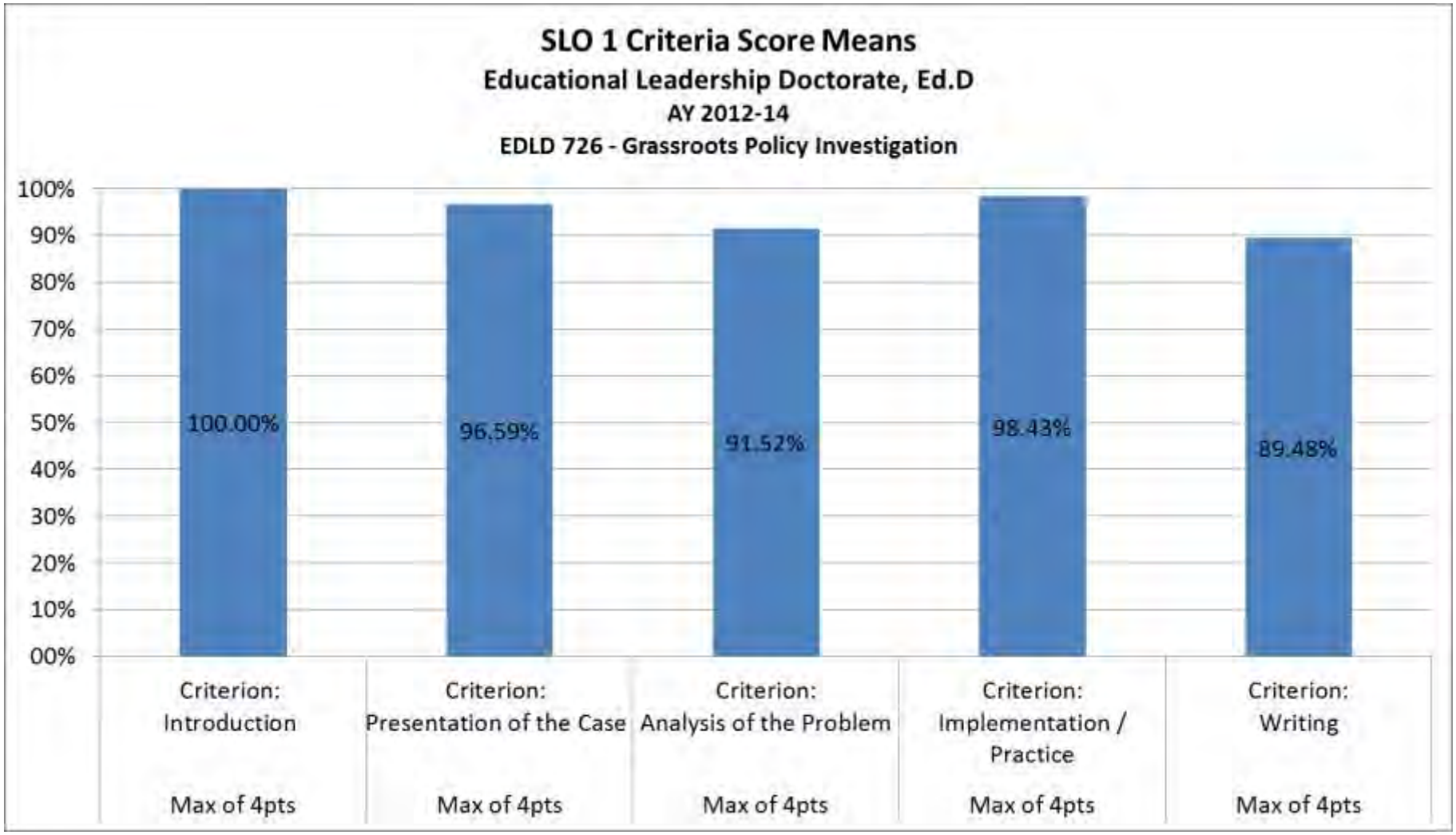
AY	Max N
AY 2012-13	9
AY 2013-14	11

Figure 11



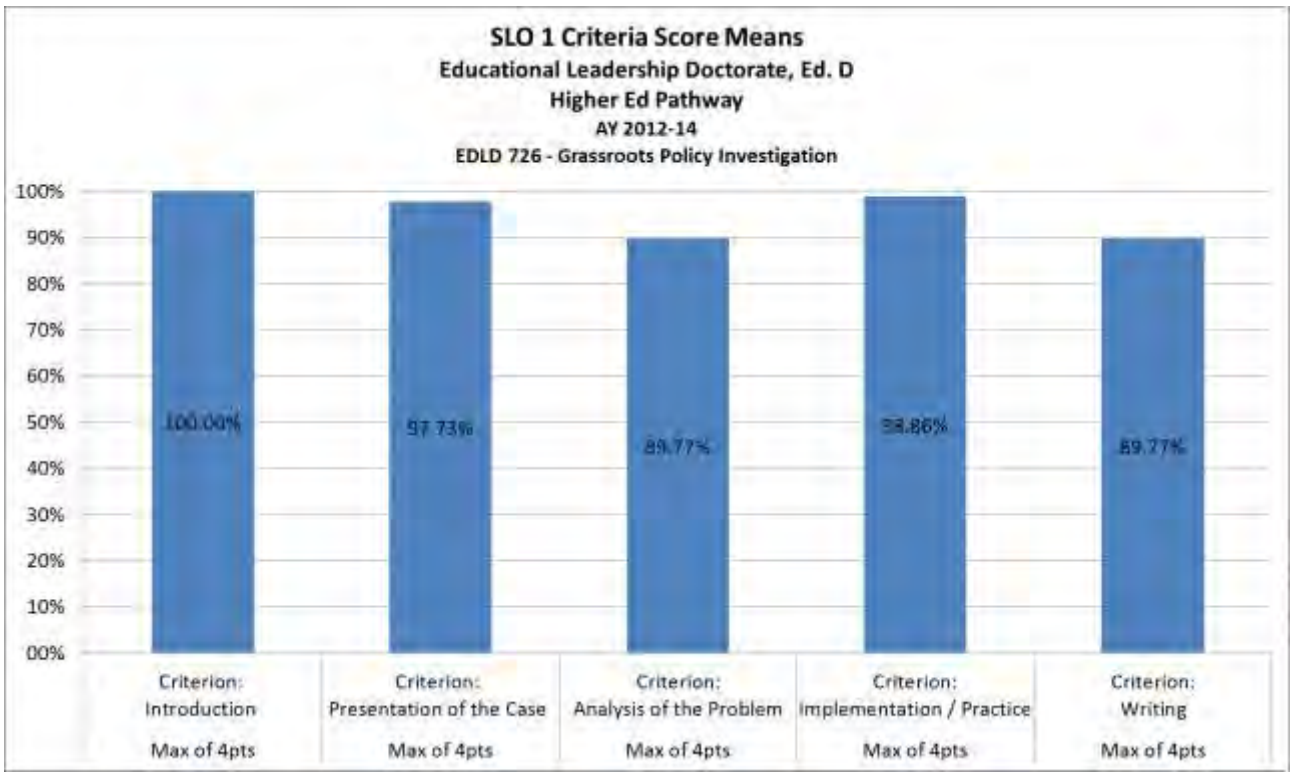
AY	Max N
AY 2012-13	12
AY 2013-14	10

Figure 12



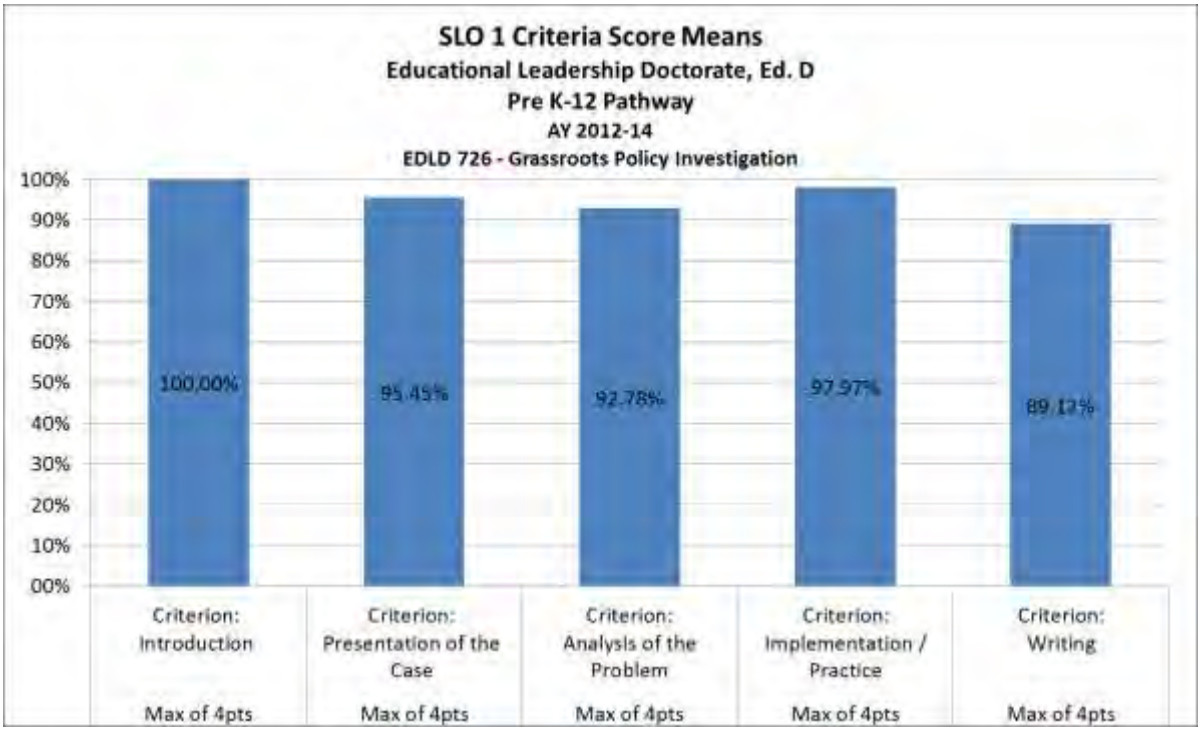
AY	Max N
AY 2012-13	25
AY 2013-14	22

Figure 13



AY	Max N
AY 2012-13	11
AY 2013-14	11

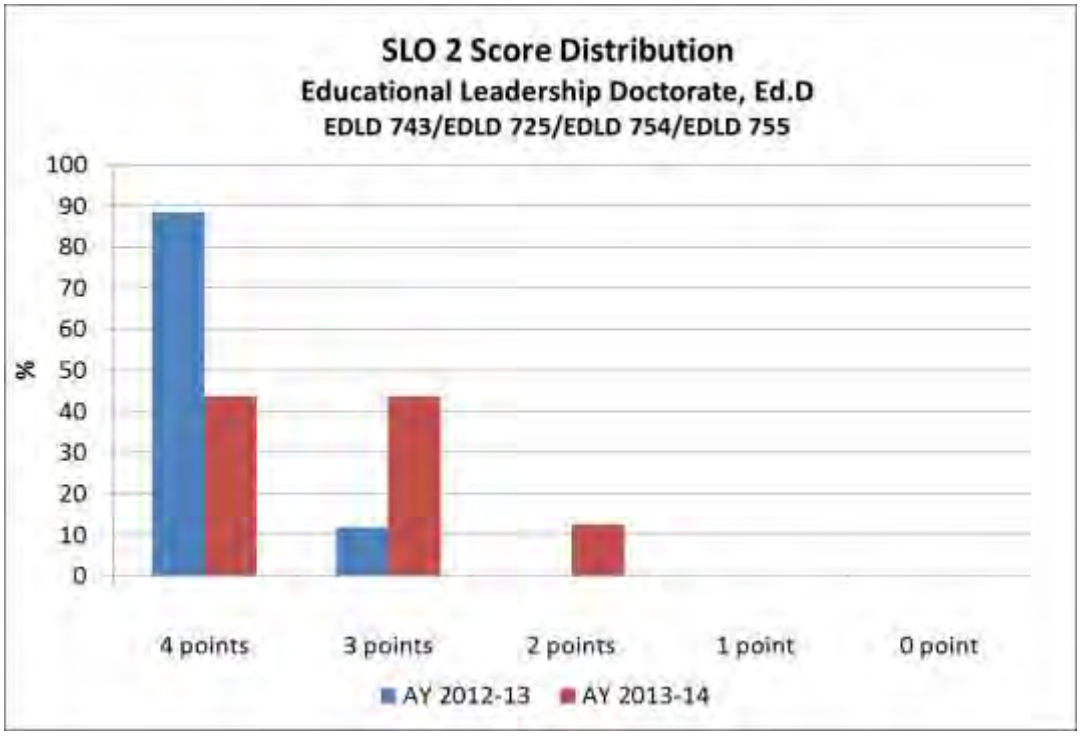
Figure 14



AY	Max N
AY 2012-13	14
AY 2013-14	11

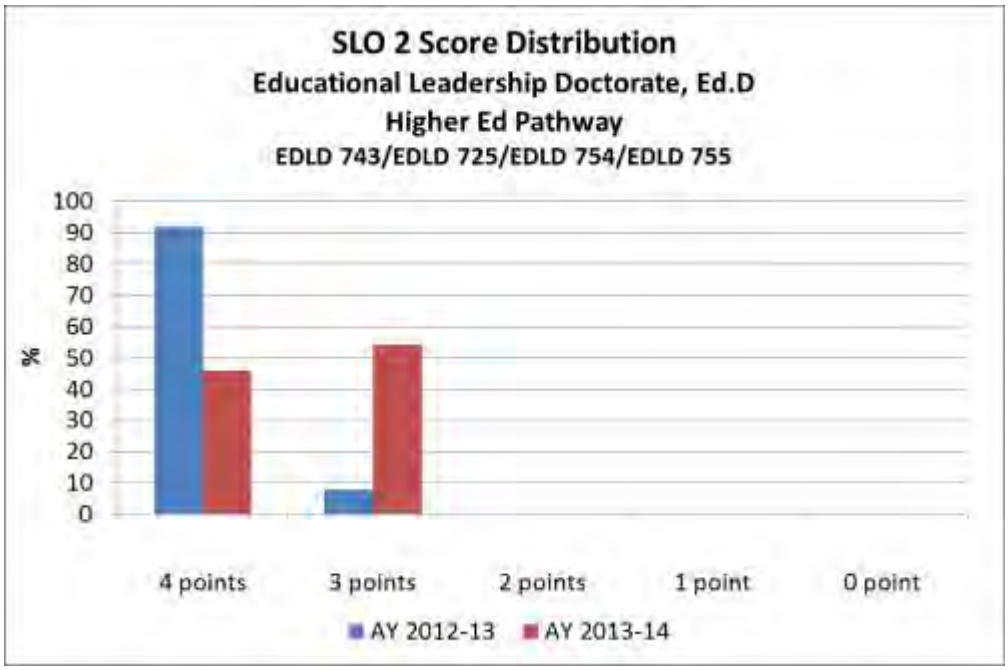
Outcome 2: Students demonstrate the knowledge and skills to apply organizational theory, management skills, leadership strategies, and data to transform organizations.

Figure 15



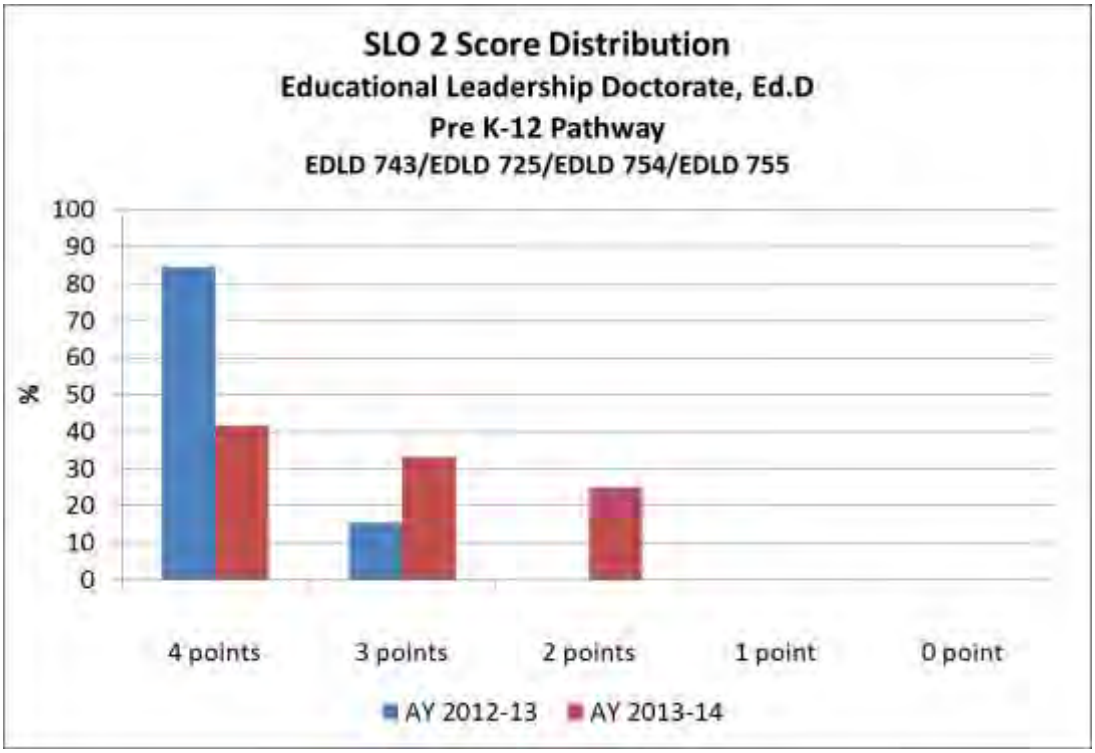
AY	N	Mean	SD
AY 2012-13	51	3.91	0.22
AY 2013-14	48	3.28	0.64

Figure 16



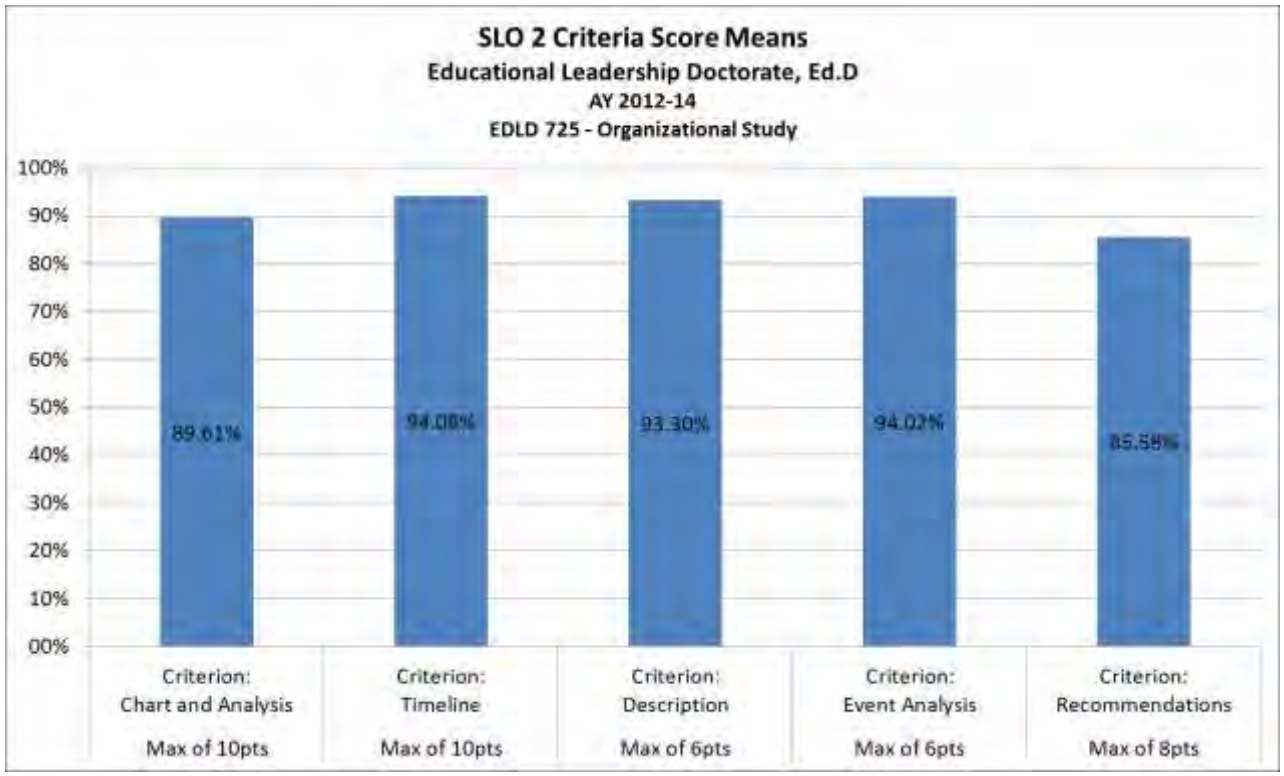
AY	N	Mean	SD
AY 2012-13	12	4.00	0.00
AY 2013-14	13	3.46	0.50

Figure 17



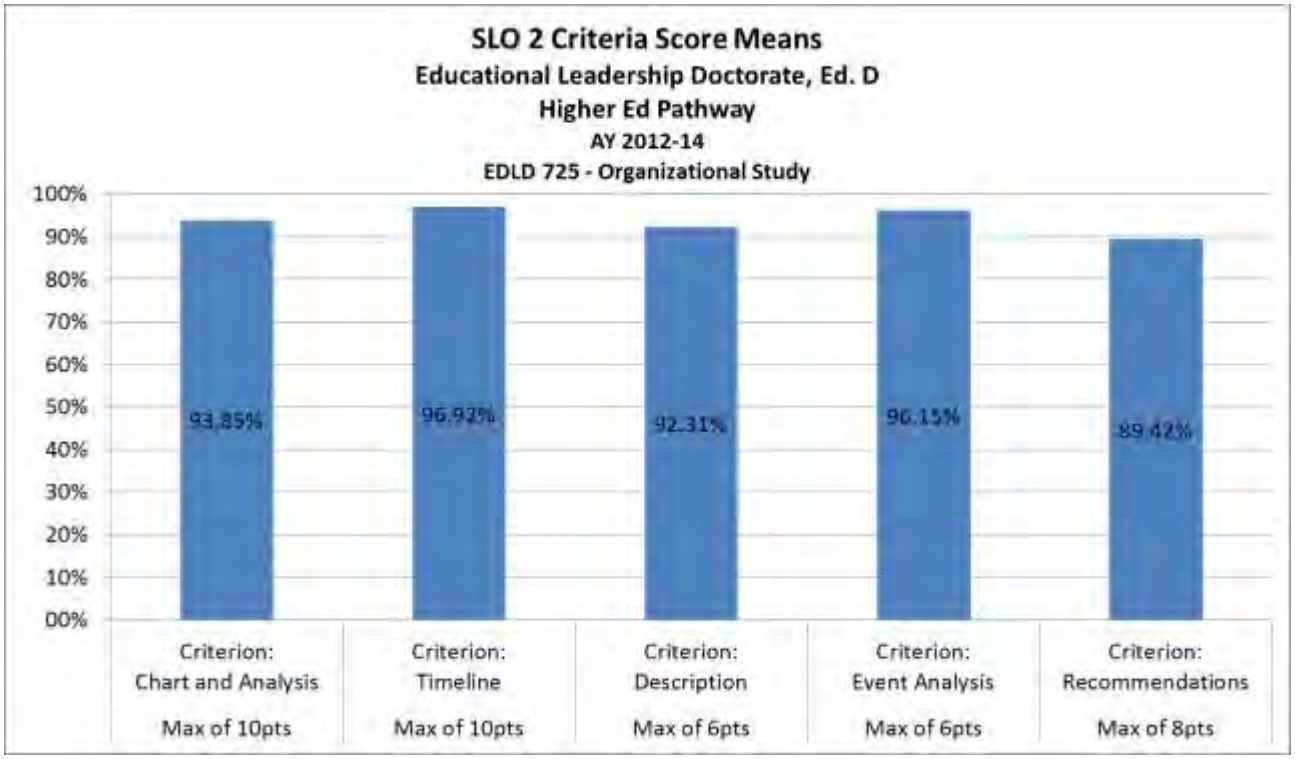
AY	N	Mean	SD
AY 2013-14	13	2.92	0.83

Figure 18



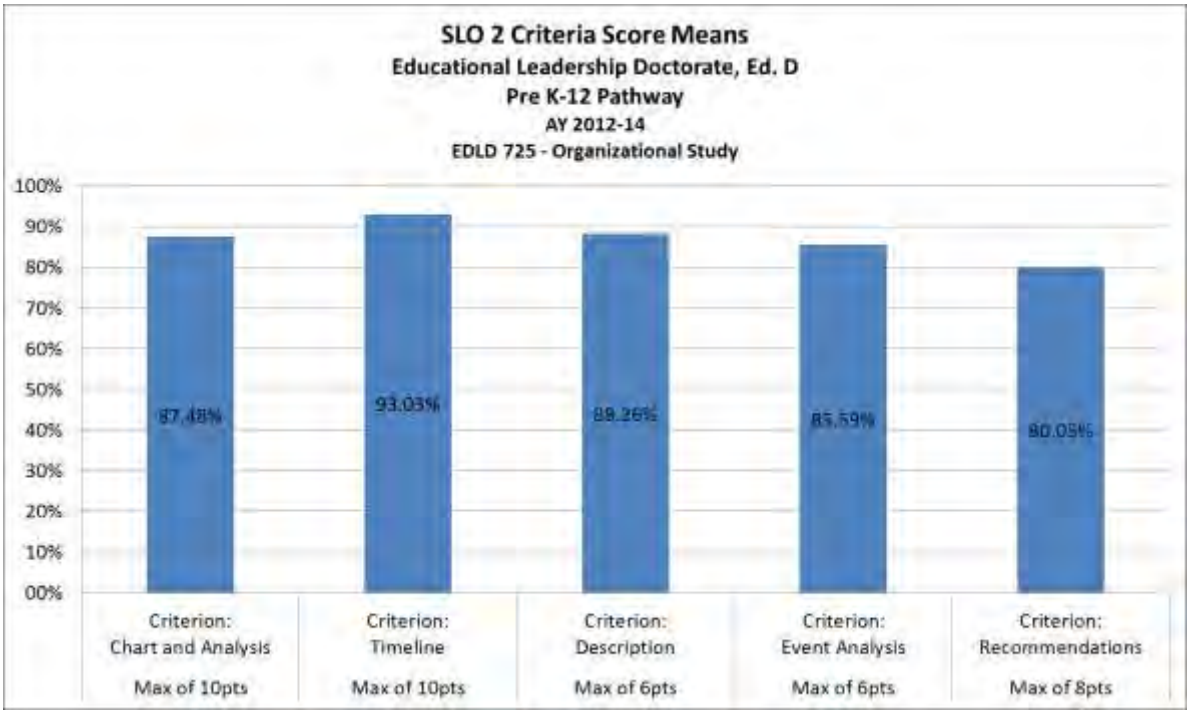
AY	Max N
AY 2012-13	25
AY 2013-14	22

Figure 19



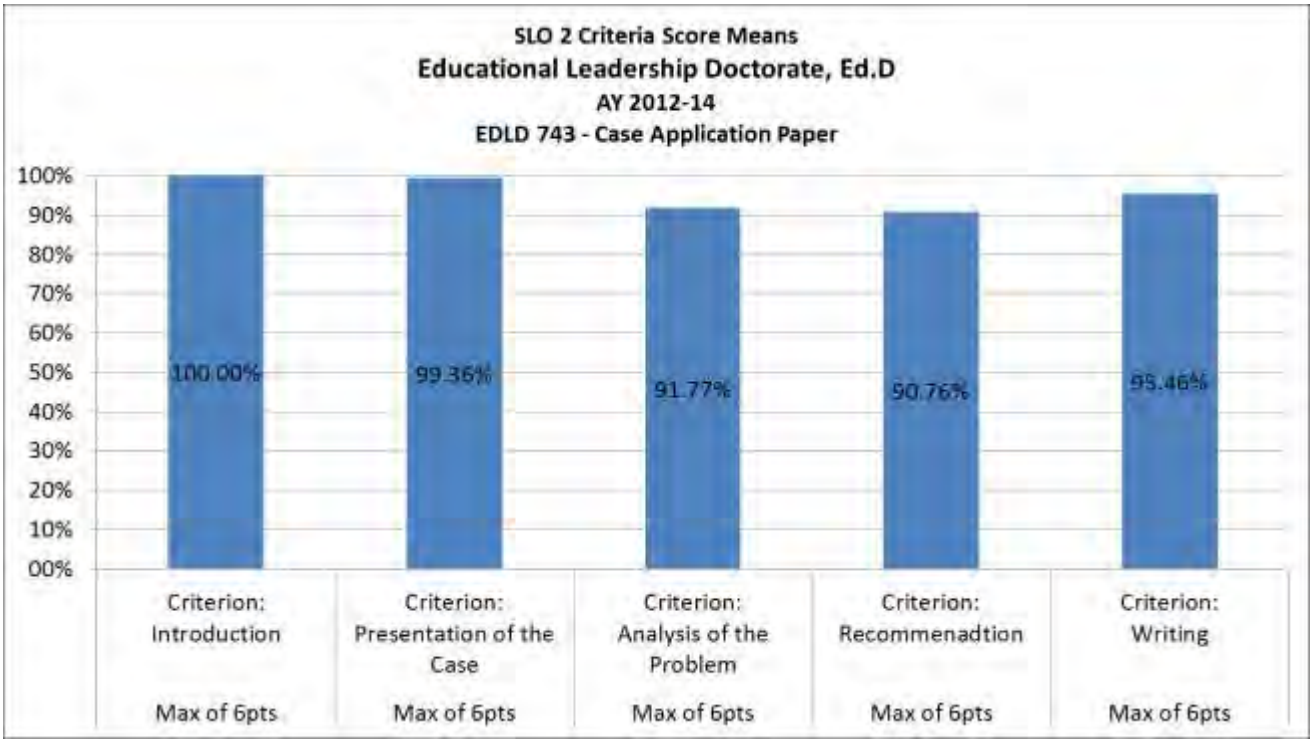
AY	Max N
AY 2012-13	13
AY 2013-14	11

Figure 20



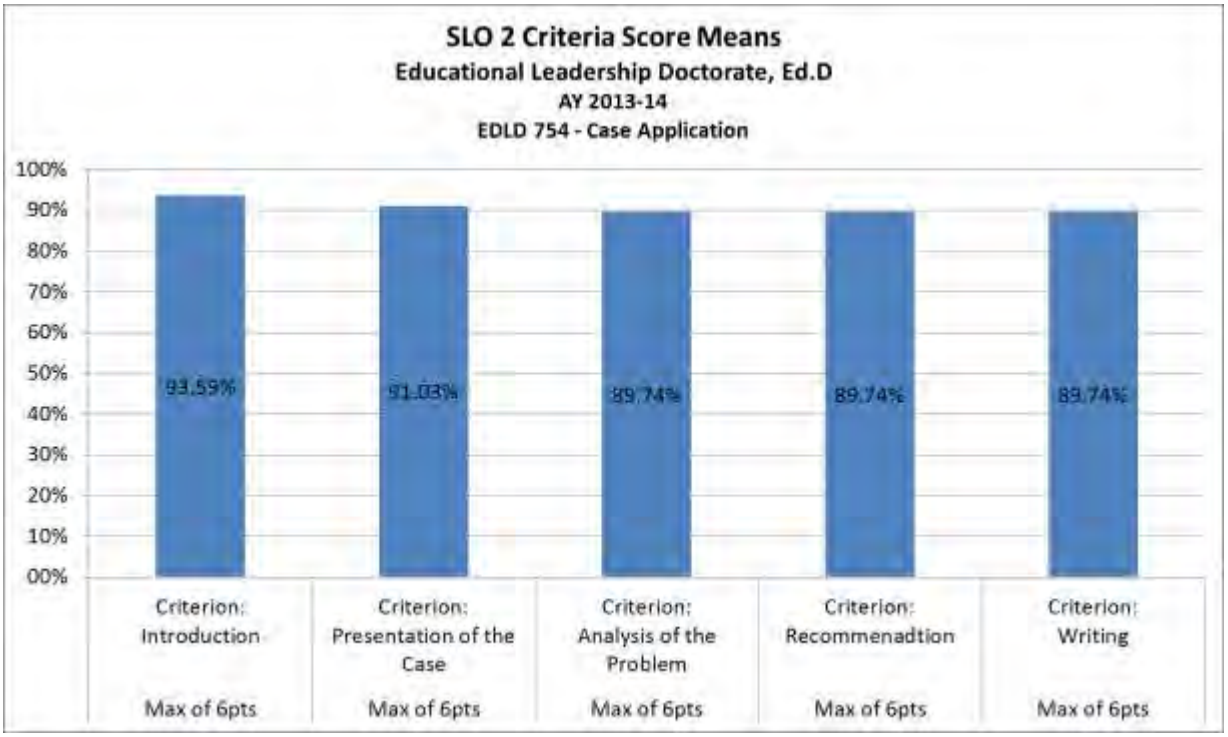
AY	Max N
AY 2012-13	12
AY 2013-14	11
AY 2014-15	9

Figure 21



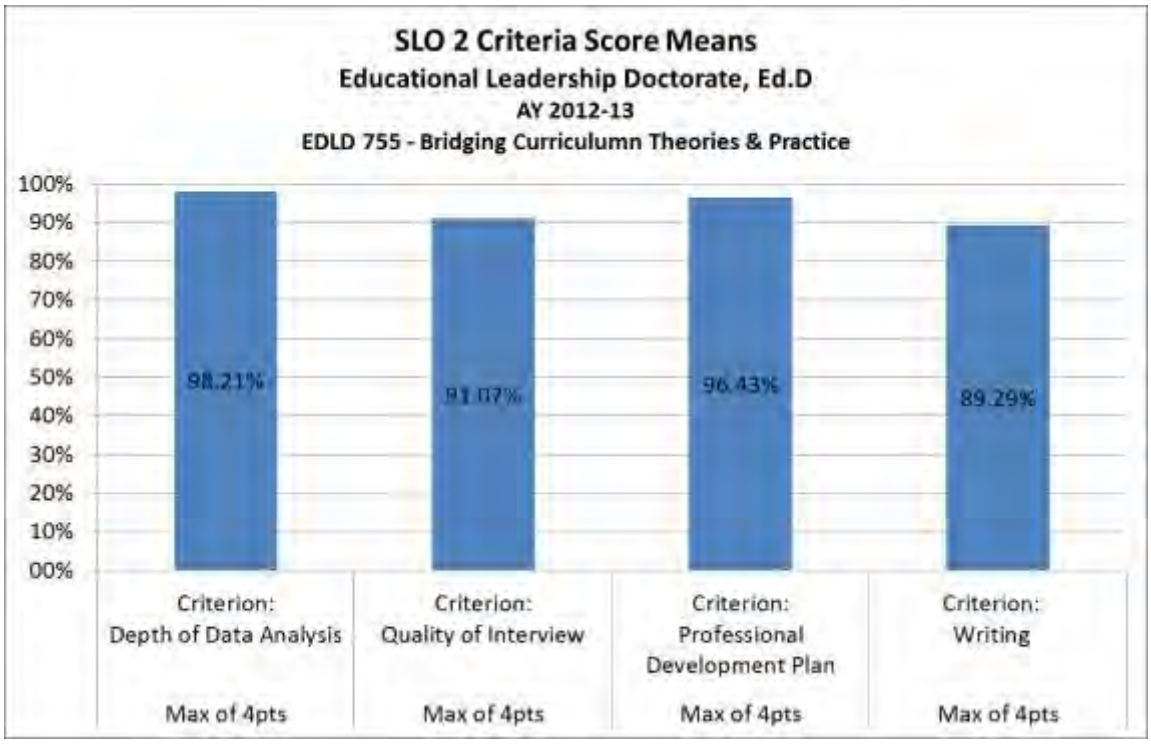
AY	Max N
AY 2012-13	12
AY 2013-14	13

Figure 22



AY	Max N
AY 2013-14	13

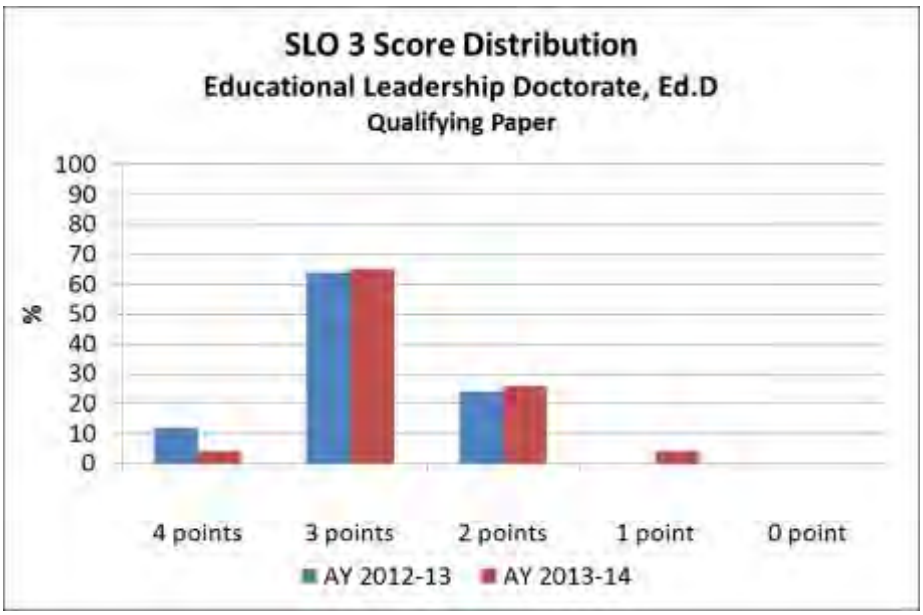
Figure 23



AY	Max N
AY 2012-13	14

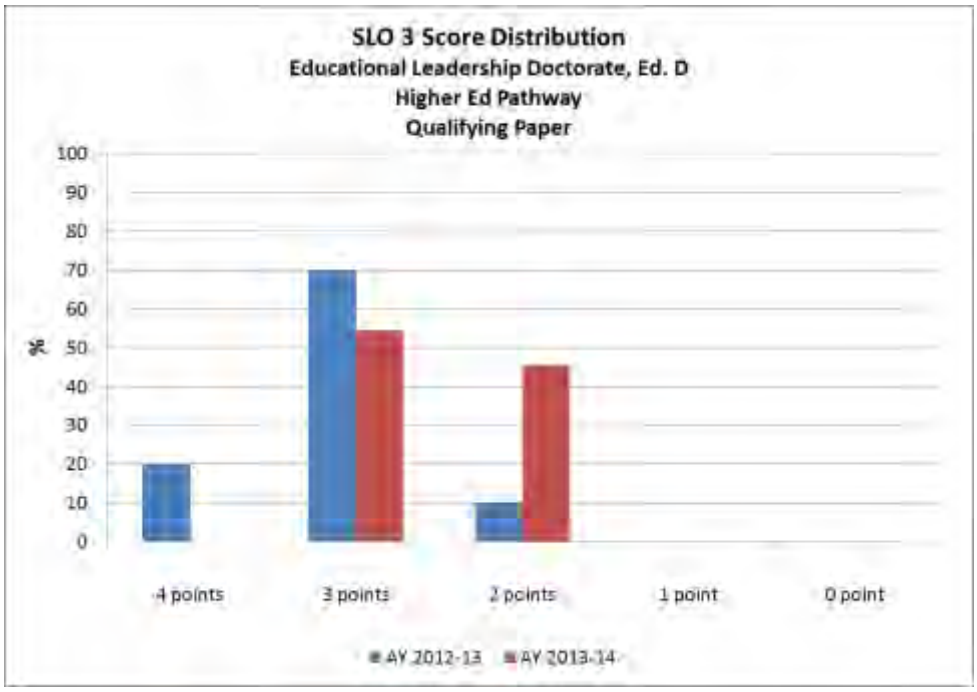
Outcome 3: Students demonstrate the ability to select, interpret, and apply theory and research to address a variety of compelling problems in urban education.

Figure 24



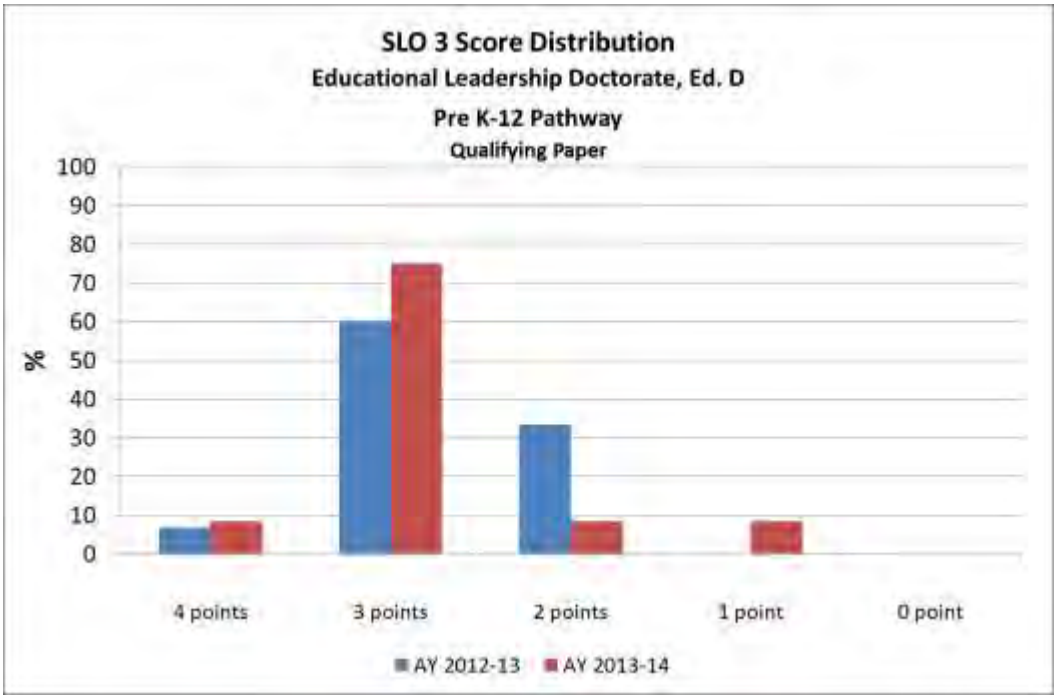
AY	N	Mean	SD
AY 2012-13	25	2.88	0.59
AY 2013-14	23	2.70	0.62

Figure 25



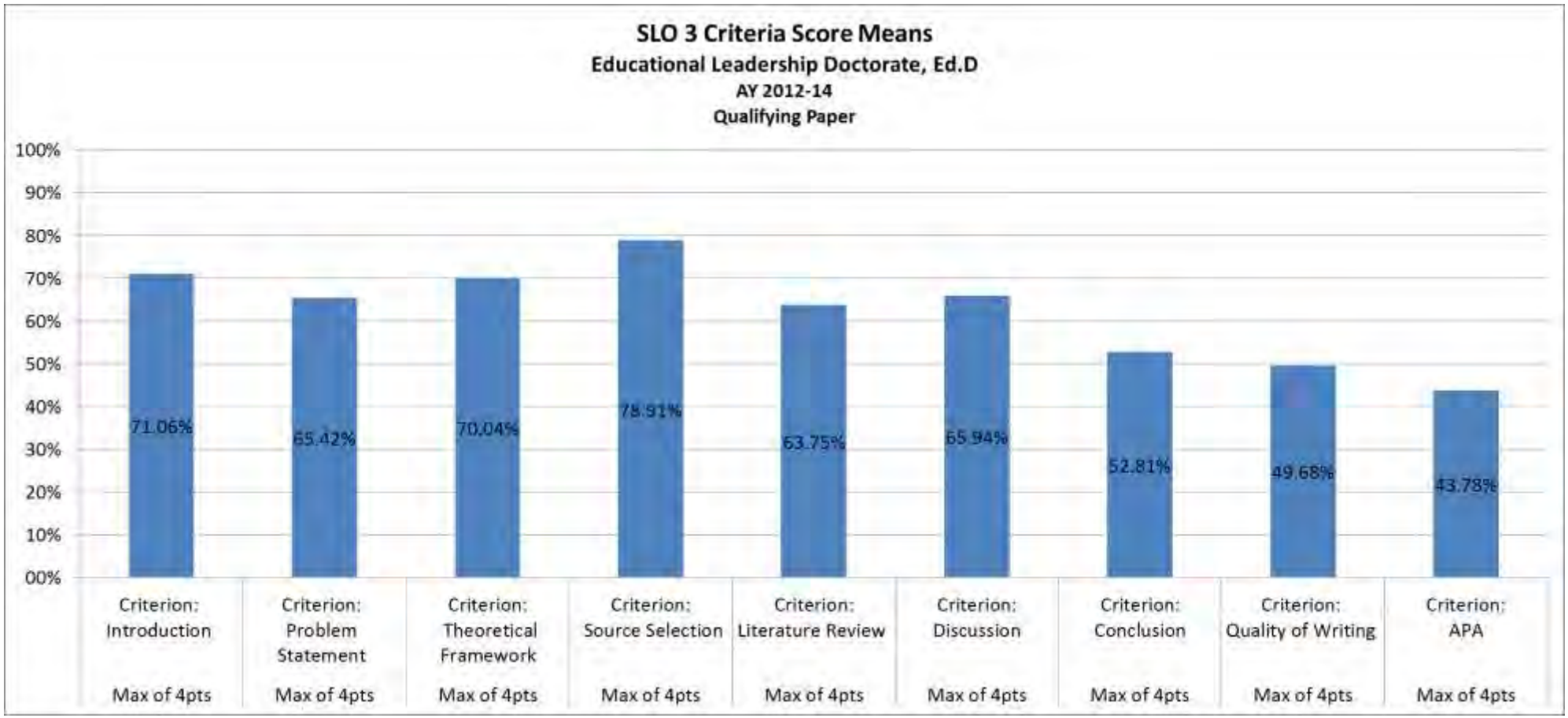
AY	N	Mean	SD
AY 2012-13	10	3.10	0.54
AY 2013-14	11	2.55	0.50

Figure 26



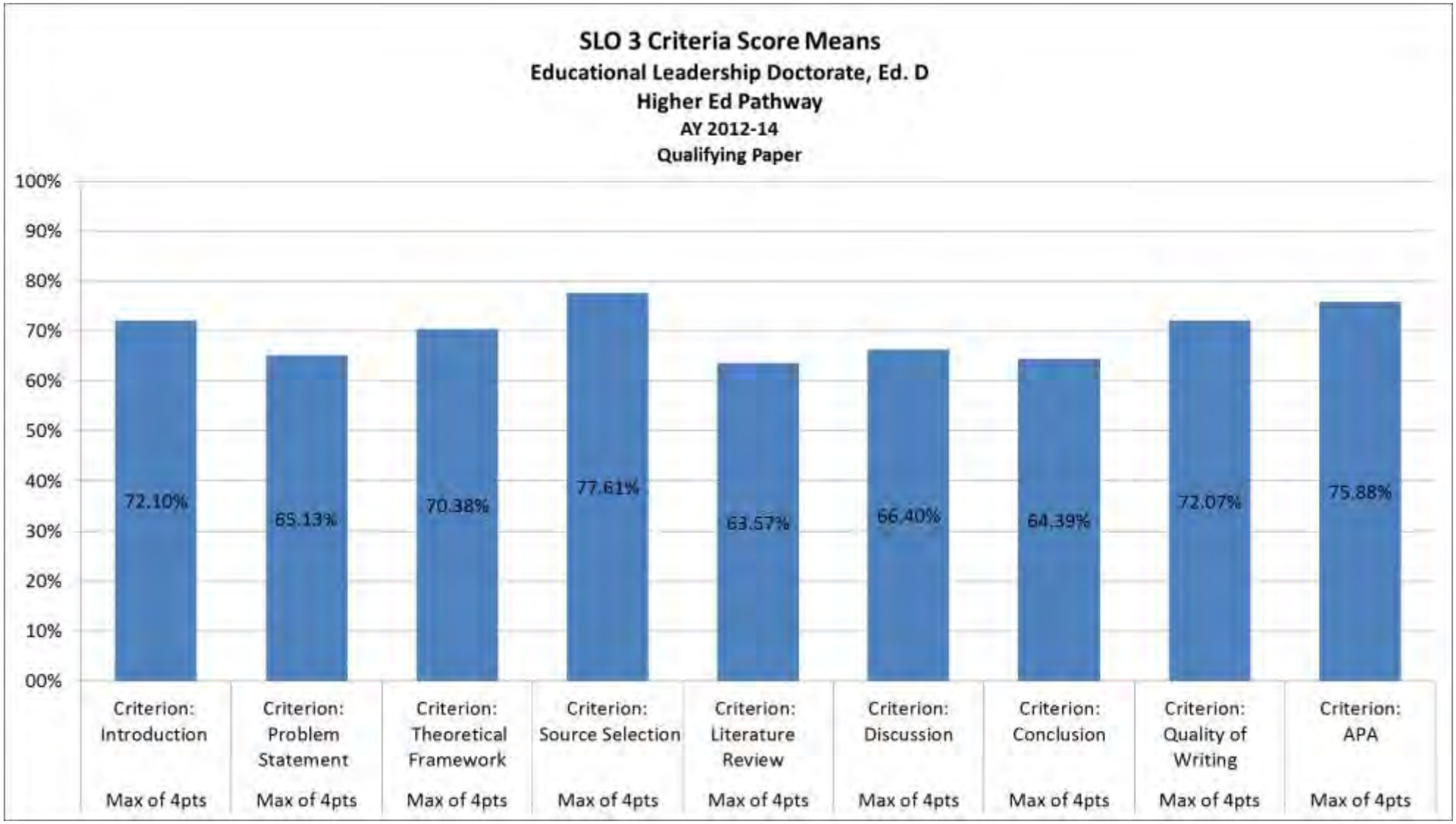
AY	N	Mean	SD
AY 2012-13	15	2.73	0.57
AY 2013-14	12	2.83	0.69

Figure 27



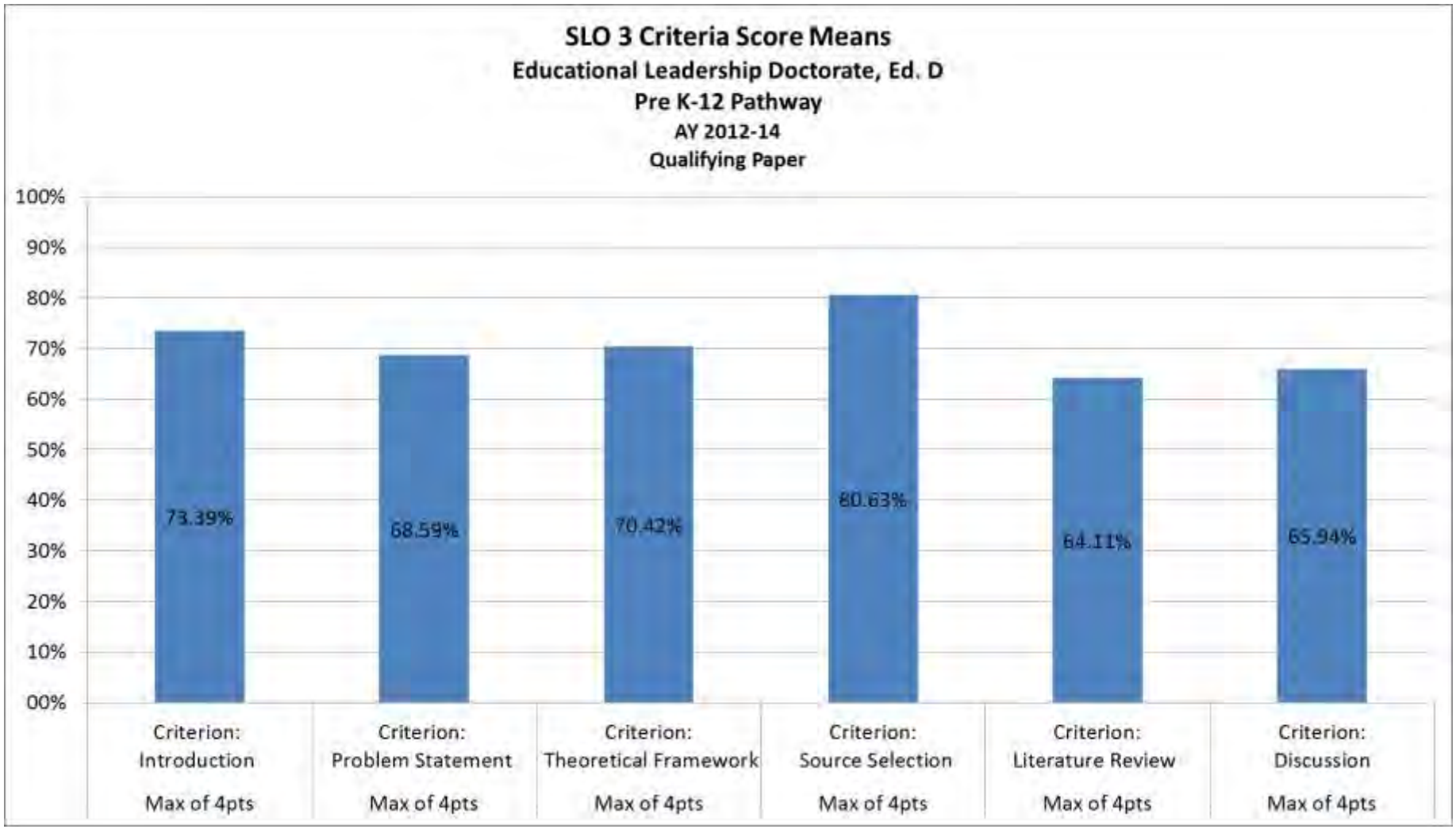
AY	Max N
AY 2012-13	25
AY 2013-14	23

Figure 28



AY	Max N
AY 2012-13	10
AY 2013-14	11

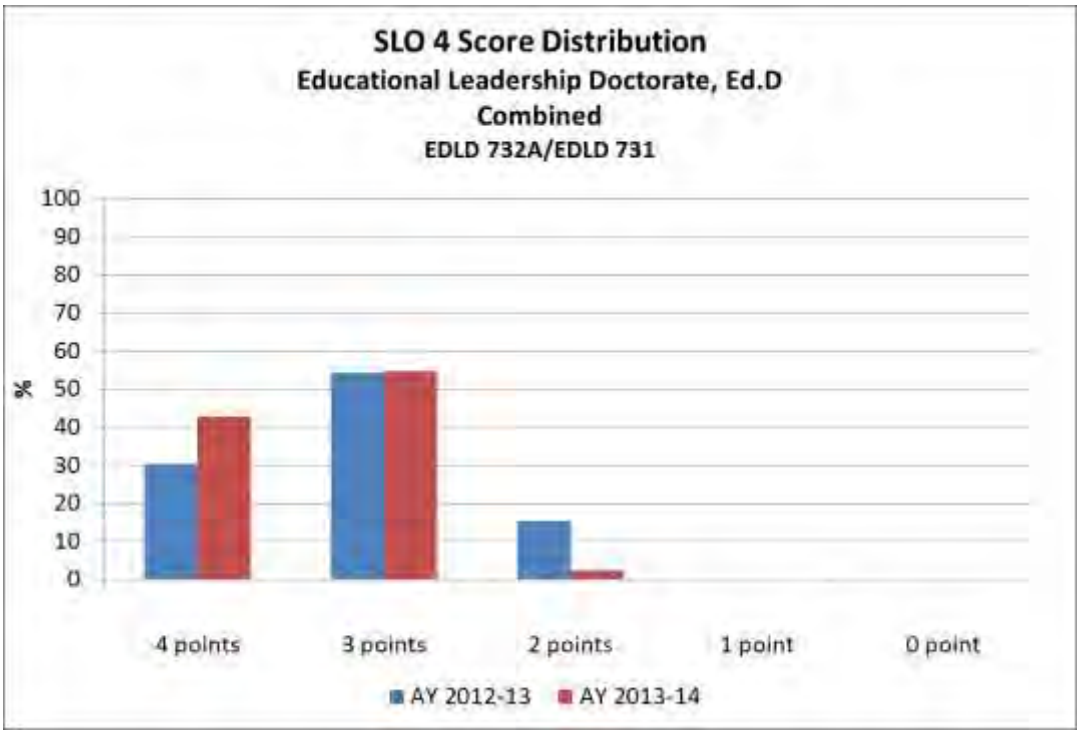
Figure 29



AY	Max N
AY 2012-13	15
AY 2013-14	12

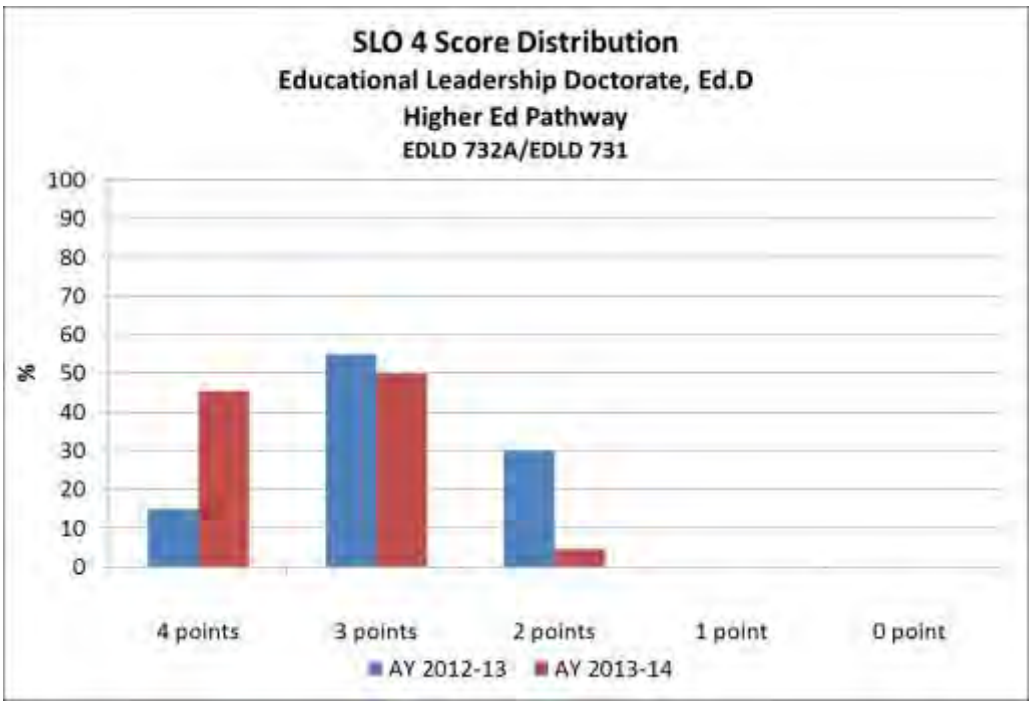
Outcome 4: Students demonstrate the ability to plan and conduct research and evaluation studies with a clear purpose to improve educational lives of others and based on findings make recommendations to improve future educational practices.

Figure 30



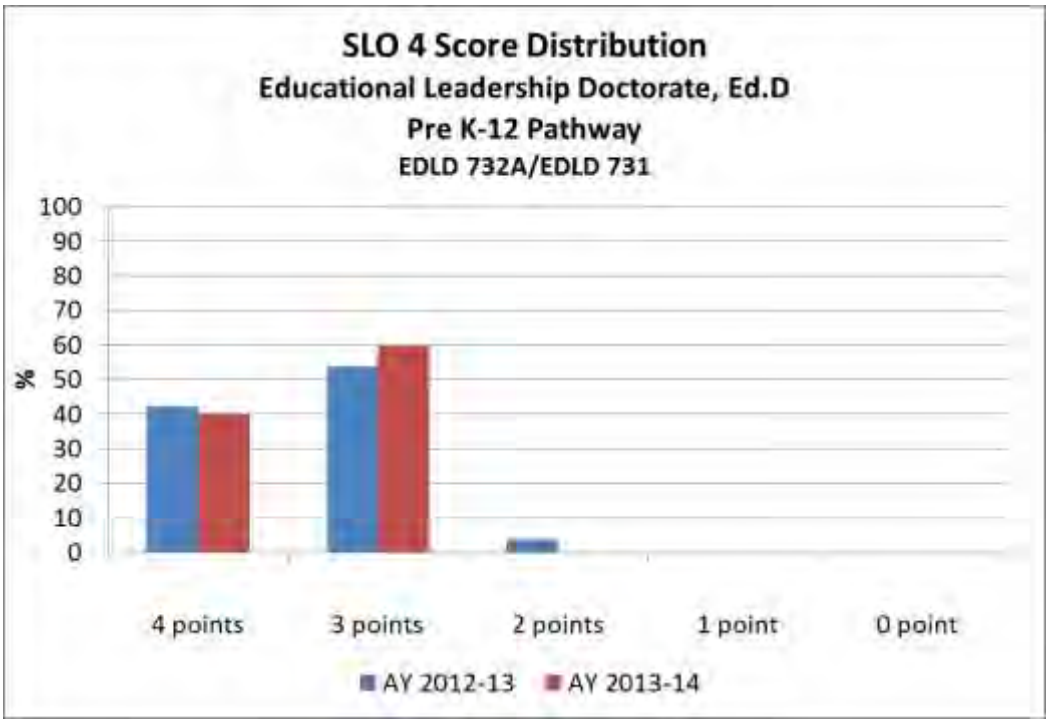
AY	N	Mean	SD
AY 2012-13	46	3.13	0.60
AY 2013-14	42	3.42	0.46

Figure 31



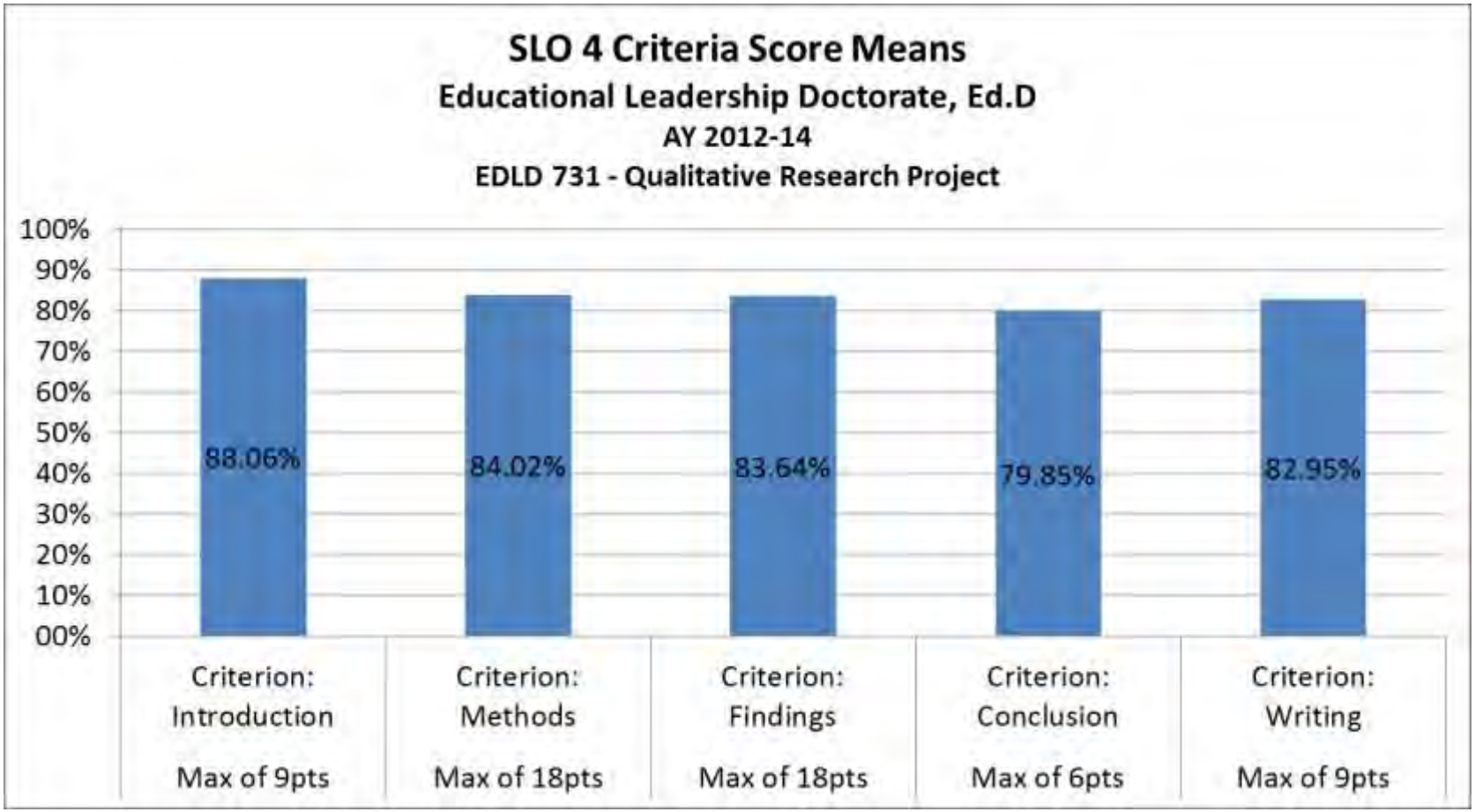
AY	N	Mean	SD
AY 2012-13	25	3.40	0.49
AY 2013-14	20	3.70	0.46

Figure 32



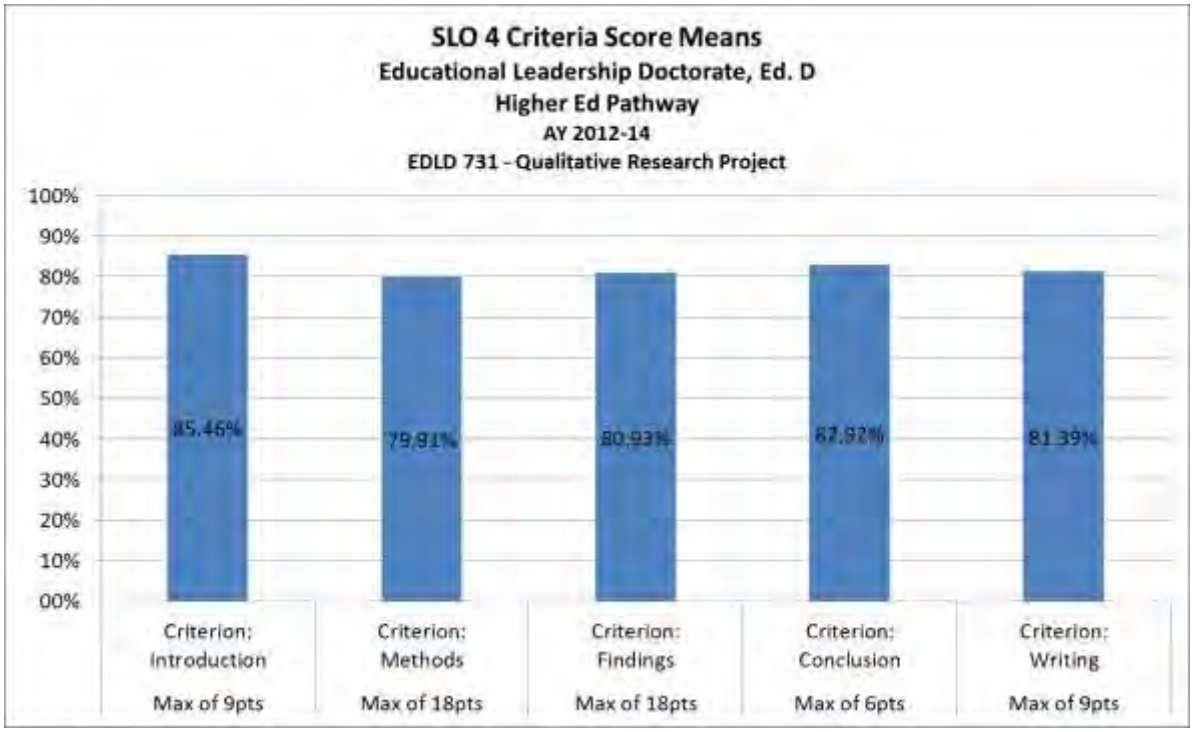
AY	N	Mean	SD
AY 2012-13	21	2.86	0.71
AY 2013-14	22	3.14	0.46

Figure 33



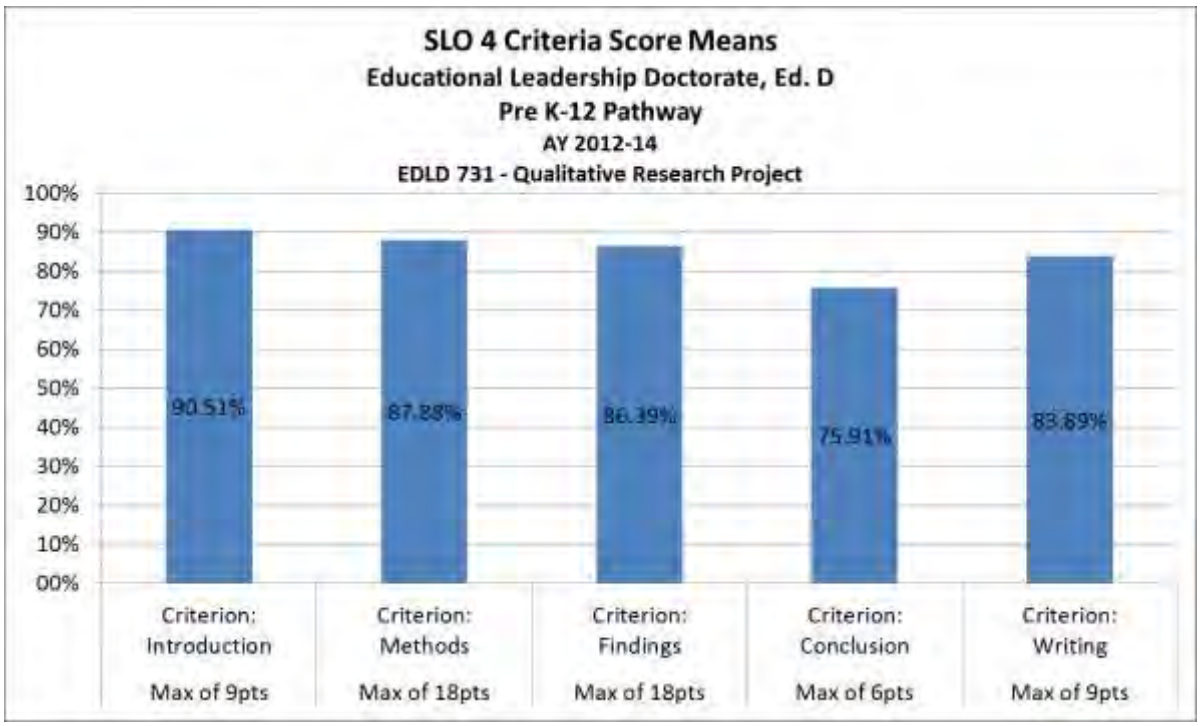
AY	Max N
AY 2012-13	21
AY 2013-14	22

Figure 34



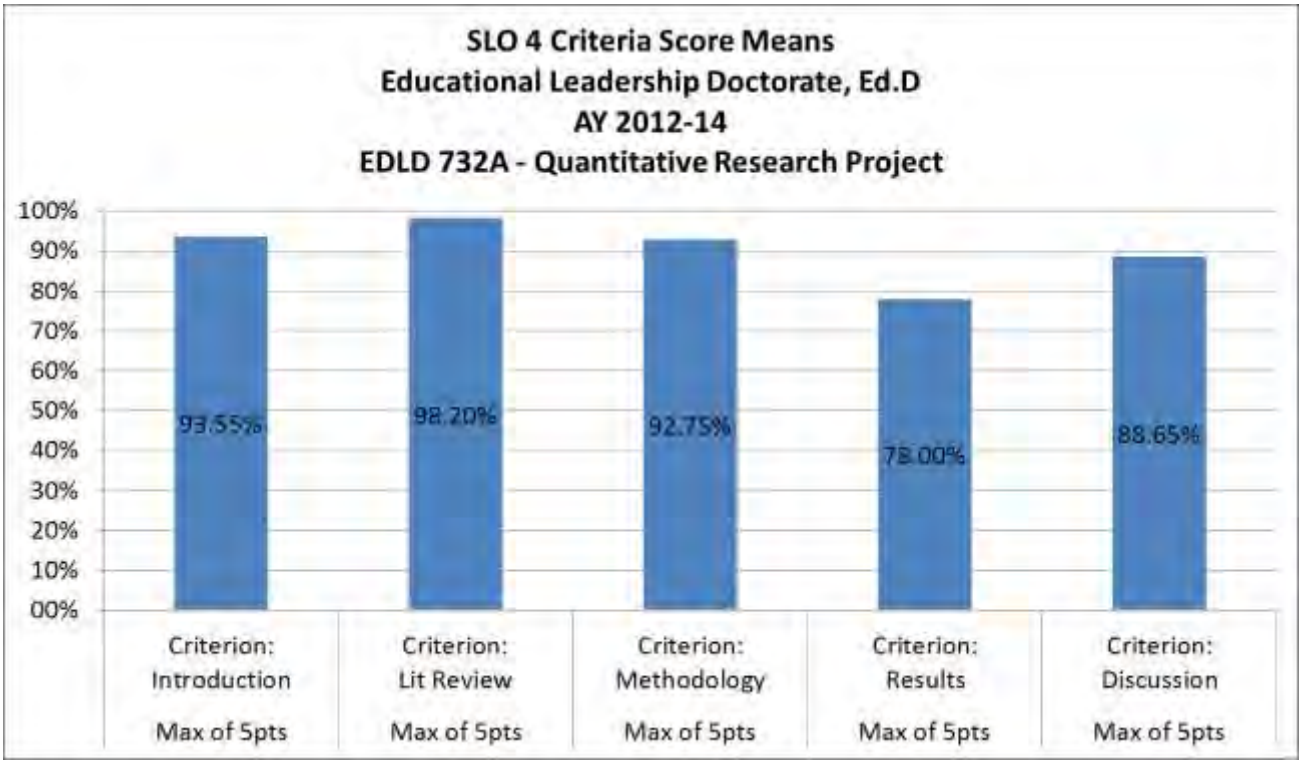
AY	Max N
AY 2012-13	10
AY 2013-14	12

Figure 35



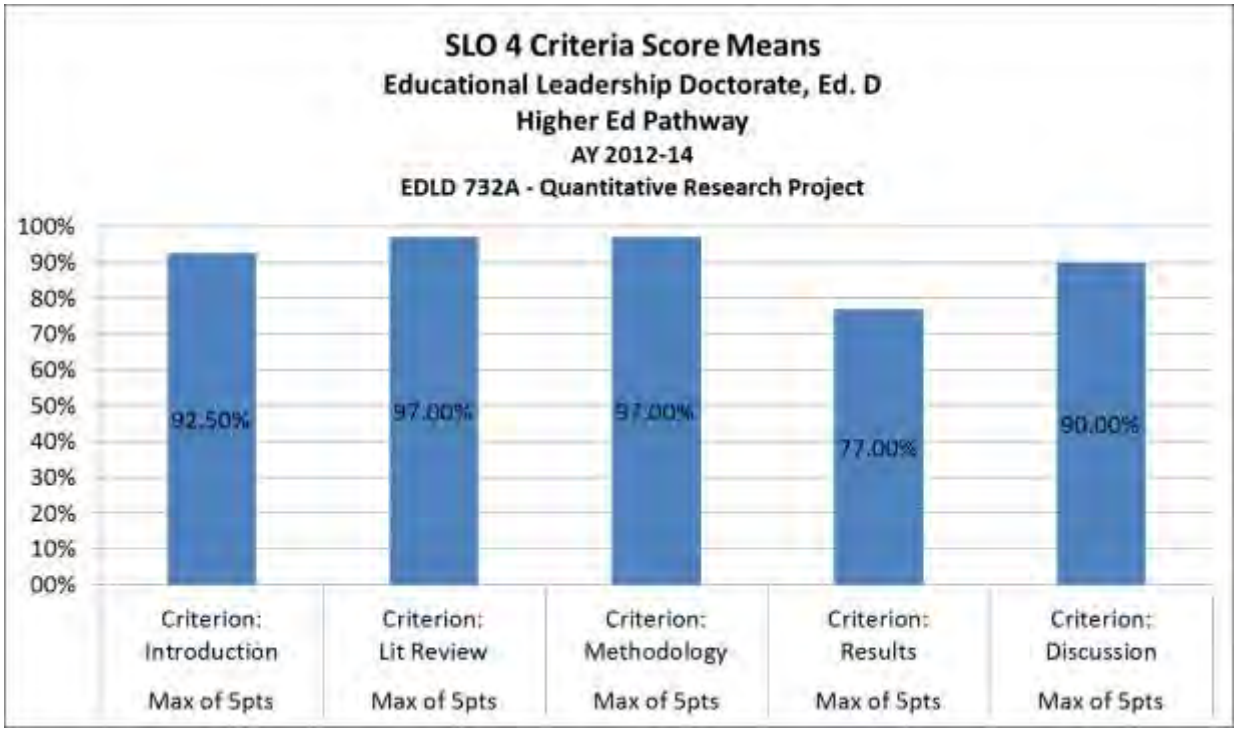
AY	Max N
AY 2012-13	11
AY 2013-14	10

Figure 36



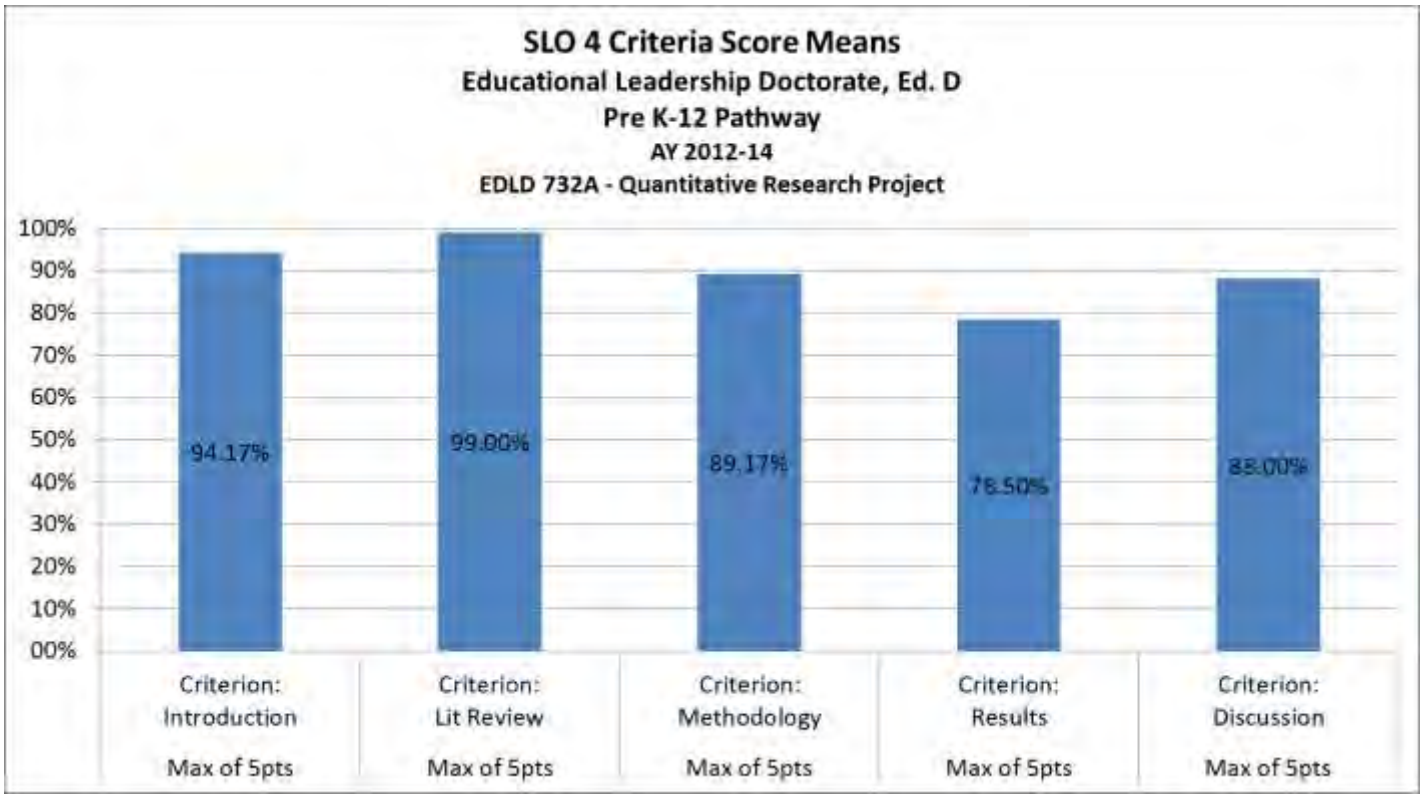
AY	Max N
AY 2012-13	25
AY 2013-14	20

Figure 37



AY	Max N
AY 2012-13	10
AY 2013-14	10

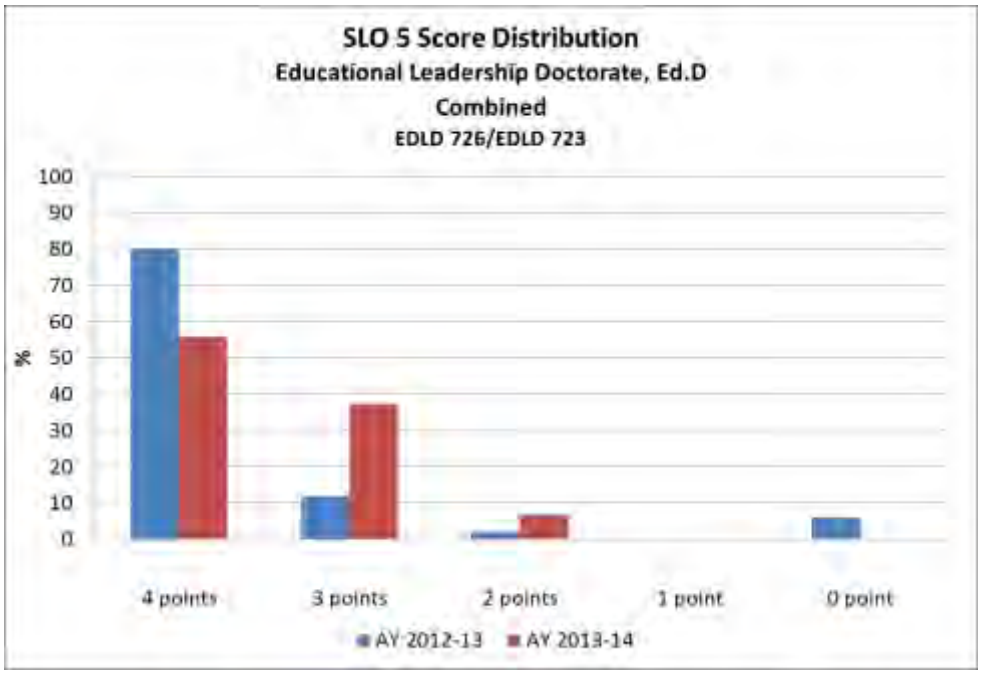
Figure 38



AY	Max N
AY 2012-13	15
AY 2013-14	10

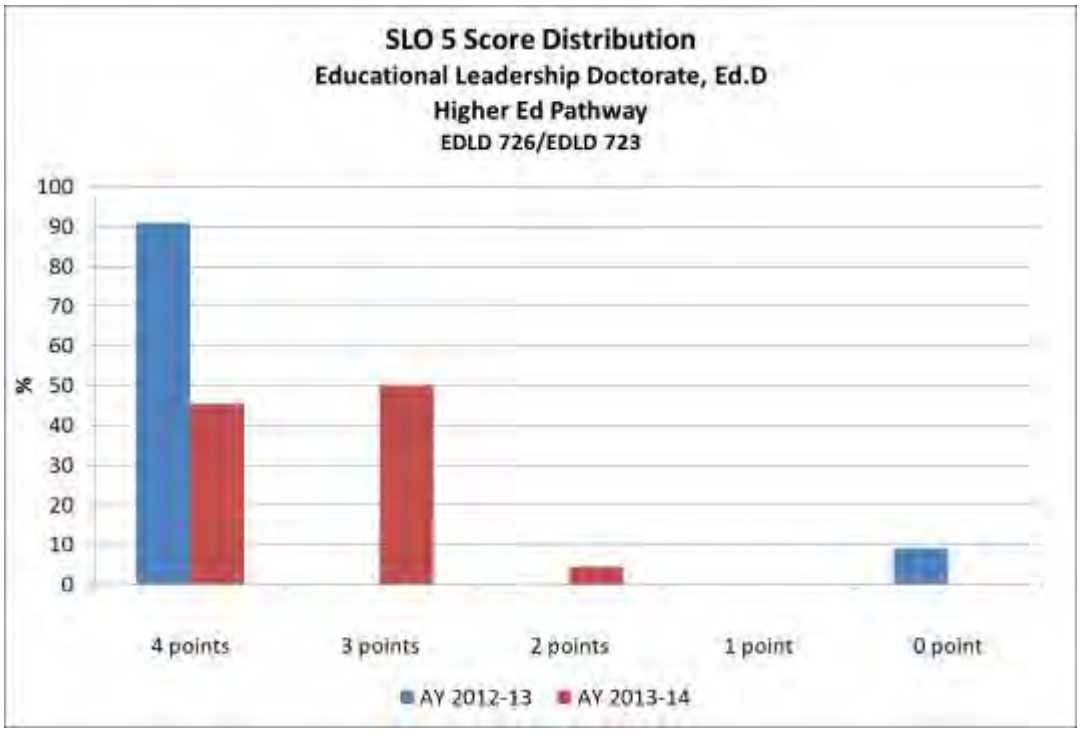
Outcome 5: Students demonstrate foundational and practical knowledge to incorporate ethical, legal, and professional behaviors to increase equitable educational opportunities and academic achievement for all students**.**

Figure 39



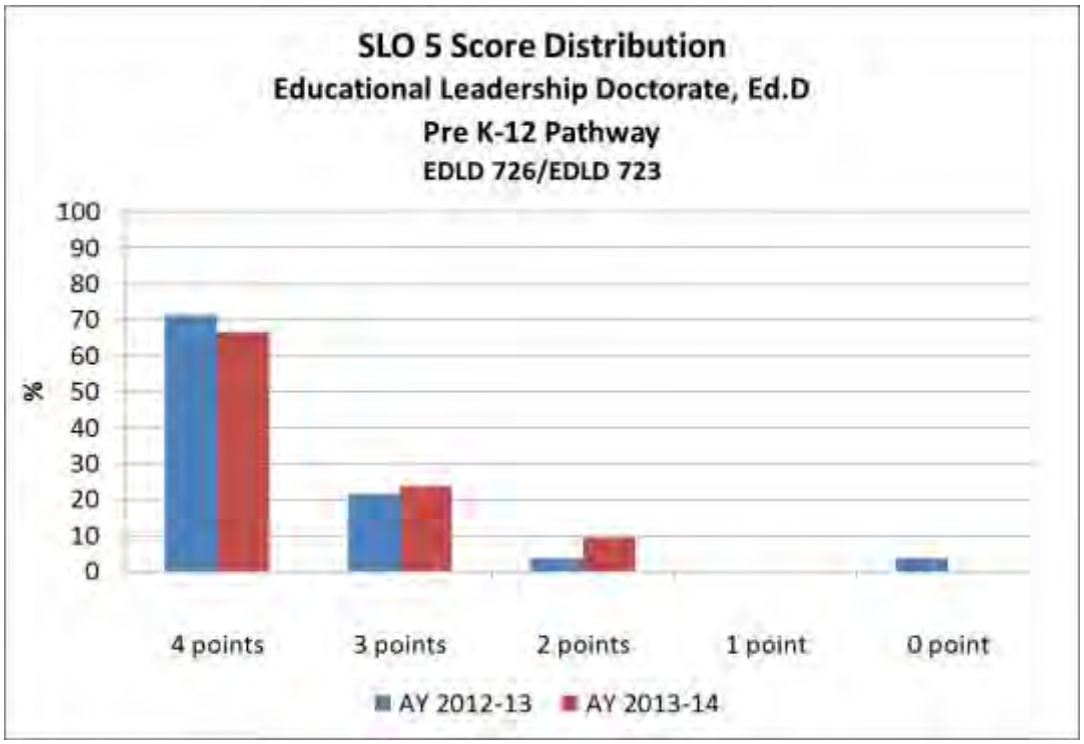
AY	N	Mean	SD
AY 2012-13	50	3.60	0.89
AY 2013-14	43	3.49	0.61

Figure 40



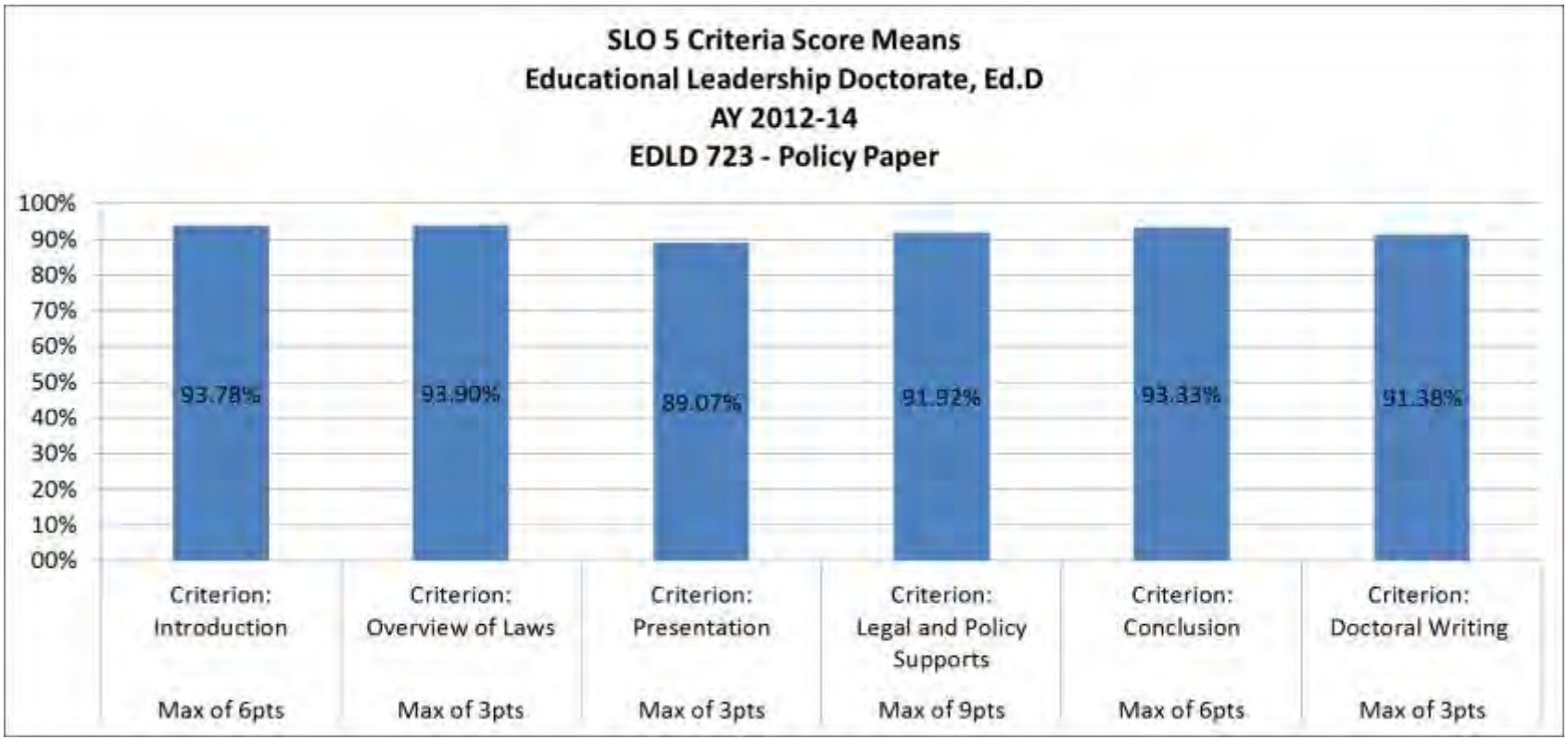
AY	N	Mean	SD
AY 2012-13	25	3.80	0.49
AY 2013-14	22	3.50	0.72

Figure 41



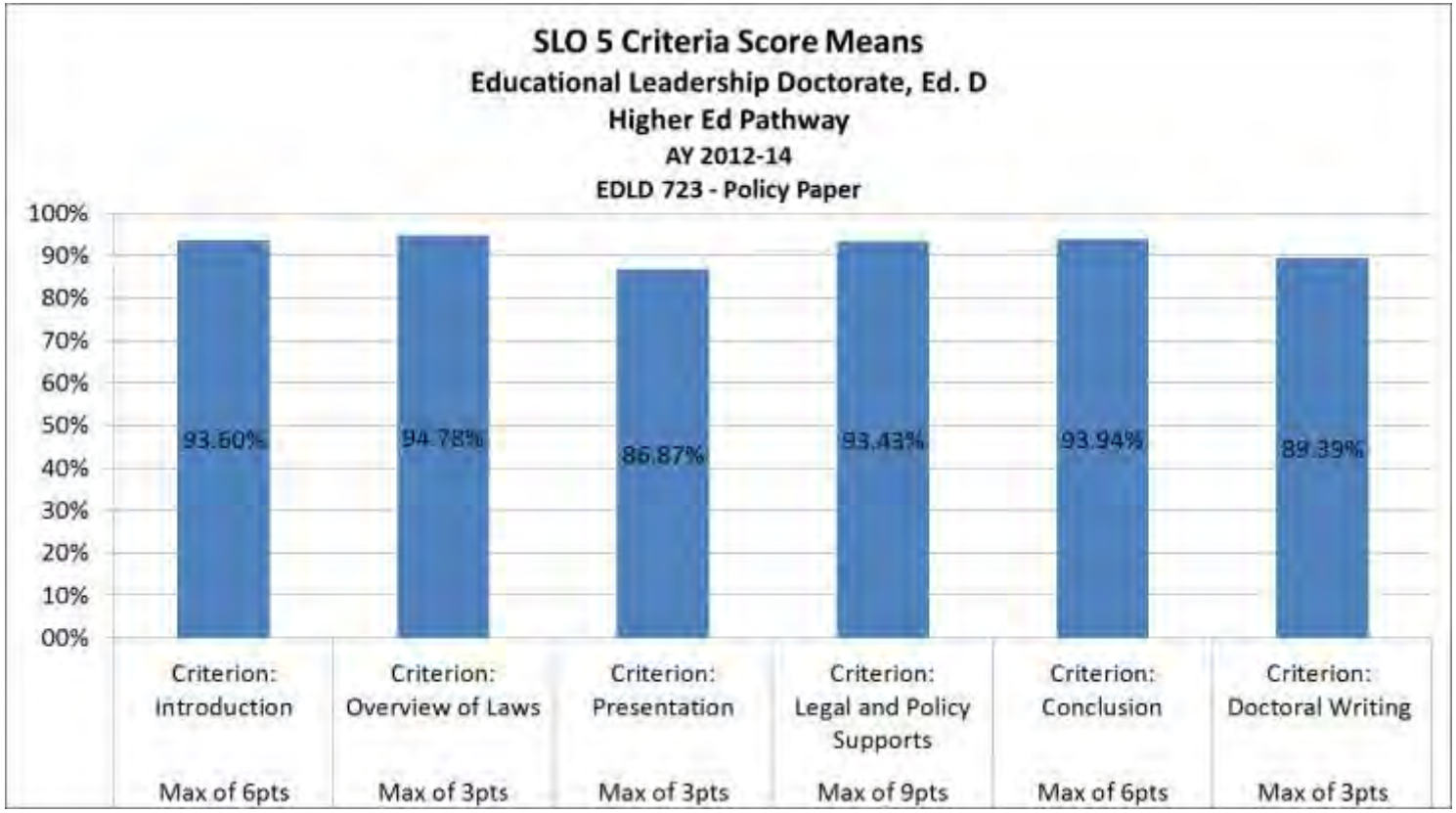
AY	N	Mean	SD
AY 2012-13	25	3.40	1.30
AY 2013-14	21	3.48	0.50

Figure 42



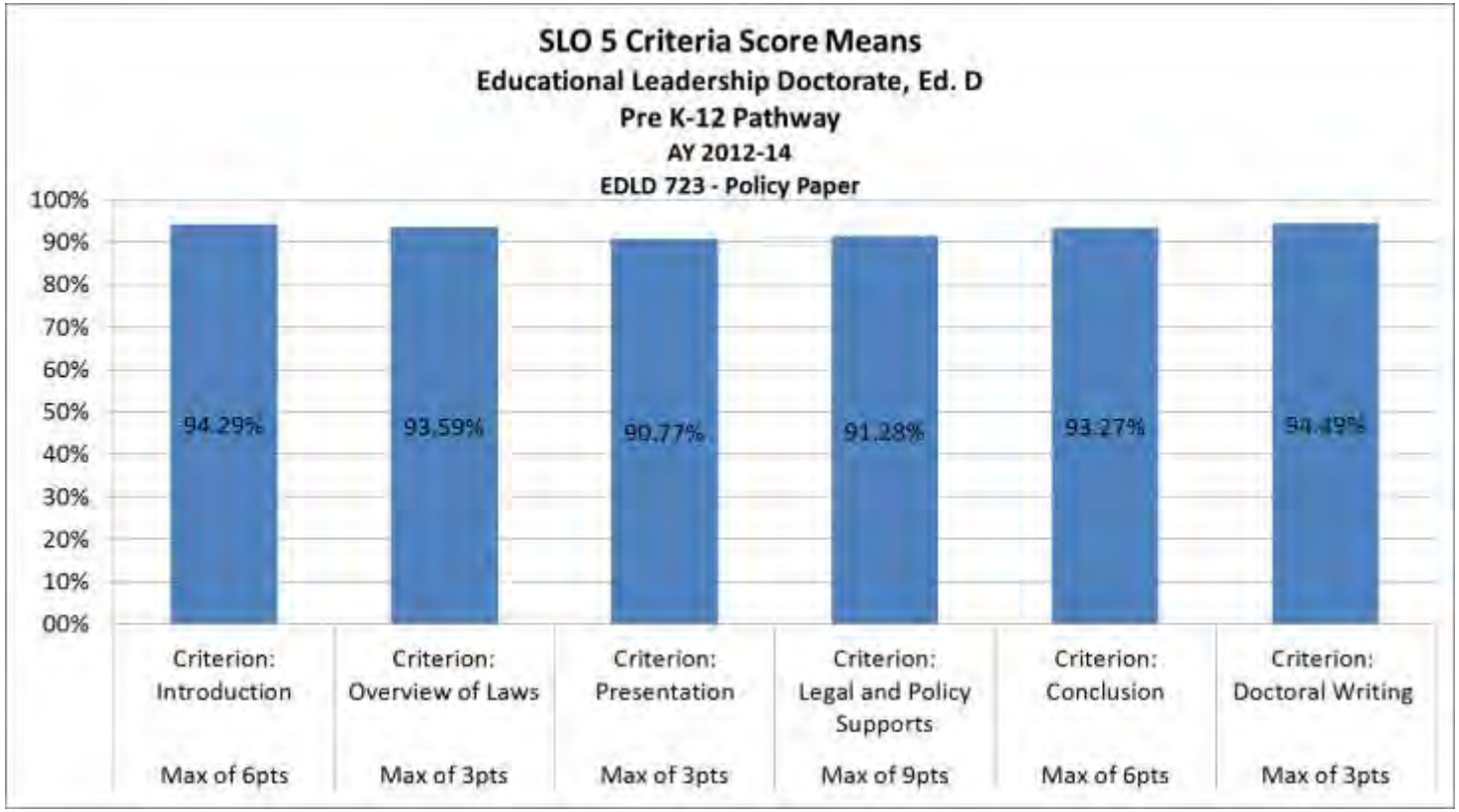
AY	Max N
AY 2012-13	22
AY 2013-14	21

Figure 43



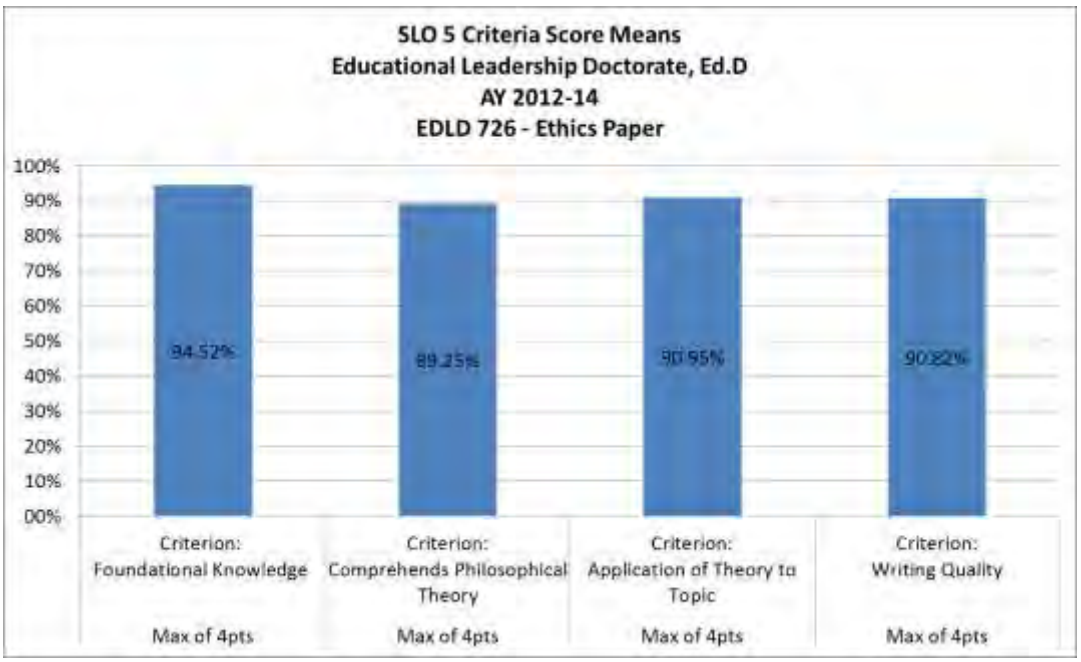
AY	Max N
AY 2012-13	11
AY 2013-14	11

Figure 44



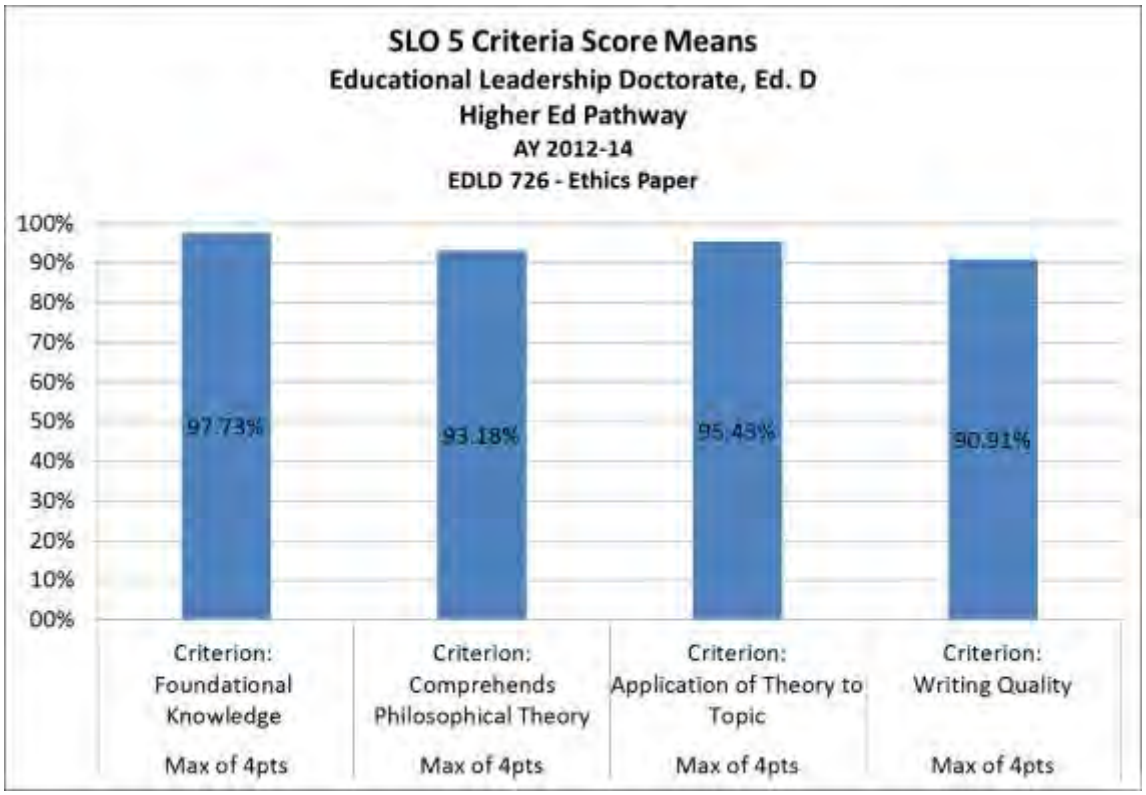
AY	Max N
AY 2012-13	14
AY 2013-14	10

Figure 45



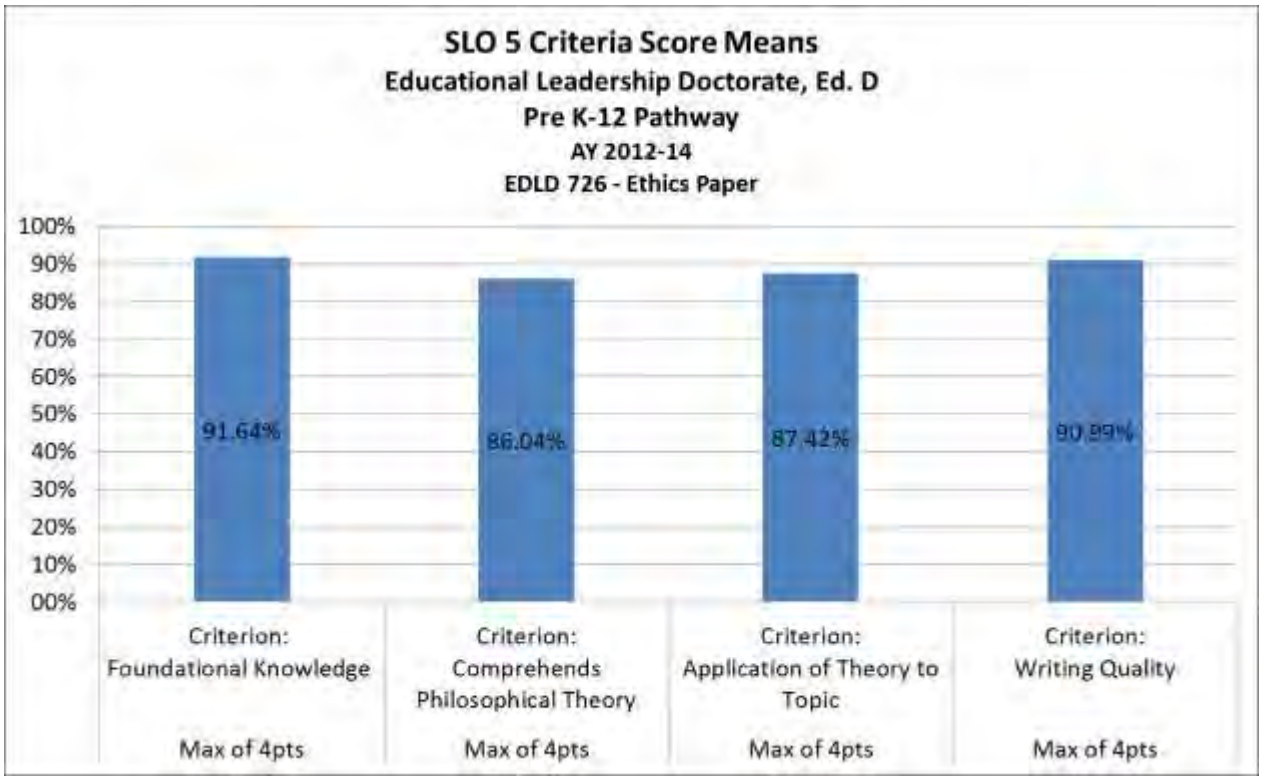
AY	Max N
AY 2012-13	25
AY 2013-14	22

Figure 46



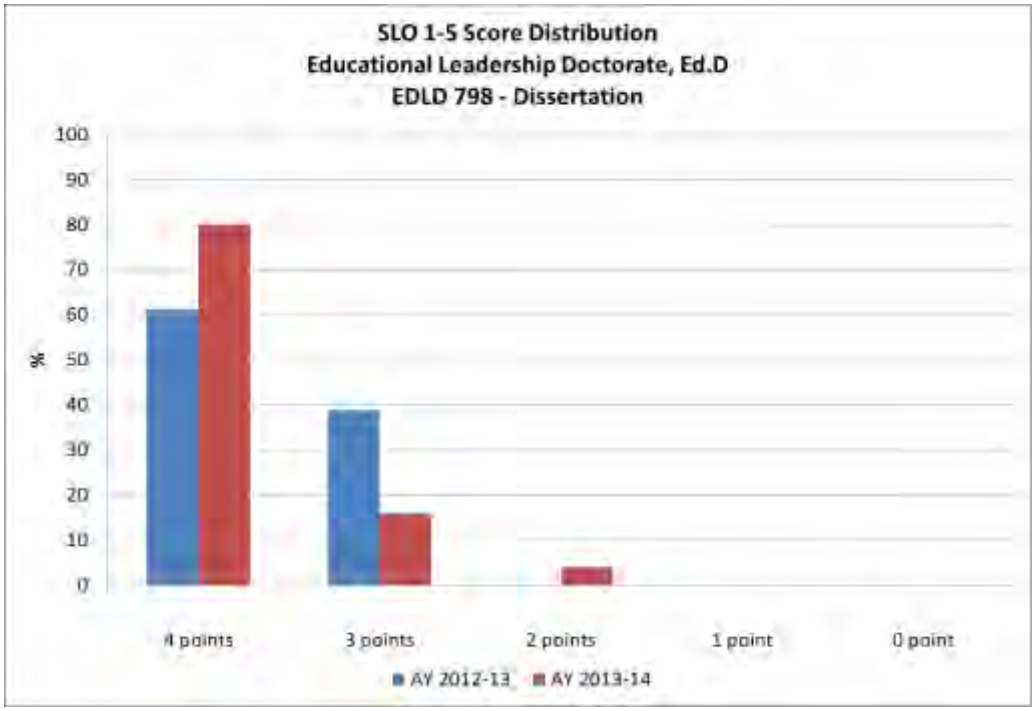
AY	Max N
AY 2012-13	11
AY 2013-14	11

Figure 47



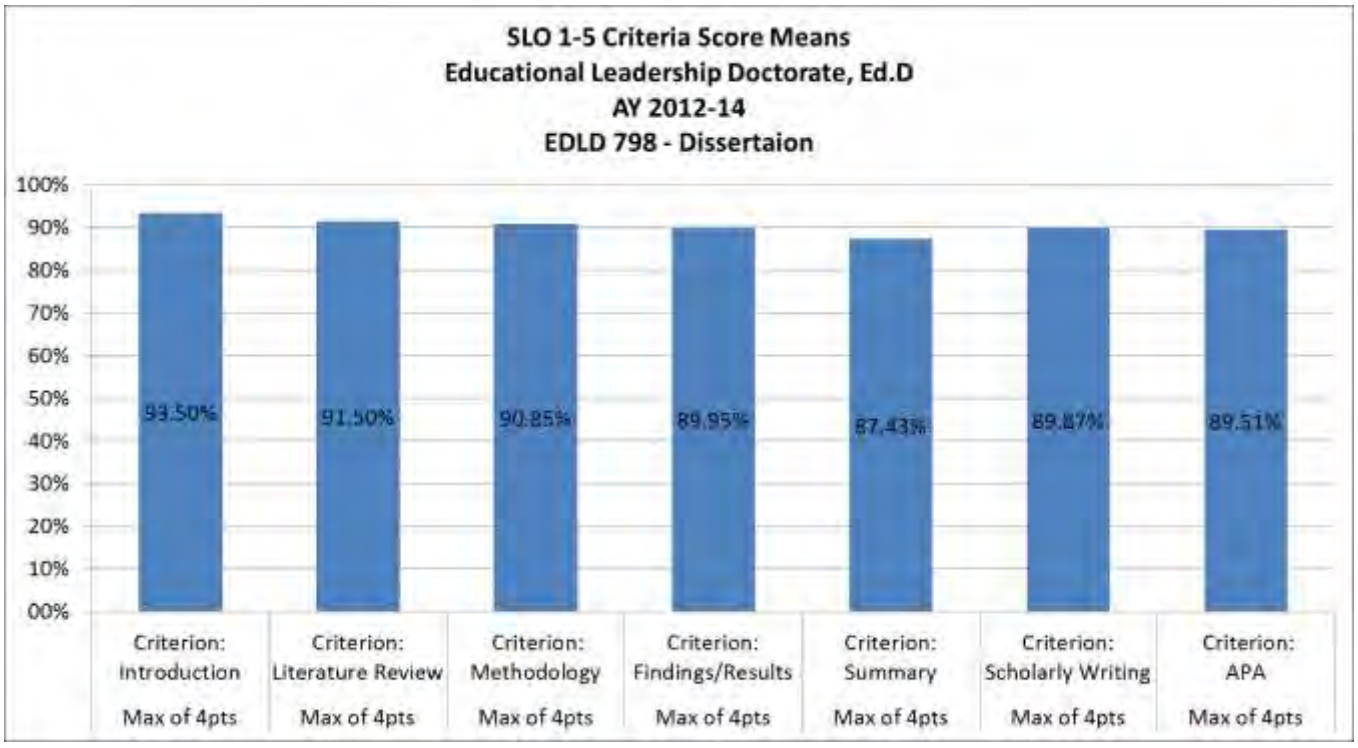
AY	Max N
AY 2012-13	14
AY 2013-14	11

Figure 48



AY	N	Mean	SD
AY 2012-13	18	3.61	2.07
AY 2013-14	25	3.76	2.56

Figure 49



AY	Max N
AY 2012-13	18
AY 2013-14	25

APPENDIX B:
Program Effectiveness Data

Educational Leadership, Ed. D
CED Student Success Survey
2013

Financial Aid:

#	Question	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	N	Mean
1	Financial aid and scholarship availability	5	13	3	5	26	2.31
2	Advising related to financial aid and scholarships	4	10	5	4	23	2.39

Computer Lab:

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

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N	Mean
12	The physical classroom space is conducive to learning.	10	7	9	3	29	2.17
13	I have access to technology to support my learning.	18	6	2	1	27	1.48

Classrooms:

3. Comments about the academic environment:

Text Response
The tiny desks are not conducive to learning. They are too small for a laptop and paper to take notes on. And the slope of the desks makes it difficult to balance a laptop in as well.
The classrooms are uncomfortable. The individual desks are worn out and the small attached table space is angled down, so that anything left on it slips off if not held in place. The other classroom with long tables is jammed for space and would be better with individual desks so that people aren't peering behind the large pillar.
The desks provided in the classrooms are not conducive to learning; especially if the class is for more then an hour.
none
Considering the premium price of this doctoral degree, we would appreciate classrooms that are conducive to learning. There should be classrooms specially reserved for doctoral students. Ones similar to the large technology classroom used in the AS building. Being able to have your books, notebook and laptop all on one space would be best. We have to shuffle around and take the space of two desks to be comfortable enough to learn.

Educational Leadership, Ed. D
CED Alumni Survey
2013

Program Satisfaction:

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

#	Answer	Bar	N	%
1	Completely		1	7.69%
2	A great deal		7	53.85%
3	Somewhat		5	38.46%
4	Not at all		0	0.00%
5	Not applicable		0	0.00%
	Total		13	100.00%

Alumni Involvement:

Are you interested in doing any of the following activities? Mark all that apply.

#	Answer	Bar	N	%
1	Attending a reunion of your program		6	50.00%
2	Helping to recruit future students		6	50.00%
3	Working as a career advisor/mentor		7	58.33%
4	Mentoring or advising a student organization		5	41.67%
5	Serving on a college committee or advisory board		6	50.00%
6	Supervising interns or fieldwork students in your field		8	66.67%
7	Donate to the College of Education		0	0.00%
	Total		38	100.00%

Educational Leadership, Ed. D

CED Exit Survey

2013

Practice:

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

#	Question	A great deal	Somewhat	Not at all	N	Mean
1	Use research- and evidence-based practices (pedagogy, counseling, etc.) in your professional work?	18	3	1	22	1.23
2	Read, understand, interpret and apply high quality research in your professional work?	16	5	1	22	1.32
3	Collaborate with colleagues and community organizations to support school/program improvement?	11	7	4	22	1.68
4	Act as a leader, whatever your role, to promote learning and success for all students/clients?	14	7	1	22	1.41
5	Act as a change agent to support innovative practices?	10	12	-	22	1.55
6	Engage in an ongoing process of inquiry to support and improve your practice?	13	9	-	22	1.41
7	Act as an advocate both for those you serve and yourself?	14	7	1	22	1.41

Technology:

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

#	Question	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	N	Mean
1	My instructors frequently used technology and media to effectively promote learning.	13	7	3	-	23	1.57
2	My instructors expected us to use instructional technology and media in completing our assignments.	12	7	4	-	23	1.65
3	In my program, I had sufficient opportunities to learn about using computer technology to enhance my academic and professional work.	10	8	4	1	23	1.83

Career Guidance:

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	N	Mean
1	... reflected sensitivity to all aspects of diversity.	7	12	2	1	22	1.86
2	...prepared me to connect professional standards to the latest developments in the field and my practice.	7	10	5	-	22	1.91
3	... facilitated my reflection on my professional values and dispositions.	11	7	2	-	20	1.55
4	... facilitated my reflection on my learning in a way that enhanced my growth and development.	13	8	1	-	22	1.45
5	... allowed me to interact with a wide range of faculty and professionals in the field.	11	9	2	-	22	1.59
6	... gave me the opportunity to work with other candidates from a wide range of diverse groups.	11	10	1	-	22	1.55
7	... facilitated the active participation on individuals from diverse groups.	11	7	4	-	22	1.68