



**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	Education Specialist Level I/Preliminary Education Specialist
Name of Program	Education Specialist Level I/ Preliminary Education Specialist
Credential awarded	Education Specialist Level I Preliminary Credential - Mild/Moderate or Moderate/Severe and Intern Credentials
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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If the preparer of this report is different than the Program Contact, please note contact information for that person below:	
Name:	
Phone #	
E-mail	

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



College of Education and Affiliated Programs
Biennial Assessment Report – Fall 2014
Educational Specialist Credential Program – Preliminary

Note: this report presents and analyzes data from Summer 2012 through Spring 2014 with an additional year of SLO data included, as available, 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 Education Specialist Preliminary Credential Program at CSULB prepares candidates to be authorized to teach in the areas of Mild/Moderate and Moderate/Severe disabilities, and received initial approval in spring, 2010. The program reflects the College of Education mission to promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

The goals of the program are to assist candidates to become:

- Effective and caring teachers
- Partners with parents and others in the development of high quality educational programs
- Lifelong learners engaged in program development reflective of practices in special education

The Preliminary program is designed to build capacities and candidate competence in the following key program areas: Individualized Education, Cultural Responsiveness, Evidence-Based Practices, and Advocacy and Leadership. The Preliminary program is designed to allow candidates to develop as reflective practitioners in skill areas and knowledge in the field of special education. The Preliminary Program has 7 Student Learning Outcomes (SLOs) that are aligned to our program key areas as well as the key ideas of the College of Education Conceptual Framework. See Table 1.

Each year we accept approximately 60 students into the Preliminary credential program (see table 2 for specific data for AY 11-12). Candidates in the Preliminary Education Specialist Credential Program complete 13 units of prerequisites or their equivalents, 21 units in our program core courses, and 12 units in supported fieldwork at sites that educate and provide related supports and services to children and youth identified with mild/moderate or moderate/severe disabilities. Each year approximately 50-60 students enroll in fieldwork and subsequently apply for the credential (See tables 2, 3 & 4 for specific data from AY 11-12).

Candidates in the two options in our program, Mild/Moderate and Moderate/Severe, follow the same pathway and are held to the same requirements throughout the majority of the program. The two courses that differ are the methods course (EDSP 577 for Mild/Moderate and EDSP 578 for Moderate/Severe) and the final fieldwork courses (EDSP 587 A & B for Mild/Moderate and EDSP 588 A & B for Moderate/Severe). The requirements on the Advanced Field Study Competency Checklist are the same with the exception of four elements that are added for candidates in EDSP 588 A/B to meet additional standards for the moderate/severe credential.

In addition to the traditional pathway, we also have an unfunded intern pathway. Candidates who are enrolled in the traditional program and who are offered a full-time teaching position in a setting that serves students with mild/moderate or moderate/severe disabilities may apply to CTC for the Intern credential and complete our program as an intern.

Table 1

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7
SLOs	Describes the legal, ethical, and historical foundations of special education in a multicultural society.	Assesses student current level of performance using multiple measures.	Candidates will plan individualized education programs in alignment with individual student needs/competencies and California Content Standards, including those for English Learners	Candidates will design instruction for students that is aligned with IEP goals, based on student data, and best practices in special education.	Candidates will effectively collaborate and consult with teachers, families, and other school professionals to provide cohesive delivery of services.	Candidates will determine effective behavioral, emotional, and environmental supports for student learning.	Candidates will effectively plan for transition of students into, through, and beyond school.
Signature Assignment(s)	Legal/philosophical exam	Case study-assessment plan	Individual Education Plan Assignment	*Intervention Project or **Instructional Unit Plan	Mock IEP	Positive Behavior Support Plan	Transition portion of IEP, IFSP or SOP
National Standards	Standards 1, 9 (CEC)	Standards 2, 8 (CEC)	Standard 3, 7 (CEC)	Standard 4 (CEC)	Standard 8 (CEC)	Standards 5 & 6 (CEC)	Standard 7 (CEC)
State Standards	Standards 3, 2	Standards 5	Standards 3, 8, 10	Standards 9, 10, 13	Standard 4	Standards 12, 14	Standards 7, 8
Conceptual Framework	Leadership; Innovation	Scholarship	Evidence-based Practices	Effective Pedagogy; Evidence-based Practices	Collaboration	Advocacy	Advocacy
CSULB Learning Outcomes	Knowledge and respect for diversity; Well-prepared	Well-prepared, Integrating liberal education	Collaborative problem solving	Integrating liberal education	Engaged in global and local issues	Knowledge and respect for diversity	Collaborative problem solving
NCATE Elements	Professional Knowledge and Skills	Student Learning	Pedagogical Content Knowledge, Student Learning	Pedagogical Content Knowledge, Student Learning	Professional Knowledge and Skills, Professional Dispositions	Pedagogical Content Knowledge	Pedagogical Content Knowledge

* Mild/Moderate

**Moderate/Severe

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

	2012-2013			2013-2014		
	Applied	Accepted	Matriculated	Applied	Accepted	Matriculated
Total	77	66	63	54	46	38

Table 3*Program Specific Candidate Information, 2012-2014 – Transition Point 2 (Advancement to Culminating Experience)*

	2012-2013	2013-2014
Student Teaching	83	71
M/M	54	52
M/S	29	19

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

	2012-2013	2013-2014
Credential	43	49

Table 5*Faculty Profile 2012-2014¹*

Status	2012-2013	2013-2014
Full-time TT/Lecturer	5	6
Part-time Lecturer	12	10
Total:	12	16

¹ 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.

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.**

At various times, all full-time faculty were involved in the data discussion. Program faculty meets weekly and have informally discussed the data. For the formal discussion during the college workshop, five full-time faculty were present. Notes from the data discussion meeting are included at the end of this report.

Data

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

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

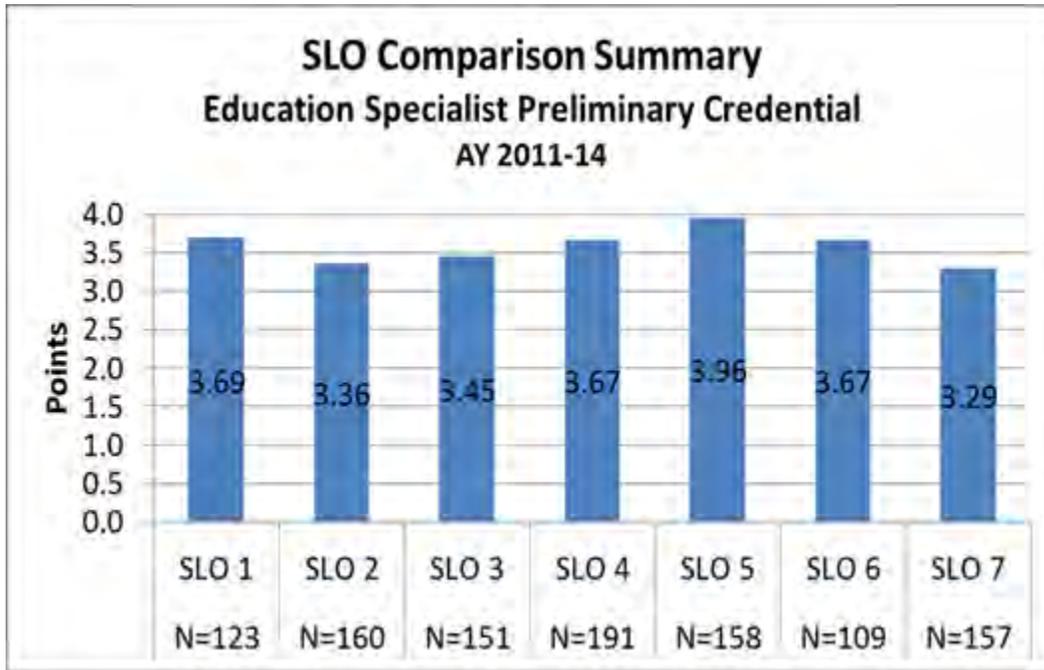
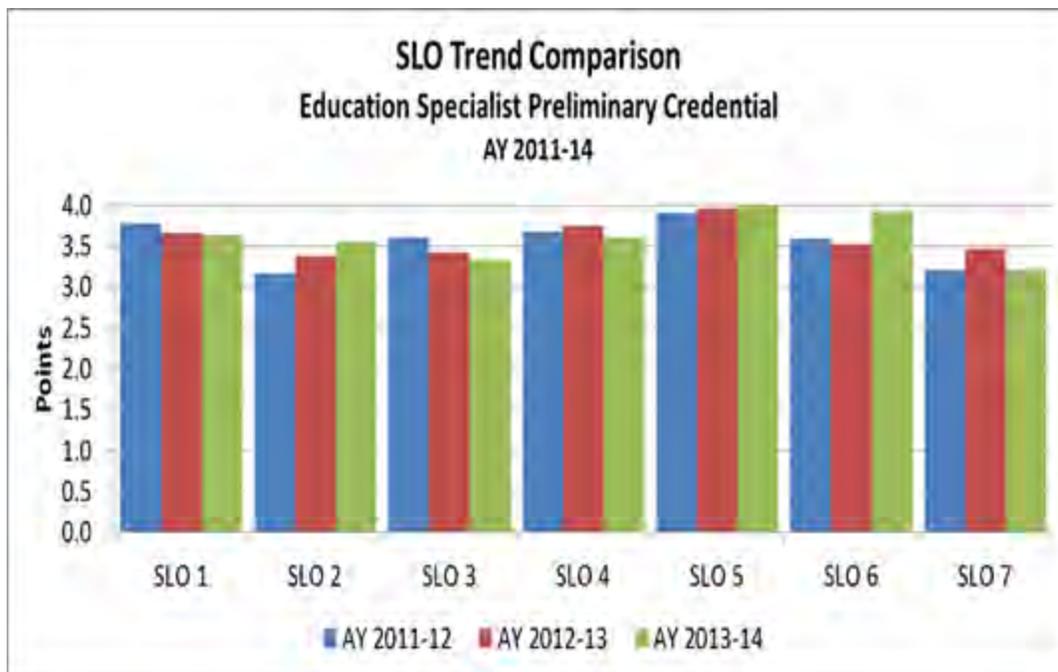


Figure 2

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 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.

<u>Survey</u>	<u>Items</u>
College of Education Student Success Survey	2, 8, 12, 13, 17

Data provided from the College of Education Student Success Survey (2013) indicates that most students find our faculty to be supportive, respectful, and knowledgeable in the field. While there were some comments made about difficulties encountered because of scheduling, over 80% of the responders said that they would enroll in the same program if they were to start over again.

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 5 and 6 on the following pages for discussion related to data analysis and interpretations/findings.

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 <i>and why</i>
1	Legal, ethical, historical foundations	Signature assignments	Consistent and above 3 or 4-point scale.		None noted
2	Assessment of K-12 learners with disabilities	Signature assignments	Consistently a challenging course so scores are not as high as some SLOs but are consistent with faculty expectations		The signature assignment was redesigned within this assessment period. Scores appear to reflect that this was a positive decision.
3	Writing IEP goals and objectives	Signature assignments		There is a noticeable decrease in SLO scores in this area. The signature assignment had been moved to this course within this assessment period.	The assumption by faculty is that the course where this signature assignment occurs (EDSP 480) may be too early in the program for this assignment.
4	Designing instruction	Signature assignments	Consistently high outcomes for this SLO		None noted
5	Collaboration & Consultation	Signature assignments	Consistently one of the highest SLO areas in the program.		None noted
6	Positive Behavior Support	Signature assignments	Marked improvement during this assessment period.		This outcome has improved. Faculty believe that it is due to an additional course now being required in the Preliminary program and an added emphasis on ASD throughout all courses.

#	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>
7	Transition	Signature assignments	While scores are not what faculty consider to be “low” they are the least robust scores in the program.	There needs to be increased intensity of instruction and experience in this area.	The findings have not significantly changed as much as they have been consistently lower than other areas.
8	Faculty Quality	Student Success Survey	Faculty is respectful and responsive to student needs		None noted
9	Scheduling of Courses	Student Success Survey		Students struggle with coming to school more than one or two evenings	None noted

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?	CTC Standard(s) (for CTC Programs)	Update on Actions (If Applicable)
3	<p>1. Move IEP content from EDSP 480 another course or courses.</p> <p>2. Add more instruction on development of electronic IEPs</p>	Faculty decide where this content belongs in the program and will then have program faculty address this in SCO, syllabi, and signature assignments	Discussion will continue in fall 2014 with changes being made during spring 2015 semester	CTC program Standard 8	
7	Reorganize EDSP 534 from its current design. Emphasis will be placed on transition through collaboration rather than having the two topics addressed in isolation.	The primary faculty member responsible for this course with expertise in the area of transition will reorganize the course with new SCO, syllabus, and signature assignments	Work will primarily be done in spring 2015.	CTC Program Standards 7 & 8	
9	Increase efforts to review schedule of classes prior to publishing so as to accommodate students by having some courses scheduled back-to-back.	While taking faculty schedules and unit loads into consideration, the program coordinator will.	This can be implemented for Fall 2015 since the spring 2014 schedule has already been finalized.		

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)
EDSP 480	IEP Assignment	It will be removed from this course	It is too early in the program and this course is already quite full of necessary content
EDSP 535	Transition Plan	This will be rewritten and expanded – an additional assignment may also be added.	This has consistently been a lower SLO score in the program and needs to be strengthened.

ESCP Data Discussion Notes
"Beyond Compliance" Workshop
September 12, 2014

Faculty Present: Susan Leonard-Giesen, Nat Hansuvadha, Edwin Achola, Tina Arora

SLO 7 = Transition; the least robust score (3.29); we're happy with the other SLO outcome overalls; omit IFSP and SOP from SLO description

Strategies: Integrate more transition across EDSP 534 and modify mock-IEP that focuses on transition; doing really well addressing collaboration

SLO 3: EDSP 480, EDSP 578: Slight decrease with SLO 3 across 3 years: Need for more electronic IEP content knowledge. Could we look at breakdown across 3 years

No SLO that directly addresses CLD. It's not explicit.

Do we want to add an additional SLO if it's addressed in our CTQ survey?

- 534 case study student is CLD; **make this an agenda item!**
- Across SLO assignments, ask "How is the intervention or assessment culturally relevant?"

SLO 3 (ESDP 480): Criterion: Global goals- 80.30%. Difficulty writing measurable and observable goals

- What about moving IEP writing out of 480 and to EDSP 577 and 578?
- Added increase of progress monitoring in EDSP 564 and EDP 560

SLO 6: EDSP 560 (added autism authorization focus for target student in SLO assignment)

- Description and Implementation criterion in red: Why??

Look at CED Student Success data in April and CTQ (Center for Teacher Quality) surveys for further analysis: Cindy will send CTQ exit survey and Ask Assessment office for graduate student success data

CSU system-wide survey

- Teaching ELL: the whole system is low but CSULB has low response rate (40%)
- We do a solid job of serving students w/ special needs in inclusive settings according to site supervisors and graduates!
- Well done: Value of student teaching
- Graduates rate lower the value of guidance and assistance provided by master teachers and supervisors; our program can't choose master teachers- problematic

APPENDIX A:

Candidate Performance Data

Education Specialist Credential-Prelim 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: Describes the legal, ethical, and historical foundations of special education in a multicultural society.

Outcome 2: Assess students' current level of performance using multiple measures.

Outcome 3: Candidates will plan individualized education programs in alignment with individual student needs/competencies and California Content Standards, including those for English Learners.

Outcome 4: Candidates will design instruction for students that is aligned with IEP goals, based on student data, and best practices in special education.

Outcome 5: Candidates will effectively collaborate and consult with teachers, families, and other school professionals to provide cohesive delivery of services.

Outcome 6: Candidates will determine effective behavioral, emotional, and environmental supports for student learning.

Outcome 7: Candidates will effectively plan for transition of students into, through, and beyond school.

Figure 1

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

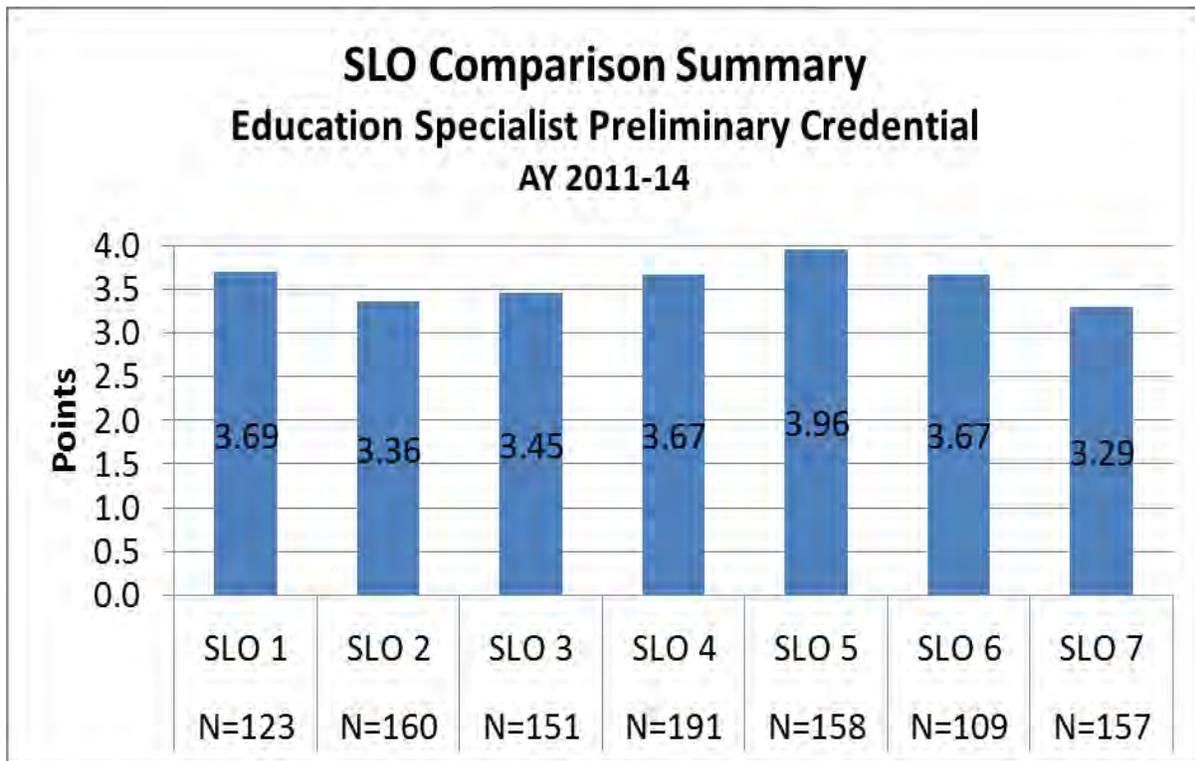
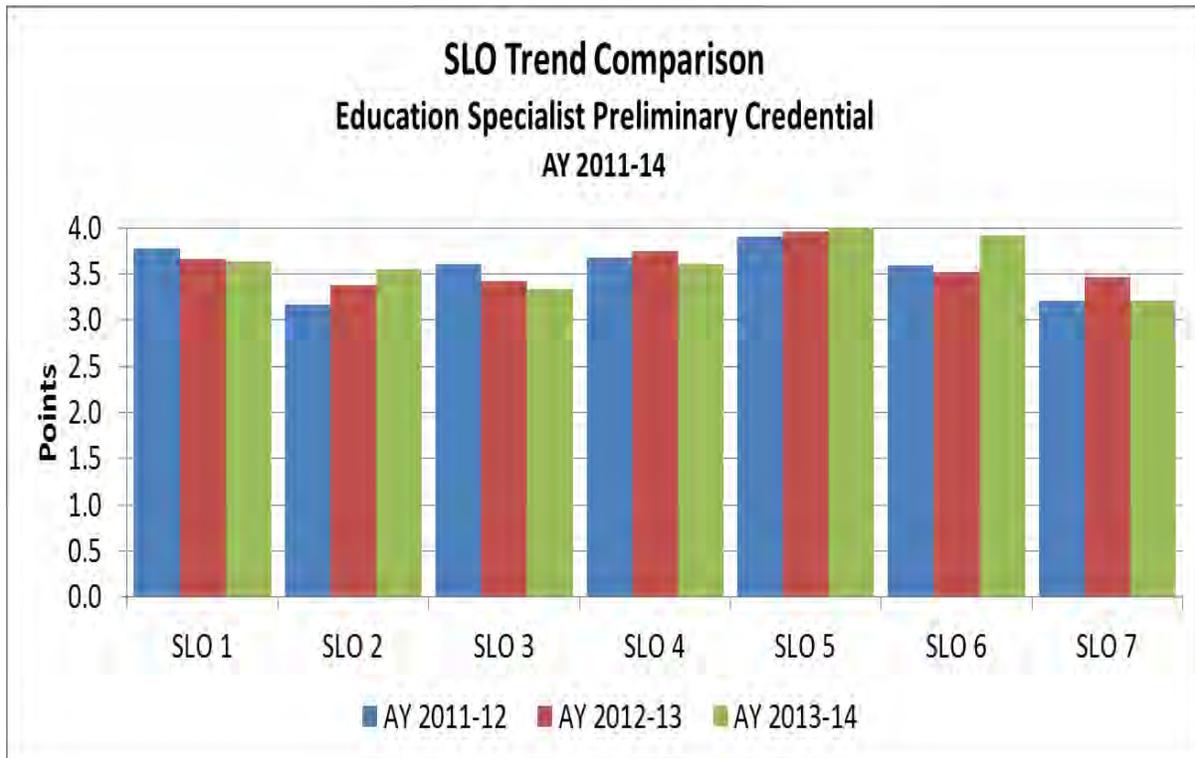


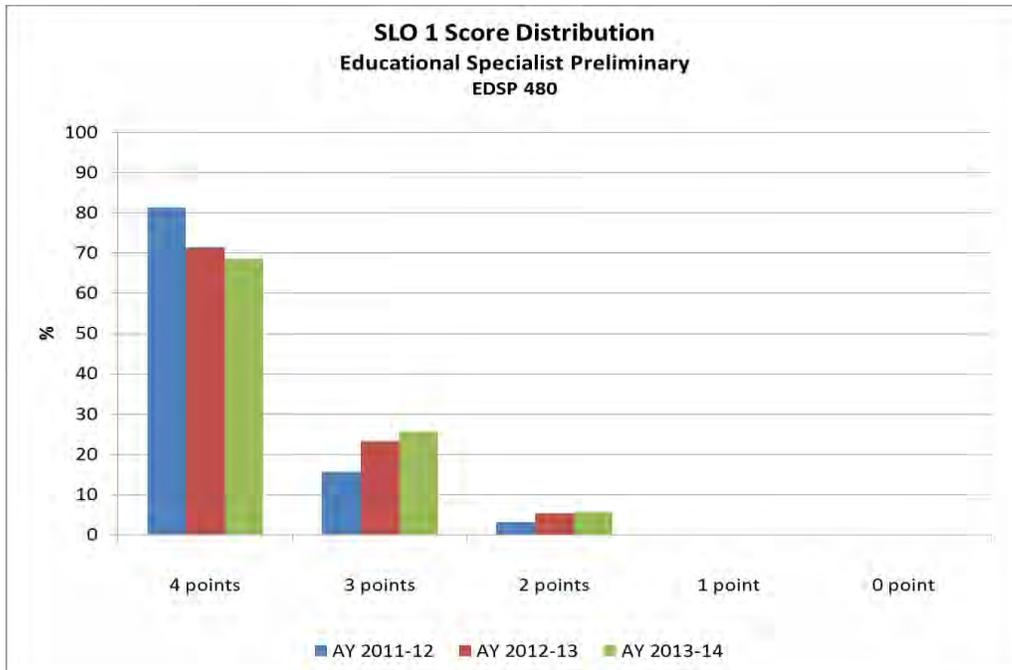
Figure 2

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



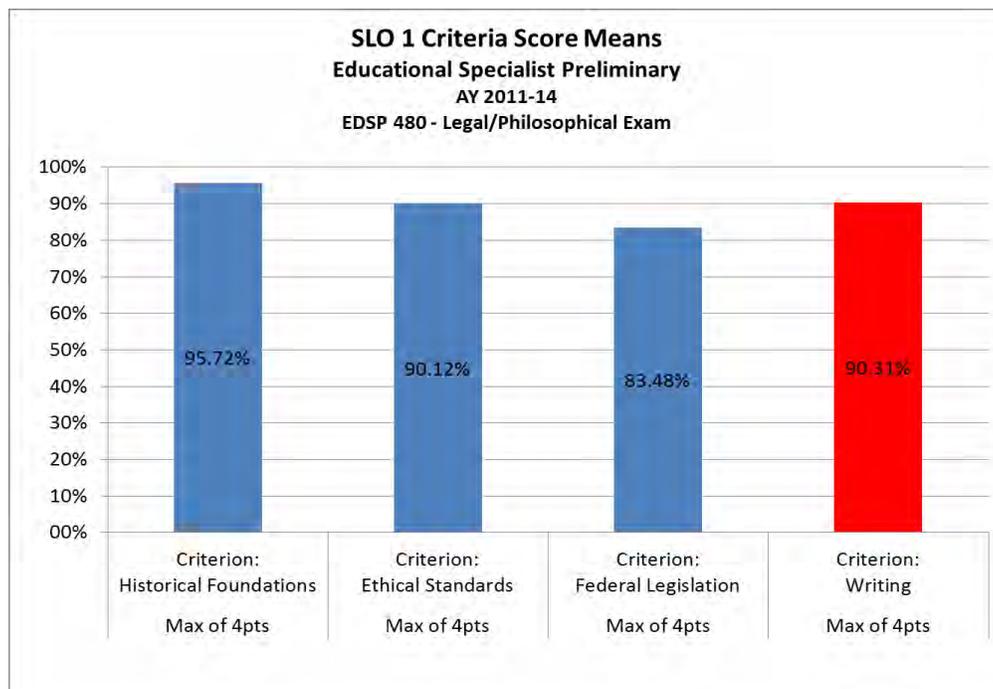
Outcome 1: Describes the legal, ethical, and historical foundations of special education in a multicultural society.

Figure 3



AY	N	Mean	SD
AY 2011-12	32	3.78	0.48
AY 2012-13	56	3.66	0.58
AY 2013-14	35	3.63	0.59

Figure 4

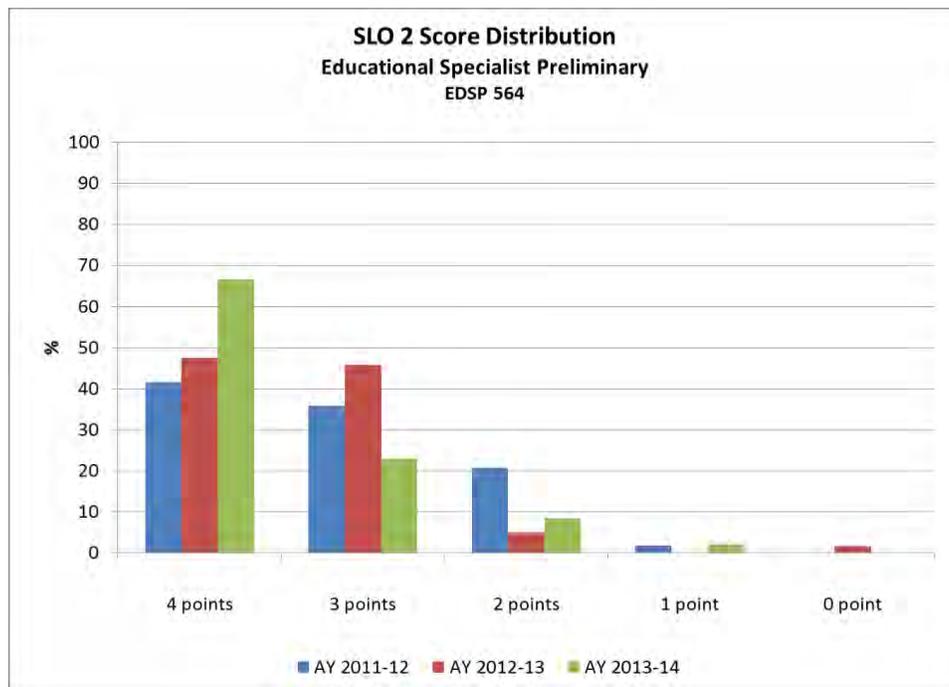


AY	Max N
AY 2011-12	32
AY 2012-13	56
AY 2013-14	35

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

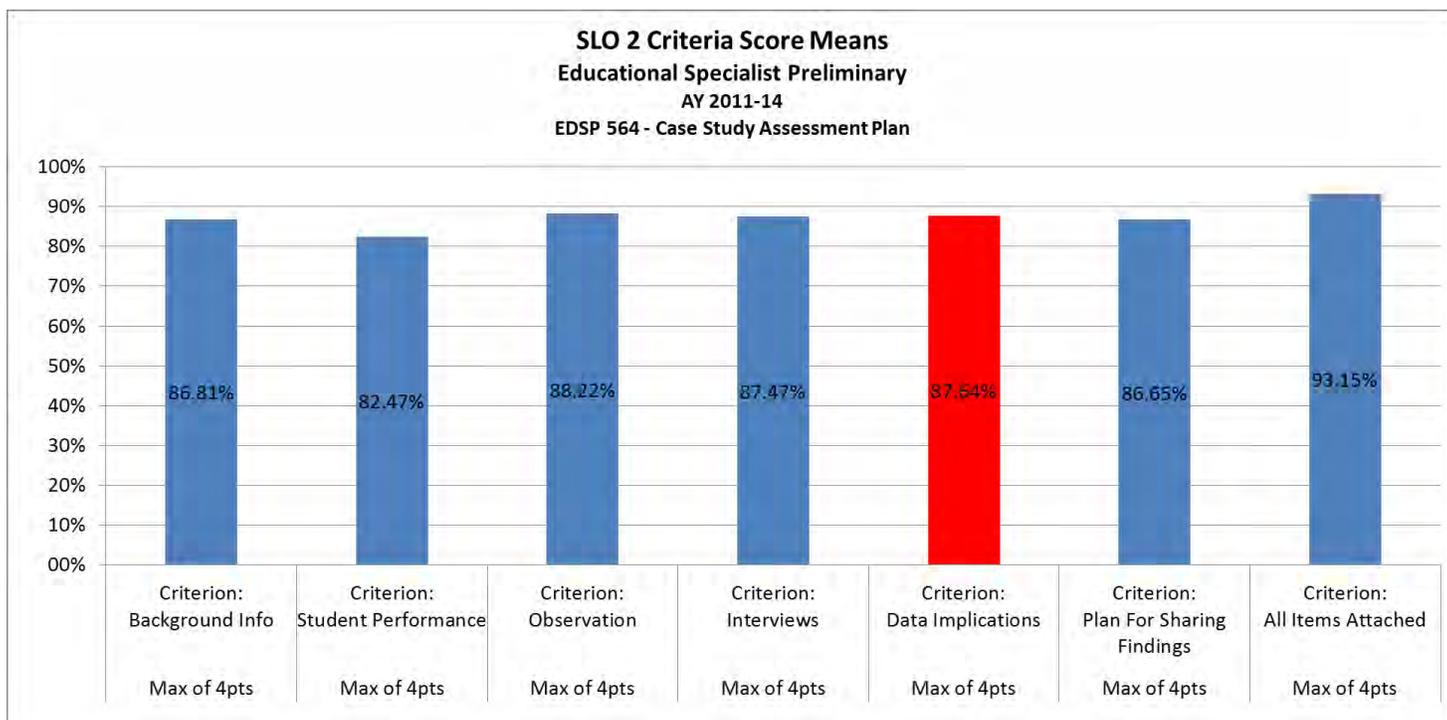
Outcome 2: Assess students' current level of performance using multiple measures.

Figure 5



AY	N	Mean	SD
AY 2011-12	53	3.17	0.82
AY 2012-13	59	3.37	0.73
AY 2013-14	48	3.54	0.73

Figure 6

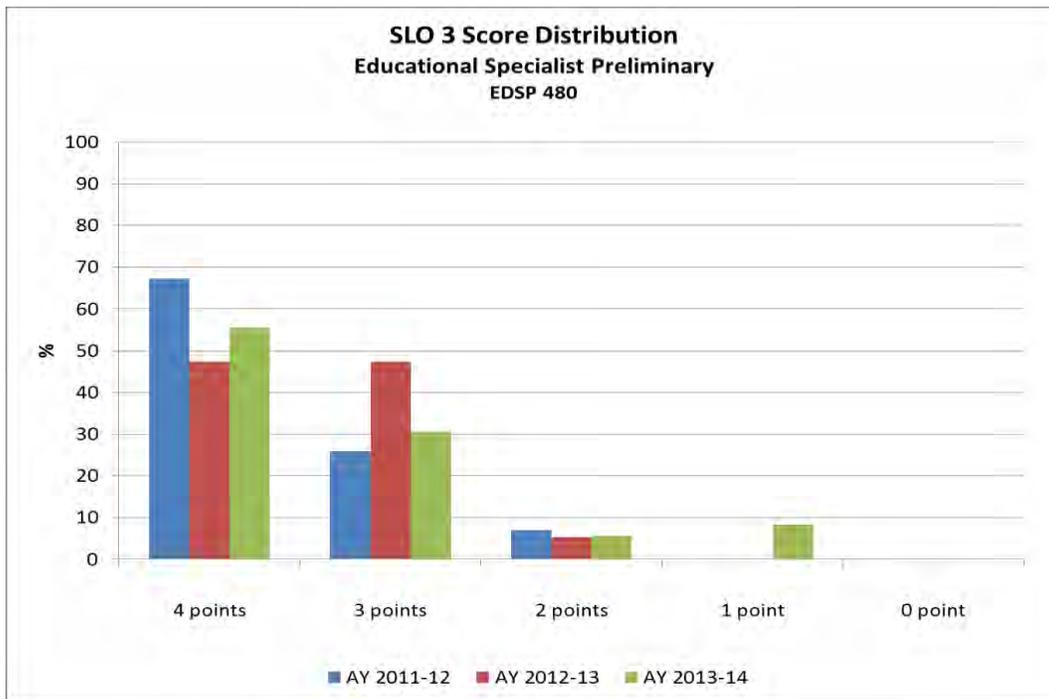


AY	Max N
AY 2011-12	53
AY 2012-13	47
AY 2013-14	48

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

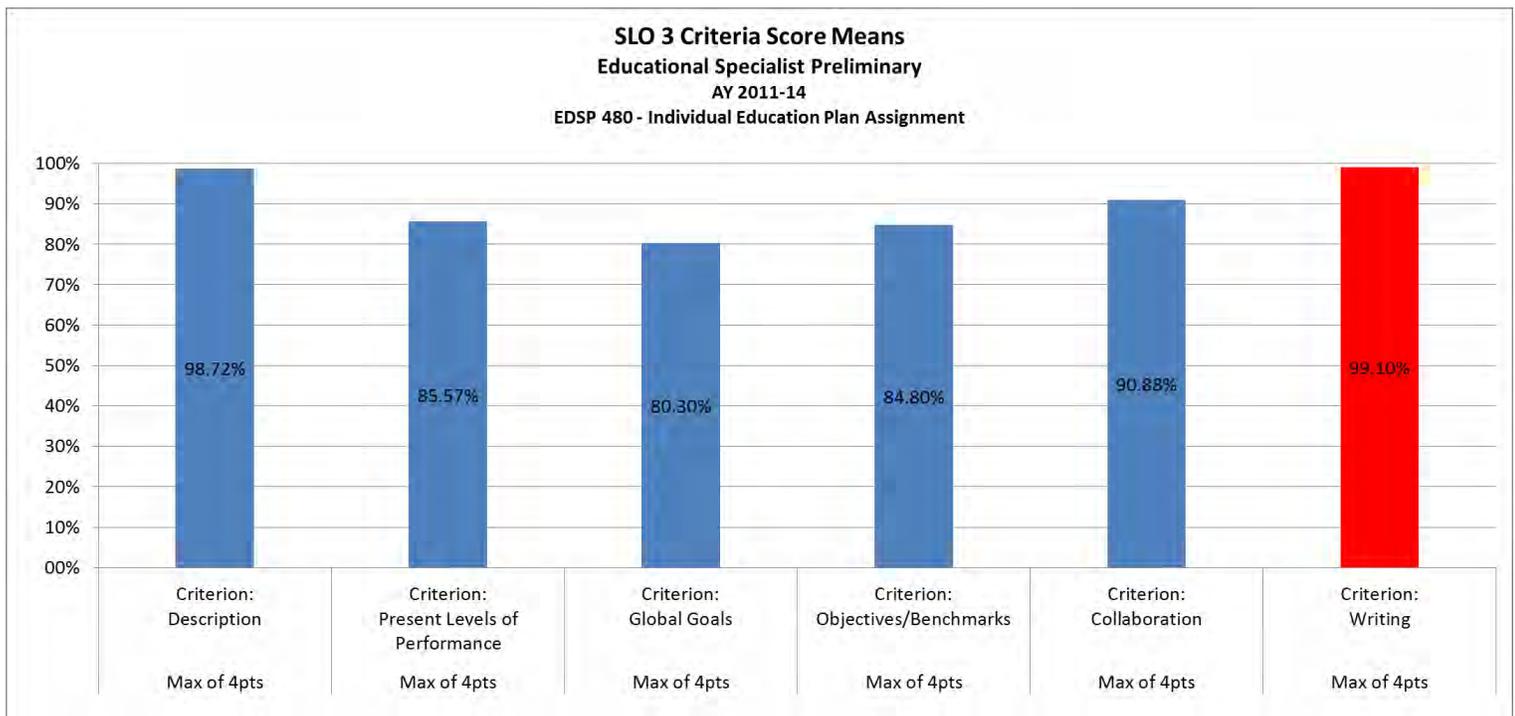
Outcome 3: Candidates will plan individualized education programs in alignment with individual student needs/competencies and California Content Standards, including those for English Learners.

Figure 7



AY	N	Mean	SD
AY 2011-12	58	3.60	0.61
AY 2012-13	57	3.42	0.59
AY 2013-14	36	3.33	0.91

Figure 8

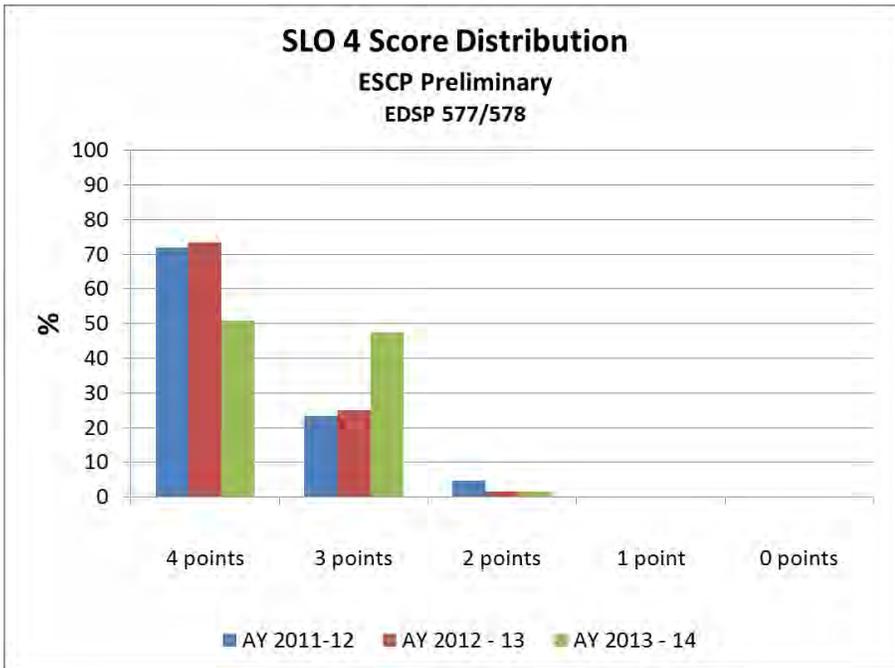


AY	Max N
AY 2011-12	57
AY 2012-13	57
AY 2013-14	36

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

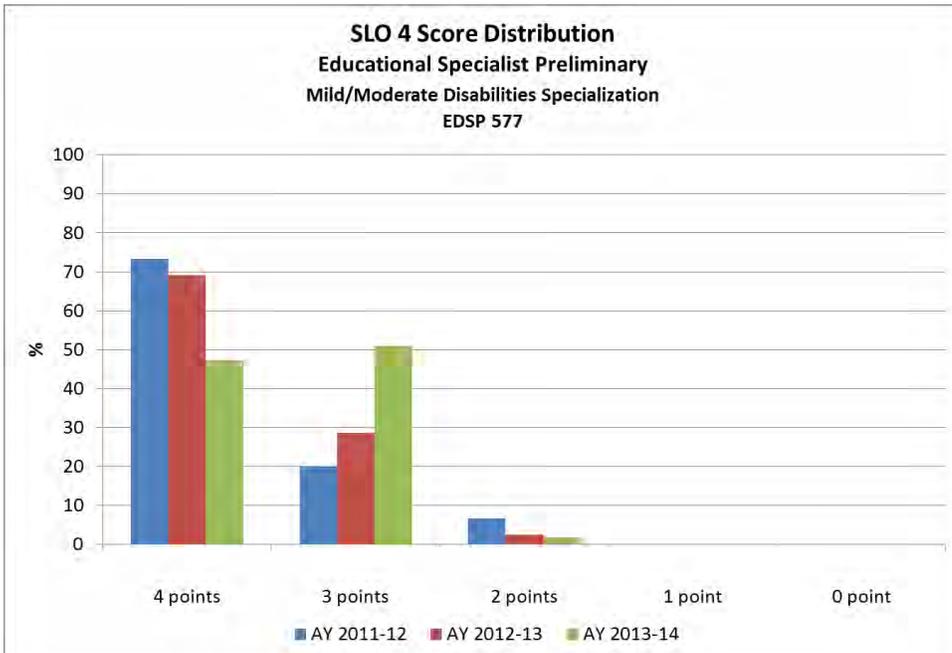
Outcome 4: Candidates will design instruction for students that is aligned with IEP goals, based on student data, and best practices in special education.

Figure 9



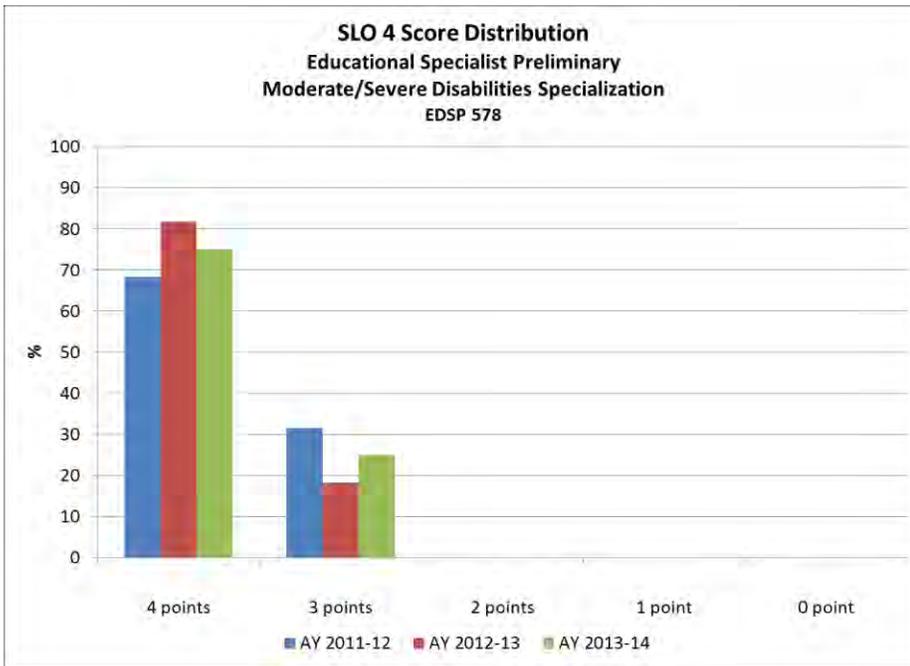
AY	N	Mean	SD
AY 2011-12	64	3.68	0.53
AY 2012-13	64	3.74	0.45
AY 2013-14	63	3.60	0.48

Figure 10



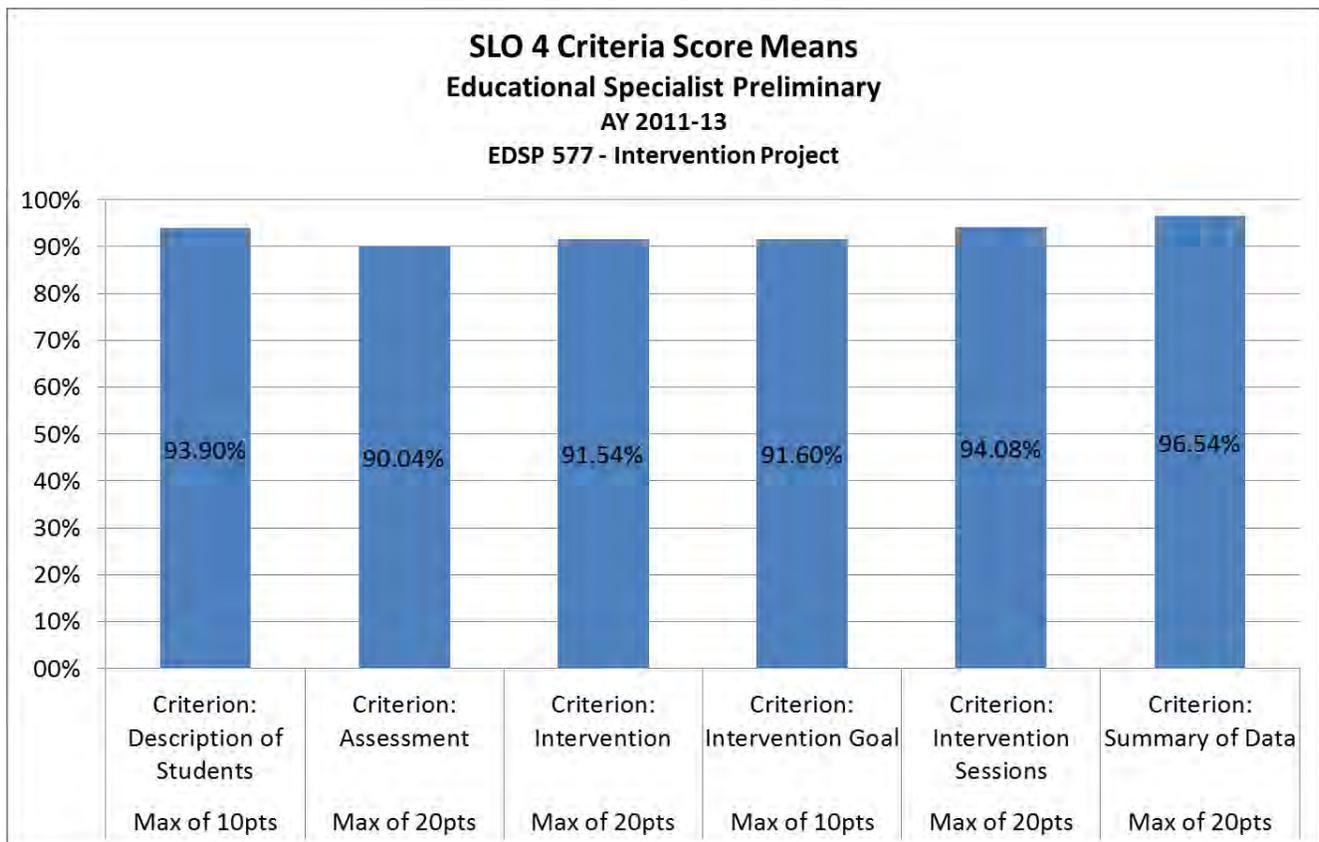
AY	N	Mean	SD
AY 2011-12	45	3.67	0.60
AY 2012-13	42	3.67	0.52
AY 2013-14	55	3.45	0.53

Figure 11



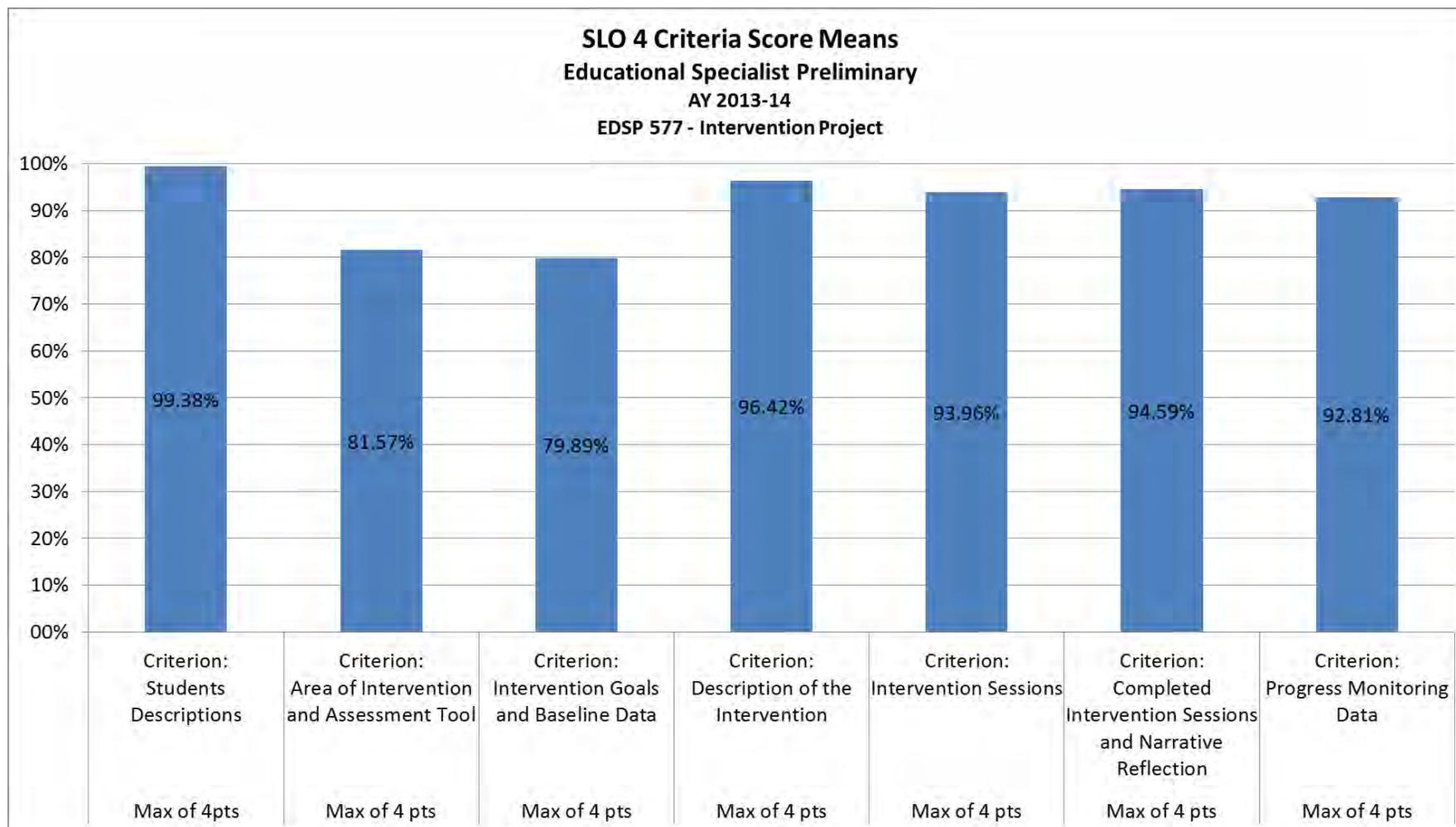
AY	N	Mean	SD
AY 2011-12	19	3.68	0.46
AY 2012-13	22	3.82	0.39
AY 2013-14	8	3.75	0.43

Figure 12



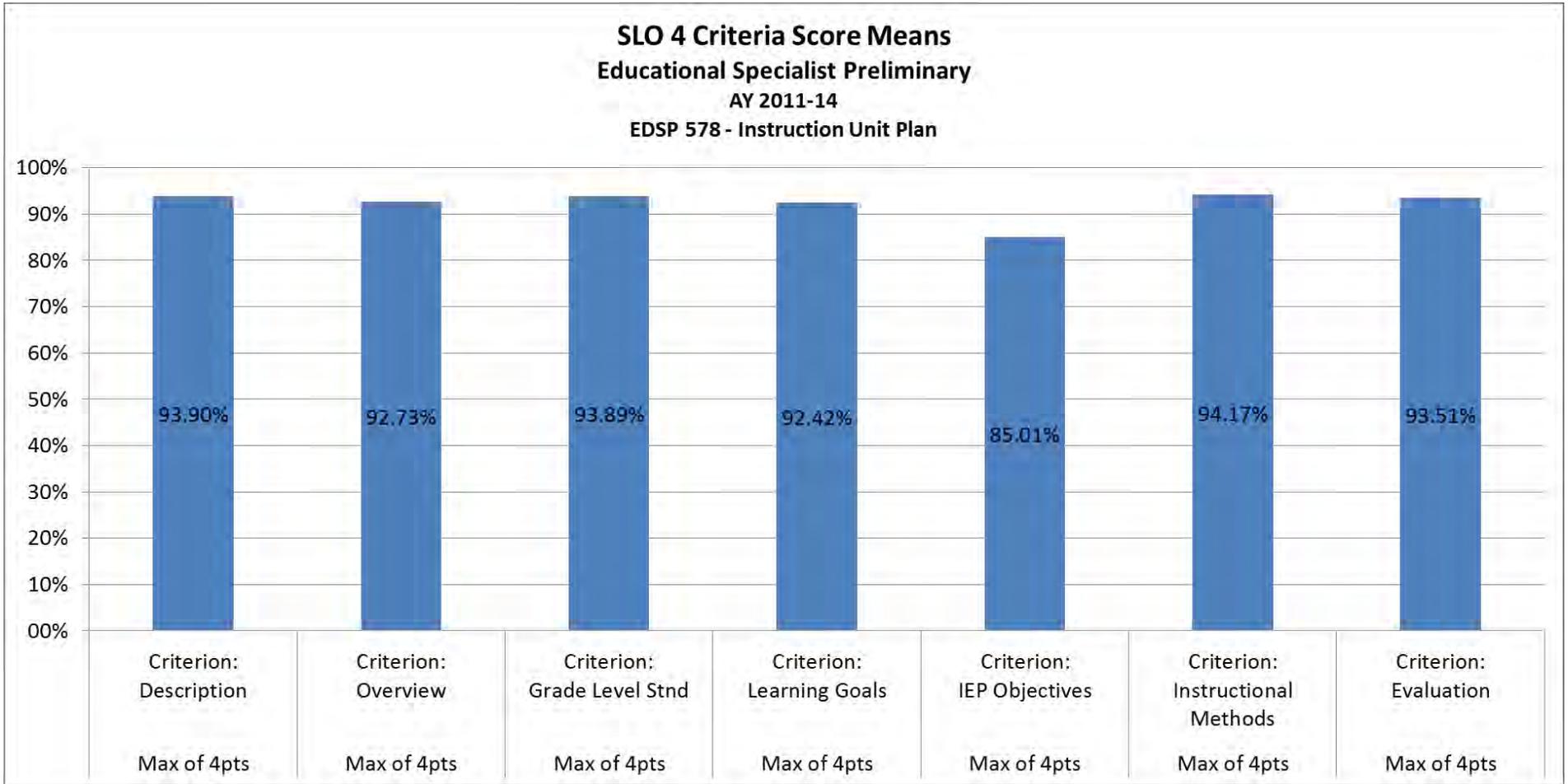
AY	Max N
AY 2011-12	45
AY 2012-13	42

Figure 13



AY	Max N
AY 2013-14	55

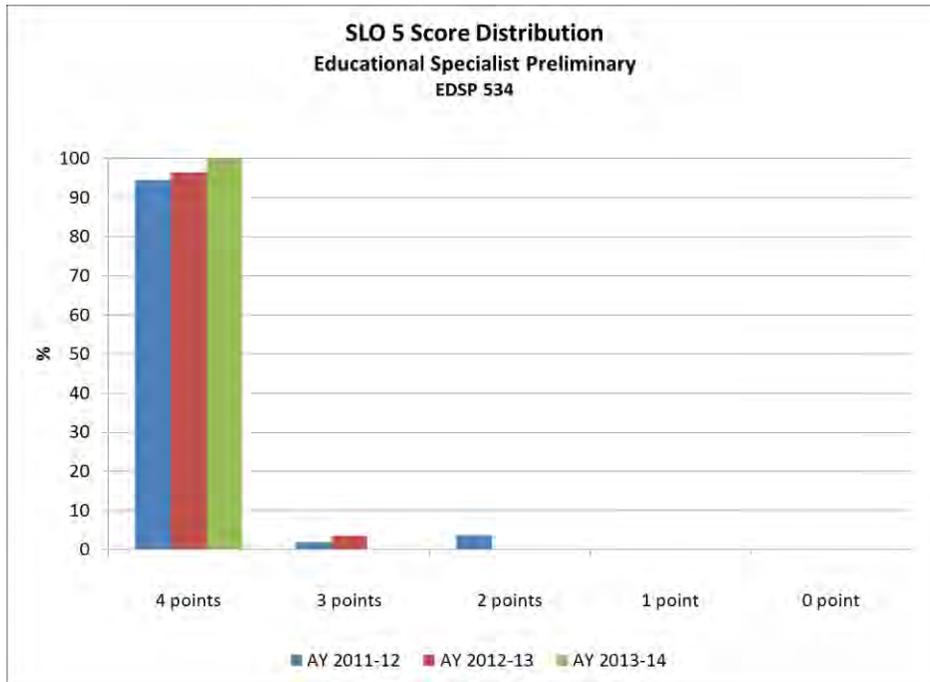
Figure 14



AY	Max N
AY 2011-12	19
AY 2012-13	22
AY 2013-14	8

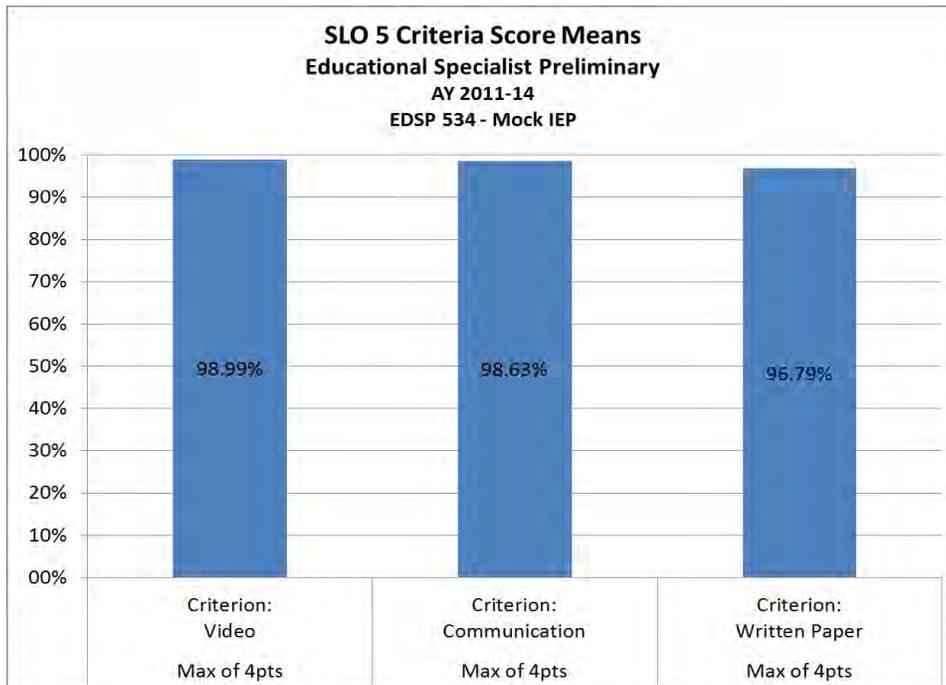
Outcome 5: Candidates will effectively collaborate and consult with teachers, families, and other school professionals to provide cohesive delivery of services.

Figure 15



AY	N	Mean	SD
AY 2011-12	54	3.91	0.40
AY 2012-13	56	3.96	0.19
AY 2013-14	48	4.00	0.00

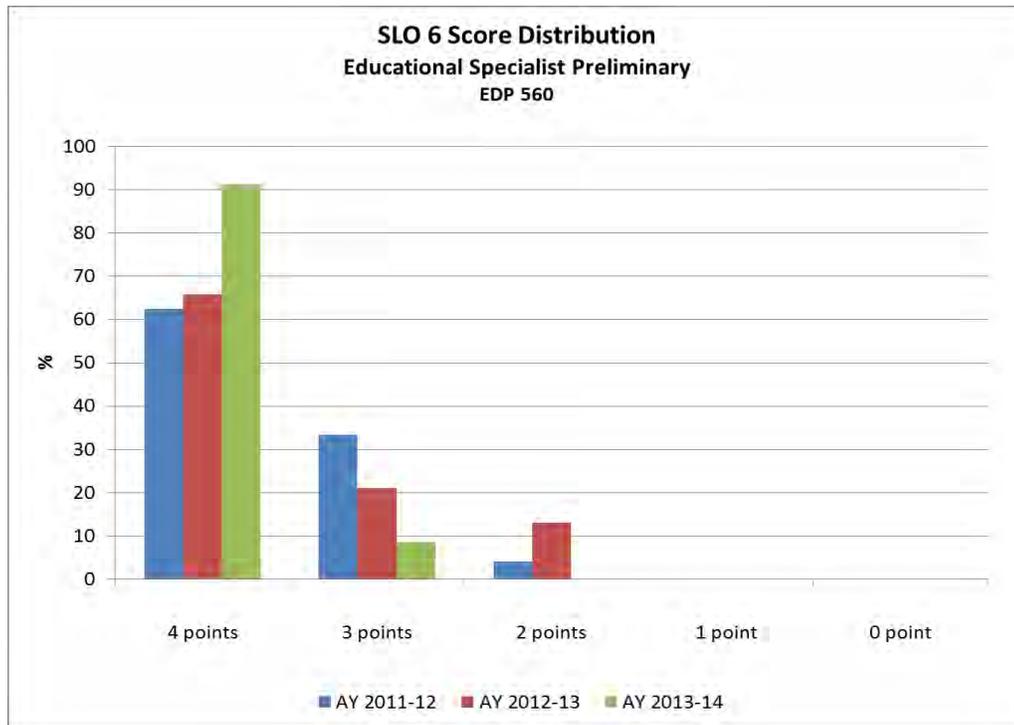
Figure 16



AY	Max N
AY 2011-12	54
AY 2012-13	32
AY 2013-14	48

Outcome 6: Candidates will determine effective behavioral, emotional, and environmental supports for student learning

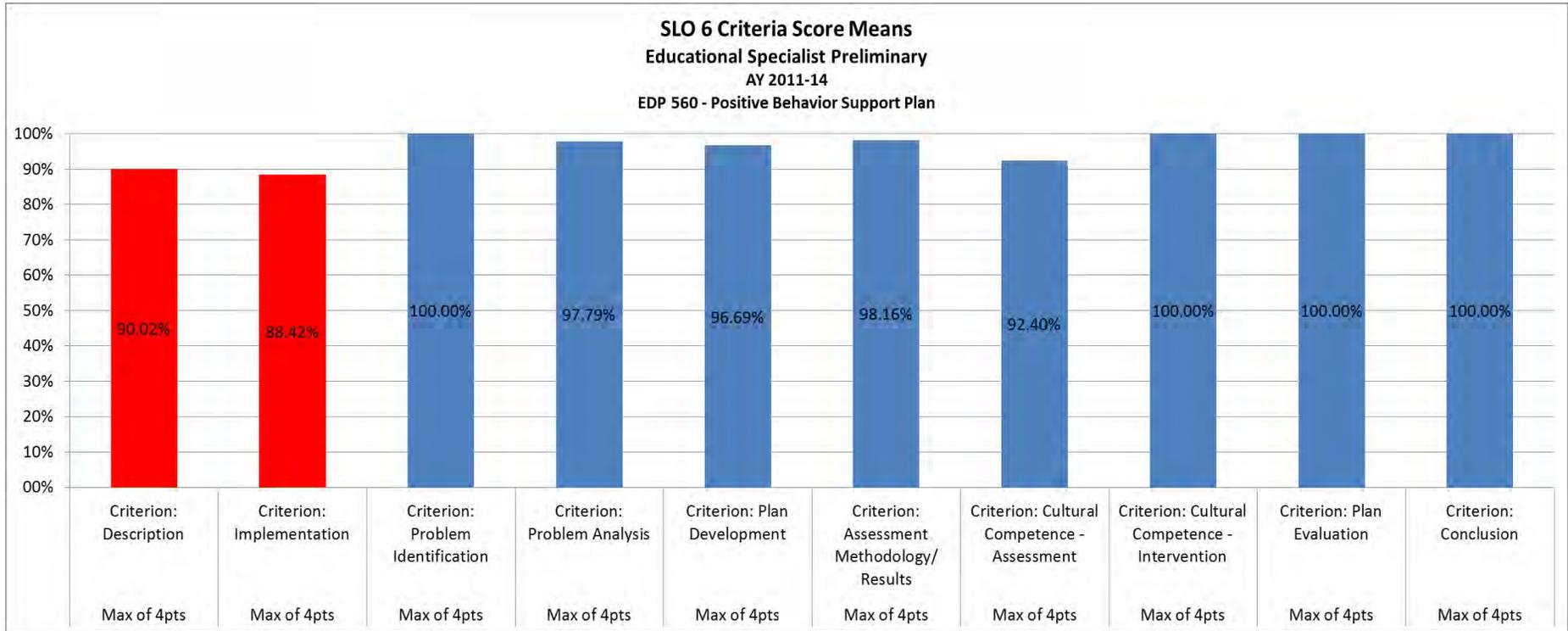
Figure 17



AY	N	Mean	SD
AY 2011-12	48	3.58	0.57
AY 2012-13	38	3.53	0.72
AY 2013-14	23	3.91	0.28

- Related SLO 6 data on the following page

Figure 18

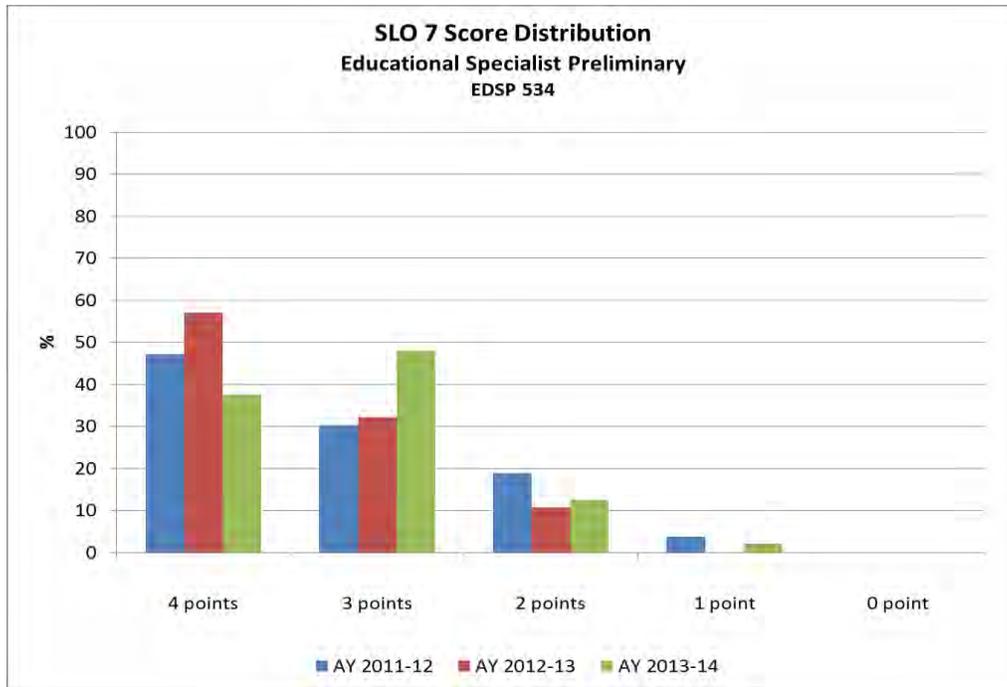


AY	Max "N"
AY 2011-12	48
AY 2012-13	38
AY 2013-14	23

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

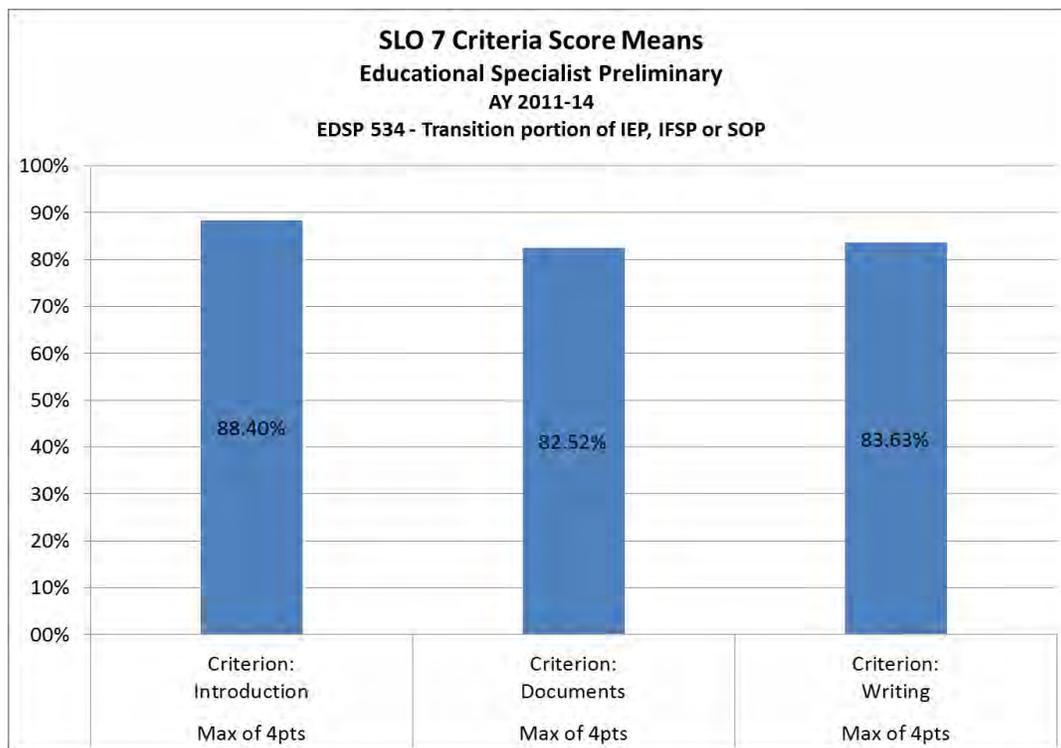
Outcome 7: Candidates will effectively plan for transition of students into, through, and beyond school.

Figure 19



AY	N	Mean	SD
AY 2011-12	53	3.21	0.88
AY 2012-13	56	3.46	0.68
AY 2013-14	48	3.21	0.73

Figure 20



AY	Max N
AY 2011-12	53
AY 2012-13	32
AY 2013-14	49

APPENDIX B:
Program Effectiveness Data

2013 Student Success Survey Responses – ESCP Prelim

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 Masters	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 Masters (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 Masters	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
1	I have access to the support I need to succeed academically.	21	18	5	1	45	1.69
2	My program emphasizes respect for students from all racial, ethnic, social and economic backgrounds.	35	10	1	0	46	1.26
3	My program advisor has strong knowledge of program requirements.	28	13	4	0	45	1.47
4	My program advisor is responsive to my questions.	30	13	1	1	45	1.40
5	My program advisor is available to communicate with me.	27	16	2	1	46	1.50
6	I see myself as part of a college community.	14	24	5	2	45	1.89
7	At least one college staff member has taken an interest in my development.	20	18	4	4	46	1.83
8	At least one faculty member has taken an interest in my development.	26	14	2	4	46	1.65

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9	Staff in the college are helpful and supportive.	25	16	2	3	46	1.63
10	Faculty empower me to learn here.	22	20	1	3	46	1.67
11	Faculty are responsive to my questions.	26	18	1	1	46	1.50
12	The physical classroom space is conducive to learning.	14	28	4	0	46	1.78
13	I have access to technology to support my learning.	20	22	1	1	44	1.61
14	I am comfortable contacting my peers with questions I have.	29	14	2	1	46	1.46
15	I feel the College of Education and my program are sensitive to my non-academic responsibilities (e.g., work, family, etc.)	12	27	2	4	45	1.96

8. Mark the place on the scale that best describes the quality of your interactions with FACULTY MEMBERS in the college:

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	College of Education faculty members	0.00	10.00	8.14	2.29	42

12. Comments about your typical week:

Text Response

I'm student teaching this semester and I consider that a class so that is why I marked over 20 hours for attending classes. I attend two classes too (5.5 hours a week).

My typical week is usually very busy and sometimes hectic. I am a mother of two little kids and I am student teaching full time.

I have two jobs and a family while going to school full time, I do not have extra time for school work

I pretty much split my time between work and school. I'm taking five classes so I don't have a lot of free time

I really can't answer this accurately without a time frame, as my situation has changed markedly since enrolling. When I first enrolled I was caring for my elderly mother who had substantial medical issues, and required, in some weeks, depending on what her current state of health was, a substantial amount of time in the weekly schedule, sometimes eclipsing other obligations. My spouse also had/has medical issues and required help with medications and appointments. At that time I had enrolled in 15 units. My mother passed in June of 2011, so the hours I'm showing on the schedule now are for my spouse. Also, I had been working 25 hours per week up to a week ago, but resigned from that position, so the survey reflects the present status of being unemployed.. The hours estimated for attending class are for the fall, which I hope to be 9 units, with a 6 hour weekly commute. So this is current, and projected for the fall.

I am a very busy woman with a family. I love CSULB. Like every university you have some good professors and some bad professors but overall CSULB seems to have an abundance of caring professors. My one gripe is the lack of rubrics for assignments. This semester I have had to write so many papers without rubrics. Yet I am docked points for not covering certain subjects in my papers. Last semester that was not the case.

Busy with teaching school and taking classes

As a student teacher, I am working in a classroom at least 24 hours per week without pay and working a "paying" job 10 hrs. Time is very precious to me and I have learned how to manage school, work, and family very carefully.

I work about 40 hours a week.

My typical week consists of about 30 hours of work, six days a week. I take classes only on Mondays to get them out of the way. I spend most of my time on the weekends studying or doing homework because there is little time in the week to work on school work.

I always had a very busy week. I have two small children and a husband who required a lot of my personal time.

Statistic	Value
N	11

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

#	Question	Very Often	Often	Sometimes	Never	N	Mean
1	Asked questions in class or contributed to class discussions.	17	16	6	0	39	1.72
2	Included diverse perspectives (race, religion, gender, political beliefs, etc.) in class discussions or assignments.	11	16	11	1	39	2.05
3	Come to class without completing readings or assignments.	2	6	16	15	39	3.13
4	Worked with other students on assignments or readings outside of class.	8	16	14	1	39	2.21
5	Used ideas or concepts from different courses in a class discussion or assignment.	14	19	6	0	39	1.79
6	Discussed grades or assignments with an instructor.	5	19	13	2	39	2.31

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7	Talked about career plans with a faculty member or advisor.	5	11	16	7	39	2.64
8	Discussed ideas from readings or class with a faculty member outside of class.	3	7	15	14	39	3.03
9	Received prompt, detailed, and useful written or oral feedback from a professor about your academic performance.	14	15	8	2	39	1.95
10	Had serious conversations with students who are very different from you in terms of race, religious beliefs, political views, personal values, etc.	5	13	15	6	39	2.56
11	Been clear about what the course instructor expects from students.	15	17	7	0	39	1.79
12	Received clear instructions about course requirements and assignments.	17	17	5	0	39	1.69

17. If you could start over again, would you enroll in the same program you're now attending?

#	Answer		N	%
1	Yes		30	81%
2	No		7	19%
	Total		37	100%