

APPENDIX B:

Program Effectiveness Data

2014 Exit Survey Response Report
Ed Specialist II

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%

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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.	12	5	0	0	17	1.29
2	My program advisors was helpful and supportive.	11	5	2	0	18	1.50
3	At least one college staff member took an interest in my development.	12	4	2	0	18	1.44
4	At least one faculty member took an interest in my development.	14	3	1	0	18	1.28
5	Staff in the college were helpful and supportive.	12	6	0	0	18	1.33
6	The physical classroom space was conducive to learning.	11	6	1	0	18	1.44
7	I felt the college and my program were sensitive to non-academic responsibilities (e.g., work, family, etc.)	8	8	2	0	18	1.67
8	The quality of service/advising provided by the Graduate Studies Office was high.	12	4	2	0	18	1.44
9	The information on the college web site was accurate and thorough.	10	7	1	0	18	1.50

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

Text Response (N=5)

I added on an authorization to teach students with autism in 2013. I completed my masters in special ed in spring of 2009.

I wished the majority of the special ed credential II/Master's courses started at 5pm or later
Individual seat/desk combo furniture not functional for modern electronic device use (e.g. laptops, tablets etc.). Larger traditional desks with removable seats are more comfortable and functional.

Different departments at CSULB should have integrated computer databases. For example, I shouldn't have to prove to the credential office at CSULB that I took any classes at CSULB. They should be able to pull that up on their computer screen and verify it electronically.

There was confusion among many master's students between the department's signed program plan and the graduate office's advancement to candidacy, me included. Because I didn't fully understand the purposes of both forms, I was required to take an additional course costing me both time, money, and workload. Although it is ultimately my responsibility to know and understand the requirements of my program outlined in the university catalog, I feel my program advisor and the graduate studies office could have better explained each document, its significance, and purpose.

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Technology, Library, and Other Resources

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

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Mean
1	My instructors frequently used technology and media to effectively promote learning.	12	6	0	0	18	1.33
2	My instructors expected us to use instructional technology and media in completing our assignments.	11	7	0	0	18	1.39
3	In my program, I had sufficient opportunities to learn about using computer technology to enhance my academic and professional work.	11	6	1	0	18	1.44
4	I am able to locate online resources in my field.	14	4	0	0	18	1.22
5	I use technology ethically and responsibly (accessibility, fair use, security, safety, etc.).	14	4	0	0	18	1.22
6	I am able to locate high-quality online resources in my field.	14	4	0	0	18	1.22
7	My academic and professional work is enhanced by the use of technology.	13	5	0	0	18	1.28
8	I am able to integrate technology to improve my teaching and learning.	13	5	0	0	18	1.28

Learning Experiences and Outcomes

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

#	Question	Very Often	Often	Sometimes	Never	Total	Mean
1	Participated in a meaningful and productive group discussion on an educational issue/topic.	12	4	2	0	18	1.44
2	Participated in small or large group activities in class.	14	4	0	0	18	1.22
3	Discussed ideas from readings or class with a faculty member outside of class.	11	1	4	2	18	1.83
4	Received prompt, detailed, and useful written or oral feedback from a professor about your academic performance.	11	5	2	0	18	1.50
5	Had serious conversations with students who are very different from you in terms of race, religious beliefs, political views, personal values, etc.	11	4	2	1	18	1.61

2014 Exit Survey Response Report
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15. Please rate your level of agreement with the following questions regarding how well the coursework in your degree/credential program did the following.

My coursework...

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Mean
1	... reflected sensitivity to all aspects of diversity.	13	5	0	0	18	1.28
2	...prepared me to connect professional standards to the latest developments in the field and my practice.	12	6	0	0	18	1.33
3	... facilitated my reflection on my professional values and dispositions.	13	5	0	0	18	1.28
4	... facilitated my reflection on my learning in a way that enhanced my growth and development.	13	5	0	0	18	1.28
5	... allowed me to interact with a wide range of faculty and professionals in the field.	10	6	2	0	18	1.56
6	... gave me the opportunity to work with other candidates from a wide range of diverse groups.	12	5	1	0	18	1.39
7	... facilitated the active participation of individuals from diverse groups.	12	5	1	0	18	1.39

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16. Your comments and suggestions about your learning experiences:

Text Response (N=3)

I have had positive experiences in all respects.

I feel that all of my professors at CSULB for the Masters program have been very passionate about producing competent educators with a greater understanding about special education laws and practices, quality writing, and encouragement to advocate for individuals with disabilities.

My advanced credential and master's experience occurred during major educational shifts such as Common Core and the program changing from Level I&II to preliminary/clear. I feel that the program is largely based on research responding to NCLB and CA Content Standards as opposed to Common Core and its issues. Also, with the credential program changing, I realized that there is a lot more support available for prelim/clear credential candidates while clearing their credential. They are eligible for BTSA support from other teachers from their school district while I relied more on university support through practicums.

Total	18	100%
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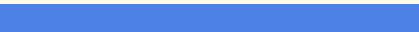
General Outcomes

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

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Mean
1	My program facilitated the development of my critical thinking skills.	13	5	0	0	18	1.28
2	My program facilitated the development of my problem-solving skills.	13	5	0	0	18	1.28
3	My program prepared me for professional practice.	11	7	0	0	18	1.39
4	My program helped me develop or refine my professional dispositions in a way that will allow me to serve all students/clients.	11	6	1	0	18	1.44
5	My program helped me develop the ability to link my lesson content to students' experiences and cultures.	11	6	1	0	18	1.44
6	My program prepared me to teach and engage all students, including English language learners and those with special needs.	11	7	0	0	18	1.39
7	My program prepared me to use technology and other innovative approaches to work collaboratively with others and to both receive and give feedback on practice during my coursework.	10	7	1	0	18	1.50

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22. What did you choose as your culminating activity?

#	Answer		N	%
1	Project		1	6%
2	Thesis		1	6%
3	Comprehensive Exam		15	88%
	Total		17	100%

23. Why did you choose this culminating activity?

Text Response (N=12)

It allowed me to reflect on my entire program.

To reflect on all discussions and reading materials in the program.

It directly related to the information presented throughout the program.

Because as my advisor said, my ability to complete projects or work on extended peices of literature like that needed for a thesis is not in my best interest. Knowing my personality and perfectionism would interfere with completion, I chose to agree that I would be constantly revising my work and would not achieve the masters degree in time to actually put it to use.

Requires competencies in many different areas important to special education.

I did not get a Masters degree in this program, only a Level II Education Specialist credential. I had to complete research papers/projects.

To learn

Actually, I am not getting my masters, just Level II.

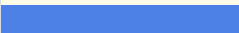


"Project" was not an option for the Special Education Masters program, or else I would have picked that as my first option. Writing a lengthy thesis on a single subject did not sound appealing to me, so I chose the Comprehensive Exam. I was uncertain of what the Comps entailed, and really didn't find out what the expectations were until the semester I had to take it.

Time constraints.

Working full-time and having a family makes it difficult to complete a thesis




Less time consuming

25. My comprehensive exam allowed me to show the depth and the breadth of what I have learned.

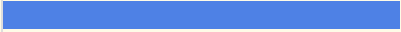

#	Answer		N	%
1	Strongly Agree		7	50%
2	Agree		5	36%
4	Disagree		2	14%
5	Strongly Disagree		0	0%
	Total		14	100%

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26. My comprehensive exam covered most of my program's learning outcomes.

#	Answer		N	%
1	Strongly Agree		7	50%
2	Agree		6	43%
4	Disagree		1	7%
5	Strongly Disagree		0	0%
	Total		14	100%

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

#	Answer		N	%
1	Yes		15	83%
2	No		3	17%
	Total		18	100%

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29. Why?

Text Response (N=11)

It was very informative, well ran, and comprehensive.

I am greatly fulfilled by my career.

I have always wanted to be a teacher and the fact that I get to teach a population of people close in nature to that of my own, I can't imagine choosing anything else.

Rigorous. Ethical. Demanding. Compassionate. Culturally sensitive.

Yes, because it is one of the better programs in the CSU system. Also, because I received my BA, MA, and Level I Credential at CSULB and it is in close proximity to my home.

I felt the program has prepared me to be successful in my current occupation and helped me have a deeper understanding and appreciation for best practices in the field.

High expectations

The supplementary requirements, beyond the coursework, were too inconvenient and difficult to meet. I am still trying to find the time to finish them. You should just have more classes to take instead of requiring extra activities.

I felt the Comps Exam only showed my writing ability (APA formatting, properly citing, using references, etc.), but was not a creative form of expression/display of originality. It was a conglomeration of articles I read in the program related to a given topic (i.e., RTI). I think that the final evaluation for the Masters program should be about us revealing what we learned from our experience at CSULB, how we benefitted from our experience, and how we can expand on it beyond our time at the University (i.e., advocating, leadership roles, participation as a conference speaker, etc). I really enjoyed the closure of the credential program by presenting a portfolio and discussing my learning experience in the program.

It was difficult to begin my teaching career while going through the Masters Program. However, I grew as a teacher because of what I learned in my program. I was able to apply the knowledge I learned while beginning my career as a special ed teacher. The professors were very supportive and knowledgeable, and they helped me through some difficult challenges.

There were too many changes in the special education department that were to my disadvantage. Courses were added, some were taken away or combined. I ended up having to take 2-3 extra courses (paying for them out of pocket) which really affected my work performance and emotional state. Other universities are more organized and communicate more effectively.

30. Would you recommend or encourage others to attend the College of Education at CSULB?

#	Answer		N	%
1	Definitely		13	72%
2	Probably		2	11%
3	Probably Not		2	11%
4	Definitely Not		1	6%
	Total		18	100%

31. Your comments and suggestions about general outcomes:

Text Response (N=5)

Several mistakes were made while I was in this program including initial denial to the program and a failing grade on the comprehensive exams that was later changed to a passing grade.

The program was unorganized.




I am sure that due to diversity, not all people will find my success to be the same as theirs even at the same school in the same program but I would recommend trying it before deciding and getting to know some of the advisors before prejudging.

It takes longer attending a state college like CSULB, but the experience you get from it is priceless! Go Beach!!!



I would not recommend this program because for a special education program, they are not accommodating to its students.

Feel like the comps class could prepare students more with practice papers and some sample writing rather than small group discussions and peer editing.

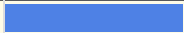

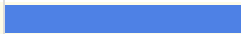
32. Credential Area

#	Answer		N	%
1	Mild/Moderate		13	76%
2	Moderate/Severe		2	12%
3	Dual M/M/s		2	12%
	Total		17	100%







33. Are you a student in the Master of Science degree program?

#	Answer		N	%
1	Yes		13	72%
2	No		5	28%
	Total		18	100%

34. In what term did you begin the Level II/Masters program, not including prerequisite courses?

#	Answer		N	%
1	Spring		6	38%
2	Summer		2	13%
3	Fall		8	50%
	Total		16	100%

35. In what year did you begin the Level II/Masters program, not including prerequisite courses?

#	Answer		N	%
1	2007		1	6%
2	2008		1	6%
3	2009		0	0%
4	2010		1	6%
5	2011		6	35%
6	2012		6	35%
7	2013		2	12%
	Total		17	100%

36. Please rate the program in terms of how well we prepared you to be an effective teacher. If you completed non-university activities instead of coursework for some Level II requirements, please describe how well those non-university activities prepared you in these areas.

#	Question	Exceptional	Adequate	Less Than Adequate	Not Acceptable	N/A	Total	Mean
1	Emerging issues in special education	14	3	0	0	0	17	1.18
2	Reflective practice/action research	14	3	0	0	0	17	1.18
3	Advanced special education methods	11	5	1	0	0	17	1.41
4	Assistive and augmentative technology	7	9	1	0	0	17	1.65
5	Transition planning	11	3	3	0	0	17	1.53
6	Communication and collaboration with other professionals and families	11	6	0	0	0	17	1.35
7	Research methods in education	12	5	0	0	0	17	1.29

2014 Exit Survey Response Report
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37. Please indicate your level of agreement with the following regarding the program:

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Mean
1	Effectively prepared me for my work in special education	13	4	0	0	17	1.24
2	Was intellectually rigorous	14	3	0	0	17	1.18
3	Challenged me to develop academically	12	5	0	0	17	1.29
4	Challenged me to develop professionally	13	4	0	0	17	1.24

2014 Exit Survey Response Report
Ed Specialist II

38. Overall, rate the quality of the preparation in the following areas:

#	Question	Exceptional	Adequate	Less Than Adequate	Not Acceptable	N/A	Total	Mean
1	Critical thinking	13	4	0	0	0	17	1.24
2	Effective writing	14	3	0	0	0	17	1.18
3	Analysis and synthesis of the concepts and ideas in special education	15	2	0	0	0	17	1.12
4	Locate credible research studies and findings that I can apply to my practice	15	2	0	0	0	17	1.12

39. Please provide us with what you would describe as the top 3 areas in need of improvement in the Level II and/or Master of Science in Special Education preparation program.

Text Response (N=16)

-Provide information further in advance.

I wish the comprehensive exam was offered all semesters.

1. Writing position paper. 2. Articles on challenges and solutions currently occurring in the classrooms.

3. Effective note taking strategies at graduate level to prepare us for the comp exam.

Organization within the administration, consistency between professors, and a more objective way of grading the comprehensive exams instead of subjective opinions.

1. Schedule of classes-since most students are also employees, classes should be scheduled at a later time

Class start times. Most students will work at some point during the program. School districts are extending instructional hours leading to later dismissal times.

Issues in Urban Education, as well as more practice with the lesson cycle and other content area curriculum.

The order of courses offered was not conducive in preparing me for the Comprehensive exams. My last two classes prior to my comps should have been completed first, with 550 being offered right before the Comprehensive exams. The professors did not emphasize the need to print Gradenmarks of papers as they are a resource for references when preparing for the Comps. The professors did not emphasize the importance of paraphrasing while note taking. This meant that I needed to go back and re-read articles to ensure the words on my notes were my own and not those of the authors'.

Technology

1. Do away with the supplemental activities requirements and find a way to replace them with courses you can take. It's too hard trying to find the time to attend out-of-town conferences. 2. Don't give projects that assume we have our own full-time class that we are teaching. Many people work as substitutes so it's hard to do a case study on their own student. 3. Improve the availability of required classes, especially evening classes.

Bring back assistive technology class, classes that don't have conflicting times/days, consider adding "Project" as one of the choices along with Thesis & Comps

1.) More in-district support. Not an issue anymore since prelim/clear program requires BTSA. 2.)

Comprehensive exam seminar was useful but too unstructured. I would have benefited from weekly seminar topics (e.g. APA format, grammar, writing techniques, scheduled article review/discussion opportunities) and participating in what is applicable to my particular needs. Somewhat structured like fieldwork seminars and required to attend a percentage of them. Also, I would have benefitted from more structured practice papers with prompts or cumulative 1-2pg practice papers that make up a whole paper but were supported by regular constructive meetings with the instructor. 3.) Better communication between department, college, and student. I would suggest a student website with checklists, deadlines, links, explanation of paperwork, etc. Advisors available for instant messaging chats or video conferencing during office hours or regularly scheduled webinars to communicate information would also be helpful.

Later class start times

The transition class that is now combined with collaboration was not as rigorous as I'd hoped. It did not prepare me for professional experience. The individualized induction plan that is signed needs to coincide with the actual classes that will be required for the program. There should be informative meetings to prepare for the level II requirements

Comps class Expectations for comps Practice to research gap

Research based interventions, Technology for Mild/Moderate, Behavior Mild/Moderate research

40. In the following space, please provide us with what you would describe as the top 3 strengths of your Level II and/or Master of Science in Special Education preparation program.

Text Response (N=17)

Very informative, covers a wide range of topics, supportive staff

n/a

Knowledgeable in the area of transitions, RTI and collaboration.

Collaboration with diverse student peers, empathy towards outside obligations, and the requirement of knowledge of research articles.

Collaborative projects, the range fieldwork despite my focus and the ability of the portfolio to help me stay organized and on point when doing the fieldwork

1. Dr. Hansuvadha! She's an amazing professor. I learned most about research and writing research papers in her class. She gave constant feedback and held high expectations for all her students 2. Amount of available online articles

Faculty competence and intellectual rigour. Dissemination/Integration of current research.

Faculty sensitivity to student concerns.

Research Resources Good mix of working and non-working students

The professors are always available. The professors are understanding of work commitments and the need to miss classes for Back to School Night, etc. The articles and synthesis of research and critical thinking skills was emphasized by the professors.

Collaboration Assessment data collection

1. Talented faculty 2. Useful content 3. Forward-thinking educational philosophy (inclusion is good).

Excellent professors Priceless educational experience High expectations and challenge, but guidance and support along the way

1.) Faculty support with professional development. They are open and available to meet with you even for discussions other than coursework, such as issues you're experiencing in your practice (e.g. implementing best practices while navigating a difficult bureaucracy, collaboration with difficult colleagues, etc.). 2.) Emphasis on cultural diversity - The program always included consideration for culturally and linguistically diverse families in every aspect. It has helped me better understand my students and their unique families. 3.) Research and critical thinking - The program did a very good job with helping me synthesize research to help make it applicable to my practice.

The professors are knowledgeable and helpful.

The comps class was helpful, EDSP550 is the strongest class in the program, and the articles that were presented throughout the courses were also useful

Excellent professors Excellent advisors Dedicated staff and open office hours

Writing, Research, ability to Synthesize material

2013 CED Student Success Survey Results
Ed Specialist II

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.

2013 CED Student Success Survey Results
Ed Specialist II

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.	6	5	0	0	11	1.45
2	My program emphasizes respect for students from all racial, ethnic, social and economic backgrounds.	8	3	0	0	11	1.27
3	My program advisor has strong knowledge of program requirements.	6	4	1	0	11	1.55
4	My program advisor is responsive to my questions.	7	2	2	0	11	1.55
5	My program advisor is available to communicate with me.	6	3	2	0	11	1.64
6	I see myself as part of a college community.	6	4	1	0	11	1.55
7	At least one college staff member has taken an interest in my development.	7	3	1	0	11	1.45
8	At least one faculty member has taken an interest in my development.	5	5	1	0	11	1.64
9	Staff in the	5	6	0	0	11	1.55

2013 CED Student Success Survey Results
Ed Specialist II

	college are helpful and supportive.						
10	Faculty empower me to learn here.	6	5	0	0	11	1.45
11	Faculty are responsive to my questions.	7	4	0	0	11	1.36
12	The physical classroom space is conducive to learning.	3	8	0	0	11	1.73
13	I have access to technology to support my learning.	5	6	0	0	11	1.55
14	I am comfortable contacting my peers with questions I have.	6	5	0	0	11	1.45
15	I feel the College of Education and my program are sensitive to my non-academic responsibilities (e.g., work, family, etc.)	3	3	4	1	11	2.27

2013 CED Student Success Survey Results
Ed Specialist II

3. Comments about the academic environment:

Text Response

The program has taught me how to become more sensitive to individual student's disabilities and cultural differences. In understanding the different cultures and needs will allow me as an instructor to develop a strong curricular design within my lesson planning

This is a great

I would like to see the College of Education reschedule classes to begin at 5:00pm. Many students have jobs in education that prevent them from arriving to 4:00pm classes on time. At times, the instructor may grant a 15 minute grace period, but this is not the norm, nor is it always enough time. Students no longer have the liberty to pick and choose the location of their work. Jobs are not as plentiful as prior years and many of us commute long distances in order to remain employed.

professors were academically knowledgeable about the subject but program advisor had limited explanations about longitudinal program requirements. It was difficult to know how to plan for things.

Statistic	Value
N	4

2013 CED Student Success Survey Results
Ed Specialist II

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

#	Question	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	N	Mean
1	Financial aid and scholarship availability	2	6	2	0	10	2.00
2	Advising related to financial aid and scholarships	1	3	6	0	10	2.50
3	Library resources in my field	4	5	1	0	10	1.70
4	Support for writing	3	4	0	0	7	1.57
5	Counseling support services	2	4	0	0	6	1.67
6	Advising in your program	3	5	2	0	10	1.90
7	Support for students with special needs	4	3	0	0	7	1.43
8	Timely availability of information relevant to my academic progress	2	7	2	0	11	2.00
9	Accuracy of information relevant to my academic progress	2	9	0	0	11	1.82
10	Availability of the technology necessary for my academic program	2	8	0	0	10	1.80

2013 CED Student Success Survey Results
Ed Specialist II

12	Availability of the courses I need to make academic progress	2	4	2	3	11	2.55
13	The times at which courses in my program are offered	1	4	3	3	11	2.73

5. If you said “No Experience/Did Not Use” for any of the above services, please explain:

Text Response

I have strong writing skills and have never needed to seek support for my writing. As well, I am not a student with special needs, nor have I ever sought out counseling.

I attended this program due to a pgwin grant

I did not use these academic supports or services so I can not say whether they were good or not. I have not needed them either, so its not a relevant point.

did not use counseling or needed support for special needs.

Statistic	Value
N	4

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6. Comments about the quality of services:

Text Response

I think the services for advising needs to be more available for students who might have a class that are late at night. I am of the students that has off our times and therefore cannot see an counselor in normal morning or afternoon time.

I feel that more and more future teachers are leaving the CSU system and going to private colleges (National, Vanguard, etc) because the extensive time it takes to earn a credential and/or masters. It seems like the individuals I have spoken to about this say it is due to all the CSU "hoops" to jump through to complete the program, difficulty getting classes when needed (such as "fall only" or "spring semester only" offered classes), and the amount of classes (I'm sure there's a few classes that could easily be combined into one). Also, with many individuals in the credential/masters programs being off from teaching in the summer (such as myself), we would like to spend our extra time focused on completing college courses, but none are available in the summer (just spring or fall semesters, not summer or intersessions). In regards to quality of educators and faculty, I think CSULB rates #1!

I wish some of the classes were offered more than once a week

I wish there was more guidance before students enter/apply for the credential program. I felt a little lost on where to go and who to talk to before I was actually admitted to the department of ed.--as a graduate student.

advising was the relative weakness in program. It was not supportive and often unavailable in the education specialist program.

Statistic	Value
N	5

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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.	5	5	1	0	11	1.64
2	Included diverse perspectives (race, religion, gender, political beliefs, etc.) in class discussions or assignments.	4	2	5	0	11	2.09
3	Come to class without completing readings or assignments.	0	1	3	7	11	3.55
4	Worked with other students on assignments or readings outside of class.	2	3	4	2	11	2.55
5	Used ideas or concepts from different courses in a class discussion or assignment.	5	5	1	0	11	1.64
6	Discussed grades or assignments with an instructor.	2	6	3	0	11	2.09
7	Talked about career plans with a faculty	1	2	6	2	11	2.82

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	member or advisor.						
8	Discussed ideas from readings or class with a faculty member outside of class.	2	1	3	5	11	3.00
9	Received prompt, detailed, and useful written or oral feedback from a professor about your academic performance.	4	6	1	0	11	1.73
10	Had serious conversations with students who are very different from you in terms of race, religious beliefs, political views, personal values, etc.	1	2	8	0	11	2.64
11	Been clear about what the course instructor expects from students.	3	5	3	0	11	2.00
12	Received clear instructions about course requirements and assignments.	4	6	1	0	11	1.73

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14. Comments about experiences in the college:

Text Response

It seems that more students are afraid to discuss about the cultural and ethnic backgrounds. Then when it comes to the task at hand of assignments and reading collaborations always seems to be there.

I have had all wonderful professors in the College of Education at CSULB.

I find my program to be very rigorous. However, I see that as a positive. This program has enabled me to shine as a new teacher, who consequently had very little support, and grow as a leader at my school. I have been stretched by my professors and have become a strong leader in the past 3 years on my school campus and within my district.

comps last year were very uncommunicated in regards to expectations and support. One or two classes were similar but overall classes were great,

Statistic	Value
N	4