APPENDIX B:

Program Effectiveness Data

2013 Student Success Survey – Response Rates

Program	Estimated # in Sample	# of Responses	Estimated Response Rate
Liberal Studies	842	178	21.14%

Program	Estimated # in Sample	# of Responses	Estimated Response Rate
Basic Credential Program/Advanced Degree/Credential Program	1239	438	35.35%
Community College Certificate	1	0	N/A
Credential: Service (Unknown)	31	0	N/A
Curriculum and Instruction Elementary/Secondary Masters	22	8	36.36%
Dual Language Development Masters	15	4	26.67%
Early Childhood Education Master	49	12	24.49%
Education Administration Masters/Credential (Tier 1)	26	12	46.15%
Education Specialist Credential (Preliminary)	107	53	49.53%
Educational Leadership Doctorate	52	29	55.77%
Educational Psychology Masters	2	4	200.00%
Ed Technology & Media Leadership (Including Library Media Teacher)	30	7	23.33%
Marriage and Family Therapy Masters	61	12	19.67%
Mathematics Education Masters	22	5	22.73%
Multiple Subjects	113	35	30.97%
Reading and Language Arts Masters/Credentials	0	0	N/A
School Counseling Masters/Credential	41	18	43.90%
School Psychology Masters/Credential/Ed Specialist	39	13	33.33%
Single Subject	516	171	33.14%
Social and Cultural Analysis of Education Masters	26	9	34.62%
Special Education Masters/Credential	30	11	36.67%
Student Development in Higher Education	56	32	57.14%

Bouncebacks = 0

Respondents who did not choose a program	26
Respondents who selected two programs	26

*=A Program may have a response rate exceeding 100% if more respondents to the survey self-identify with a program than were associated with the program in the data received from the campus prior to the survey.

3. Comments about the academic environment:

Text Response

Faculty are often flustered and unavailable. Confusion about program and requirements often leaves students concerned and feeling unsupported. Faculty do not appear to present a united front.

Statistic	Value
N	1

16. Comments:

Text Response

Program is going through transition, and there has been a lot of confusion around this.

Statistic	Value
N	1

2014 Advanced Programs Exit Survey – Response Rates

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

Bouncebacks = 3

School Psych

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.	0	5	7	2	14	2.79
2	My program advisors was helpful and supportive.	1	2	5	6	14	3.14
3	At least one college staff member took an interest in my development.	3	8	2	1	14	2.07
4	At least one faculty member took an interest in my development.	3	6	3	2	14	2.29
5	Staff in the college were helpful and supportive.	2	7	1	4	14	2.50
6	The physical classroom space was conducive to learning.	2	9	2	1	14	2.14
7	I felt the college and my program were sensitive to non-academic responsibilities (e.g., work, family, etc.)	1	4	3	6	14	3.00
8	The quality of service/advising provided by the Graduate Studies Office was high.	4	7	2	1	14	2.00
9	The information on the college web site was accurate and thorough.	3	10	1	0	14	1.86

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

The school psychology faculty were the most unsupportive and disrespectful professors I've ever worked with. They treated the students unfairly, were insensitive to the students' needs, and created a program that inflicted unnecessary stress

I would like to specifically state that the program adviser that WAS supportive was Dr. Brandon Gamble. My direct supervisor, the one I was assigned to when I began the program, was not very accessible or approachable. ███████████████████████ was approachable and at times, supportive, but not consistently.

one faculty member was very helpful. One was somewhat discouraging. acting annoyed if we had a clarifying question, or a question no regarding what she believed was part of the job.

Majority of professors were not sensitive to non-academic responsibilities, and have told me specifically that I should "take out more loans" so that I could reduce my work hours. This was not financially responsible of me, and I didn't think it was a very sensitive or appropriate thing to ask a student.

The services provided by the program advisors were very cold and cold. Initially, there was a more welcoming and supportive environment and I felt like I could focus on what I needed to do my best in the program. Around the end of the second year, I'm not sure what happened, but the attitude certain faculty members adopted made us feel unwelcome and made us doubt our value in being a part of the program. The third year is the worst year I've personally had in all of my academic years and I've had very successful academic years. My advisor dropped the ball on the fact that accessibility was an important part of my being able to access the class and the internship site. Things moved so slowly that I had to go up to a high level of service (I had to call the ombudsperson to be referred to the right place for help). Eventually, things were addressed but only on my account. This was an opportunity for the advisor to really own up to his/her expertise in accommodations and shine in his/her role as an advisor well-versed in accessibility and special education (even after K-12) so I was stunned at the apparent "hands-off" or "it's their problem, not mine" attitude. I also learned that other departments made efforts to get in touch with my advisor and to provide training and meetings to prepare for making the program work, but they have not heard back from my advisor and that really instills lack of faith in the program. There's a serious lack of understanding between departments and between certain faculty members on what their responsibilities are and what the campus philosophy should be. Is it lack of sensitivity training? Lack of technological resources? Lack of a salary that pays them well enough to be willing to do this kind of work for students with diverse backgrounds and needs? It's been very frustrating. I think all the professors have skills and knowledge that can really further the program for all the students. Unfortunately, a few of the faculty members really understand what it means to be a professor; to teach our students and support them in their endeavor for success. The attitude and the behaviors, the condescending tones, the willingness to yell, the willingness to BCC the entire cohort in an inappropriate email that was backhanded, and so on and so forth are all examples of certain program faculty making the program, at times, a hostile environment. There are other faculty members who excel in their ability to collaborate and advise with graduate students and it is really a shame that their hard work is in the same department as others who are compromising the reputation of the program. There was another email that was sent out to all the program graduate students and alumni in which a first year student who dropped out of the program expressed severe dissatisfaction with the way his/her graduate advisor treated him/her. It's apparent that this problem is not an isolated incident; it is a repetitive issue that affects far more than one student and it makes me very concerned and embarrassed to see that level of bitterness come up on email to the point where even our alumni are able to see that. I suspect certain faculty members believed their approaches were appropriate and were meant to be very targeted in "pushing" us to do better; but I'm afraid their approaches backfired significantly and has left a lot of graduate students even more upset and bitter but unable to say much for fear of retaliation because the actions of the faculty members have made it apparent that this is not a safe space where we can speak to one another without fear of being yelled at, being snapped at, or being spoken to in a terse and condescending tone.

Our program professors have been very unsupportive throughout the process, especially during our internship year.

Classrooms were small and were outfitted with outdated technology, perhaps money could be allocated to remodeling the classrooms.

Technology, Library, and Other Resources

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

#	Question	A Great Deal	Somewhat	Very Little	Not At All	Total	Mean
1	Develop the content knowledge and skills needed to be successful in your profession.	6	7	1	0	14	1.64
2	Understand how to collect and use assessment data to inform your practice.	6	6	2	0	14	1.71
3	Develop competence in working collaboratively within school, family, and/or community contexts.	3	11	0	0	14	1.79
4	Accept leadership roles in your profession in responsible and ethical ways.	4	8	2	0	14	1.86
5	Understand how to use technology and other innovative processes in appropriate ways within your profession.	3	6	4	1	14	2.21
6	Understand and appreciate the role of research in your profession and use scholarship in a continuous learning and inquiry manner.	6	8	0	0	14	1.57
7	See it as part of your professional responsibility to advocate for the interests of your students/clients.	6	8	0	0	14	1.57

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.	3	10	1	0	14	1.86
2	My program facilitated the development of my problem-solving skills.	3	10	1	0	14	1.86
3	My program prepared me for professional practice.	2	8	3	1	14	2.21
4	My program helped me develop or refine my professional dispositions in a way that will allow me to serve all students/clients.	2	7	4	1	14	2.29
5	My program helped me develop the ability to link my lesson content to students' experiences and cultures.	1	6	6	0	13	2.38
6	My program prepared me to teach and engage all students, including English language learners and those with special needs.	1	10	0	2	13	2.23
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.	2	5	6	1	14	2.43

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

#	Question	A Great Deal	Somewhat	Not At All	Total	Mean
1	Use research- and evidence-based practices (pedagogy, counseling, etc.) in your professional work?	9	5	0	14	1.36
2	Read, understand, interpret and apply high quality research in your professional work?	8	6	0	14	1.43
3	Collaborate with colleagues and community organizations to support school/program improvement?	4	8	1	13	1.77
4	Act as a leader, whatever your role, to promote learning and success for all students/clients?	5	9	0	14	1.64
5	Act as a change agent to support innovative practices?	7	7	0	14	1.50
6	Engage in an ongoing process of inquiry to support and improve your practice?	5	9	0	14	1.64
7	Act as an advocate both for those you serve and yourself?	6	7	1	14	1.64

23. Why did you choose this culminating activity?

Text Response (N=7)

I didn't have the support from professors to complete a thesis

Switched from thesis because not enough support from my thesis chair.

project was not an option and I did NOT want to do a thesis

no time for thesis as I was working full time throughout the entirety of my program in addition to being full time student

I believe thesis was a better choice for students who wished to go on to get a Ph.D, and I had no interest in a Ph.D.

I wanted to contribute to the field I'm entering and gain exposure to low-incidence disability research.

It was the most appropriate approach for my professional goals (practitioner); however, I feel that the exam did not measure mastery of content throughout the years, but rather how fast you could answer irrelevant questions. 2 of the 4 questions didn't relate to the courswork that we had worked so hard on over three years. To be specific, the reasearch methods question was geared for a clinical setting, which we had no experience with. Over the years, we have focused on single subject designs and the comps question required an answer related to a true experimental design; which as indicated by research, is not a practical design for a school environemnt. Also, the focus of our program has been geared towards reading. The second required question asked about math. If the program was trying to measure our mastery of the content we learned- it appeared that these questions were not it.

24. Have you already taken your comprehensive exam?

#	Answer		N	%
1	Yes		4	33%
2	No		8	67%
	Total		12	100%

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

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

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

#	Answer		N	%
1	Strongly Agree		0	0%
2	Agree		1	25%
4	Disagree		1	25%
5	Strongly Disagree		2	50%
	Total		4	100%

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

#	Answer		N	%
1	Yes		6	43%
2	No		8	57%
	Total		14	100%

29. Why?

I would strongly encourage applicants to chose another program because I didn't learn what's expected in my field and the professors did not create an environment that encouraged learning and development.

I liked the clinic.

there are no other public programs in the area.

MAYBE! there are things wrong with all programs I know and I only have one view, this one. however, the program set up was good, and some faculty was good, others out us down, were closed-minded and made things difficult for us. they seemed to almost pick on us and took out other frustration on us. additionally, they oushed their beliefs of what should be done on us, that when in the field is not always practical.

I did not feel like the professors in my program cared about its students personally. I personally felt like I was treated with condescension, and became afraid to answer questions or comment in class for fear of being shamed or looked down upon by some professors. I never felt like I was adequately supported in a POSITIVE way, despite my positive attitude toward the field. Additionally, some remarks made by differing professors, one in particular, have made me feel uncomfortable on various occasions over the past few years. Overall, I am not happy with the way my cohort and I have been treated, and how some specific students within my cohort have been treated by the professors of my program.

I had the option of going to a private and more costly program that offered the same study. I believed that this program at CSU was equally strong and the first impressions I gathered from all the faculty members were that they were collaborative and dedicated toward supporting students with special needs and with diverse backgrounds. I believe this is still the case for some of our faculty members. For others, however, it was almost experiencing a complete 180 in terms of their beliefs and their practices. We're told that we need to be mindful and sensitive to the fact that culturally diverse and linguistic students need tailored support and understanding to help them overcome their limitations or their lack of resources in K-12. However, when you talk about the SAME culturally diverse and linguistic students at the graduate school level, there are penalties, harsh words, harsh questions, bigoted attitudes, and more. There are culturally diverse and linguistic students with limited socioeconomic means being told to simply take out more loans because they cannot make slight modifications to their programs or are being given a hard time and much disapproval for having to split their internship hours across two years instead of one or being told to simply hand in their homework at the office instead of going to class in a setting that is a restaurant bar even after said student explained that he/she could not attend the last class in a restaurant bar due to religious beliefs. I've never seen this level of disregard and disrespect during my undergraduate years where the focus was on exemplary teaching and learning. I had hoped that the same would be observed at CSULB and am disappointed that there is a general lack of coordination at the department level to help certain faculty members align their practices with the highest standards of campus regulations and practices. There are other faculty members at CSULB who have been incredible instructors and who taught us an enormous deal on what we need to know and how we need to respond in the field of school psychology. These few positive aspects of the program are the things that kept me going to program completion. If I could start all over again, and knowing what I know now, I would take this program at the other program I got into. I used to believe there should not be a difference between public and private institutions but now I regret not having chosen the other school. It is worth the extra cost to work with faculty members who, as a whole, appear to have the resources, the training, and the funds to work with their graduate students in a respectful and dignified manner. Or, perhaps, at CSULB, they are given the resources, the training, and the funds to be able to do the same, but for reasons I do not understand, they don't appear to have all of these supports in place or have a mindset that there are certain silos within CSULB that should not collaborate.

There is very little support from the core teaching staff. It appears that the staff is divided and the cold climate can be felt in the classroom. Core professors didn't express an interest in building relationships with their students. Often, it was felt as if we were being treated like children, not adults. There was very little opportunity to ask questions that didn't relate to the core beliefs or practices of the core staff. We were talked at with endless powerpoints, and very rarely engaged in discussion. It's important to note that Dr. Gamble and Dr. Morrison were very supportive and made themselves availble to assit with assignments or fieldwork challenges. They are the exception to the rule. Lastly, there were many classes that I had to take, which felt like a waste of time and money. In my statistics classes I had to teach myself, as the teaching was inadequate. The majority of classes were a true disappointment. The classes that were engaging were the ones that incorporated the clinic.

I'm actually not sure about this question. Although some core professors such as Dr. Gamble were supportive, others were not. Overall the program was a bit disorganized. Some core professors were very critical and negative. They simply did not use teaching strategies and techniques that they taught us to use as best practices.

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

#	Answer		N	%
1	Definitely		2	15%
2	Probably		5	38%
3	Probably Not		5	38%
4	Definitely Not		1	8%
	Total		13	100%