College of Education and Affiliated Programs
Biennial Assessment Report – Fall 2014
Curriculum & Instruction

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?

The Master of Arts Degree in Education, Curriculum and Instruction Options in Elementary and Secondary education are based in the Department of Teacher Education in the College of Education. It is the mission of the program to develop and support a community of life-long learners who are actively engaged in reflection, research and scholarly activities that contribute to their personal and professional growth. Professional growth in turn helps graduates to improve the schools, agencies, and communities they serve. The C & I program serves two distinct types of students. One type of student is the new teacher. Many of the teachers beginning this program continue directly from the basic credential programs; they seek continuing and ongoing professional development during their first years of teaching. A second type is the experienced teacher. These students have already obtained a sense of confidence and efficacy in their teaching abilities and seek greater intellectual challenges in understanding educational problems that are manifested in their professional experiences, mostly in urban education. The curriculum has been broadly designed with these two types of students in mind.

The C & I curriculum is designed to support educators who are caring, effective, reflective, and committed to improving their schools. Coursework prepares teachers to apply theoretical insights and research findings to the practical problems they encounter in their work in curriculum and instruction. In addition to preparing graduate students to make useful connections among theory, research, and practice, the program also sets the goal of strengthening students' ability to effectively communicate their knowledge and understanding of current educational problems to diverse audiences (i.e., students, parents, colleagues, school and district administrators, and policymakers). Teachers who expand their knowledge base and who augment their professional competency through graduate level studies are able to help K-12 students from all segments of society achieve their fullest potential and contribute to the building of a vibrant democracy.

Program goals, expectations, curriculum and experiences for students are consistent with the College of Education mission, which is to foster a learning and teaching community committed to educational excellence that promotes intellectual, personal, and interpersonal growth for all students; prepares socially responsible leaders for a rapidly changing, technologically-rich world; values diversity and prepares students for a diverse world; serves and collaborates with other

educators and the community; promotes school improvement; and engages in research, scholarly activity, and ongoing evaluation. The learning outcomes listed below in Table 1 form the foundation of the C & I program. These learning outcomes were developed and/or refined in Spring 2008 as part of the College of Education assessment system. The data presented in this report are related to these outcomes.

This report presents and analyzes data from Summer 2012 through Spring 2014. For the purpose of this report, the following program SLOs will be reviewed: SLO 4, 5 and 6. In the fall of 2016, SLO 1, 2 and 3 will be reviewed.

C & I Program Faculty

During the period of review, the C & I faculty consisted of Dr. Xin Li and Dr. Corinne Martinez. Dr. Xin Li taught the following core courses in the program: EDCI 505, History of Education; EDCI 530, Intercultural Education: US and Global Perspectives; EDCI 533, Action Research Methods; and EDCI 695, Seminar in Curriculum and Instruction. Dr. Corinne Martinez taught the following core courses in the program: EDCI 500, Studies in Curriculum & Instruction; EDCI 505: History of Education; EDCI 625, Analysis of Curriculum and Instruction and EDCI 695, Seminar in Curriculum and Instruction. Additional faculty included an adjunct faculty member who taught a section of EDCI 533, Action Research Methods.

Table 1

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
SLOs	Develop and apply theoretical insights and research findings to curriculum, instruction, and assessment in K-12 schools.	Analyze how the major philosophical and historical paradigms of elementary and secondary education have influenced contemporary reform movements, curricula, and instructional practices.	Identify and analyze current multicultural issues and policies in education in the U.S. and globally from a critical perspective.	Analyze how knowledge in their subject area is conceptualized, created, organized, and assessed by analyzing a curriculum and assessment system.	Design and conduct an action research study, using appropriate data gathering and analysis techniques.	Collect and analyze data appropriate for their action research questions and goals, utilizing academic research that informs the study.
Signature Assignment (s)	Literature review	Historical synthesis paper	Position Paper	Curriculum analysis report	Action research proposal	Action research study
Conceptual Framework	Scholarship	Effective Pedagogy	Advocacy	Evidence-based Practices	Evidence-based Practices; Innovation; Collaboration	Leadership; Innovation; Collaboration
CSULB Learning Outcomes	Well-prepared	Well-prepared	Engaged in global & local issues Knowledge & respect for diversity	Integrating Liberal Education	Collaborative Problem Solving	Collaborative Problem Solving
NCATE Elements	Professional Knowledge and Skills	Content Knowledge	Professional knowledge and skills; Professional Dispositions	Professional knowledge and skills; Pedagogical Content Knowledge	Professional Knowledge and Skills, Student Learning	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:	27	27	23	28	22	18

Table 3

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

	2012-2013	2013-2014
Thesis (698)[1]	1	0
Comps[2]	19	23

Table 4

Comprehensive Exam Results, 2012-2014

	2012-2013		2013-2014	
	Number of Secondary	**Number of Elementary**	**Number of Secondary**	**Number of Elementary**
Passed	11	6	14	11
Failed	0	1	0	0
Total[3]	11	7	14	11

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

[2] This is data on the number of students who *applied* to take the comprehensive examination from Summer 2012 to Spring 2014. The data include students who may not have taken or passed the examination(s).

[3] The number of pass + fail does not equal the number of students who advanced to take the comps (Table 3) because some students who have registered for the exam do not attempt it. This data reflects the number of attempts at one or more parts of the comprehensive exam from Summer 2012 to Spring 2014. Individuals who failed all or part of the exam and chose to retake it during AY 12-14 may be accounted for twice.

Table 5

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

	2012-2013		2013-2014	
	Number of Secondary	**Number of Elementary**	**Number of Secondary**	**Number of Elementary**
Degree	10	7	14	11

Table 6

Faculty Profile 2012-2014[4]

Status	2012-2013	2013-2014
Full-time TT/Lecturer	2	2
Part-time Lecturer	0	1
Total:	2	3

2. **How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting.**

   Faculty who reviewed the assessment data for this report include both Dr. X. Li and Dr. C. Martinez. Formal discussions regarding the assessment data were limited due to Dr. Li's medical leave and sabbatical leave.

Data

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

   The Curriculum and Instruction 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.

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[4] 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.

- **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 in 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.

- **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.

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 on the following page 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 go to Appendix A. Note: For program pathways with fewer than 10 students, we do not disaggregate data.

Figure 1

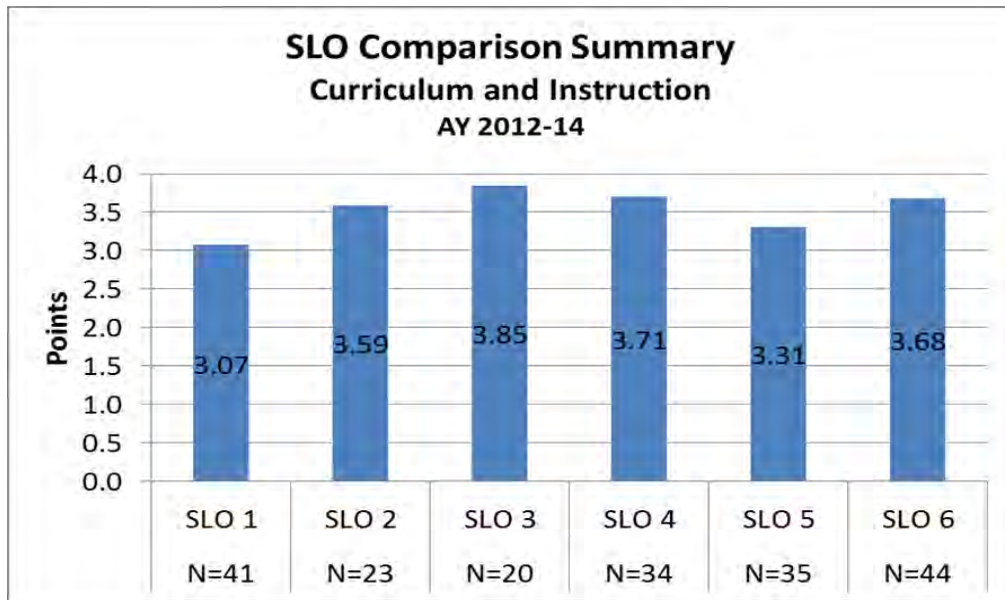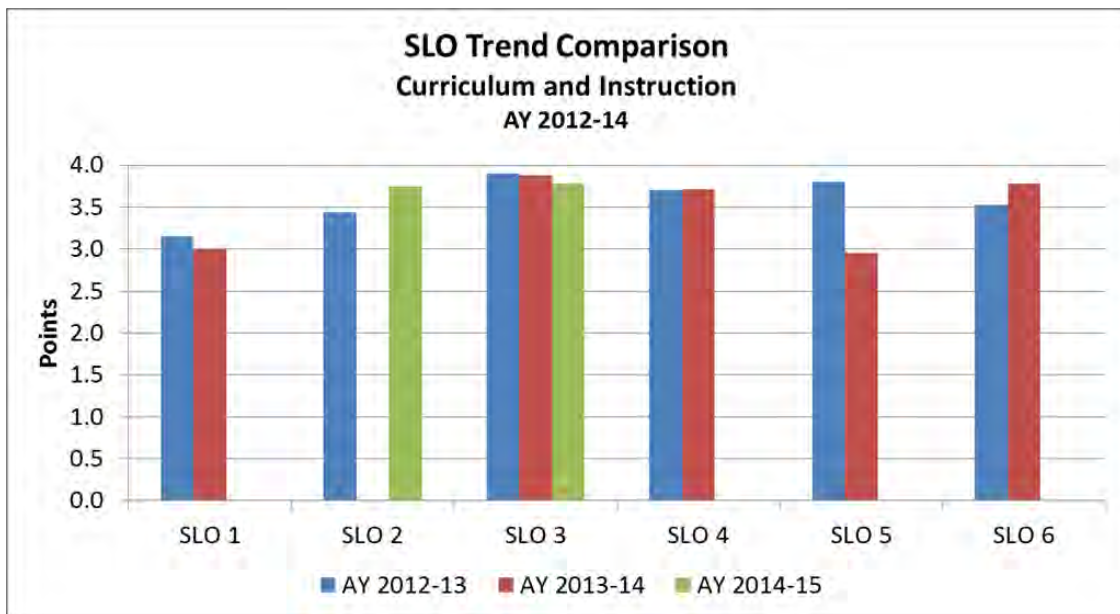*Figure 1 displays aggregate data by SLO for a two-year period based on points earned.*

Figure 2

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

b. **Program Effectiveness Data:** **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 Curriculum & Instruction program has reviewed and interpreted data from the following surveys (identified below). Relevant survey data for the items listed below can be found in Appendix B**.**

Survey	Items
CED Student Success Survey, 2013	Academic Environment
CED Exit Survey, 2014	General Outcomes
Alumni Survey, 2013	Career Prep (Elem & Secondary Options)

4. **OPTIONAL: You may provide *additional* information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data sources.**

Analysis and Actions

5. **Please use the table below to report the major interpretations based on your review of the data for this reporting cycle. Consider signature assignment data on candidate performance *as well as* any survey and other data. Be sure to make note of how these new findings compare to *past* findings on the data and discuss *why* you believe the results have changed. (Note: While it is possible that you have both strengths and weaknesses for a single topic, it is also possible you might identify *only* strengths or *only* weakness for a topic.)**

Please see Table 7 the following page for discussion related to our program's analysis and interpretation of the data reviewed for this report.

Table 7

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	Low number of exit survey respondents.	Exit Survey		Improve efforts to increase the number of exit survey respondents from both elementary secondary options	
2	How well the program prepares candidates for their career.	Alumni survey Elementary and secondary option		Although 60% of respondents from the elementary option believe the program prepared them for their career, only 35% believed the program contributed somewhat to the preparation for their career. More could be done to align program course content to the professional lives of teachers. Review specific course syllabi to identify topics, assignments, and resource materials	
3	Low number of student success survey responders	Student Success Survey		Improve efforts to increase the number of student success survey respondents from both elementary secondary options	

#	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*
4	Decline in mean scores for signature assignment aligned with SLO 5 in AY 2013-2014.	Signature Assignment (SLO 5)		Monitor student progress in the signature assignment tied to SLO 5. Improve the feedback loop if necessary.	In AY 2012-13, the mean score for SLO 5 was 3.80 and in AY 2013-14 the mean score was 2.95. The course that houses the signature assignment for this SLO had a change in instructors early on in the semester. The new faculty member was new to the program and to the course and he was not familiar with the signature assignment. This may have contributed to the significant decrease in scores from one year to the next.

#	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*
5	Program advising and academic supports	CED Success Survey, 2013	All candidates who participated in the survey indicated that they had access to the support needed to succeed academically. All agreed that the program advisor has strong knowledge of program requirements. Additionally, all survey participants indicated that the program advisor was available to communicate with candidates and was responsive to question		

#	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*
6	General program outcomes and effectiveness	CED Exit Survey, 2014	Candidates report feeling that the program contributed to their ability to develop skills needed to be successful. In addition, most candidates agreed that the program contributed to their ability to use assessment data and research in their practice and profession. Lastly, most candidates agreed that the program contributed a great deal to their ability to work collaboratively within a school, community context and to advocate in the interests of students		

#	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*
7	Research / Evidence-based practices	CED Exit Survey, 2014	The candidate survey data provided in the Exit Survey indicates that the C & I program contributed to candidate's ability to use and apply research and evidenced-based-practices in their professional work. In addition, most candidates agreed that the program contributed to their ability act as a leader and change agent to promote learning and support innovative practices.		

#	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 theory to practice	2014 CED Exit Survey	Program effectiveness data indicate that candidates felt the program provided advanced knowledge, skills, and practice in analyzing and applying educational research and best practices to impact student learning. Most candidates felt the C & I program courses provided advanced skills that increased their expertise in the classroom. All respondents indicated that the C & I program did challenge them academically, professionally or personally.		

#	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*
9	Impacting practice	2013 Alumni Survey	Most candidates agreed that as a result of their educational experience they understand how to collect and use assessment data to inform their practice and can use scholarship in a continuous learning and inquiry manner. Lastly, most alumni who completed the survey agreed that as a result of their educational experience they could accept a leadership role in their profession in responsible and ethical ways.		

6. **Please outline the steps the program will take (e.g., revise curriculum, programs, practices, assessment processes) to address areas in need of improvement outlined in Question 5.**

Table 8

Program Action Items

Topic #	Action to Address Areas for Improvement	By Whom?	By When?	Update on Actions (If Applicable)
1	Send individual emails to program completers encouraging them to complete exit survey	Program Advisors	Spring 2015	N/A
2	Review and improve course content in EDCI 500, and 625 to better align with the professional needs of candidates	C & I faculty	Fall 2015	N/A
3	Send individual emails to program candidates encouraging them to complete student success survey	Program Advisors	Spring 2015	N/A
4	Course faculty member will monitor student progress in the signature assignment tied to SLO 5. Review and possibly increase the opportunities to provide feedback.	EDCI 533 faculty	Fall 2015	N/A

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)

      [X]   No (no further action is required)

Table 9

Proposed Changes to Program Documents

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

Please remember to submit revised rubrics to the Assessment Office when they are completed to ensure we can help you collect the correct data.

APPENDIX A:

Candidate Performance Data

Curriculum and Instruction
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 three 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: Develop and apply theoretical insights and research findings to curriculum, instruction, and assessment in K-12 schools.

Outcome 2: Analyze how the major philosophical and historical paradigms of elementary and secondary education have influenced contemporary reform movements, curricula, and instructional practices.

Outcome 3: Identify and analyze current multicultural issues and policies in education in the U.S. and globally from a critical perspective.

Outcome 4: Analyze how knowledge in their subject area is conceptualized, created, organized, and assessed by analyzing a curriculum and assessment system.

Outcome 5: Design and conduct an action research study, using appropriate data gathering and analysis techniques.

Outcome 6: Collect and analyze data appropriate for their action research questions and goals, utilizing academic research that informs the study.

Figure 1

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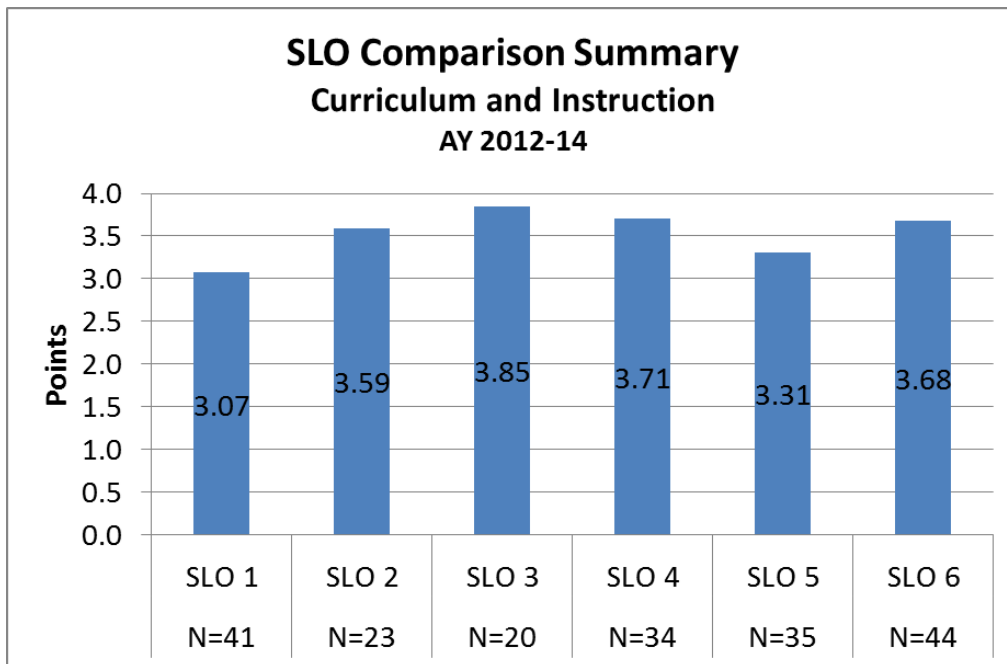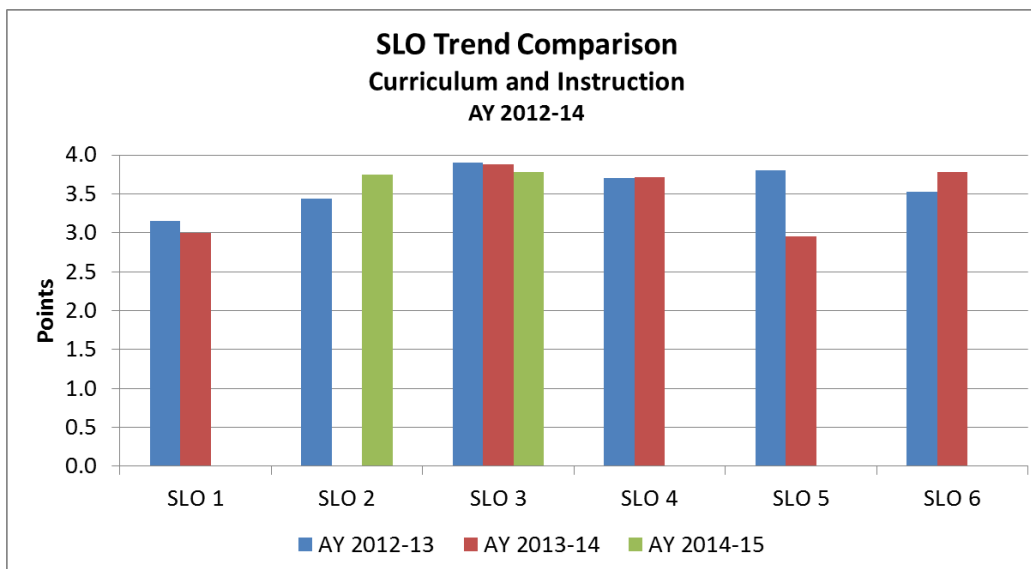

SLO Comparison Summary
Curriculum and Instruction
AY 2012-14

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
Points	3.07	3.59	3.85	3.71	3.31	3.68
	N=41	N=23	N=20	N=34	N=35	N=44

Figure 1, demonstrates the average scores across 6 program SLOs. All scores fall in the 3-point range. Overall, students performed well on the various signature assignments. The comparison data for AY 12-14 follows similar trends in the data from AY 11-12. For example, the mean score earned for SLO 1 in AY 11-12 and AY 12-14 was 3.00, The mean score for SLO 4 in AY 11-11 was 3.58 whereas the mean score for the same SLO in AY 12-14 was 3.71. The mean score for SLO 5 decreased from 3.91 in AY 11-12 to 3.31 in AY 12-14.
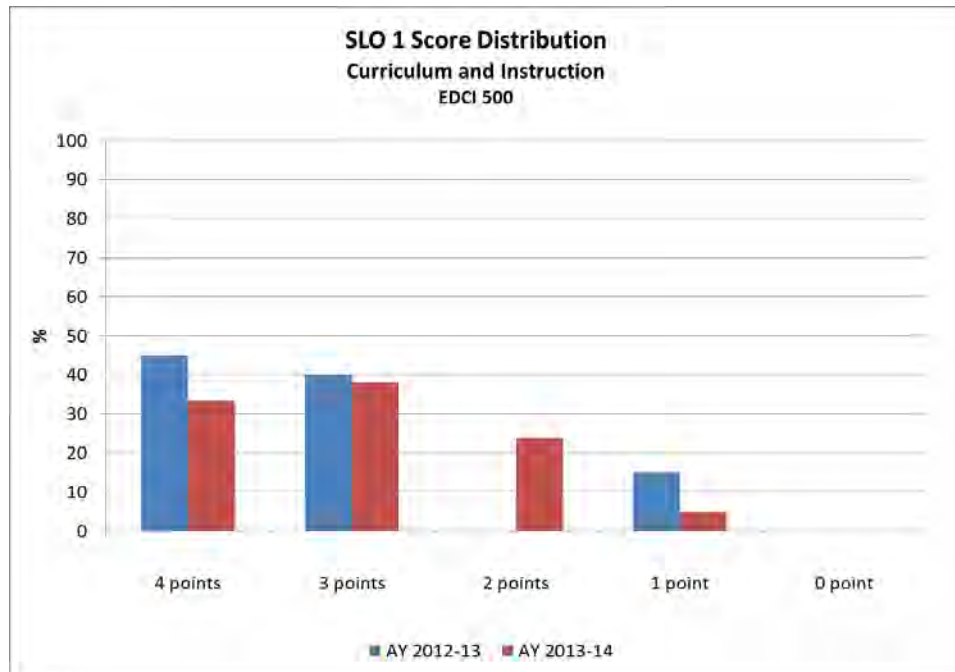
Figure 2

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

SLO Trend Comparison
Curriculum and Instruction
AY 2012-14

Legend: AY 2012-13, AY 2013-14, AY 2014-15

The trend comparison data shown above indicates very little change across SLO 3, 4 and 6. However, the chart shows a slight decrease in SLO1 and a more significant decrease across the two years for SLO5.
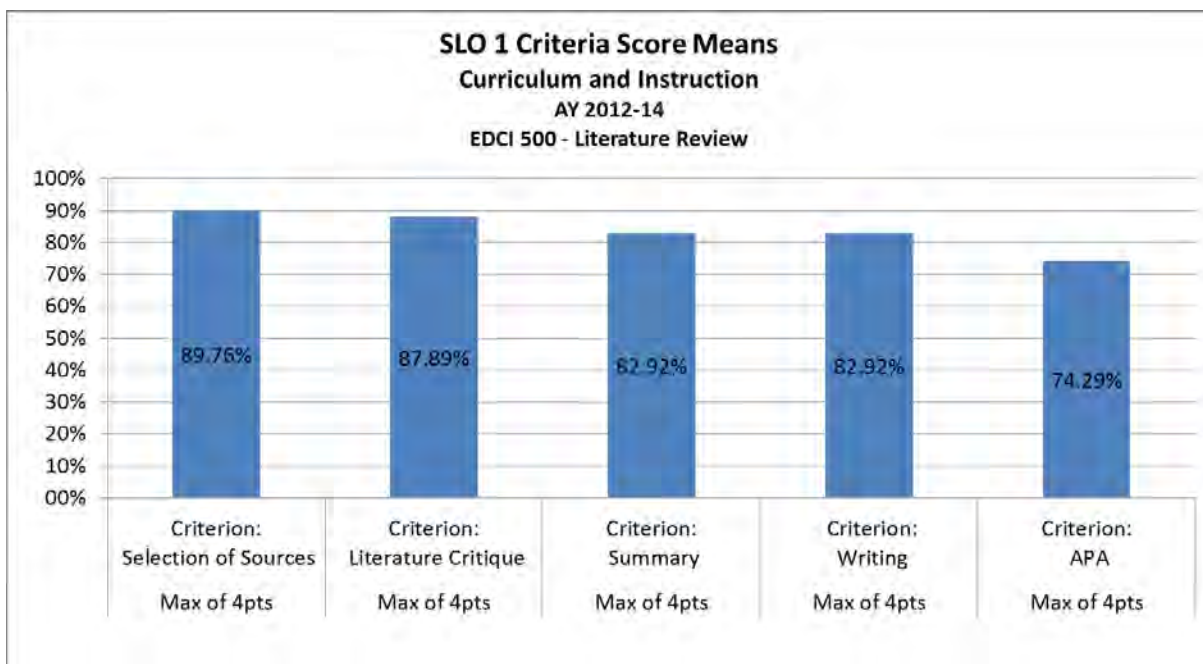
Outcome 1: Develop and apply theoretical insights and research findings to curriculum, instruction, and assessment in K-12 schools.

Figure 3

SLO 1 Score Distribution
Curriculum and Instruction
EDCI 500

AY	N	Mean	SD
AY 2012-13	20	3.15	3.15
AY 2013-14	21	3.00	3.00

Figure 4

SLO 1 Criteria Score Means
Curriculum and Instruction
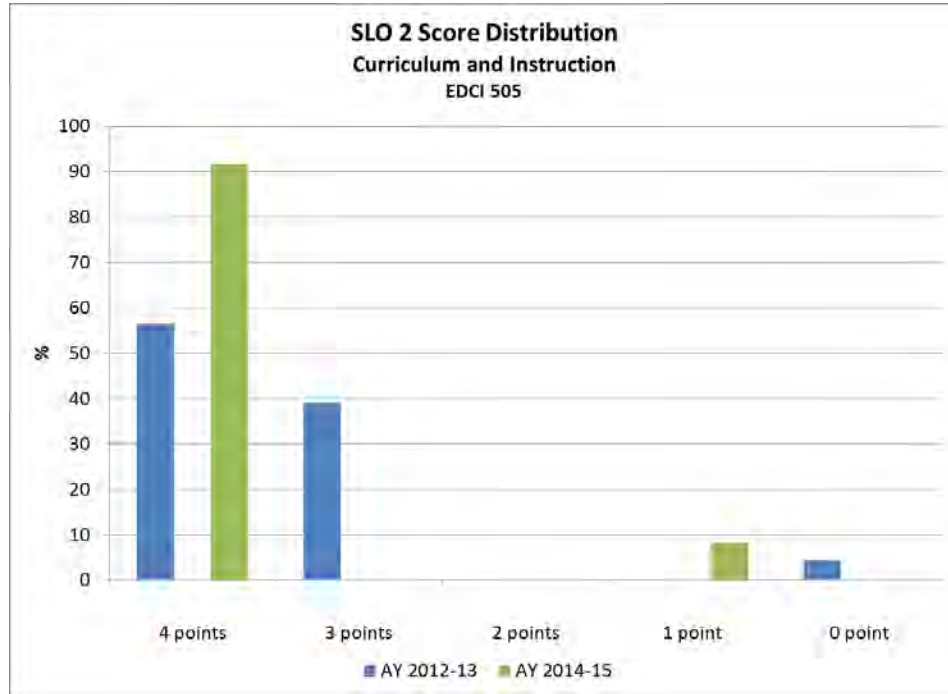AY 2012-14
EDCI 500 - Literature Review

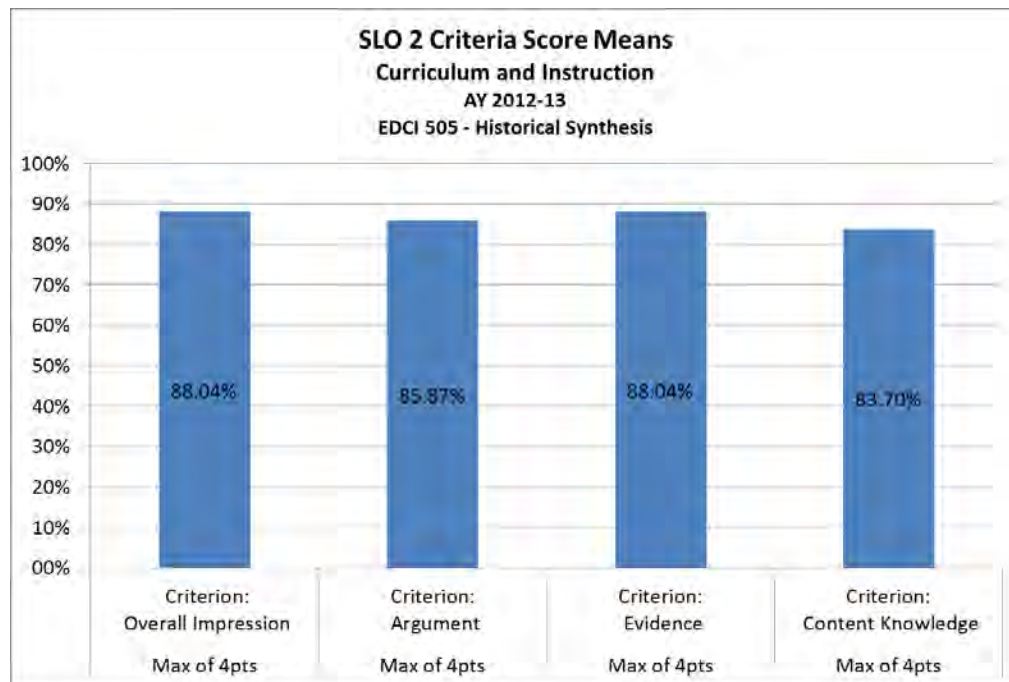| AY	Max N
AY 2012-13	20
AY 2013-14	21

Outcome 2: Develop and apply theoretical insights and research findings to curriculum, instruction, and assessment in K-12 schools.

Figure 5

SLO 2 Score Distribution
Curriculum and Instruction
EDCI 505

AY	N	Mean	SD
AY 2012-13	23	3.43	0.88
AY 2014-15	12	3.75	0.83

Figure 6

SLO 2 Criteria Score Means
Curriculum and Instruction
AY 2012-13
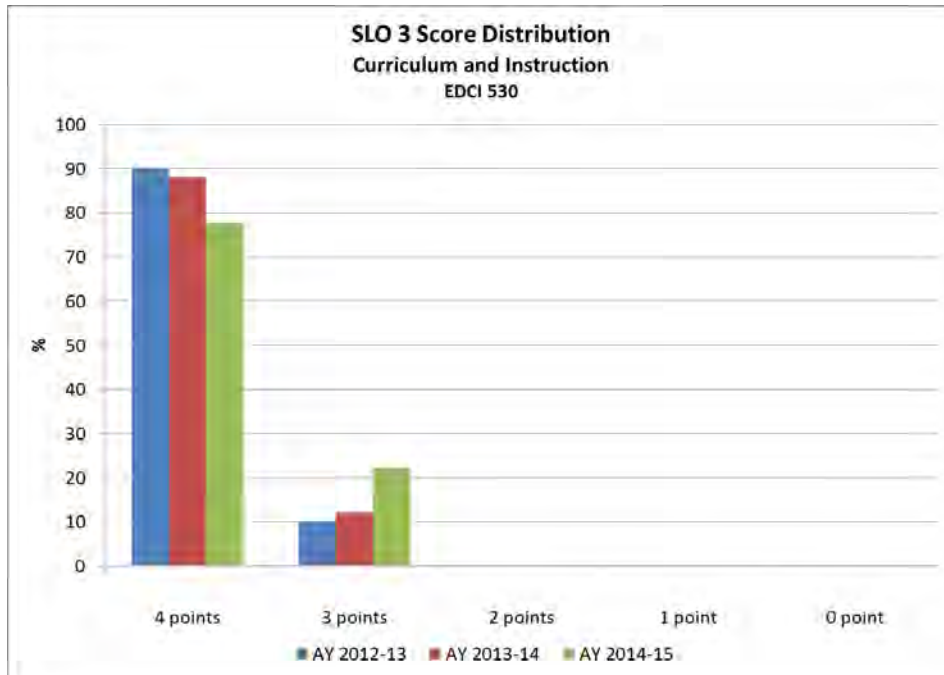EDCI 505 - Historical Synthesis

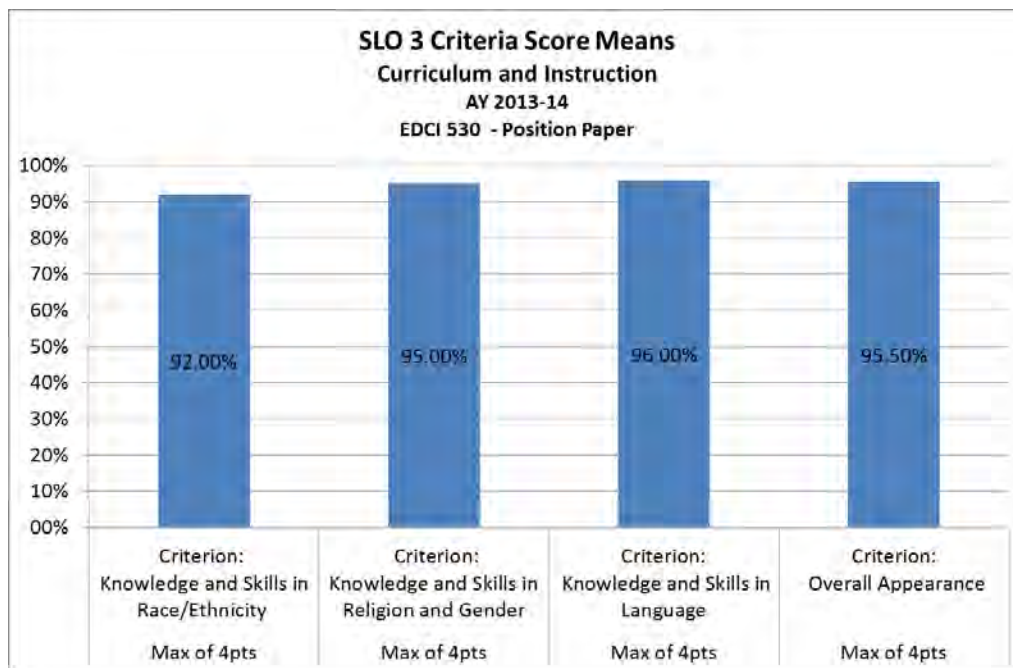| AY	Max N
AY 2012-13	23
AY 2014-15	12

Outcome 3: Identify and analyze current multicultural issues and policies in education in the U.S. and globally from a critical perspective.

Figure 7

SLO 3 Score Distribution
Curriculum and Instruction
EDCI 530

AY	N	Mean	SD
AY 2012-13	20	3.90	0.30
AY 2013-14	25	3.88	0.32
AY 2014-15	9	3.78	0.42

Figure 8

SLO 3 Criteria Score Means
Curriculum and Instruction
AY 2013-14
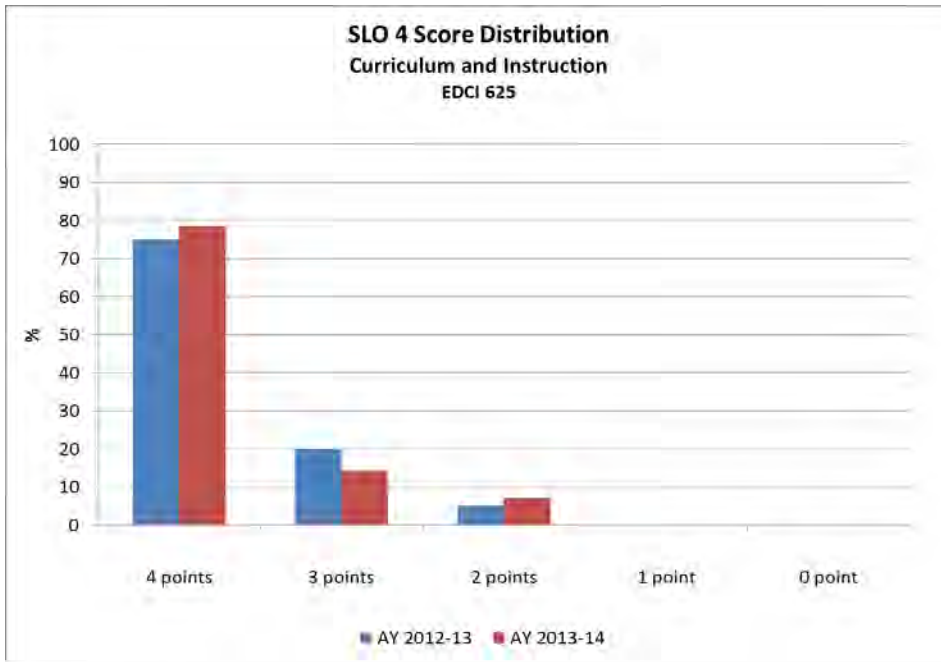**EDCI 530 - Position Paper**

AY	Max N
AY 2013-14	25

Outcome 4: Analyze how knowledge in their subject area is conceptualized, created, organized, and assessed by analyzing a curriculum and assessment system.
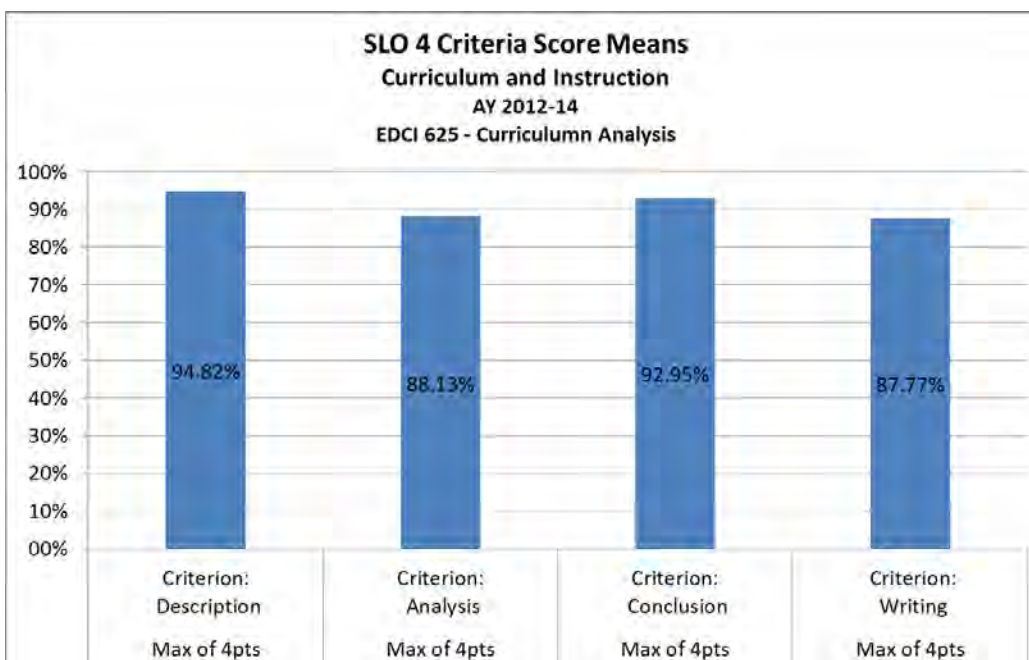
Figure 9

Figure 9 shows the score distribution trend for SLO 4 across two years based on the percentage of students who earned a particular score

AY	N	Mean	SD
AY 2012-13	20	3.70	0.56
AY 2013-14	14	3.71	0.59

Figure 9 above indicates candidates earned a mean score of 3.70 in AY 2012-2013 and a mean score 3.71 in AY 2013-2014. Data shows that over 70% of candidates earned a score of 4, and more than 10% scored a level 3 and fewer than 10% scored 2 points.
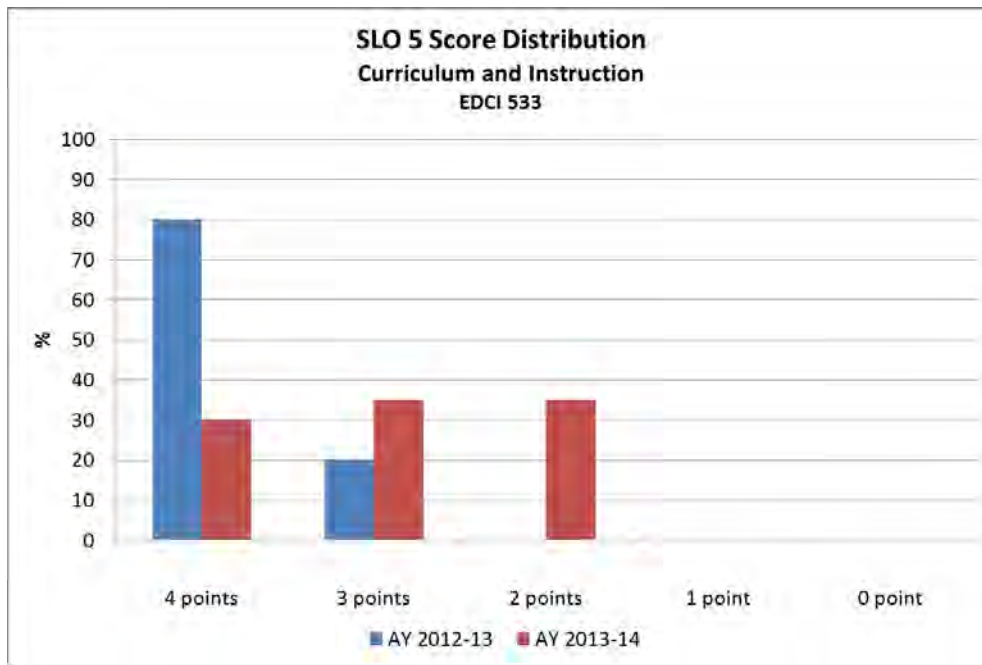
Figure 10

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

Outcome 5: Design and conduct an action research study, using appropriate data gathering and analysis techniques.
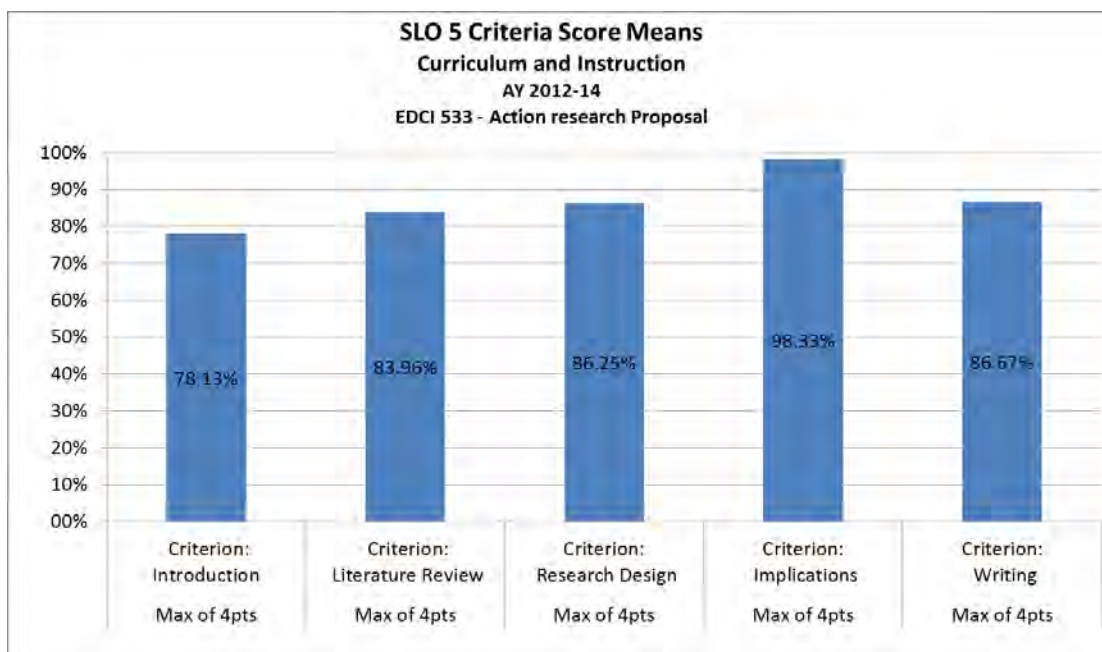
Figure 11

Figure 11 shows the score distribution trend for SLO 5 across two years based on the percentage of students who earned a particular score

AY	N	Mean	SD
AY 2012-13	15	3.80	0.40
AY 2013-14	20	2.95	0.80

In AY 2012-13, the mean score for SLO 5 was 3.80 and in AY 2013-14 the mean score was 2.95. The chart in Figure 4 (above) indicates a significant decline in mean scores as well as a wide distribution of scores in AY 2013-2014.
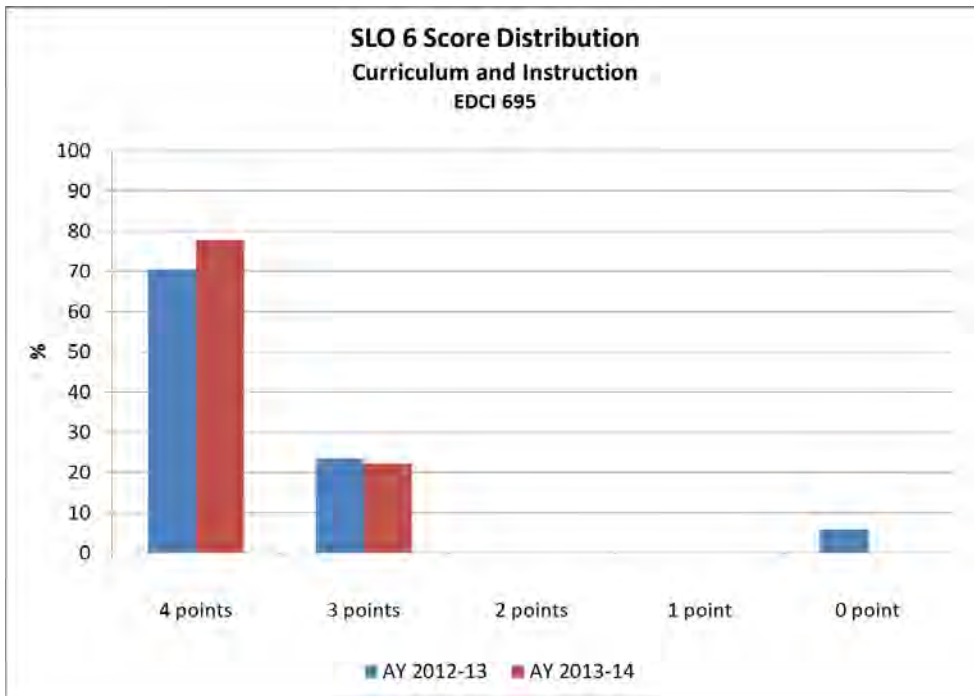
Figure 12

AY	Max N
AY 2012-13	15
AY 2013-14	20

Outcome 6: Collect and analyze data appropriate for their action research questions and goals, utilizing academic research that informs the study.

Figure 13

Figure 13 shows the score distribution trend for SLO 6 across two years based on the percentage of students who earned a particular score

AY	N	Mean	SD
AY 2012-13	17	3.53	0.98
AY 2013-14	27	3.78	0.42

Figure 13 above indicates candidates earned a mean score of 3.53 in AY 2012-2013 and a mean score 3.78 in AY 2013-2014. Data shows that at least 70% of candidates earned a score of 4, and more than 20% scored 3 points. It is important to note that the candidates completing the signature assignment aligned with SLO 6 in AY 2013-14 are the same candidates who completed the signature assignment aligned with SLO 5 in AY 13-14. The 0 point score may be an error.

Figure 14
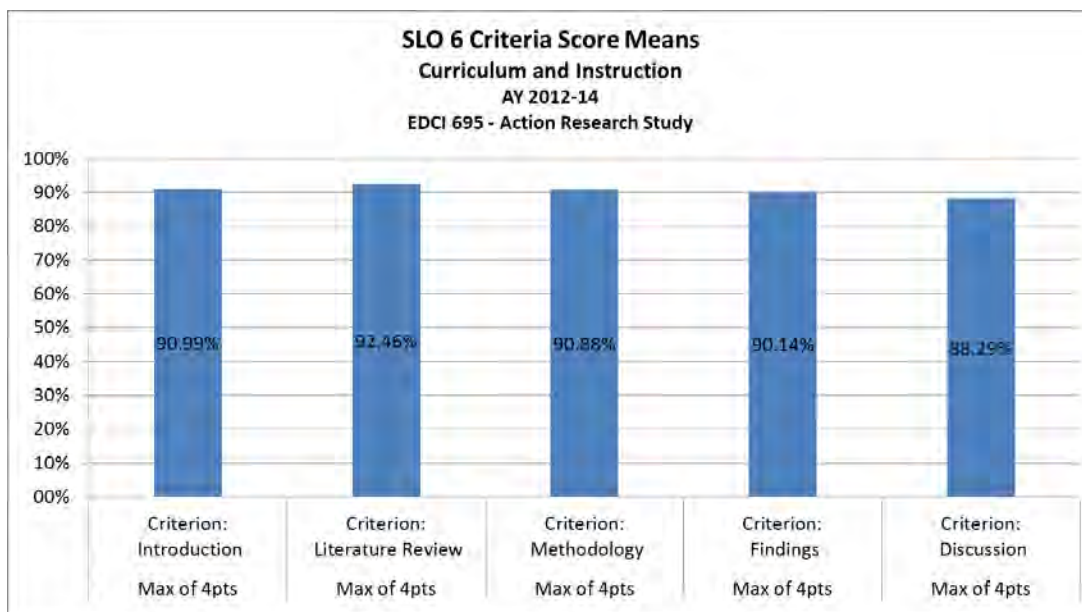
AY	Max N
AY 2012-13	17
AY 2013-14	27

APPENDIX B:
Program Effectiveness Data

CED Student Success Survey Response Data

Curriculum and Instruction

Spring 2013

Note: In spring 2013, the college administered a web-based student success survey to capture the experiences of candidates currently enrolled in the college. The table below shows student success survey data for a sample of candidates enrolled during spring 2013. This data includes candiates from both the elementary (n=3) and secondary (n=4) option.

Academic Environment

2. Please rate your level of agreement with the following statements about the academic environment. (Program Advising and Academic Supports?)

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N
1	I have access to the support I need to succeed academically.	4	3	0	0	7
3	My program advisor has strong knowledge of program requirements.	5	2	0	0	7
4	My program advisor is responsive to my questions.	6	1	0	0	7
5	My program advisor is available to communicate with me.	4	3	0	0	7

CED Exit Survey Response Data

Curriculum and Instruction

Spring 2014

Note: Each spring, the Assessment Office administers a web-based survey to those who have completed their programs prior to summer or fall, or anticipate doing so that spring. In spring 2014 an exit survey was distributed to candidates in the last semester of program coursework. A total of 8 candidates responded to the survey, with half representing the elementary option and half from the the secondary option.

CED's Conceptual Framework

# 11	To what degree has your program contributed to your ability to:	A Great Deal	Somewhat	Very Little	Not At All
1	Develop the content knowledge and skills needed to be successful in your profession.	4	2	2	0
2	Understand how to collect and use assessment data to inform your practice.	7	1	0	0
3	Develop competence in working collaboratively within school, family, and/or community contexts.	5	3	0	0
4	Understand and appreciate the role of research in your profession and use scholarship in a continuous learning and inquiry manner.	7	1	0	0
5	See it as part of your professional responsibility to advocate for the interests of your students/clients.	6	2	0	0

General Outcomes

#20	To what degree has your program **contributed to your ability to:**	A Great Deal	Somewhat	Not At All
1	Use research- and evidence- based practices (pedagogy, counseling, etc.) in your professional work?	7	1	0
2	Read, understand, interpret and apply high quality research in your professional work?	7	1	0
3	Act as a leader, whatever your role, to promote learning and success for all students/clients?	6	2	0
4	Act as a change agent to support innovative practices?	7	1	0
5	Engage in an ongoing process of inquiry to support and improve your practice?	7	1	0

#31	Please indicate your agreement with the following statements:	Strongly Agree	Agree	Disagree	Strongly Disagree
1	My program of study provided me with advanced skills that increased my expertise in the classroom.	5	2	1	0
2	My program of study required me to use reflective and critical thinking to identify my strengths and areas for growth.	5	3	0	0
3	My program of study provided me with advanced knowledge, skills, and practice in analyzing and applying educational research and best practices to impact student learning.	4	4	0	0
4	My program of study provided me with advanced knowledge, skills, and practice in analyzing and applying current educational policy.	4	3	1	0
5	My C & I courses have challenged me to grow and develop academically.	5	3	0	0
6	My C & I courses have challenged me to grow and develop professionally.	5	3	0	0
7	My C & I courses have challenged me to grow and develop personally.	5	3	0	0

Alumni Survey Response Data
Curriculum and Instruction
Fall 2013

Note: 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 each of the C & I program are reported below in Table 11-14. A total of 28 graduates responded to the C & I elementary option alumni survey and 17 graduates responded to the C & I secondary option alumni survey.

8. ELEMENTARY OPTION (*n=28*)

Given your work experiences, to what extent did your program prepare you for your career?
Completely 17.86%
A great deal 42.86%
Somewhat 35.71%
Not at all 3.57%

8. SECONDARY OPTION (*n=17*)

Given your work experiences, to what extent did your program prepare you for your career?
Completely 5.56%
A great deal 27.78%
Somewhat 61.11%
Not at all 5.56%

17. ELEMENTARY OPTION (*n=28)*

#	As a result of my educational experience:	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I developed the content knowledge and skills needed to be successful in my profession.	12	13	1	1
2	I understand how to collect and use assessment data to inform my practice	15	12	-	-
3	I can accept leadership role in my profession in responsible and ethical ways.	16	9	1	1
4	I appreciate the role of research in my profession and use scholarshipin a continuous learning and inquiry manner.	12	14	-	1

17. SECONDARY OPTION (*n=17)*

# N=17	As a result of my educational experience:	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I developed the content knowledge and skills needed to be successful in my profession.	1	15	1	-
2	I understand how to collect and use assessment data t inform my practice.	5	12	-	-
3	I can accept leadership rdes in my profession in responsible and ethical ways.	5	11	1	-
4	I appreciate the role of research in my profession and use scholarship in a continuous learning and inquiry manner.	5	12	-	-