

COLLEGE OF EDUCATION
California Polytechnic State University, San Luis Obispo
QUALITY OF TEACHING CREDENTIAL GRADUATES
Reported by Career Services

PROJECT BACKGROUND

The President's Office has requested the assistance of Career Services in **evaluating the quality of Cal Poly graduates**. Strategies were developed and utilized to target the individual and unique needs of each academic college.

During AY 2003-04, Career Services collaborated with the College of Business and the College of Engineering to pilot an employer survey to evaluate the quality of their graduates. After meeting with the respective colleges, the survey instruments were developed and tailored to match the distinctive nature of each college. The surveys focused on student learning outcomes, and the specific skills, knowledge, experience and personal qualities employers value when hiring Cal Poly graduates. Employers indicated they were satisfied with the quality of Cal Poly graduates and reported attainment of skills and competencies in specific college-based learning outcome areas. Employers were also able to provide feedback that could assist Cal Poly and the academic programs.

Based on the success and value of the project, Career Services contacted the College of Education to continue the collaborative efforts to evaluate the quality of teaching credential graduates. The College of Education saw this as an opportunity to support existing evaluation efforts by the State of California in measuring the quality of CSU recent graduates by focusing on student learning outcome areas certified by the California Commission on Teacher Credentialing. The survey was administered during AY 2003-04 and a final report was shared with the academic community. The report indicated that 93% of the school districts agreed or strongly agreed that they were satisfied with the quality of Cal Poly teaching credential graduates. School districts also reported high scores on learning outcome areas related to subject curriculum, preparation, classroom management, behavior, instruction (math, science & reading), communication skills, student needs and technology.

The College of Education continued with the evaluation process for AY 2004-05. The first phase focused on single and multiple subject teaching credential graduates. For the second phase, the college redesigned the survey instrument to allow school districts to evaluate not only single and multiple subject graduates, but graduates from administrative services, counseling & guidance and special education. Specific learning outcomes were established for each program area. This report presents the major findings to date.

OBJECTIVES

The following objectives were established for this report:

1. Quality of Graduates – Measure the quality of teaching credential graduates from each academic program.
2. Student Learning Outcomes – Measure the degree to which specific learning outcome areas were achieved by graduates from each academic program.

STUDY PROFILE

All school districts surveyed have recruited and hired Cal Poly graduates. Surveys were collected from thirty-one (31) school districts during Spring and Summer Quarters 2005. The surveys were completed by district personnel, including superintendents, assistant superintendents, principals, assistant principals, directors and human resource specialists.

Refer to Appendix A for a detailed breakdown of school districts that participated in the survey along with the specific programs evaluated.

PROGRAM DESIGN

Career Services collaborated with the College of Education to develop a survey instrument that would evaluate the quality of teaching credential graduates and learning outcome areas for each program area.

The survey form distinguished between graduates of the following academic programs: single subject, multiple subject, administrative services, counseling & guidance, and special education.

Refer to Appendix B for a copy of the College of Education Survey Form.

PROJECT FINDINGS

1. QUALITY OF GRADUATES

OBJECTIVE: Measure the quality of teaching credential graduates from each academic program.

METHODOLOGY: Surveys were conducted with school districts to evaluate the quality of Cal Poly graduates, using a 5-point scale (1 = *Strongly Disagree*; 2 = *Disagree*; 3 = *Neutral*; 4 = *Agree*; 5 = *Strongly Agree*).

FINDINGS: School districts reported the following findings:

The percentages reported below show how school districts responded in each of the survey categories. There were not any scores of 1 or 2 (strongly disagree or disagree).

QUALITY OF GRADUATES	Districts	Neutral	Agree	Strongly Agree	Scale Scores
<i>Academic Programs</i>		3	4	5	Average
Multiple Subjects	31	3%	47%	50%	4.53
Single Subjects	31	6%	45%	49%	4.45
Administrative Services	17	18%	35%	47%	4.35
Counseling & Guidance	10	20%	50%	30%	4.10
Special Education	14	7%	50%	43%	4.36
Average Scale Score					4.36

2. STUDENT LEARNING OUTCOMES

OBJECTIVE: Measure the degree to which specific student learning outcome areas were attained for each academic program.

METHODOLOGY: Surveys were conducted with school districts to evaluate the quality of Cal Poly graduates, using a 5-point scale (1 = *Strongly Disagree*; 2 = *Disagree*; 3 = *Neutral*; 4 = *Agree*; 5 = *Strongly Agree*).

FINDINGS: School districts reported the following findings:

The percentages reported below show how employers responded in each of the survey categories. There were not any scores of 1 or 2 (strongly disagree or disagree), and scale scores averaged varied based on the academic program evaluated.

MULTIPLE SUBJECT PROGRAM	Districts	Neutral	Agree	Strongly Agree	Scale Scores
Cal Poly graduates:		3	4	5	Average
Prepare to teach the subject area(s) for which they are responsible.	31	9%	32%	59%	4.53
Prepare and teach lessons that influence student learning in a positive way.	30	0%	47%	53%	4.53
Meet the instructional needs of ALL students, including those who are culturally and linguistically diverse and with special needs.	31	19%	33%	48%	4.32
Manage a class and student behavior effectively.	31	6%	52%	42%	4.35
Use appropriate technology in their instruction.	30	13%	37%	50%	4.33
Communicate effectively with parents or guardians of students.	30	13%	44%	43%	4.30
Average Scale Score					4.42

SINGLE SUBJECT PROGRAM	Districts	Neutral	Agree	Strongly Agree	Scale Scores
Cal Poly graduates:		3	4	5	Average
Prepared to teach the subject area(s) for which they are responsible.	31	3%	52%	45%	4.45
Prepare and teach lessons that influence student learning in a positive way.	29	7%	41%	52%	4.48
Meet the instructional needs of ALL students, including those who are culturally and linguistically diverse and with special needs.	30	10%	40%	50%	4.30
Manage a class and student behavior effectively.	29	25%	43%	32%	4.14
Use appropriate technology in their instruction.	28	14%	36%	50%	4.36
Communicate effectively with parents or guardians.	29	21%	34%	45%	4.28
Average Scale Score					4.35

ADMINISTRATIVE SERVICES PROGRAM	Districts	Neutral	Agree	Strongly Agree	Scale Scores
Cal Poly graduates:		3	4	5	Average
Collaborate with stakeholders on a vision and plans to promote a positive school climate and student learning.	16	13%	64%	43%	4.31
Use various types of data for decision-making and assessment directed at school improvement.	17	12%	47%	41%	4.29
Work with teachers and other staff to identify their needs for professional development focused on improving student outcomes.	17	29%	24%	47%	4.18
Encourage and support the use of technology for instruction and learning.	17	18%	41%	41%	4.24
Average Scale Score					4.27

COUNSELING & GUIDANCE PROGRAM	Districts	Neutral	Agree	Strongly Agree	Scale Scores
Cal Poly graduates:		3	4	5	Average
Know and follow state/national standards, professional code of ethics and legal mandates.	11	27%	9%	64%	4.36
Understand student learning and development, and multiple factors influencing these areas.	11	36%	18%	46%	4.09
Consult where appropriate, to optimize student achievement and school success	10	20%	40%	40%	4.20
Work collaboratively to offer and assess a comprehensive school counseling program.	10	20%	50%	30%	4.10
Average Scale Score					4.17

SPECIAL EDUCATION PROGRAM	Districts	Neutral	Agree	Strongly Agree	Scale Scores
Cal Poly graduates:		3	4	5	Average
Use various screening instruments and data collection methods in the referral process.	14	7%	43%	50%	4.43
Engage in long-range planning based on established Individualized Education Plans.	14	21%	50%	29%	4.07
Supervise paraprofessionals in the delivery of educational programs.	14	29%	42%	29%	3.93
Work with teachers on instruction for students with disabilities in regular classrooms.	14	14%	43%	43%	4.29
Average Scale Score					4.21

3. IMPLICATIONS

Overall, the College of Education received high ratings for each of the academic programs and learning outcome areas. Some significant findings are reflected below:

- Quality of Graduates – Using a 5-point scale, the average scale score for each of the academic programs ranged between 4.10 and 4.53, with an average scale score of 4.36 for all academic programs combined.
- Quality of Graduates – School districts reported the highest satisfaction with the quality of graduates from the multiple subject, single subject and special education programs (respective scores of 97%, 94% and 93%).
- Multiple & Single Subject Programs – School districts agreed/strongly agreed that Cal Poly graduates were prepared to teach subject areas for which they are responsible (exceeding 90% agreement).
- Multiple & Single Subject Programs – School districts agreed/strongly agreed that Cal Poly graduates were prepared to teach lessons that influenced student learning in a positive way (exceeding 90% agreement).
- Single Subject Program – School districts agreed/strongly agreed that Cal Poly graduates meet the instructional needs of ALL students, including those who are culturally and linguistically diverse and have special needs (90% agreement).
- Special Education Program – School districts agreed/strongly agreed that Cal Poly graduates used various screening instruments and data collection methods in the referral process (93% agreement).
- Overall - School districts reported a scale score of 4.0 or above in 28 of 29 assessment areas.

In addition, the data may also be analyzed from yet another perspective. Although the overall numeric scale score reflects overall strength (above 4.0), there were some neutral areas which indicated less agreement. Further review may be required to determine why there is not full agreement. Below are four examples:

- Single Subject Program – School districts rated Cal Poly graduates ability to manage a class and student behavior effectively at 4.14, however, 25% of the respondents were neutral in their assessment.
- Administrative Program – School districts rated Cal Poly graduates ability to work with teachers and other staff to identify their needs for professional development focused on improving student outcomes at 4.18, of which 29% of the respondents were neutral in their assessment.
- Counseling & Guidance Program – School districts rated Cal Poly graduates ability to understand student learning and development and multiple factors influencing these areas at 4.09, of which 36% of the respondents were neutral in their assessment.
- Special Education Program – School districts rated Cal Poly graduates ability to supervise paraprofessionals in the delivery of education programs at 3.93 (the only learning outcome area reported below 4.0), of which 29% of respondents were neutral in their assessment.

The intent of assessment is to verify that learning outcomes have been achieved. Equally important is the use of assessment to improve program effectiveness and determine future areas of assessment for the purpose of continuous program development.

4. SUMMARY & FUTURE PLANS

SUMMARY:

- School Districts reported satisfaction with the quality of Cal Poly teaching credential graduates from all academic programs.
- School Districts reported Cal Poly teaching credential graduates were prepared and possessed skill levels important to multiple subject, single subject, administrative services, counseling & guidance and special education programs.
- As with any study, this research has limitations. The intent is to secure on-going feedback from school districts, encourage program review, strengthen curriculum and promote dialogue with administrators, faculty, staff and advisory board members on student preparedness.

FUTURE PLANS:

Five areas of evaluation and assessment to be considered by the College of Education:

1. More thorough review of the academic programs related to administrative services, counseling & guidance and special education.
2. Measure of the importance and value of each of the learning outcome areas from a school district perspective.
3. Developing school district focus groups to conduct a more thorough investigation of perceptions to provide fuller meaning to their responses related to curriculum development, student preparedness and other areas that would strengthen the academic program.
4. Collect data from graduates regarding their perception of the quality of their academic program in preparing them for a teaching position. Focus on alumni who graduated 5 years ago to provide a long-term perspective on their educational preparation and how it has impacted their future.
5. Collect data from second quarter Master Teacher's who supervise student teachers regarding preparedness of graduates.

APPENDIX A School District Participation

A = Single Subjects B = Multiple Subjects C = Administrative Services
D = Counseling & Guidance E = Special Education

SCHOOL DISTRICT PARTICIPATION		Dists	Eval	SS	MS	AS	CG	SE	
AY 2004-05			#	A	B	C	D	E	Evaluators
1	Astascadero Unified School District	1	4	2	3	3	3	2	Admin, Asst Prin, Sup
2	Campbell Union High School District	1	1		1	1	1		Asst Super.
3	Carlsbad School District	1	1	1	1	1	1	1	Asst Super.
4	Carpinteria Unified School District	1	1	1	1				HR Coord
5	Catholic Schools	1	1		1	1	1		Princ
6	Children Creative Learning Centers	1	1	1					COO
7	Conejo Valley Unified School District	1	1	1	1	1		1	Princ
8	Cutler-Orosi Unified School District	1	2	2	2	1	1	1	Princ, Asst Super
9	Evergreen School District	1	1	1					Ed Svs Director
10	Fruitvale School District	1	1	1					Asst Super.
11	Green Dot Public Schools	1	1		1				HR
12	Hanford Elementary School District	1	1	1					HR Coord
13	Lucia Mar Unified School District	1	1	1	1	1	1	1	Asst Super.
14	Milpitas Unified School District	1	1	1	1	1			Princ
15	Mountain View-Los Altos Union HSD	1	1	1	1				Personnel
16	Orcutt Union School District	1	2	2	2	2		2	CPO, AA
17	Pajaro Valley Unified School District	1	1	1	1				HR Director
18	Panama-Buena Vista Union School Dist	1	1	1	1				HR Director
19	Paso Robles Joint Unified School Dist	1	2	2	2	2	2	2	HR Dir, Personnel
20	Porterville Unified School District	1	1	1	1				Asst Super.
21	San Ardo Union Elementary School Dist	1	1	1					Super
22	San Luis Coastal School District	1	1	1	1	1	1	1	Director
23	Santa Maria - Bonita School District	1	1	1	1	1	1	1	Asst Super.
24	Santa Maria Joint Union HSD	1	2		2			1	Asst Sup, Asst Sup
25	Santa Paula Elementary School District	1	1	1	1				HR Director
26	Snowline Joint Unified School District	1	1	1	1				Dep Super.
27	Soledad Unified School District	1	1	1	1	1			Math Dept Chair
28	Sylvan Learning Center	1	1	1	1				Director
29	Unknown	1	1	1					NA
30	Ventura Unified School District	1	2	2		1		1	Princ, Princ
31	Whittier Union High School District	1	1	1	1	1			Princ
		31	39	32	30	19	12	14	

APPENDIX B



California Polytechnic State University, San Luis Obispo

SCHOOL DISTRICT SURVEY (2004-05)

Sponsored by College of Education and Career Services

The opinions of our school districts are important to us in evaluating the quality of our credential programs and the effectiveness of our graduates. Your responses will be treated confidentially. Thank you for your participation.

Your Name:

School District:

Title:

Phone Number:

Email:

For each credential program, please indicate the level of your agreement/disagreement with the statements below:

1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree

Multiple Subject Program. Cal Poly graduates:	1	2	3	4	5
1. are well prepared to teach the subject area(s) for which they are responsible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. prepare and teach lessons that influence student learning in a positive way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. meet the instructional needs of ALL student, including those who are culturally and linguistically diverse and with special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. manage a class and student behavior effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. use appropriate technology in their instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. communicate effectively with parents or guardians of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My district is satisfied with the quality of Cal Poly multiple subject graduates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Single Subject Program. Cal Poly graduates:	1	2	3	4	5
8. are well prepared to teach the subject area(s) for which they are responsible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. prepare and teach lessons that influence student learning in a positive way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. meet the instructional needs of ALL students, including those who are culturally and linguistically diverse and with special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. manage a class and student behavior effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. use appropriate technology in their instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. communicate effectively with parents or guardians of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. My district is satisfied with the quality of Cal Poly teaching graduates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrative Services Program. Cal Poly graduates:	1	2	3	4	5
15. collaborate with stakeholders on a vision and plans to promote a positive school climate and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. use various types of data for decision-making and assessment directed at school improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. work with teachers and other staff to identify their needs for professional development focused on improving student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. encourage and support the use of technology for instruction and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. My district is satisfied with Cal Poly administrative services candidates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling and Guidance Program. Cal Poly graduates:	1	2	3	4	5
20. know and follow state/national standards, professional codes of ethics, and legal mandates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. understand student learning and development, and multiple factors influencing these areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. consult, where appropriate, to optimize student achievement and school success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. work collaboratively to offer and assess a comprehensive school counseling program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. My district is satisfied with the quality of Cal Poly counseling and guidance graduates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Education Program. Cal Poly graduates:	1	2	3	4	5
25. use various screening instruments and data collection methods in the referral process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. engage in long-range planning based on established Individualized Education Plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. supervise paraprofessionals in the delivery of educational programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. work with teachers on instruction for students with disabilities in regular classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. My district is satisfied with the quality of Cal Poly special education candidates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Please feel free to provide comments. Thank you!