

# Update and Discussion of the Survey Data in Accreditation

## November 2017

### Overview of this Report

This report provides the COA with an update on the surveys that are in use by the Commission and provides the opportunity for the Committee to discuss how the survey data should be used in the accreditation process. There is a [Survey webpage](#) where the surveys and the statewide reports can be accessed.

### Staff Recommendation

This item is for information only. No action is required.

### Background

A very important component of the Strengthening and Streamlining Accreditation project was the development of annual surveys. The Commission developed six different completer surveys as part of the Strengthening and Streamlining project:

1. [Preliminary Multiple Subject Completers](#)
2. [Preliminary Single Subject Completers](#)
3. [Preliminary Education Specialist Completers](#)
4. [Preliminary Administrative Services Completers](#)
5. [Clear General Education Completers](#)
6. [Clear Education Specialist Completers](#)

In addition to the completer surveys identified above, a survey for the completers of the Administrative Services Clear Induction program was also developed and its initial year of administration is in 2017-18 because this is the year that the first completers from the Administrator Induction programs will earn their Clear Administrative Services credentials. Now the surveys are open from September 1-August 31 annually with reports sent to institutions in October.

Two additional surveys were developed and put in use: [Master Teacher Survey](#) and [Employer Survey](#). The Master Teacher survey was piloted in Spring 2016 and used again in Spring 2017. The Commission provides the link to the Master Teacher survey and asks that all preliminary teacher preparation programs share the link to the survey with all Master Teachers who work with a candidate in the candidate's final student teaching placement. A second link is provided to all preliminary teacher preparation programs where the program is asked to provide the total number of master teachers who worked with candidates in their final student teaching placement. This information allows staff to calculate a response rate for the Master Teacher survey. Beginning in the 2017-18 year, the Master Teacher survey will be open from September 1-August 31 with the reports being returned to institutions in October.

Fall 2016 was the pilot year for the Employer survey. The number of responses submitted was only 826 in the initial year and many institutions did not receive an institution report because fewer than 10 employers completed the survey for that institution. The email announcing the Employer survey was sent to all Local Education Agencies in California: school districts, county offices of education, and charter schools. The email for the 2017 Employer survey was sent out on November 3, 2017. By November 7, there are already 877 responses from Employers.

### Completer Surveys

The Completer surveys were piloted in Spring 2015 and available for the full 2015-16 year. The response rates were not sufficient in the initial survey process so as part of the Strengthening and Strengthening project, the surveys were embedded in the credential recommendation and payment process. Each program completer must go through the appropriate completer survey to pay for the credential. A completer may elect to decline to complete the survey but it is very clear that the survey is brief and designed to provide feedback on the preparation program. The statewide response rates for the three years are provided below:

Survey Year	Statewide Response		Program Specific Response	
	Lowest Rate	Highest Rate	Lowest Rate	Highest Rate
2014-15	27.8 %	37.9 %	21.1 %	63.9 %
2015-16	27.2 %	41.5 %	6.8 %	100 %
2016-17	92.8 %	96.9 %	71.4 %	100 %

### Use of Survey Data in Accreditation Process

A key purpose of the surveys is to inform program improvements at the institution but now that the Completer Surveys are gathering information from at least 90% of the program completers statewide, the surveys provide a wealth of information for accreditation site visit teams to review and consider alongside documentary evidence and interviews. Pursuant with the Commission objective to streamline the process where it is feasible to do so, a high response rate that is also very positive about a program could result in the need for fewer program completers, master teachers, or employers to be interviewed during an accreditation site visit. This means that the number of individuals that are interviewed in this new system for some institutions/programs might be substantially lower than for others and those of the past visits.

In addition, staff has discussed that data from the survey should be provided in the accreditation site visit report if that information is being used by the team member to inform the decision about standards. The Committee will be seeing more information included in site visit reports from the Completer, Master Teacher, and Employer surveys.

In addition, staff plans to review the Completer Surveys to identify outlier programs. An outlier program would be one where the programs responses are significantly better or worse than the state as a whole. For example, the Preliminary teacher preparation program completer surveys all ask how often the candidate was observed by the program supervisor. The statewide data for this question varies across programs as shown in the table below. Although there is a small

percentage statewide that report being observed only one or twice, identifying the programs that have the largest group of responders that report being observed infrequently, would give staff information to talk with the program leaders, and potentially, lead to information about programs that may require additional review by either staff, the COA, or a small team of reviewers. And conversely, staff would have information on programs where all completers report that they were observed and got substantial feedback from their program supervisors. This can assist in identifying best practices that other programs can consider.

<b>How Often Were You Observed Teaching by your Program Supervisor?</b>			
<b>Responses</b>	<b>Multiple Subject</b>	<b>Single Subject</b>	<b>Education Specialist</b>
Once or Twice	2.3 %	3.3 %	5.8 %
3-5 times	18.1 %	8.8 %	14.3 %
6-10 times	37.8 %	19.7 %	25.2 %
11-15 times	19.2 %	33.2 %	16.3 %
16-20 times	12.7 %	27.2 %	13.0 %
More than 20 times	9.8 %	7.9 %	25.5 %

The surveys for Clear Credential programs ask completers when they enrolled in the Induction program compared to when the school year began, how long after enrollment they were assigned a support provider, and how often they met with their support provider.

<b>How long after you were hired into an assignment that requires a preliminary credential were you enrolled in an Induction program</b>	<b>General Education</b>	<b>Special Education</b>
At the time of hire or before beginning work with students	41.8 %	35.8 %
within 1-2 months of beginning my assignment	24.3 %	17.7 %
Within 3-5 months of beginning my assignment	3.0 %	3.2 %
More than 5 months after beginning my assignment	4.6 %	4.8 %
One year or more after beginning my assignment	26.2 %	38.6 %

<b>How long after you were enrolled in a program did you begin working with a Support Provider?</b>	<b>General Education</b>	<b>Special Education</b>
Within one month of enrolling	87.1 %	83.2 %
Within two months of enrolling	8.2 %	9.4 %
More than three months after enrolling	2.0 %	3.8 %
I was assigned a Support Provider but never worked with the SP	0.3 %	0.5 %
I was never assigned a Support Provider	2.4 %	3.1 %

<b>On average, how frequently did you and your Support Provider have meaningful communication about teaching?</b>	<b>General Education</b>	<b>Special Education</b>
Daily	9.1 %	9.8 %
Two or three times per week	22.9 %	22.4%
Weekly	50.4 %	45.4 %

<b>On average, how frequently did you and your Support Provider have meaningful communication about teaching?</b>	<b>General Education</b>	<b>Special Education</b>
Twice per month	13.8 %	16.0 %
Less than twice per month	3.8 %	6.5 %

Like with the Preliminary program surveys, if staff analyzes which programs are the ones with the most completers reporting that they enrolled in the program a year or more after beginning their assignments, were never assigned a support provider, or met very infrequently with support providers, staff will identify programs with which to problem solve. And by identifying programs that do not have completers reporting that they were never assigned a support provider or met infrequently, staff will be able to identify programs that are using best practices and develop a plan to share the best practices across all Induction programs.

### **Challenge of Low Numbers of Completers**

The Commission has historically used 10 as the minimum number of responses for which a report will be issued for the specific institution. Beginning with the 2017 Survey Reports, staff augmented the rule of 10 to also provide reports to any program that had a minimum of five (5) completers and all completers submitted survey responses. So the rule for which programs receive program specific reports is a) there are a minimum of 10 responses for the program or b) there are between 5 and 10 completers and 100% of the completers submitted responses to the survey.

### **Next Steps**

Staff is developing a short survey for the completers of programs other than preliminary teaching and leading and induction for teachers and leaders. These programs include the Pupil Personnel Services programs, school nurse, teacher librarian, speech-language pathology, reading added authorization, and the special education added authorizations. The plan is to ask all completers the same questions—focusing on aspects of the programs that are common.

Topics to be surveyed include, but are not limited to:

- The clarity of the application process
- The clarify of the credential requirements
- The knowledge and skills of the faculty
- The connection between the coursework and field experiences
- How well prepared the completer feels at the time of program completion

This new survey will be piloted in Spring 2018. We will identify all program completers from the selected educator preparation programs who were recommended for credentials between September 1, 2017 and August 30, 2018 and invite them to complete the survey. In October 2018, staff will be distributing program reports when the program responses meet the threshold identified above. After the survey has been closed, staff will bring a report to the Committee to review the information and provide any suggestions for improving the Other Program Completer Survey for future use.

Now that the Completer surveys have robust response rates, staff can move some of the survey data into the Data Warehouse and begin to look at what dashboards can be developed. The initial thinking is that dashboards would allow individuals to look at the survey data across the state, for the different the segments that prepare educators (CSU, private colleges and universities, UC, and LEAs), and possibly in the future at specific institutions.