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Examining Teacher Preparation Program Feedback from CSU Systemwide Survey Data

Using the CTQ completer survey to support data-driven continuous improvement

Daniela Torre
Melissa Eiler White
Alix Gallagher

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Introduction

While researchers generally agree that teachers are the most important school-based predictors of student academic outcomes,[1] there is little consensus around the pre-service preparation that is necessary for systematically producing effective teachers.[2] Given that nearly 90 percent of teachers are prepared in traditional teacher preparation programs,[3] collecting and using data to identify high-quality approaches to preparing teachers and to highlight areas for teacher preparation program improvement may ultimately increase the likelihood that children have access to effective teachers.[4]

Recent literature and federal guidance have highlighted the importance of including surveys of both employers and recent graduates among the many measures used to assess the quality of teacher preparation programs (TPPs) and inform data-driven improvement efforts.[5] In California, both the Center for Teacher Quality (CTQ) and the California Commission on Teacher Credentialing (CTC) administer surveys that gauge TPP completers' and supervisors' perceptions of teacher preparedness and program quality. Faculty and staff in the California State University (CSU) system can use data from these surveys not only to address any reporting requirements, but also to support data-driven program improvement efforts.

The New Generation of Educators Initiative (NGEI), funded by the S.D. Bechtel, Jr. Foundation (hereafter "the Foundation"), seeks to strengthen the current teacher preparation system in California so that new teachers enter the workforce prepared to implement Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). The Foundation has developed a theory of action to guide reform that focuses on five Key Transformation Elements (KTEs): partnership (KTE 1), prioritized skills (KTE 2), practice-based clinical preparation (KTE 3), formative feedback on prioritized skills (KTE 4), and data-driven continuous improvement (KTE 5).

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[1] Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrica*, *73*(2), 417–458.

[2] National Research Council. (2010). *Preparing teachers: Building evidence for sound policy*. Washington, DC: The National Academies Press. Retrieved 4-20-14, from http://www.nap.edu/catalog.php?record_id=12882

[3] U.S. Department of Education, Office of Postsecondary Education. (2015). *Enrollment in teacher preparation programs*. Retrieved from https://title2.ed.gov/Public/SecReport.aspx.

[4] Feuer, M. J., Floden, R. E., Chudowsky, N., & Ahn, J. (2013). *Evaluation of teacher preparation programs: Purposes, methods, and policy options*. Washington, DC: National Academy of Education. Retrieved 4-21-14, from http://www.naeducation.org/xpedio/groups/naedsite/documents/webpage/naed_085581.pdf

[5] Allen, M., Coble, C., & Crowe, E. (2014). *Building an evidence-based system for teacher preparation*. Washington, DC: Teacher Preparation Analytics. Retrieved February 14, 2015.

U.S. Department of Education, Office of Postsecondary Education. (2016). *U.S. Department of Education guidance on regulations*. Retrieved from http://www.ed.gov/news/press-releases/education-department-releases-final-teacher-preparation-regulations

Through KTE 5, the Foundation emphasizes the importance of data-driven continuous improvement and outlines a vision for how grantees can use post-program surveys to inform program reform efforts. This vision encourages grantees to develop routines for reviewing "longitudinal data on year-end candidate surveys" and identifying "meaningful programmatic changes made as a result of this data." The CTQ Completer Survey, formerly known as the CTQ Exit Survey, is useful for providing a longitudinal, high-level view of program strengths and weaknesses that can suggest where there is a need for further investigation using additional sources of data better suited to measuring specific constructs relevant to ongoing improvement efforts with more frequency.

WestEd and SRI International are conducting a formative evaluation to track NGEI implementation and outcomes at the 11 NGEI grantees (i.e., TPPs and their district partners) that received comprehensive grants in Phase 2. To date, we have produced two Evaluation Cycle Reports that summarized initial reforms of grantees and described grantees' approaches to improving clinical practice during NGEI Phase 1 (July 2015–June 2016). The current report provides background on the CTQ Completer Survey, including recent revisions, and describes how NGEI grantees can use data from the CTQ Completer Survey strategically to support certain data-driven program reform efforts as envisioned by KTE 5.

Why highlight the CTQ Completer Survey?

The CTQ administers three surveys each year: the Completer Survey, Graduate Survey, and Supervisor Survey. The Completer Survey is a comprehensive data source that TPPs can use to understand key issues related to program completers' TPP experience. The Graduate Survey and the Supervisor Survey are completed by CSU program graduates and their supervisors in the spring of the completer's first year of teaching and provide information related to the completer's experience as a new teacher. During Phase 1, the Foundation provided support to the Center for Teacher Quality to support revisions of these surveys as well as to WestEd/SRI to provide related technical assistance with an eye toward strengthening sources of data that can support continuous improvement efforts within the CSU. The three CTQ surveys are valuable data-sources because they are standardized sources of data related to completers' program experiences across all CSU TPPs, they are readily available and familiar to all TPPs, and because they will eventually serve as sources of longitudinal data. In this report, we highlight the Completer Survey specifically because it is the most proximal to candidate experiences and traditionally has the highest response rates.

Box 1. CTQ Completer Survey Strengths

- Comprehensive source of data about completers' experience
- Is aligned to the California Teacher Performance Expectations
- Generally has a high response rate (>70 percent)
- Allows for comparisons across all California teacher preparation programs
- Will soon be accessible via an online data dashboard
- Allows TPPs to add additional items relevant to their specific program
- Provides a longitudinal data source

The Completer Survey is a comprehensive source of data related to completer perceptions of program quality and preparedness to teach. All completers of CSU TPPs take one of three versions of the Completer Survey depending on the credential they are seeking (i.e., Single Subject, Multiple Subject, or Education Specialist). Exhibit 1 shows the contents of each survey. Across all versions, more than two thirds of survey items focus on completer perceptions of their preparedness for teaching[6] or the quality of their clinical experiences and coursework.[7] The remaining items ask completers to provide information about themselves and their program, including demographic characteristics, the program they completed, the frequency with which they received support from their supervisors, mentor teachers, and faculty, and the length of time it took them to finish their program.

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[6] Items assessing preparedness for teaching ask completers to rate how well their TPP prepared them to do various teaching-related tasks, such as assessment or building classroom culture.

[7] Items assessing program quality ask candidates to rate the utility of various program components, such as coursework, the quality of their faculty, clinical experience, and TPP professional culture, and their opportunity to engage in content-specific activities.

Exhibit 1. CTQ Survey Content, by Survey Version

Item Type	Number of Questions		
	Single Subject	Multiple Subject	Education Specialist
Teacher Background Information	4	4	4
TPPs and Credentials	9	8	9
Self-Reported Description of Clinical Experience	10	10	10
Perceptions of Program Quality	12	38	38
Perceptions of Preparedness for Teaching	33	35	46
Total Number of Items	**68**	**95**	**107**
Total Number of CTC Survey Items[a]	36	55	66

a. Note that the CTC items are a subset of the total number of items on the survey, not additional items. That is, on the Single Subject Completer Survey, 36 of the 68 items are identical to CTC Completer Survey items.

Of the three CTQ administered surveys, the response rate for the Completer Survey has historically been the highest. The Completer Survey response rate for the 2015 cohort was 76 percent. In contrast, the Graduate and Supervisor Survey response rates were 43 and 24 percent, respectively. Given that a larger proportion of CSU TPP completers finish the Completer Survey, it can provide more reliable data than either the Graduate or Supervisor Survey for conducting within and between TPP comparisons of completer perceptions and experiences.

The Completer Survey is a standard measure used across all CSU TPPs and so allows TPPs to compare their data to that of the entire system. TPPs can use average responses from TPPs across the system as a benchmark for understanding the strengths and weaknesses of their programs. TPPs will be able to access their survey data and make comparisons between their data and the CSU average when the CTQ launches its online data dashboard in the spring of 2017.[8] Later on, they will also have the opportunity to opt into sharing TPP-level data with other TPPs using the dashboard. If TPPs opt into sharing, they will have the ability to compare their data with that of other individual TPPs that have also opted into sharing. Eventually, programs may be able to conduct more nuanced analyses by comparing their completers' responses to the responses of completers of programs that are most similar to theirs. For example, faculty at a TPP with a residency program may choose to limit comparisons to other TPPs with residency programs to isolate factors beyond participating in a residency that are useful to completers.

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[8] See Appendix 4 for additional information about the CTQ Data Dashboard.

Box 2. The CTQ Data Dashboard

In the spring of 2017, the CTQ plans to begin sharing CTQ survey data through an online dashboard. The purpose of the dashboard is to facilitate data use by providing visualizations of variation in responses by particular subgroups as well as downloadable data files with the variables necessary for conducting more nuanced analyses. In the next Phase of development, additional program-level data will be available. See Appendix 4 for more information about the new data system and dashboards. The CTQ encourages input from TPP stakeholders as to what survey data would be most useful to highlight on the dashboard. If you have any suggestions, please contact Sarah Kolbe or Paul Tuss at the CTQ.[9]

Individual TPPs have the flexibility to add new items as needed through the CSU Exit Evaluation administrative website. These items can be open-ended, multiple choice, or use a Likert scale.[10] Faculty and staff can use this flexibility to modify the survey to investigate issues that are most salient to their program improvement efforts.

What are the implications of recent revisions to the Completer Survey?

The Completer Survey was revised substantially in 2015–2016 for the first time since its initial development in 2006. The purpose of the revision was to:

1. Update survey items to reflect changes in K–12 policies in California (e.g., the adoption of the Common Core State Standards), the growing diversity of the student population, and the increased influence of technology in the classroom.
2. Incorporate all of the survey items from the recently revised CTC Completer Survey, as well as remove original CTQ Completer Survey items that were redundant with items from the CTC Completer Survey.[11]
3. Improve the quality and clarity of individual items.

The revision process has several implications for how TPP program leaders can use the CTQ Completer Survey to understand their program and the relationship between reform efforts and candidate experiences.

The parallel design of the CTC and CTQ surveys allows CSU TPPs to compare their Completer Survey data not only to that of other CSU TPPs but also to data from every TPP program in California.[12] The revised CTQ Completer Survey includes all of the questions from

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[9] Current contact information can be found on the CTQ website (http://www.calstate.edu/teacherquality/staff.shtml).

[10] Detailed directions for adding and editing TPPs-specific items are provided in the CSU Teacher Education Exit Evaluation - Administrator's Guide and are reproduced in Appendix 3 of this memo.

[11] See Appendix 1 for a description of how item scales changed as a result of the revision process.

[12] Each year, TPPs that had 10 or more completers receive printed TPP-level summary reports of the CTC Completer Survey results in the mail. Statewide summary results are available on the CTC website.

the CTC survey related to perceptions of program quality and preparedness to teach, as well as multiple unique items (e.g., the length of time it took to complete the program; perceptions of preparedness to teach diverse learners, use technology for instruction, and two open-ended questions). In fact, more than half of the items on each version of the revised CTQ Completer Survey are CTC survey items.[13] Because the CTQ Completer Survey shares these items with the CTC Completer Survey, which is administered to completers of every California TPP, CSU TPPs can easily make comparisons to non-CSU TPPs.

Recent revisions limit longitudinal analyses. Several item scales on the Completer Survey were changed in order to create alignment between CTQ and CTC survey items. For example, the scales measuring agreement on questions asking about perception changed from four levels (not at all prepared, somewhat prepared, adequately prepared, well prepared) to five levels (not at all prepared, poorly prepared, adequately prepared, well prepared, very well prepared).[14] While these changes allow TPPs to compare their results to other TPPs across California, it precludes the possibility of comparing Completer Survey data collected before and after the 2015–2016 revision.

During the revision process, items were also added or removed, further limiting longitudinal analyses. Significant additions to the Completer Survey include a set of 26 items asking completers in Multiple Subject and Education Specialist programs to assess their opportunity to learn content-specific pedagogy. Items that were removed include a question asking students their age, which could be useful for identifying non-traditional students, and a set of 15 items asking completers about their prior employment experience, current employment status, and employment preferences.

The items on the Completer Survey are aligned to many areas where NGEI grantees have focused reform efforts, such as clinical experiences and feedback to candidates. The sum of this report will highlight items that are particularly well aligned to the reform goals of the NGEI grantees and how grantees can use Completer Survey data to identify areas for further exploration.

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[13] On the Single Subject form, 36 of 68 (52 percent) items come from the CTC Completer Survey; on the Multiple Subject form, 55 of 95 (57 percent) items come from the CTC Completer Survey; and, on the Education Specialist form, 66 of 107 (61 percent) items come from the CTC Completer Survey.

[14] Further detail on scale changes are presented in Appendix 1.

How can the Completer Survey support learning about the NGEI reforms?

KTE 5 states that NGEI grantees will collect and analyze data related to candidate progress that will impact change at all levels of a TPP. The Completer Survey is one of many possible data sources that can inform such continuous improvement efforts. The instrument includes several items related to how completers experienced their preparation and can offer information about a) possible gaps in performance-related candidate experiences and b) an annual snapshot about progress towards closing those gaps. Other sources of data which would be collected much more frequently, on the other hand, should be used to support close monitoring of program changes on an ongoing basis.

Which Completer Survey items are aligned to NGEI reform areas?

Each NGEI grantee created several reform goals aligned to the KTEs to drive improvement efforts. Below we describe items that are aligned to some of the more prevalent areas of reform.

The Completer Survey includes 10 items related to the frequency and quality of feedback. The majority of NGEI grantees have developed reform goals related to improving the quality and frequency of feedback that candidates receive from their supervisors, mentor teachers, or faculty. Exhibit 2 shows the 10 items on the Completer Survey that are related to feedback; in particular, to the frequency of feedback as well as completers' perceptions of feedback they received as a candidate.

Exhibit 2. Completer Survey Items Related to Feedback

Items Related to Feedback
My cooperating teacher(s) Frequently observed my teaching and met with me to offer feedback.
My cooperating teacher(s) Offered useful strategies and advice about my teaching.
My cooperating teacher(s) Helped me reflect on my practice.
My cooperating teacher(s) Helped me to solve teaching problems.
If you served in an internship placement, how often did your assigned mentor observe your classroom instruction and provide feedback and assistance during your clinical practice?
How often did preparation program faculty or staff communicate with you in person or by other means about your teaching practice?
How often did preparation program faculty or supervisors observe your classroom instruction and provide feedback during your clinical practice?
[How useful were] Your field experiences (e.g., observations, school-based course assignments, summer programs, etc.) prior to supervised student teaching.
[How useful were] Information, support and advice by preparation program advisor(s), faculty or supervisors.

Many items on the Completer Survey relate to the prioritized skills identified by NGEI grantees. In accordance with the Foundation's second KTE focused on prioritized skills, all NGEI grantees have defined the key skills they want completers of their programs to have mastered. While the specific skills vary across TPPs, the Completer Survey has many items related to essential skills completers may have learned during their TPP. For instance, there are 8 items specifically related to assessment, over 10 related to teaching diverse learners, and almost 20 related to content-specific skills.[15]

The Completer Survey includes seven items related to completers' clinical preparation, a focus of reform for several TPPs and the focus of the Foundation's third KTE. Four items ask candidates to describe their clinical experience and three ask candidates to rate the quality of their cooperating teacher or their placement.[16] Data from these items can help TPPs understand the particular aspects that shape a candidate's clinical experience (i.e., structure, hours in the classroom, quality of the cooperating teacher, frequency of observation, clinical environment) as well as parse what candidates perceive as most useful.

How can the Completer Survey data inform progress on NGEI goals?

Grantees can use data from the Completer Survey as a tool to provide an annual snapshot of progress towards a particular reform goal as well as to highlight areas of strength and weakness. To do so, grantees should first decompose their reform goals into smaller and more specific sub-goals and then search for the items in the Completer Survey that are best aligned to those sub-goals.

To illustrate this process, we develop an example of how data from the Completer Survey can be used to support a hypothetical reform goal related to feedback:

> We will ensure all program completers are prepared to teach to new standards by increasing the percentage who receive quality feedback on intellectual engagement and successful learning by all students at least once a week from partnership program mentor teachers from 30 percent to 90 percent by June 1st, 2019.

To identify items on the Completer Survey relevant to reform efforts, grantees should first identify measurable aspects of their reform goals. The example goal consists of three measurable parts: the number of completers who are prepared to teach new standards, the number of completers who receive quality feedback on particular domains, and the frequency with which completers received feedback from mentor teachers. Several items from the Completer Survey can provide standardized and, eventually, longitudinal data on these three measures.

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[15] For crosswalk of prioritized skills and Completer Survey items, see Appendix 2.

[16] See Appendix 3 for a list of items related to clinical preparation.

1. [My cooperating teacher(s)] Frequently observed my teaching and met with me to offer feedback.
2. [My cooperating teacher(s)] Offered useful strategies and advice about my teaching.
3. [How well prepared are you to] Teach my content area(s) according to California academic content standards in my subject area.
4. [How well prepared are you to] Develop curriculum to teach content standards effectively.

With the exception of item 3 (which appears only on surveys completed by graduates of Education Specialist and Single Subject credential programs) the items listed above are included in all versions of the Completer Survey.

Using data from the Completer Survey, grantees can assess where they are in terms of completer perceptions of feedback relative to the CSU system as a whole, and eventually, to that of other individual TPPs or groups of TPPs. Comparing the average response to an item by a particular TPP to the average response across all CSU TPPs will spotlight areas where a grantee might want to probe further to understand why they are above or below average. While TPPs do not yet have the capability to compare their data to that of other individual TPPs, they can begin investigating sources of variation within their own campus using both Completer Survey data and other local data sources available to them. (And, as noted above, the new CTQ dashboards will eventually allow individual TPPs to opt into sharing TPP-level results.)

Grantees can further unpack data from the Completer Survey by examining variation across and within TPPs. Exhibit 3 shows the percentage of candidates at each Phase 2 NGEI grantee who responded "yes" to items 1 and 2 listed above. These data show that, compared to the NGEI average, a smaller proportion of completers at TPP A report that their cooperating teacher met with them frequently or provided useful feedback. While more than half of the candidates at all of the TPPs, including TPP A, responded affirmatively to the two questions, candidates at TPP J had the largest proportion of candidates respond that they had frequent and useful contact with cooperating teachers. TPP A might further their analysis by investigating what features characterize the programs with the highest and lowest positive responses.
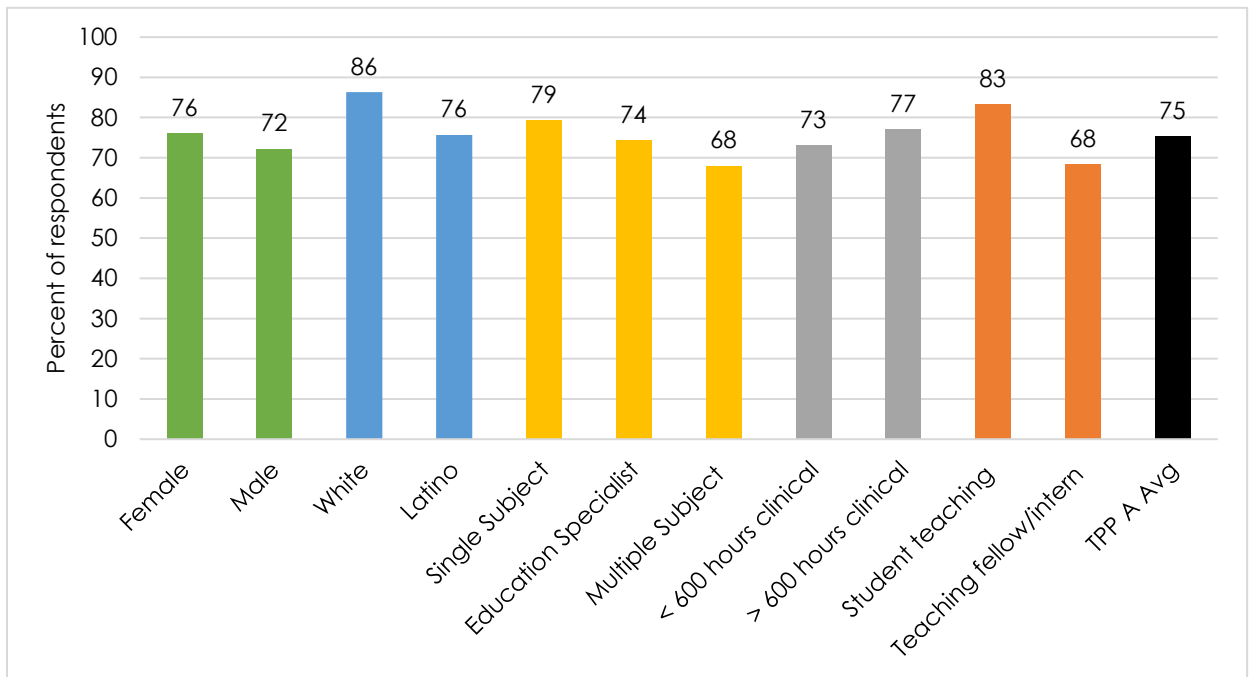
Exhibit 3. Frequency and Usefulness of Cooperating Teacher Feedback at Each NGEI TPP
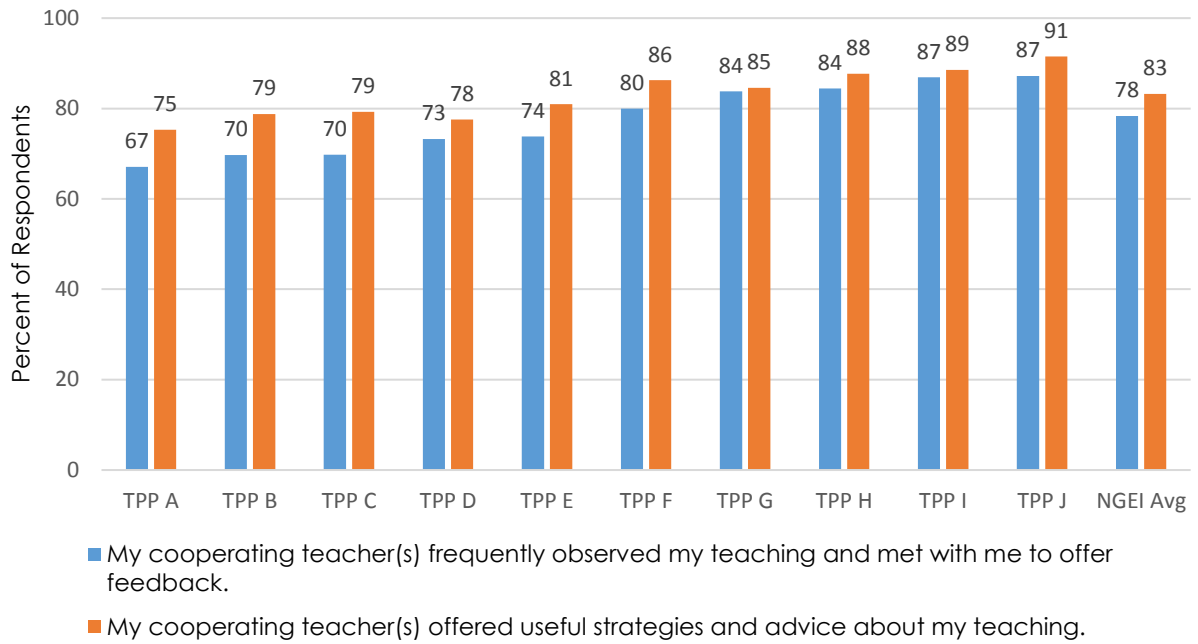
TPP A could also examine variation in responses within their program. Exhibit 4 shows the percent of candidates at TPP A who indicated that the feedback they received from their cooperating teacher was useful, disaggregated by demographic and program-related variables (i.e., gender, race/ethnicity, credential type, number of hours in clinical preparation, and type of clinical preparation). Looking just at the means, there seem to be differences within each set of comparative groups.

To further explore these apparent differences, we used statistical tests (e.g., chi-squared, t-test, ANOVA, etc.) to determine whether mean differences were statistically significant. T-tests and post-hoc tests following an ANOVA analyses[17] show that there are no significant differences in responses by gender, race/ethnicity, or number of hours of clinical preparation, but that responses are significantly different between candidates in the Multiple Subject and Single Subject programs (difference = .11, $p < .05$) and candidates who participated in a student teaching rather than an internship model (difference = .15, $p < .05$). Note that a simple visual inspection of the data suggested similar conclusions, and should be considered an important first step in analyzing data.

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[17] Detailed results shown in Appendix 3.

Note: Black, Asian, and other races not included because of small sample size (< 10 observations).

To further investigate variation, TPPs could continue disaggregating data by subgroup. One notable source of variation in average response shown in Exhibit 4 is whether or not the completer participated in a Single Subject or Multiple Subject credential program. TPP A could use the data from the Completer Survey to probe for systematic differences between candidates enrolled in the Multiple and Single Subject credential programs that may explain their different perceptions of the usefulness of cooperating teacher feedback. For instance, further analyses show that while Single Subject and Multiple Subject program completers are similar in terms of their race/ethnicity, the number of hours they participated in clinical practice, and whether or not they were student teachers or teaching fellow/interns, they differ in terms of their gender. There are more than three times more males in the Single Subject versus the Multiple Subject program (42 percent vs 13 percent). It might be that men systematically perceive feedback from cooperating teachers differently than women. Alternatively, there could be any number of observable or unobservable differences in the candidates who choose to enter into a Single Subject rather than a Multiple Subject program that explain their different perceptions of feedback.

To better understand what drives the differential responses between the Multiple or Single Subject credential program completers, TPP A could use local sources of data. As an example, TPP A could conduct focus groups in which candidates in different credential programs share their perceptions of the quality of feedback they received from their cooperating teacher.

For items that have Likert-scale response options (e.g., items with responses Not at All, Poorly, Adequately, Well, and Very Well) or multiple response options, comparing means may not be appropriate.[18] An alternative approach to identifying variation for Likert-scale or categorical items is to compare the percent of completers who respond in a particular way. For example, instead of reporting the average response on a five-point scale, TPPs can report the percent of respondents who indicate they are "Very well prepared" or "Well prepared" on questions related to preparedness.

Exhibit 5. Percent of Completers Responding Well or Very Well to "[How well prepared are you to] Develop curriculum to teach content standards effectively"
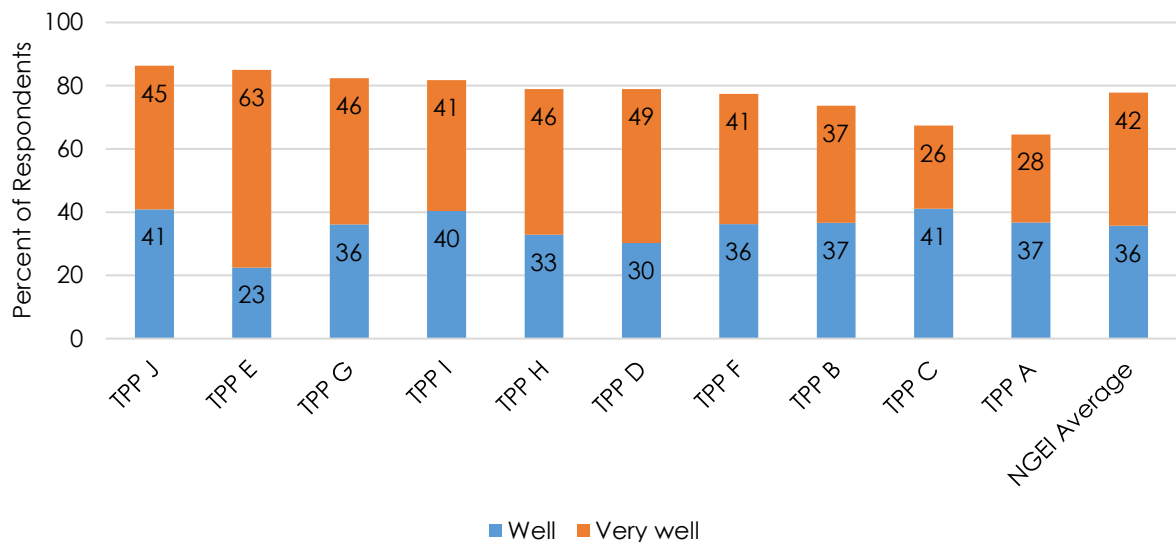
Exhibit 5 shows the proportion of candidates who responded "Well" or "Very well" on the item "[How well prepared are you to] Develop curriculum to teach content standards effectively" at each NGEI grantee. On this item, as with most items, the majority of respondents at all TPPs consistently chose the two most positive response categories to describe their experiences. However, variation in responses across TPPs is still evident, as evidenced by the 20 percent difference in the percentage of completers who feel "well" or "very well" prepared between TPP J and TPP A.

At this point, TPPs could proceed, as in the example above, by performing within TPP subgroup analyses and triangulating results with additional data sources.

TPPs can also investigate variation over time at the CSU, TPP, or subgroup level. Longitudinal comparisons are especially useful for providing an annual snapshot on outcomes

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[18] When comparing means, the assumption is that the difference between any of the two levels of the item is equivalent (e.g., the difference between Not at All and Poorly is equivalent to the difference between Adequately and Well). If this assumption is not valid, then examining the mean response is not meaningful.

related to program improvement efforts. As discussed in the examples above, grantees can use data from relevant items on the Completer Survey, in combination with data from other sources, to identify areas in need of improvement, and make changes to their program accordingly. For instance, based on the evidence presented in the Completer Survey regarding completer perceptions of cooperating teacher feedback, TPP A could choose to allocate resources towards further investigation of the issue to understand the root causes of the relatively lower ratings of the usefulness of cooperating teacher feedback, and then adjust their program to improve the identified issues. Frequent monitoring using leading indicators for those changes would be one key step in a continuous improvement approach. In time, evidence from multiple years of Completer Survey data could be used to confirm whether program changes are related to improved performance on a particular Completer Survey item rather than random year-to-year fluctuation.

TPPs should consider 2015–16 to be the baseline year for future longitudinal comparisons. The revised version of the survey and the prior version of the survey include items about similar concepts and so TPPs could conceivably track general patterns of change by comparing responses to these conceptually similar items. However, while forcing comparisons between the revised and older versions of the survey is possible, it is not recommended. The myriad changes in item wording and item scales makes drawing valid conclusions about longitudinal trends virtually impossible.

What are limitations of the Completer Survey data?

While the Completer Survey provides systematic, valid, and reliable data about completer experiences, TPPs should consider the limitations inherent in self-reported survey data when interpreting results. Like all surveys, the Completer Survey has limitations related to the number of respondents, the distribution of responses, how unobserved variables impact responses, and the frequency of its administration.

When using the Completer Survey data to make within-TPP, across-TPP, or longitudinal comparisons, TPPs should keep in mind that candidates in one credential program, TPP, or cohort may systematically differ from candidates in others. As such, differences in candidate ratings of their preparation programs may not reflect differences in program quality but rather differences in candidates. For example, Exhibit 5 showed that candidates at TPP A less frequently responded that they felt "well prepared" or "very well prepared" to develop curriculum related to content standards than candidates at other TPPs. This difference could reflect actual differences in perceptions due to the teacher preparation program, or could simply reflect differences in perceptions based on the population of candidates at different TPPs, differences in the schools at which completers at different TPPs expect to teach, or changes in content standards over time.

At many TPPs, subgroup sizes are too small to be able to draw meaningful comparisons between groups. As we described above, the Completer Survey can help the CSU system and individual TPPs understand how candidate perceptions vary by particular subgroups such as by race or gender. However, TPPs should interpret comparisons between low-incidence subgroups with caution as small subgroup sample sizes increase the likelihood that a particular result is due to chance. It will eventually be possible to detect subgroup trends despite small sample sizes by looking at patterns across time.

Ceiling effects, that is, a positive skew in the distribution of responses to most Completer Survey items that limit variation, in combination with minimal variation in responses within or across TPPs, makes identifying areas where TPPs are truly exceptional difficult. Ceiling effects also present a limitation for TPPs considering using the Completer Survey to track improvements over time. If candidates already rate their preparation programs very positively, it may be difficult for TPPs to detect meaningful improvements in terms of higher average ratings on survey items.

TPPs can address these potential limitations by triangulating the Completer Survey data with other data sources. Triangulating the data may include:

- Creating custom survey items to address new programmatic elements for which there may be variation in candidate responses;
- Conducting focus groups or interviews with candidates to better understand differences in candidate perceptions of program quality;
- Comparing similar items on the Exit and one-year out surveys; and
- Analyzing Completer Survey data in conjunction with other program data such as teacher evaluation scores or course ratings.

TPPs can address selection bias when making comparisons by controlling for observed characteristics. TPPs can control for candidate differences by limiting comparisons to candidates in similar TPPs or programs or to candidates with similar background characteristics. Alternatively, TPPs can use statistical analysis to control for candidate differences. These solutions require that TPPs continue to encourage participation in the Completer Survey to ensure large sample sizes.

Because the Completer Survey is only administered annually, it cannot be used to continually monitor whether or not program changes are on track. Data serving that purpose should be collected and reviewed on a much more frequent basis than once a year. However, the Completer Survey data can be used to highlight areas where TPPs may want to investigate further and to provide an annual snapshot of progress towards improvement of a specific issue.

Conclusion

In this memo, we described some of the ways NGEI grantees can use the Completer Survey to address KTE 5, data-driven continuous improvement. The Completer Survey is a valuable tool because by virtue of being standardized across TPPs, it allows comparisons within and across CSU TPPs. NGEI grantees will find several items related to their reform goals within the Completer Survey that they can use as an additional source of data to understand the strengths and weaknesses of their programs and to identify areas for reform. Moreover, the Completer Survey was designed to be flexible, as TPPs can add items that are better aligned to their goals.

In order for the Completer Survey to be useful, TPPs must ensure that the response rate remains high. TPPs can encourage completer participation in the survey by making it a key step in the process for completing a program or earning a credential; reserving time during the final courses session for students to complete the survey; or providing monetary or non-monetary incentives.

As part of their use of data to drive program reform efforts, TPPs are expected to gather data to assess the extent to which the changes they have made are impacting their program and candidate experiences. The continual use of data should lead grantees to make adjustments to their program that will increase the likelihood that completers graduate and enter the workforce prepared to provide rigorous, standards-based instruction to diverse learners.

Appendix 1. Completer Survey Revisions

Exhibit 1-1. CTQ Completer Survey Revisions, Details on Changes in Scale

	Pre-2016	March 2016 – present
Preparedness Scale	Well prepared to begin Adequately prepared to begin Somewhat prepared to begin Not at all prepared to begin	Very well prepared Well prepared Adequately prepared Poorly prepared Not at all prepared
Truth Scale	True Mostly True Somewhat True Not True Can Not Answer	Completely True Mostly True Somewhat True Not True Can Not Answer
Usefulness Scale	Very Somewhat A little Not at all Does not apply	Very useful Useful Somewhat useful Not at all useful Does not apply
Overall Effectiveness Scale	I learned a lot in my university's credential program. The program contributed in important ways to my teaching this year. I learned quite a bit that was important. The university program also included a lot of material that has not been helpful. The university program included relatively little substance. Most of the material has been of little value in my teaching. The university professional preparation program offered nothing of value. It was almost entirely a waste of my time.	Very Effective Effective Somewhat Effective Not at all Effective
Preparedness Stem Changes	At the university, how well prepared are you to begin each aspect of a teacher's job?	How well did your teacher preparation program prepare you to do each of the following as a teacher?
Usefulness Stem Changes	Based on your experience as a K–12 pre-service teacher, how valuable or helpful were these other elements of your teaching credential program?	Based on your experiences as a credential candidate, how useful were the following components of your teaching preparation program?
Overall Effectiveness Stem Change	What is your overall evaluation of your Teaching Credential Program?	Overall, how effective was your teacher preparation program at developing the skills or tools you needed to become a teacher?

Appendix 2. Completer Survey Items Related to KTEs

Exhibit 2-1. CTQ Completer Survey Items Related to Prioritized Skills

Assessment
Develop and use assessment data from a variety of sources to establish learning goals and to plan, differentiate, and modify instruction
Collect and utilize data to ensure educational benefit when aligning assessment data with goals and services within the least restrictive environment
Evaluate the effects of your actions on student learning and modify plans accordingly
Give productive feedback to students to guide their learning
Involve all students in self-assessment, goal setting, and monitoring progress
Listen to an individual child read aloud for the purpose of assessing his/her reading achievement
Use data from student assessments to inform instruction
Use student reading assessment results to address student needs and improve your teaching

Content Knowledge
Develop curriculum to teach content standards effectively
Teach my content area(s) according to California academic content standards in my grade(s)
Engage students in scientific and engineering practices during your field experience
Learn about the crosscutting concepts that unify the study of science and engineering
Study, critique, or adapt science curriculum materials
Contribute to students' reading skills including comprehension in my subject area
Enable students to acquire subject matter skills that contribute to future success
Learn how to help students make predictions to improve comprehension
Learn to teach students to organize their ideas prior to writing
Learn typical difficulties students have with fractions
Learn typical difficulties students have with place value
Learn ways to teach decoding skills
Learn ways to teach reading and writing to students at different stages of reading
Review local district mathematics curriculum
Study national or state standards for mathematics
Study state standards for reading/language arts
Study, critique, or adapt reading curriculum materials
Study, critique, or adapt math curriculum materials
Use representations (e.g., geometric representation, graphs, number lines) to show explicitly why a procedure works

Pedagogical Skills
Differentiate instruction in the classroom

Learn how to support older students in learning to read
Plan and adapt instruction that incorporates appropriate strategies, resources, and technologies to meet the learning needs of all students
Adapt math lessons for students with diverse needs and learning styles
Appropriately modify and accommodate state and local assessments based on students' learning and accessibility needs
Engage students in inquiry, problem solving, and reflection to promote their critical thinking
Connect classroom learning to the real world
Engage students in cooperative group work as well as independent learning
Learn how to activate students' prior knowledge
Learn how to facilitate math learning for students in small groups
Learn ways to build student interest and motivation to read
Plan and teach a guided reading lesson
Prove that a solution is valid or that a method works for all similar cases
To teach students to engage in argument using relevant and sufficient evidence
To use a variety of instructional methods
Use effective instructional strategies to teach specific subject matter and skills
Teaching Diverse Learners
Engage in culturally responsive teaching
Use knowledge of students' strengths and prior experiences to engage them in learning
Develop and implement transition plans for students with disabilities
Develop IFSP/IEP goals and objectives that are measurable and obtainable
Ensure students with exceptionalities receive appropriate instruction and support
Identify and address special learning needs with appropriate teaching strategies
Meet the instructional needs of English learners
Plan for instruction by incorporating all relevant IFSP/IEP information behavior
Plan instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development
Use knowledge of child development and human learning to inform your instruction
Use the California English Language Development Standards to guide instruction for English learners in my primary subject
Classroom Management and Culture
Prevent behavior problems by intervening early using strategies matched to students' current learning and behavior level
Establish and maintain a safe and respectful learning environment for all students

Create a productive learning environment with high expectations for all students
Handle a range of classroom management or discipline situations
Assist students to develop self-management skills
Anticipate and address the needs of students who are at risk of dropping out
Develop social and emotional competencies in children (e.g., empathy, motivation, self-regulation)
Technology
Select, adapt, and develop materials, resources, and technologies to make subject matter accessible to all students
Evaluate and integrate technology into classroom instruction
Expand expertise with evidence-based instructional and assistive technology to support student access to challenging content

Exhibit 2-2. CTQ Completer Survey Items Related to Clinical Experiences

Items Related to Clinical Experiences

Which one of the following statements best describes the kind of clinical experience you had during your preparation?
    Student teaching with a cooperating teacher
    Teaching fellow or intern in a program where I served as teacher of record while taking courses for my credential
    Student teaching with a cooperating teacher
    Teaching on an emergency credential [PIP/STP] while taking courses for my credential

My cooperating teacher(s) (select all that apply):
    Frequently observed my teaching and met with me to offer feedback
    Was an excellent educator and a valuable role model
    Modeled effective practices
    Helped me plan and organize curriculum materials
    Offered useful strategies and advice about my teaching
    Helped me reflect on my practice
    Helped me to solve teaching problems
    Was knowledgeable about and able to provide support for field-based assignments

Approximately how much time did you spend in student teaching (in the classroom of a cooperating teacher) as part of your supervised fieldwork?
Approximately how much time did you spend in an internship placement as teacher of record as part of your fieldwork?
If you served in an internship placement, how often did your assigned mentor observe your classroom instruction and provide feedback and assistance during your clinical practice?
[How useful was] Your supervised student teaching experiences with a cooperating teacher in PK-12
I taught in at least one school that was a good environment for student teaching

Appendix 3. Completer Survey Analyses

Exhibit 3-1. Results of Pairwise Comparisons

Contrast	Difference in Means	Std Err	P Value
Gender*			
Male vs Female	-0.02	0.02	0.32
Race/Ethnicity**			
Latino vs White	-0.05	0.02	0.10
Asian vs White	0.00	0.04	1.00
Black vs White	0.06	0.07	0.93
Other vs White	-0.04	0.04	0.84
Asian vs Latino	0.05	0.04	0.63
Black vs Latino	0.11	0.08	0.55
Other vs Latino	0.01	0.04	1.00
Black vs Asian	0.06	0.08	0.95
Other vs Asian	-0.04	0.05	0.93
Other vs Black	-0.10	0.08	0.73
Credential Area**			
MS vs ES	**0.07**	**0.12**	**0.97**
SS vs ES	**0.04**	**0.11**	**1.00**
SS vs MS	**0.11**	**0.12**	**0.04**
Hours of Clinical Preparation*			
Over 600 hours vs Under 600 Hours	**0.04**	**0.01**	**0.00**
Clinical Preparation Model*			
Teaching Fellow or Intern vs Student Teaching	**-0.15**	**0.06**	**.04**

*Results from t-test comparing differences in means.
**Results of post-hoc pairwise contrasts using Tukey's method to adjust for multiple comparisons. Post-hoc analyses conducted after finding significant differences between factors using ANOVA.

CSU The California State University
OFFICE OF THE CHANCELLOR

EdQ DataView Fact Sheet

CSU educator preparation programs are expressing a growing need for timely data to inform their continuous improvement efforts. The CSU Chancellor's Office is developing a new data system, the EdQ DataView, to support these needs. It features the creation of data dashboards.

1 **DASHBOARDS WILL PROVIDE AN EASY WAY TO VIEW AND ANALYZE DATA THAT MATTERS TO YOUR WORK**

Dashboards will cover a range of topics relevant to program improvement, including applications and admissions; progress, completion, and post-completion outcomes of educator candidates; program characteristics; and program perceptions based on surveys of graduates and their supervisors. This set of data dashboards will provide a unified, friendly resource you can use to gain meaningful information and insights.

**2** **THE SYSTEM IS BEING BUILT TO SERVE EDUCATOR PREPARATION PROGRAM LEADERS**

Our goal is to make high-quality data accessible to the leaders who need it to inform their program improvement efforts – whether those leaders are deans, associate deans, program coordinators, field supervisors, credential analysts, or other engaged faculty or staff.

3 **DASHBOARDS WILL BE SECURE AND PRIVATE**

Campuses will have access to their own data as well as aggregate data for the CSU system. Each campus will make decisions about how its data is used within the CSU system.

4 **YOUR USE OF THE DASHBOARDS WILL FUEL EXPANSION AND ENHANCEMENT OF THE DATA SYSTEM**

The first dashboards will roll out in spring of 2017. More will be developed as data is added to the system, and as users share their experiences and priorities.
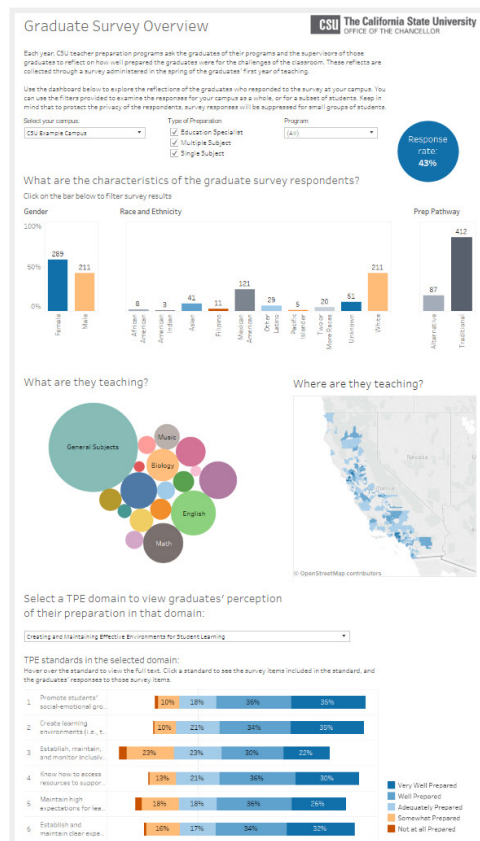
A sample mockup of one of the many dashboards being developed for education program leaders.

Appendix 5. Adding Items to the Completer Survey

The CSU Teacher Education Exit Evaluation contains numerous questions that will be asked of all students graduating from teaching credential programs throughout the CSU. All survey respondents will be presented with the same set of questions although some questions will vary depending upon the type of credential(s) earned (i.e., Multiple Subject, Single Subject, Education Specialist). TPPs wishing to ask additional questions can do so by following the instructions provided here. When students take the survey, TPP-specific questions will appear at the end after all of the "common" questions have been asked.

Preparing to add TPP-specific questions

Before you log on to the password-protected administrative website and begin adding TPP-specific questions, we would urge you to take all of the following steps:

1. Step 1. Read through the explanation below on the types of questions you can add to the survey and what information is needed for each type when you go online. **It is important to do this prior to constructing your set of questions.**

2. Step 2. Go to the student Completer Survey site (www.csuexitsurvey.org) and review the items that will be presented to your students. This will help avoid duplicate questions.

3. Step 3. Offline, we suggest you create a document with the set of TPP-specific questions you want to appear at the end of the survey. Be sure to note the type of question in each case along with **all of the information** you will need when adding the questions on the administrative website (all of the information you will need appears below).

4. Step 4. Be sure you have the confidential User ID and Password for your TPPs (this information will be sent to the Dean of Education at each CSU TPP).

Types of questions that can be added to the website:

- Text: single line
- Text: multiple line
- Multiple choice: single selection
- Multiple choice: multiple selections
- Likert Scale: 3-point
- Likert Scale: 4-point
- Likert Scale: 5-point

Question type – Text: single line

This type of question is very simple. Respondents are presented with a question (or prompt) and an additional line with instructions (if desired); a single line in which to enter a text response is provided. Use this type of question when asking an open-ended question that can be answered with a response of just a few words.

An example of what this type of question might look like:

> **Who served as your academic advisor?**
> **(If more than one, please name the person you met with most)**
>
> [text input field]

Information needed when adding this type of question

When you log on to the administrative website you will need the following information. Bear in mind that all of it can be changed after you add it.

a) The **Question** (or prompt). In this case, *"Who served as your academic advisor?"*

b) **Subtext or directions**. This optional text is simply additional text that provides direction to the respondent. In this case, "(If more than one, please name the person you met with most)."

c) The **Order** or position where you would like to see this question appear among your TPP-specific questions.

d) **Displayed or Not Displayed.** When you first enter a new question, its display status is set to <u>Not</u> <u>Displayed</u>. This means the question will not appear on the Completer Survey until you change its status to <u>Displayed</u>. This feature allows TPPs to add and maintain a large set of questions and to have only a subset of them displayed on the Completer Survey at any particular time. **IMPORTANT:** In order for this question (or any other) to appear on the Completer Survey website you must set the display status to <u>Displayed</u>. See "How to Add a New Question" below for details.

Question type – Text: multiple line

The only difference between this type of question and a Text: single line question is that the respondent can enter an unlimited amount of verbiage into a scrolling text box. Respondents are presented with a question (or prompt) and an additional line with instructions (if desired); multiple lines in which to enter a text response are provided. Use this type of question when asking an open-ended question that might require a long response.

An example of what this type of question might look like:

> **We would like to know what we could have done to make your experience in our program more successful.**
> **(Please be specific)**
>
> [multiple line text input field]

Information needed when adding this type of question

- Same as for Text: single line.

Question type – Multiple Choice: single selection

With this type of question, respondents are presented with a question (or prompt) and an additional line with instructions (if desired). They will see a list of options below the prompt and

will be able to select ONE response. Use this type of question when presenting a short list of options and want a single response.

An example of what this type of question might look like:

Information needed when adding this type of question

When you log on to the administrative website you will need the following information. Bear in mind that all of it can be changed after you add it.

a) The **Question** (or prompt). In this case, "Tell us how many times you met with your university supervisor."

b) **Subtext or directions.** This optional text is simply additional text that provides direction to the respondent. In this case, *"(If you do not remember the exact number, please select your best estimate)."*

c) The **Options** you want to present to the respondent. In the example above, there are 4 options: *0 times, 1 to 5 times, 6 to 10 times,* and *Over 10 times*. The **Value** you want saved in the database **for each option** when respondents make a selection.

d) When respondents select one of the options, something needs to be saved in the database so when people analyze the data later, they can determine what the responses were to each question. In this example, you might use a value of "0" for the first option that indicates their supervisor visited them *0 times*. The value can be any text/number you want (and might be similar to or the same as the text/number that appears in the Option), but typically values are a few characters in length. Again, the **Value** is what gets saved in the database and is not seen by the respondent. You will be asked to enter the **Value** when adding this type of question.

e) The **Order or position of the Options**. By entering a position number, you can control the order of the options displayed within this question.

f) The **Order or position of this Question** and the set of options beneath it. By entering a position number, you can control the order of the Question and its options in relation to all of your TPP-specific questions.

g) **Displayed or Not Displayed**. When you first enter a new question, its display status is set to Not Displayed. This means the question will not appear on the Completer Survey until you change its status to Displayed. This feature allows TPPs to add and maintain a large set of questions and to have only a subset of them displayed on the Completer Survey at any particular time. **IMPORTANT:** In order for this question (or any other) to appear on the Completer Survey website you must set the display status to Displayed. See "How to Add a New Question" below for details.

Question type – Multiple Choice: multiple selections

With this type of question, respondents are presented with a question (or prompt) and an additional line with instructions (if desired). They will see a list of options below the prompt and will be able select <u>as many</u> as are applicable. Use this type of question when presenting a short list of options with respondents selecting <u>all options that apply</u>.

An example of what this type of question might look like:

Please indicate which of the following events you participated in. (select all that apply)	
☑	The program orientation for all new candidates
☑	The mid-year review
☐	The end of year party

Information needed when adding this type of question

- Same as for Text: single line.

Question type – Likert Scale: 3-Point

With this type of question, respondents are presented with a question (or prompt) and an additional line with instructions (if desired). They will see a list of **statements** and three columns for their responses.

At the top of the three columns is a **header** that specifies what the response in that column means. Use this type of question when you want a response to a list of statements. With a 3-point Likert scale, respondents will be presented with three options for each statement.

An example of what this type of question might look like:

We would like you to rate various aspects of the academic advising you received while in the program.	Not helpful	Somewhat helpful	Very helpful
My advisor	○	○	○
The advising materials	○	○	○
The information provided on the advising website	○	○	○

Information needed when adding this type of question

When you log on to the administrative website you will need the following information. Bear in mind that all of it can be changed after you add it.

a) The **Question** (or prompt). In this case, "We would like you to rate various aspects of the academic advising you received while in the program."

b) **Subtext or directions.** This optional text is simply additional text that provides direction to the respondent. In the example, we chose not to include any subtext or directions to the respondent.

c) The **Statements** you want to present to the respondent. In the example, there are 3 statements:

My advisor, the advising materials, and the information provided on the advising website.

d) The **Header** text for each of the three columns. In the above, the headings are: Not Helpful, Somewhat Helpful, and Very Helpful.

e) The **Value** you want saved in the database when respondents make a selection. When respondents select one of the options, something needs to be saved in the database so when people analyze the data later, they can determine what the responses were to each question. In this example, you might use a value of "Not" for the first option that indicates their advisor was *Not Helpful*. The value can be any text/number you want (and might be similar to or the same as the text/number that appears in the Option), but typically values are a few characters in length. Again, the **Value** is what gets saved in the database and is not seen by the respondent. You will be asked to enter the **Value** when adding this type of question.

f) The **Order or position of the Options**. By entering a position number, you can control the order of the options that is displayed <u>within</u> this question.

g) The **Order or position of this Question** <u>and</u> the set of options beneath it. By entering a position number, you can control the order of the Question and its options in relation to all of your TPP-specific questions.

h) **Displayed or Not Displayed.** When you first enter a new question, its display status is set to <u>Not</u> <u>Displayed</u>. This means the question will not appear on the Completer Survey until you change its status to <u>Displayed</u>. This feature allows TPPs to add and maintain a large set of questions and to have only a subset of them displayed on the Completer Survey at any particular time. **IMPORTANT:** In order for this question (or any other) to appear on the Completer Survey website you must set the display status to <u>Displayed</u>. See "How to Add a New Question" below for details.

Question type – Likert Scale: 4-Point and Likert Scale: 5-Point

These questions operate the same way the Likert: 3-point questions operate, but you have 4 (or 5) columns of options rather than 3.

Instructions for adding and editing TPP-specific questions

Log on to the CSU Exit Evaluation Administrative Website:

1. Go to: http://www.csuexitsurvey.org/TPPsadmin

2. When prompted, enter the User ID and Password assigned to your TPPs. Then, click on the "Log In" button.

3. (NOTE: A unique set of **confidential** User IDs and Passwords for your TPPs have been sent to your Dean of Education. When you log in with these codes, all of the questions you add (or modify) will affect students from your TPPs only.)

4. The Home Page of the website allows you to add and modify the questions that will be

presented to students exiting the teacher credential program from your TPPs.

5. After you have added your TPP-specific questions, you will want to make sure they appear as intended. To do this, go to the online Completer Survey (http://www.csuexitsurvey.org)/ and respond as if you were a student. Be sure to select your CSU TPP's name when asked since your TPP-specific questions will be viewable only to those students finishing their programs at your institution. TPP-specific questions will appear at the end of the survey. (NOTE: Since the responses you enter during this preview session will be saved, you will want to "filter out" records added in this way. For more information, see the instructions on page 3 on filtering records in the respondent list.)

6. If you have questions about this process or if you experience problems, please contact the CSU Center for Teacher Quality.

INSTRUCTIONS FOR ADDING AND EDITING: Text: Single Line

Add a new question.

1. Click on "Add New Questions" on the left side of the screen.

2. Click on the list of options in the dropdown box in the middle of the screen to select question type.

3. Select "Text: Single Line" question (system default setting). Refer to question type description above as needed.

4. Enter the order you would like the question to appear on the webpage. (NOTE: The order can always be changed, but for now enter the number 1.)

5. Click on "Next."

Enter the information needed for this type of question.

1. In "Enter Question," type in the question or prompt desired — one that can be answered with a few words.

2. In the second box, "Enter Subtext or Directions," enter any additional instructions (optional).

3. When you click on "Next," you will see exactly how your entry will be seen by respondents.

Review TPP-Specific Questions and set the display status.

1. Click on "Review Questions" on the left side of the screen. This will take you to another page with a list of items you have added.

2. Notice that the page tells you what kind of item it is and what order it will appear relative to the other questions you will add (or have added).

3. You should also notice a dropdown box labeled, "Display." **IMPORTANT: The system default is set to "Not Displayed."** Even though you have successfully added an item, unless you change the display status to "Displayed," it will NOT be visible to respondents. This feature was added so TPPs could create and maintain a large set of questions over time and display a smaller subset at any given time simply by changing the question's Display status.

4. **Change the display status to "Displayed."**

5. To save the new display status, you MUST now click on "Change Order / Display" seen at the bottom of the page.

Edit the question.

To change the text of your question or the subtext, click on "Edit" next to Option.

INSTRUCTIONS FOR ADDING AND EDITING: Text: Multiple Line

Add a new question.

1. Click on "Add New Questions" on the left side of the screen.

2. Click on the list of options in the dropdown box in the middle of the screen to select question type. Select "Text: Multiple Line" question.

3. Enter the order you would like the question to appear on the webpage. (NOTE: The order can always be changed, but for now enter the number 1.)

4. Click on "Next."

Enter the information needed for this type of question.

1. In "Enter Question," type in the question or prompt desired — one that can be answered with a few words.

2. In the second box, "Enter Subtext or Directions," enter any additional instructions (optional).

3. When you click on "Next," you will see exactly how your entry will be seen by respondents.

Review TPP-specific questions and set the display status.

1. Click on "Review Questions" on the left side of the screen. This will take you to another page with a list of items you have added.

2. Notice that the page tells you what kind of item it is and what order it will appear relative to the other questions you will add (or have added).

3. You should also notice a dropdown box labeled, "Display." **IMPORTANT: The system default is set to "Not Displayed."** Even though you have successfully added an item, unless you change the display status to "Displayed," it will NOT be visible to respondents. This feature was added so TPPs could create and maintain a large set of questions over time and display a smaller subset at any given time simply by changing the question's Display status.

4. **Change the display status to "Displayed."**

5. To save the new display status, you MUST now click on "**Change Order / Display**" seen at the bottom of the page.

Edit the question.

To change the text of your question or the subtext, click on "Edit" next to Options.

INSTRUCTIONS FOR ADDING AND EDITING: Multiple Choice: Single Selection

Add a new question.

1. Click on "Add New Questions" on the left side of the screen.

2. Click on the list of options in the dropdown box in the middle of the screen to select question type.

3. For your first question, we will be adding a "Multiple Choice: Single Selection" question.

4. Enter the order you would like the question to appear on the webpage. (NOTE: The order can always be changed, but for now enter the number 1.)

5. Click on "Next."

Enter the information needed for this type of question.

1. In "Enter Question," type in the question or prompt desired — one the respondent can respond to by selecting from a short list of options.

2. In the second box, "Enter Subtext or Directions," enter any additional instructions (optional).

3. When you click on "Next," you will see a message that says, *"There are no statements / questions for this Multiple Choice question."* Click here to Add a Question.

4. When you click on Add a Question a window will appear prompting you to enter three pieces of information for this choice: the Order, Value, and Statement/Question. As explained above, the number you enter for the Order controls the order in which this particular choice will appear in the list of choices you are adding for this question. The Value is the actual data that will be saved in the database. The Statement/Question is the text that tells the respondent what this choice is.

5. Click on the Add Question button when you have entered this information. You will return to a page showing the choice(s) you have added. (NOTE: You will, of course, want more than one choice.) Click on Add Another Question and repeat the same procedure for adding each choice to the list.

   Be sure to enter a different Value for each choice. When finished, click on "Done Adding Choices."

Review TPP-specific questions and set the display status.

1. Click on "Review Questions" on the left side of the screen. This will take you to another page with a list of items you have added.

2. Notice that the page tells you what kind of item it is and what order it will appear relative to the other questions you will add (or have added).

3. You should also notice a dropdown box labeled, "Display." **IMPORTANT: The system default is set to "Not Displayed."** Even though you have successfully added an item, unless you change the display status to "Displayed," it will NOT be visible to respondents. This feature was added so TPPs could create and maintain a large set of questions over time and display a smaller subset at any given time simply by changing the question's Display status.

4. **Change the display status to "Displayed."**

5. To save the new display status, you MUST now click on "**Change Order / Display**" seen at the bottom of the page.

Edit the question.

To change the text of your question or the subtext, click on "Edit" next to Options.

INSTRUCTIONS FOR ADDING AND EDITING: <u>Multiple Choice: Multiple Selections</u>

The procedure for adding this type of question is virtually the same one that is used for <u>Multiple Choice:</u> <u>Single Selection</u> questions described just above. When presented with this type of question, respondents will be able to select as many choices as they want.

INSTRUCTIONS FOR ADDING AND EDITING: <u>Likert Scale: 3-Point</u>

Add a new question.

1. Click on "Add New Questions" on the left side of the screen.

2. Click on the list of options in the dropdown box in the middle of the screen to select question type.

3. For your first question, we will be adding a "Likert 3-Point" question.

4. Enter the order you would like to questions to appear on the webpage. (NOTE: The order can always be changed, but for now enter the number 1.)

5. Click on "Next."

Enter the information needed for this type of question.

1. In "Enter Question," type in the question or prompt desired — one the respondents can respond to by selecting from a short list of options you will give them.

2. In the second box, "Enter Subtext or Directions," enter any additional instructions (optional).

3. For Likert-type questions, you must enter the header information for each of the columns.

4. When you click on "Next," you will see a message that says, *"There are no statements / questions for this question."* Click here to <u>Add a Question</u>.

5. When you click on <u>Add a Question,</u> a window will appear prompting you to enter three pieces of information: the <u>Order</u>, <u>Statement</u>, and <u>Values</u> (one for each of the three options). As explained above, the number you enter for the <u>Order</u> controls the order in which this particular choice will appear in the list of choices you are adding for this question. The <u>Statement</u> is the text that tells the respondent what this choice is. The <u>Value</u> is the actual data that will be saved in the database. **IMPORTANT: The value you use should be the same for each item in a column.** For example, if the first column header is "Excellent," the <u>Value</u> you might use for all responses in this column is "excellent." The value does not need to be the same as the header (it could be a "3," for instance, if you wanted to use numeric values), but they should all be the same in each column regardless of what value you decide to use. The second column values in this example might be "Fair" (or "2" if you decided to use numeric values).

6 . Click on the <u>Add Choice</u> button when you have entered this information. You will return to a page that shows the choice(s) you have added. (NOTE: You may want more than one choice.) Click on <u>Add Another Question</u> and repeat the same procedure for adding each choice to the list. When you are finished, click on "Done Adding Questions."

Review TPP-specific questions and set the display status.

1. Click on "Review Questions" on the left side of the screen. This will take you to another page with a list of items you have added.

2. Notice that the page tells you what kind of item it is and what order it will appear relative to the other questions you will add (or have added).

3. You should also notice a dropdown box labeled, "Display." **IMPORTANT: The system default is set to "Not Displayed."** Even though you have successfully added an item, unless you change the display status to "Displayed," it will NOT be visible to respondents. This feature was added so TPPs could create and maintain a large set of questions over time and display a smaller subset at any given time simply by changing the question's Display status.

4. **Change the display status to "Displayed."**

5. To save the new display status, you MUST now click on "**Change Order / Display**" seen at the bottom of the page.

Edit the question.

To change the text of your question or the subtext, click on "Edit" next to Options.

INSTRUCTIONS FOR ADDING AND EDITING: <u>Likert: 4-Point and Likert: 5-Point</u>

The procedure for adding Likert: 4-Point and Likert: 5-Point questions is virtually the same as used for Likert: 3-Point questions described above. When presented with a Likert: 4-Point or 5-Point question, respondents will be presented with 4 and 5 options, respectively (rather than the 3 that are presented with the Likert: 3-Point question).

REMINDER: After you have added your TPP-specific questions, you will want to make sure they appear as intended. To do this, go to the online Completer Survey (<u>www.csuexitsurvey.org</u>) and respond as if you were a student. Be sure to select your CSU TPP's name when asked since your TPP-specific questions will be viewable only to those students finishing their programs at your institution. TPP-specific questions will appear at the end of the survey. (NOTE: Since the responses you enter during this preview session will be saved, you will want to "filter out" records added in this way. For more information, see the instructions on page 3 on filtering records in the respondent list.)