

Annual Assessment Report UTEC AY 2024-25

Report due date: November 1, 2025

Program

Undergraduate Teacher Credentialing Programs

Name and Contact Information for Faculty and Director

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Mission Statement

No changes.

The Undergraduate Teacher Education Center fosters a culture of collaborative learning and critical pedagogies, preparing tomorrow's teachers to thrive in urban classrooms and to be agents of social justice in their communities.

PLOs

No changes.

Students will:

1. Discuss the California primary or secondary education system
2. Navigate the teacher preparation process
3. Employ effective teaching practices in primary or secondary educational settings
4. Design lessons that intertwine social justice engagement and subject matter competence

Current Curricular Map

No changes.

	Courses		
Program Learning Outcomes	Introduction to the Teaching Profession (INTD 110)	First Fieldwork (INTD 385, 387)	Second Fieldwork (INTD 386, 387)
1. Discuss the California primary or secondary education system	Beginning	Intermediate	Advanced
2. Navigate the teacher preparation process	Beginning	Advanced Beginning	Intermediate
3. Employ effective teaching practices in primary or secondary educational settings		Beginning	Intermediate
4. Design lessons that intertwine social justice engagement and subject matter competence		Beginning	Intermediate

PLO Assessed in this Report

PLO 2. Navigate the teacher preparation process

PLO Assessed Since Last APR (UTEC APR completed 2022)

PLO 3. Employ effective teaching practices in primary or secondary educational settings (2023-24)

PLO 3. Employ effective teaching practices in primary or secondary educational settings (2022-23)

PLO 1. Discuss the California primary or secondary education system (2021-22)

PLOs To Assess in Future (UTEC APR next due 2030)

PLO 4. Design lessons that intertwine social justice engagement and subject matter competence (Planned for 2025-26)

PLO 1. Discuss the California primary or secondary education system (Planned for 2026-27)

PLO 2. Navigate the teacher preparation process (Planned for 2027-28)

PLO 3. Employ effective teaching practices in primary or secondary educational settings (Planned for 2028-29)

Methodology

Indirect Assessment

In February 2025, the UTEC team sent out a student survey to indirectly measure our PLO, “Navigate the teacher preparation process.” While indirect assessment is not as revealing as direct assessment, we felt it was time for us to have a deeper understanding of the successes and areas of growth for our program. Thirty-four out of 90 UTEC students replied, which is a 38% response rate, or over a third of our student body. According to marketing experts, a response rate over 30% is considered excellent. The survey was a mix of multiple choice and open-ended answers.

Results and Significant Findings

Please see [linked survey report](#).

Future Plans in Response to Results

Overall, students are very satisfied with the UTEC program, and in most areas we conclude we should keep doing what we’re doing. There are some areas of improvement, however, that we plan to address.

This survey made clear that students want more community-building. While a majority of our students felt a sense of community, a significant number of students would like to see more community-building opportunities. As a result, we held two community socials in spring, and have more planned for the coming academic year. We are continuing our student ambassador program and will promote this form of support more regularly.

Students wanted to see changes in the course schedules—specifically not having all teaching classes in the afternoon/evening or on the weekend—but there is little we can do to change this. The Teacher Education Department schedules all graduate classes, and their classes are

meant to fit into working graduate students' schedules. We do have two undergraduate STEM classes that are on Saturdays which we can consider moving to a weekday, but preliminary discussions have emphasized that the weekend is the best time for students to attend this class as well as go on field trips.

Students overwhelmingly had positive things to say about our fieldwork class. In this light, we will continue to strengthen our mentor relationships as we go forward. We have already established a new mentor collaboration at Gateway High School, which brings more Single Subject mentors into our pipeline. We will continue to encourage our mentors to provide our students with as much hands-on experience as possible.

For items that related to the Teacher Education Department, we forwarded all pertinent results to them, including class content feedback. We work in close collaboration with TED and anticipate fruitful conversations in the future about any student concerns.