



Commission on Teacher Credentialing
Biennial Report
Academic Years 2012-13 and 2013-14

Institution	California State University, Long Beach
Date report is submitted	Fall 2014
Program documented in this report	Teacher Librarian Services Credential Program
Name of Program	Educational Technology and Media Leadership/ Teacher Librarian Services Credential Program + SCA
Credential awarded	Teacher Librarian Services Credential with Special Class Authorization in Digital Media Literacy
Is this program offered at more than one site? No	
If yes, list all sites at which the program is offered	
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Note: CSULB is using a modified Biennial Report template. With CTC's permission, this template combines all elements of the traditional Biennial Report with elements of CSULB's Annual Report. Most data tables appear in the Appendix. Please see the Cover Letter for a detailed comparison.



College of Education and Affiliated Programs
Biennial Assessment Report – Fall 2014
Teacher Librarian Services Credential

Note: this report presents and analyzes data from Summer 2012 through Spring 2014 with an additional year of SLO data included solely as a means of establishing a trend.

Background

1. Describe your program (enrollment, number of faculty, general goals). Have there been any major changes since your last report?

The Teacher Librarian Services Credential Program and Special Class Authorization Program (SCA) at CSULB are designed to prepare outstanding librarian professionals who are fully-qualified to meet the information, digital, and reading needs of diverse school populations they serve. The State and NCATE-accredited programs emphasize the professional roles of Information Specialist, Educator and Program Administrator. The programs value research, reading, technology, teaching and services to the field; and they determine the role of library services in a diverse and changing society.

About half of the thirty candidates who pursue the Teacher Librarian (TL) Services Credential also pursue a Master of Arts in Education, Option in Educational Technology and Media Leadership degree; six required core courses apply to both the credential and the master's degree. Each year about a dozen practitioner teacher librarians pursue the SCA.

The faculty of the credential program (as well as the master's program) are: Drs. Stephen Adams, Teresa Chen, Lesley Farmer, and Ali Rezaei. (See Table 4)

Since the last review, the librarianship and ETEC master's programs melded their two programs into a stronger single program, Educational Technology and Media Leadership, with multiple areas of interest. The Teacher Librarian Services Credential program was significantly changed in response to the Commission on Teacher Credentialing (CTC) revised standards for Teacher Librarian Services Credential programs. As with the prior program, the merged master's program encompasses the credential courses, plus research and capstone courses.

CROSSWALK BETWEEN PRIOR AND REVISED TEACHER LIBRARIAN COURSES

OLD ELIB COURSES	NEW ETEC COURSES
ELIB 510	ETEC 525, ETEC 530
ELIB 520	ETEC 510, ETEC 523
ELIB 530A	ETEC 545
ELIB 530B	ETEC 545
ELIB 540	ETEC 540
ELIB 550	ETEC 530
ELIB 570	ETEC 523, 570
ELIB 580	ETEC 580
EDCI 625	ETEC 551

In addition, a new two-course (ETEC 523 and 551) online program was developed: the Special Class Authorization (SCA) for Teacher Librarians to teach digital and information literacies. It was approved by the CTC in June, 2012. Upon review of the curriculum after the first semester (fall 2012), it was determined that ETEC 523 encompassed the two standards of the SCA, so the program was revised accordingly. Both ETEC 523 and ETEC 551 are required for the revised TL credential, so candidates can be eligible for the SCA.

Table 1

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8	Outcome 9 (SCA only)	Outcome 10 (SCA only)
SLOs	Apply knowledge of multicultural, ethical & legal issues to using ICT with the global community.	Synthesize leadership principles within the practice of information and educational technology.	Apply instructional design principles to locate, evaluate and develop educational materials.	Integrate theoretical perspectives to review, interpret, and apply research in learning technologies.	Demonstrate effective written, electronic, and oral communications that reflect critical thinking and information literacy.	Design, develop, implement, and assess learning experiences.	Promote reading for learning, personal growth, and enjoyment.	Organize collections according to standard library cataloging and classification principles.	Model information and digital literacies.	Design and deliver information and digital literacy curriculum.
Signature Assignment(s)	Action Research Paper	Final Project	Learning tool	Final Exam	Lesson	Website Evaluation	Reading Promotion plan	Cataloging examples	Portfolio	Lesson
State Standards	Info & Knowledge; Diversity & Equity	Leadership & Advocacy; Program Administration	Info & Knowledge; Program Administration; Info/ Digital Literacy; Pedagogy	Info & Knowledge; Leadership & Advocacy	Teaching for Learning; Pedagogy of Info & Digital Literacies; Multiple Literacies; Info/ Digital Literacy; Pedagogy	Multiple Literacies; Info & Knowledge ; Info/ Digital Literacy; Pedagogy	Multiple Literacies; Leadership & Advocacy	Program Administration	Multiple Literacies	Pedagogy of Info & Digital Literacies
Conceptual Framework	Scholarship; Advocacy	Scholarship; Collaboration	Effective Pedagogy; ; Evidence-based Practices; Innovation	Scholarship; Evidence-based practices	Effective Pedagogy; Evidence-based practices	Evidence-based Practices; Effective Pedagogy; Collaboration	Evidence-Based Practices; Collaboration	Evidence-Based Practices	Evidence-based Practices	Effective Pedagogy
CSULB Learning Outcomes	Equity	Collaboration; Leadership; Advocacy	Pedagogy; Evidence-based Practice	Scholarship	Evidence-based Practice	Innovation	Well prepared; Integrating liberal education	Well prepared; Integrating liberal education	Integrating liberal education	Pedagogy
NCATE Elements	Knowledge and Skills-other; Professional Dispositions,	Knowledge and Skills-other	Professional Dispositions, Knowledge and Skills-other, Student Learning-Other	Professional Dispositions, Knowledge and Skills-other	Knowledge and Skills-other; Student Learning-Other	Knowledge and Skills-other	Knowledge and Skills-other; Professional Dispositions	Knowledge and Skills-other	Knowledge and Skills-other	Professional Dispositions; Student Learning-Other

Table 2*Program Specific Candidate Information, 2012-2014 – Transition Point 1 (Admission to Program)*

	2012-2013				2013-2014		
	Applied	Accepted	Matriculated	Later Adds	Applied	Accepted	Matriculated
Credential	2	2	2	3	13	13	9
SCA	25	25	24	0	7	7	7

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

	2012-2013	2013-2014
Credential	11	6
SCA	24	7

Table 4*Faculty Profile 2012-2014¹*

Status	2012-2013	2013-2014
Full-time TT/Lecturer	4	4
Part-time Lecturer	2	6
Total:	6	10

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

Four FT and two PT faculty reviewed and discussed the assessment findings. The reviews were done at ETEC bimonthly meetings, at the college's Beyond Compliance workshop, and at the end of semester in course debriefings with adjunct faculty.

¹ Faculty numbers reflect headcounts of any faculty member teaching a course in the program for the prior academic year (Summer through Spring). Faculty who teach across multiple programs will be counted in each program.

Data

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

The Educational Technology and Media Leadership program draws upon data from a variety of sources for its ongoing program improvement processes, and for this biennial report in particular. Data in this report are inclusive of all students in the MA and credential programs, as well as the SCA, because the numbers of students enrolled are too small to merit disaggregation. Data informing this report include:

- **Enrollment and Headcount Data:** Enrollment and headcount data are provided by the department office (faculty headcounts), the Credential Office, and the Graduate Office/TPAC (Teacher Preparation Advising Center). These data are reflected in Tables 2-4 above. The data are shared with the Assessment Office on an annual basis and reviewed in alternating years for the biennial report.
- **Signature Assignment Data:** Signature assignments are faculty-designed assessments, typically embedded in courses, that assess candidate learning on program-level outcomes. Assessment scoring is guided by rubrics to ensure consistency and fairness. These data are collected each time the relevant course is offered and are then forwarded to the Assessment Office for analysis. Analysis includes calculating the mean and standard deviation for overall and criteria scores. Signature assignments are outlined in Table 1 (above). Data related to these assignments are reported Appendix A.
- **Exit Survey for Advanced Programs:** Each spring, the Assessment Office administers a web-based survey to those who have completed their programs and/or filed for a credential the prior summer or fall, or anticipate doing so that spring. Relevant data for the program are reported in Appendix B.
- **Alumni Survey for Advanced Programs:** Starting in fall 2013, the college administered a web-based survey of alumni of advanced programs. This survey is administered every 3 years. Relevant data for the program are reported in Appendix B.

Additional information, including each program's assessment plan and signature assignments, can be found at: <http://www.ced.csulb.edu/assessment>.

- a. **Candidate Performance Data:** Provide *direct* evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used).

The figures below present an overview of SLO data for the period covered by this report. For more detailed data on specific SLOs and related criteria (as available) please refer to Appendix A. For program pathways with fewer than 10 students, we do not disaggregate data.

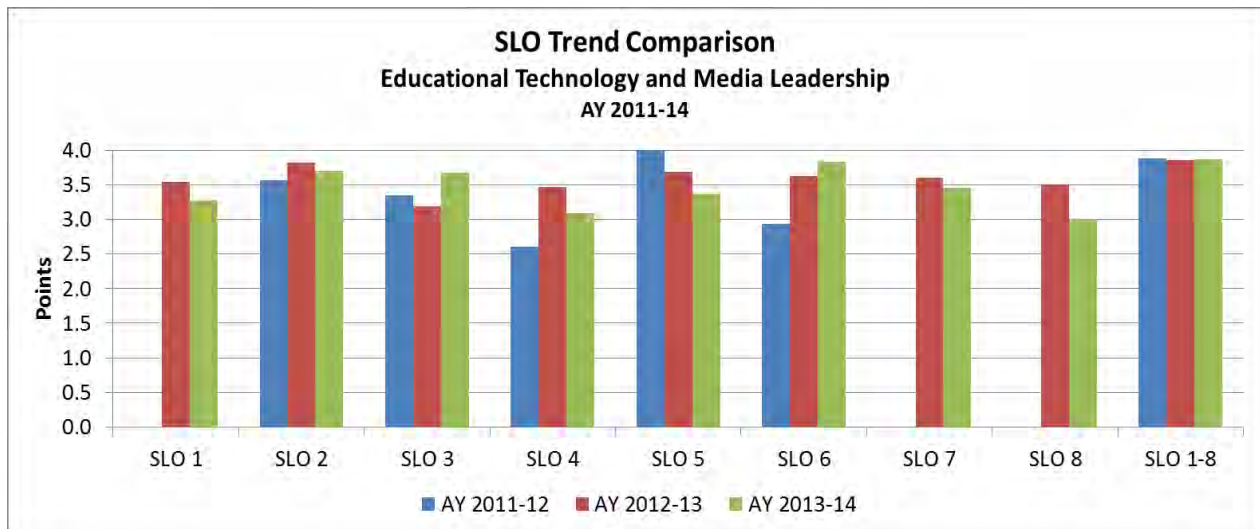
Figure 1

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



Figure 2

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



- b. **Program Effectiveness Data:** The program collected data about student performance and satisfaction from several other sources: field experience portfolios, college student success surveys, college exit surveys, unsolicited emails, professional association activities, and advisory board input. (Documents available upon request.)

The program has reviewed and interpreted data from the following survey items identified below. Relevant survey data for the items listed below can be found in Appendix B.

<u>Survey</u>	<u>Items</u>
Exit Survey	3, 5-10, 12-19
Alumni Survey	Candidate current status & preparation

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

Analysis and Actions

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

Table 6

Discussion of Program Strengths and/or Areas of Needed Improvement

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings <i>and why</i>
1	Application of theory	Signature assignments: Literature review, exam, product development, papers and plans, reading promotion plan; Exit survey; Alumni survey	Strong theoretical constructs, good readings; new product development tool; field experience is positive and helpful	Difficulty in applying theory to practice	Stable; students with less work experience have more difficulty; Improvement in product development due to new tool and textbook

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings <i>and why</i>
2	Writing ability	Signature assignments: Literature review, papers, exams, portfolio	Several opportunities to write (e.g., signature assignments: literature review, leadership plan, web evaluation, diversity paper, reading promotion plan; discussion board reflections; case studies).	Mechanical errors in writing.	Stable: international students have the most difficulty; the comprehensive exam was modified to give students more time to write and use dictionaries.
3	Student's ability to assess	Signature assignments: Lesson, web assessment, portfolio	Student reflective growth during program; improved web assessment.	Quality of student-developed assessment tool.	Web assessment improved (better directions); lesson not as well done because new teacher didn't structure lesson assignment as tightly.
4	New instructors	Syllabi, student work	New ideas, current knowledge.	Sometimes new instructors veer from signature assignment directions.	Slightly lower scores in courses with new instructors due to instructors' inexperience about course.

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

Table 7

Program Action Items

Topic #	Action to Address Areas for Improvement	By Whom?	By When?	CTC Standard(s) (for CTC Programs)	Update on Actions (If Applicable)
1	A. Have students focus on implications when reading research B. Discuss implications/applications more C. Promote field experience more	All instructors	A. Fall 2015 B. Fall 2015 C. Fall 2015	Info & knowledge, Leadership & advocacy	Faculty discussed issues at bimonthly meetings, Beyond Compliance workshop.
2	Refer students to CSULB writing lab and college writing workshop in courses (e.g. ETEC 510, ETEC 525)	All instructors	Continuing	Info & knowledge, Multiple literacies	Some students have used campus services, and writing improved; revised comps procedure.
3	Structure lesson and assessment's alignment more clearly	523 instructor	Fall 2015	Teaching for learning, Pedagogy of info & digital literacies	Program coordinator and instructor discussed and clarified assignment.
4	Explain expectations more clearly, check in more often	Full time faculty guiding new instructors	Fall 2015	Teaching for learning, Pedagogy of info & digital literacies	FT faculty discussed with instructor.

7. Will you be making any changes to signature assignments or rubrics as a result of your review of data for this report?

Yes (see below)

No (no further action is required)

Table 8

Proposed Changes to Program Documents

Course #	Signature Assignment Name	Nature of Changes (BRIEF)	Reasons for Changes (BRIEF)
ETEC 510	Final Exam	Revert to exam instead of literature review	Assesses all SLOs
ETEC 523	Lesson	Restructure lesson	Update pedagogy
ETEC 545	Reading promotion plan	Trim down task to one (rather than a cluster)	Clarity, graphic novel task encompasses all SLOs to assess