



College of Education and Affiliated Programs
Annual Assessment Report –Fall 2012
Reading and Language Art Program

Background

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

The Reading Certificate Program, Reading/Language Arts Specialist Credential Program and the Master of Arts in Education Option Reading/Language Arts are based in the Department of Teacher Education in the College of Education. The Program Coordinator serves as the day-to-day administrator of the program and has responsibility for overall coordination of the program.

The Graduate Reading Programs at CSULB prepare caring, effective, and highly skilled teachers and specialists who in turn provide appropriate reading and language arts instruction for culturally and linguistically diverse students in grades K-12. In connection with the conceptual framework of the College of Education we provide our candidates with the theoretical and professional knowledge necessary to develop innovative, research-based reading and language arts curricula, and instill the leadership skills necessary for successful reading program implementation for all students, including English language learners. Our program is designed to “spiral” the candidates’ content knowledge and pedagogy so that they are able to synthesize and apply their understandings about teaching and learning over time.

During the Academic Year 2011-2012, there were 39 students enrolled in the program. Among them, 23 students graduated in May 2012 with a master’s degree (Tables 3 and 4), 1 student came to our program for the Reading Specialist Credential (Tables 3 and 4). Currently, there are 13 students in the program who will graduate in May 2013 (Table 2). In the same academic year four full-time and two part-time faculty members taught in the program (Table 6).

Because the program conducts an annual review the following changes were implemented:

- The holistic grading rubrics used for the signature assignments have been revised to analytic rubrics.
- To address the issue of writing proficiency a peer-review component of the literature review in EDRG 540 and the case study in EDRG 551 have been added. Candidates read one another’s penultimate papers and reports and provide written feedback.
- In the final class in the program, EDRG 695, the instructor provided samples of outstanding and good quality signature assignments so that candidates have a clearer understanding of what is expected.

In June 2010, the Commission on Teacher Credentialing (CTC) approved new standards for the program. The California Reading Certificate is to now be called the “Reading and Literacy Added Authorization”

(RLAA); the Specialist Credential is now to be called the “Literacy Leadership Specialist Credential” (LLSP). Table 1 below summarizes the Program Student Learning Outcomes according to the new CTC standards and other relevant standards. Consequently, our program is transitioning from the previous authorization to the new authorization. The reported data is based upon the previous program standards and signature assignments. (Note: In November 2011, CTC withdrew the program regulations in order to consider further revisions. Therefore, until CTC approves the regulations, the program will operate under the previous standards, while being informed by the new 2010 standards.)

Table 1*Program Student Learning Outcomes and Relevant Standards*

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
SLOs	Provide literacy leadership at the school site or district level.	Assess and evaluate students' strengths, needs, and achievement in literacy by using a variety of measures	Design and deliver appropriate instruction in reading/language arts for all students, including diverse learners, based upon assessment results.	Articulate and apply theoretical foundations in reading/language arts to current theory and research.	Integrate technology into reading / language arts instruction.	Communicate information to other professionals in the education community
Signature Assignment(s)	2-year plan	Case Study Report	Implementation of Intervention Plan And Case Study Report	Research paper	WebQuest lesson	Culminating learning experience
National Standards	IRA Standard 5	IRA Standard 3	IRA Standard 2, 4	IRA Standard 1	IRA Standard 4	IRA Standard 5
State Standards	CTC Standards 12, 17, 18	CTC Standards 4, 11	CTC Standards 2-5, 7, 9- 11, 15 16, 19, 20	CTC Standards 8, 13, 14	CTC Standards 11, 17, 19	CTC Standards 12, 17
Conceptual Framework	Leadership	Evidence-based Practices	Effective Pedagogy; Advocacy	Scholarship	Innovation	Collaboration
CSULB Learning Outcomes	Collaborative Problem Solving	Integrating liberal education	Engaged in global and local issues; Knowledge and respect for diversity	Well-prepared	Integrating liberal education	Well-prepared; Collaborative problem solving
NCATE Elements	Professional Dispositions	Knowledge and Skills-Other	Student Learning-Other	Knowledge and Skills-Other	Knowledge and Skills-Other	Professional Dispositions

Table 2

Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 1 (Admission to Program)

	Number Applied	Number Accepted	Number Matriculated
TOTAL	18	18	15

Table 3

Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 2 (Advancement to Culminating Experience)

	Number
Comps¹	23

Table 4

Comprehensive Exam Results, 2011-2012 (snapshot taken Su12)

	Number
Passed	23
Failed	0
Total²	23

Table 5

Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 3 (Exit)

	Number
Degree	24
Credential³	22

¹ This is data on the number of students who *applied* to take the comprehensive examination in Fall 2011, Spring 2012, or Summer 2012. The data include students who may not have taken or passed the examination(s).

² The number of pass + fail does not equal the number of students who advanced to take the comps (Table 3) because some students who have registered for the exam do not attempt it. This data reflects number of attempts at one or more parts of the comprehensive exam in Summer 2011, Fall 2011, or Spring 2012. Individuals who failed all or part of the exam and chose to retake it during AY 11-12 may be accounted for twice.

³ Data for Initial and Advanced Credential Programs reflects students who have filed for their credential with the Credential Office. These data generally include students who have completed the program 1 or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2011, Fall 2012, and Spring 2012.

Table 6

Faculty Profile 2011-12⁴

Status	Number
Full-time TT/Lect.	4
Part-time Lecturer	2
Total:	6

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.

Three full-time faculty members discussed the data: Paul Boyd-Batstone, Ruth Knudson, and Shelley Xu. Please see the attached minutes.

Data

3. Question 3 is in 2 main parts focused on primary data sources related to: student learning and program effectiveness/student experience:
 - 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). Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, percentage passing as appropriate for each outcome.

⁴ 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.

Table 7*Program Student Learning Outcomes and Signature Assignments*

Student Learning Outcomes	Signature Assignment(s)	Description of Assignment
SLO 1: Provide literacy leadership at the school site or district level.	<ul style="list-style-type: none"> • EDRG 554: Two-year Plan • EDRG 558: Word Study 	<ul style="list-style-type: none"> • [EDRG 554] Candidates will create a needs assessment survey and perform a thorough investigation of a current reading/language arts program. From this data, candidates will develop a two-year plan with recommendations for improving the effectiveness of a reading/language arts program including a literacy vision, a literacy team, instructional materials, technology resources, a professional development plan in each of these three areas: developmental, recreational and intervention/remedial reading/language arts instruction. • [EDRG 558] Candidates select one element of language study and/or word development and instruction (e.g., phonemic awareness, phonics, vocabulary, spelling, oral language acquisition, literacy development in a second language, etc.). The assignment is designed to develop an in-depth and thorough knowledge base of word study.
SLO 2: Assess and evaluate students' strengths, needs, and achievement in literacy by using a variety of measures	<ul style="list-style-type: none"> • EDRG 551: Case Study Report • 651: Case Study Report 	<ul style="list-style-type: none"> • [EDRG 551] Candidates will conduct case studies of two children, one who is a beginning reader and the other who is an older child exhibiting reading difficulties. One of the students must be an English Learner. This field experience requirement involves data collection using a wide range of reading assessments and inventories for intervention, interpreting results and making instructional recommendations. • [EDRG 651] Candidates will assess a student (a child or an adolescent) who has been referred to the Educational Psychology Clinic and diagnose the child's literacy strengths and needs. Based on the diagnostic profile, candidates will develop an intervention plan to address the areas of needs.
SLO 3: Design and deliver appropriate instruction in reading/language arts for all students, including diverse learners, based upon assessment results	<ul style="list-style-type: none"> • EDRG 559: Implementation of Intervention Plan • EDRG 651: Case Study Report 	<ul style="list-style-type: none"> • [EDRG 559] Candidates will develop a comprehensive intervention plan that utilizes a variety of assessment tools. The plan requires writing a summary of the strengths and needs of a group of students, a description of the intervention(s), and a comprehensive plan of action. • [EDRG 651] At the end of the semester, candidates will complete a final case study report that details the teaching they did with their student and recommendations for future interventions.

Student Learning Outcomes	Signature Assignment(s)	Description of Assignment
SLO 4: Articulate and apply theoretical foundations in reading/language arts to current theory and research	<ul style="list-style-type: none"> • EDRG 540/544/556: Research Papers 	<ul style="list-style-type: none"> • [EDRG 540] Candidates write a 5 - 6 page paper which provides an overview of an area of literacy research including current practices and recommendations made by the authors of the articles students select. • [EDRG 544] Candidates write a research literature review that summarizes and synthesizes the state of knowledge in one topic of literacy research; identifies key issues (questions about which there is disagreement, controversy, concern, or uncertainty) in the topic; and suggests important directions for new research, including substantive research questions and issues that should be addressed, and research methodologies that should be used to address these questions and issues. • [EDRG 556] Candidates write a 12-14 page paper which provides an overview of a “hot topic” in the field of reading and literacy including current practices and recommendations made by the authors of the articles candidates select.
SLO 5: Integrate technology into reading/language arts instruction	<ul style="list-style-type: none"> • EDRG 543: WebQuest Lesson 	<ul style="list-style-type: none"> • [EDRG 543] Candidates use a range of current informational technology tools to develop a comprehensive WebQuest lesson that addresses curricular and content standards.
SLO 6: Communicate information to other professionals in the education community	<ul style="list-style-type: none"> • EDRG 554: Culminating Learning Experience MA only: • EDRG 695: Comprehensive Exam or • EDRG 698: Thesis 	<ul style="list-style-type: none"> • [EDRG 554] Candidates will create a needs assessment survey and perform a thorough investigation of a current reading/language arts program. From this data, candidates will develop a two-year plan with recommendations for improving the effectiveness of a reading/language arts program including a literacy vision, a literacy team, instructional materials, technology resources, a professional development plan in each of these three areas: developmental, recreational and intervention/remedial reading/language arts instruction. • MA ONLY: [EDRG 659] Successful completion of a Master’s degree brings with it certain rights and responsibilities. Candidates’ formal education will soon conclude, but as a life-long learner they will want to engage in personal inquiry projects. As a scholar who has earned an advanced degree, candidates have a responsibility to share their knowledge with the larger community. The culminating learning experience is an opportunity to begin exploring these rights and responsibilities. Candidates may choose one of the following scholarly culminating experiences: Publishable Article or Individual Inquiry Project

Figure 1

Reading and Language Arts AY11-12 SLOs Comparison

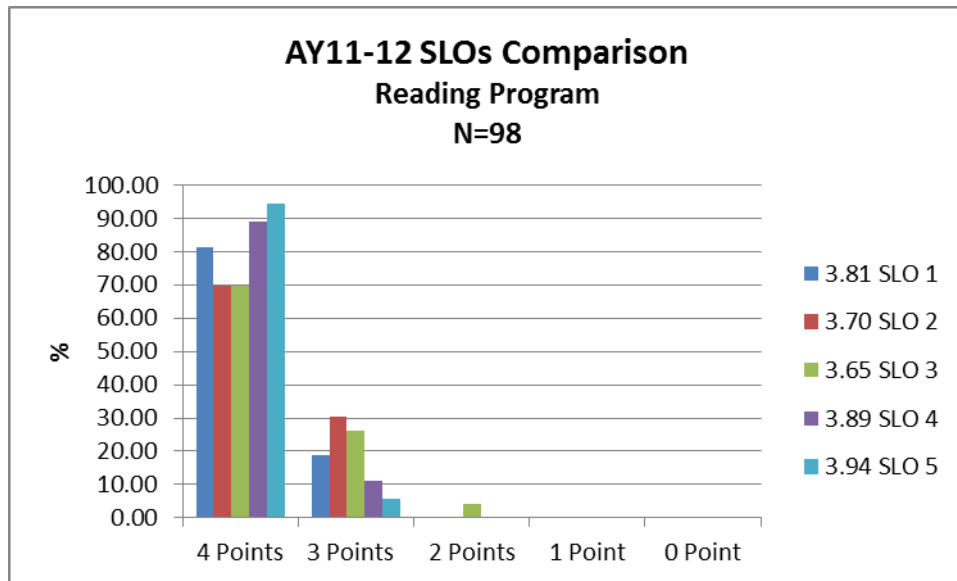
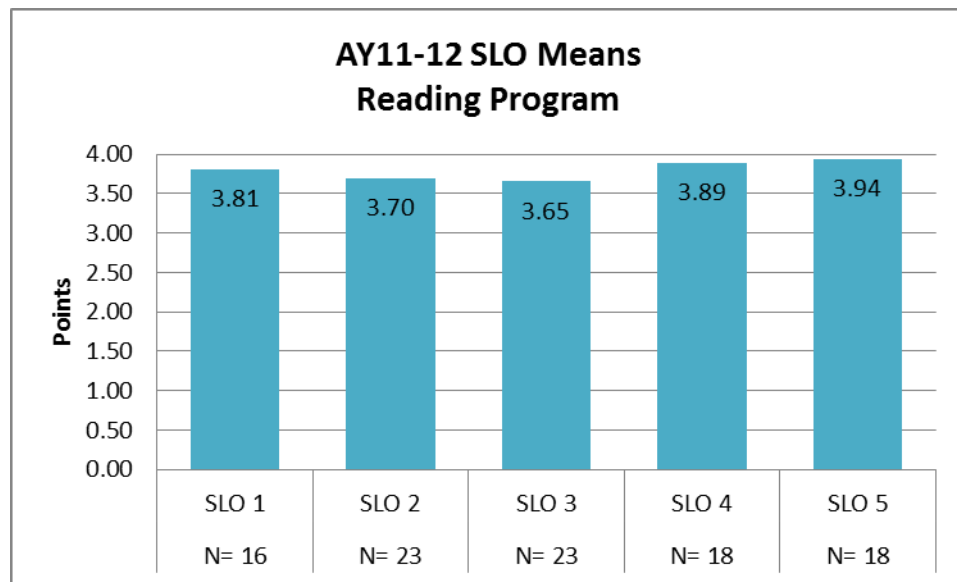


Figure 2

Reading and Language Arts AY11-12 SLO Means



Outcome 1: Provide literacy leadership at the school site or district level.

Figure 3

Reading and Language Arts AY11-12 Score Distribution-SLO 1

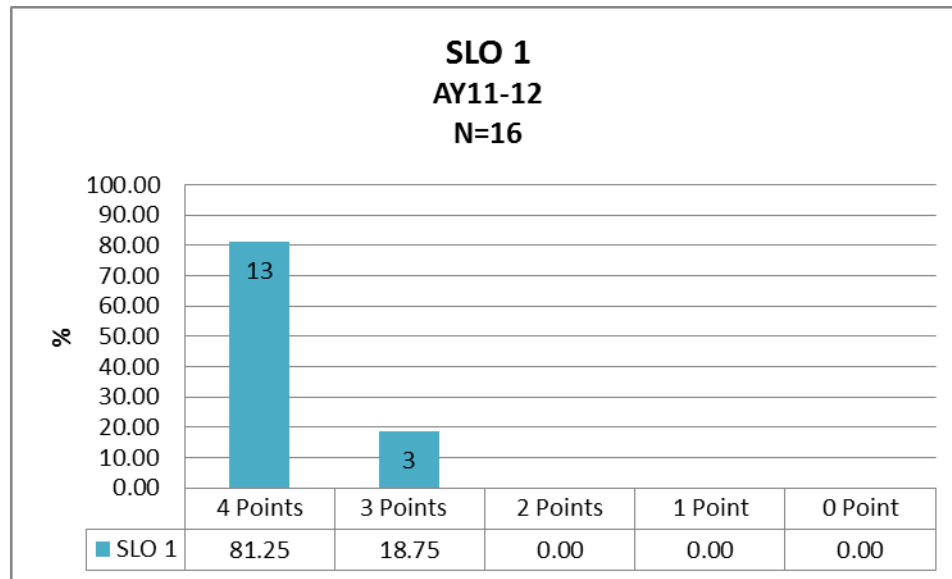
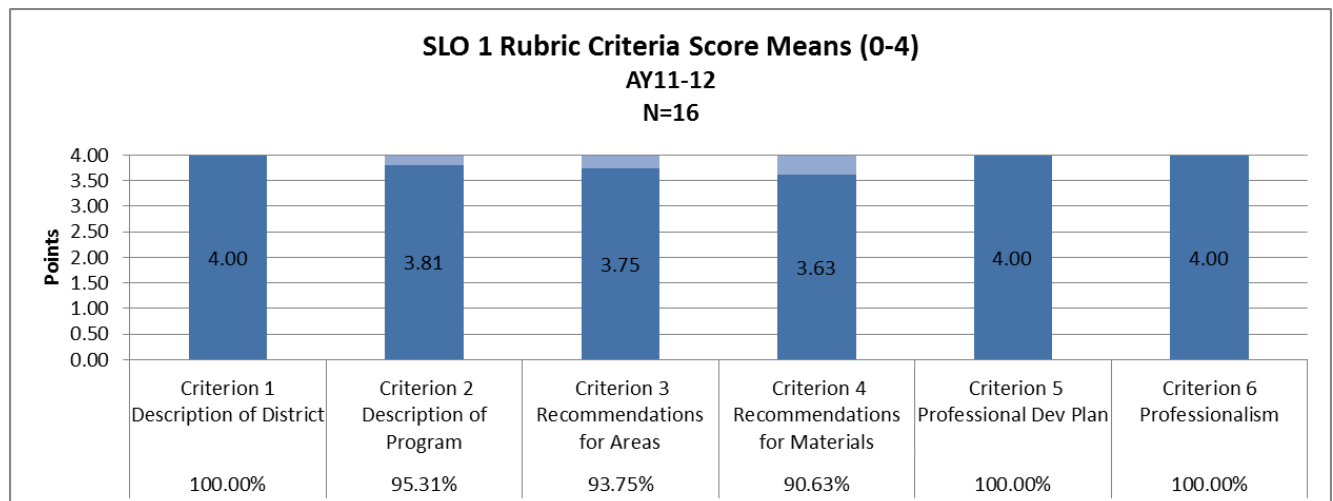


Figure 4

Reading and Language Arts AY11-12 Criteria Means-SLO 1



Outcome 2: Assess and evaluate students' strengths, needs, and achievement in literacy by using a variety of measures

Figure 5

Reading and Language Arts AY11-12 Score Distribution-SLO 2

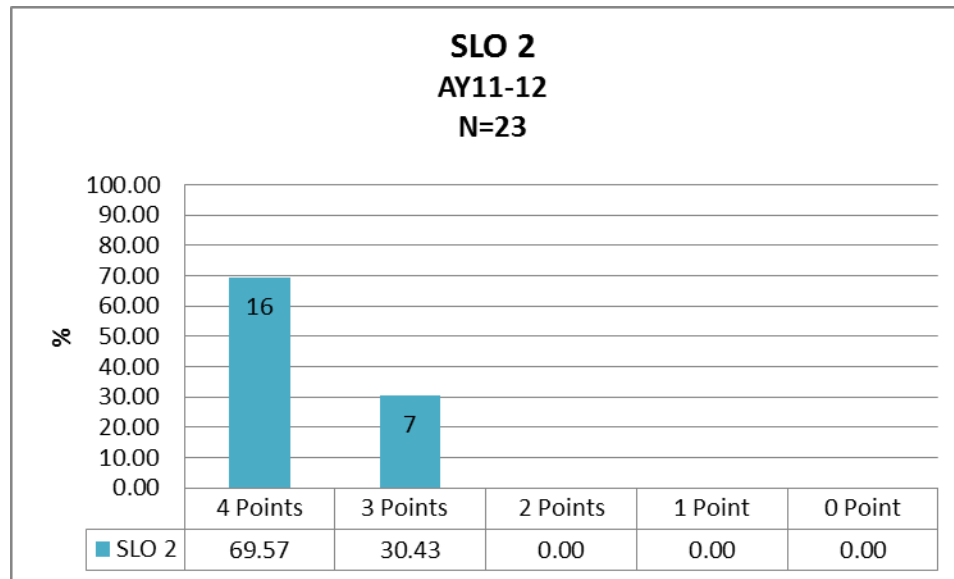
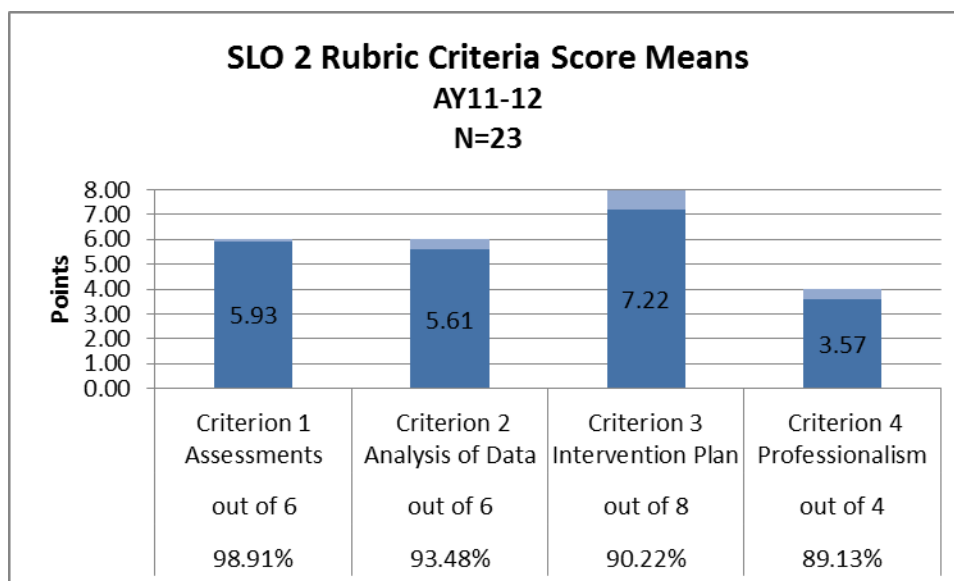


Figure 6

Reading and Language Arts AY11-12 Criteria Means-SLO 2



Outcome 3: Design and deliver appropriate instruction in reading/language arts for all students, including diverse learners, based upon assessment results.

Figure 7

Reading and Language Arts AY11-12 Score Distribution-SLO 3

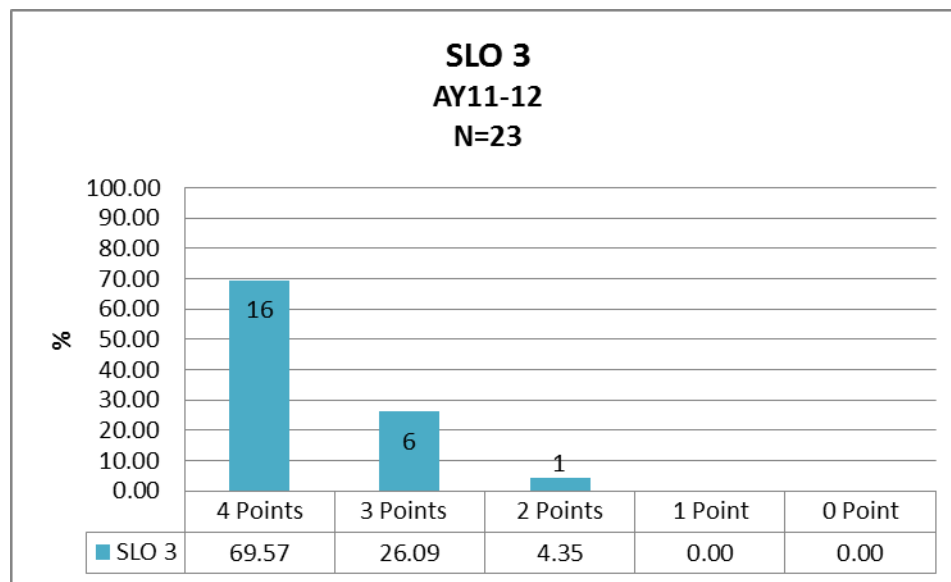
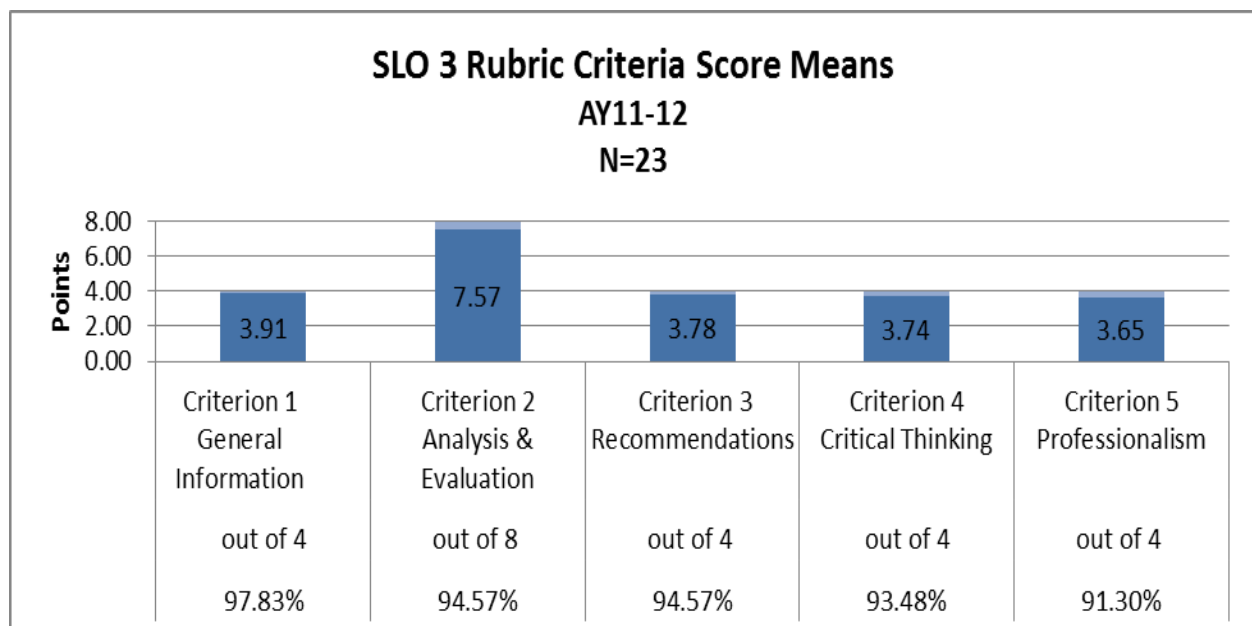


Figure 8

Reading and Language Arts AY11-12 Criteria Means-SLO 3



Outcome 4: Articulate and apply theoretical foundations in reading/language arts to current theory and research.

Figure 9

Reading and Language Arts AY11-12 Score Distribution-SLO 4

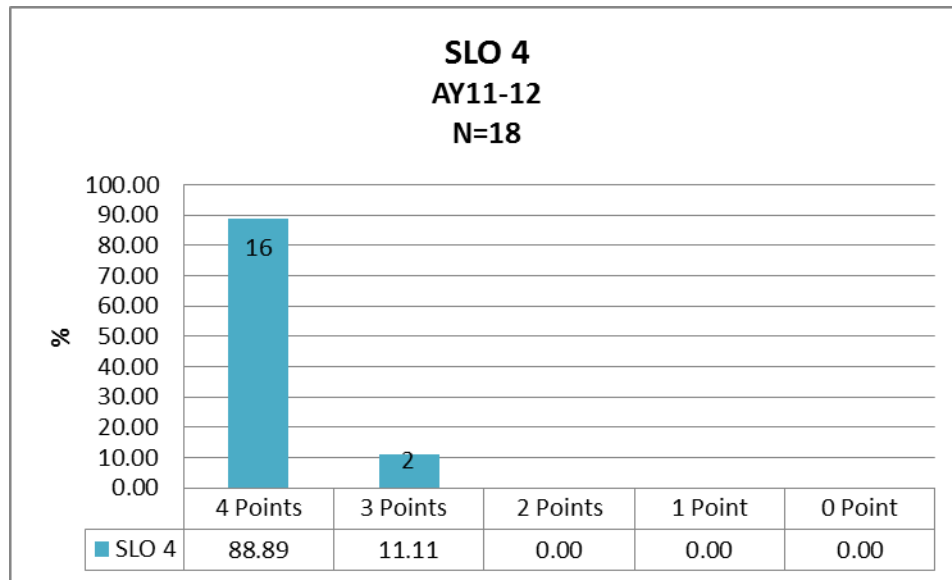
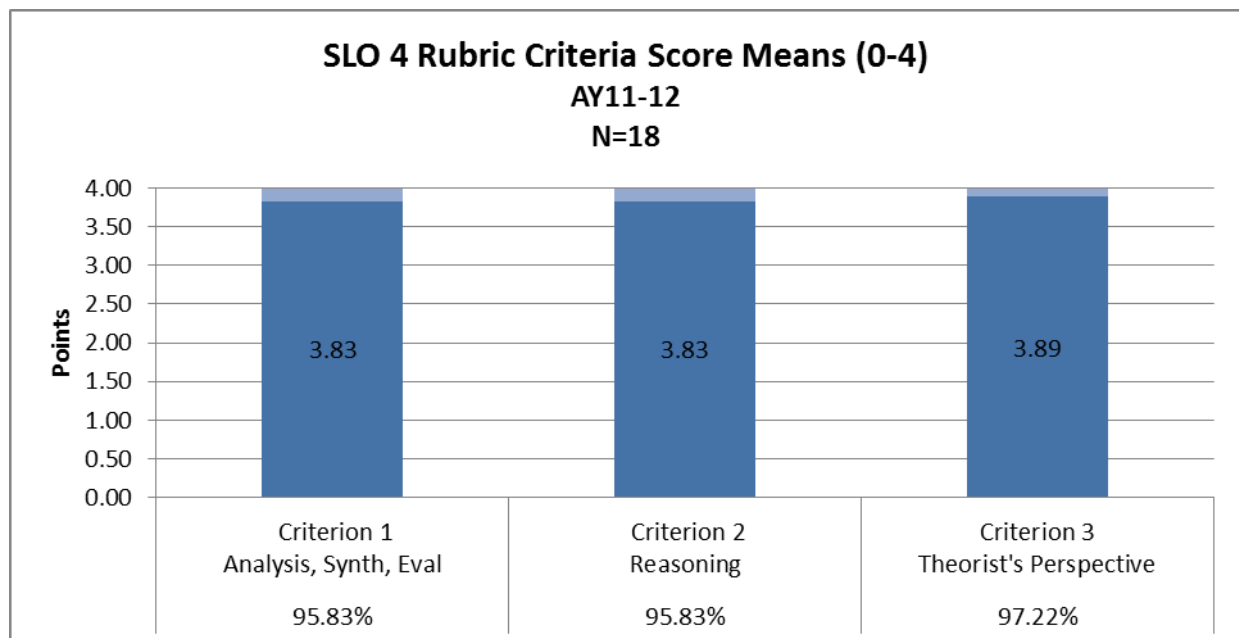


Figure 10

Reading and Language Arts AY11-12 Criteria Means-SLO 4



Outcome 5: Integrate technology into reading / language arts instruction.

Figure 11

Reading and Language Arts AY11-12 Score Distribution-SLO 5

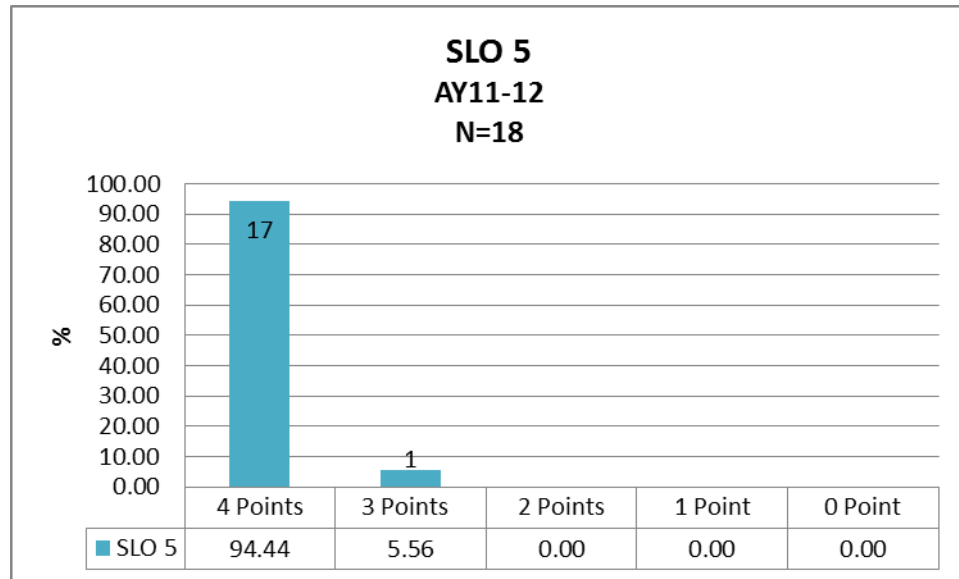
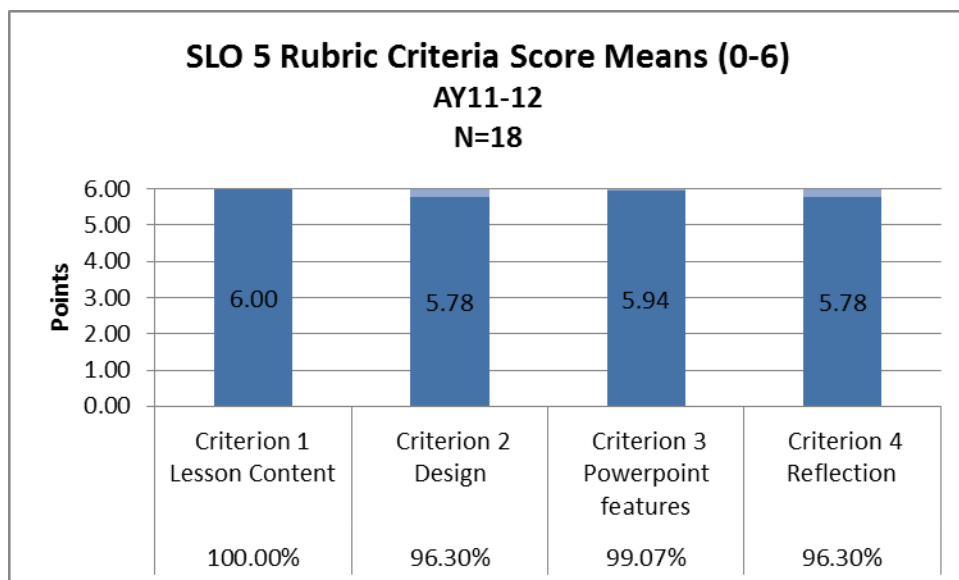


Figure 12

Reading and Language Arts AY11-12 Criteria Means-SLO 5



- b. Program Effectiveness Data: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators of program effectiveness. Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome.

The following discussion is based on the Alumni Survey data. All the percentage discussed in this section is related to the category of “**very satisfied**”. We have been striving for providing our students with the most satisfying and positive learning experience in our program. We want to have a higher percentage of students who feel very satisfied in every area on this survey.

- 1). Under Question #3 (Using the scale provided, how satisfied are you with how the Reading program helped you develop the following skills and knowledge?), there was one low percentage of students who expressed “very satisfied” in two areas: 1) *Ability to plan appropriate instruction for all students based upon assessment data* and 2) *Knowledge of how to assume the role and responsibilities of a Reading/Language Arts Specialist*. The data have indicated that students need more guidance and opportunities for applying what they have been learning in courses to real life teaching situations/context. This lower percentage is consistent with the ones for some criteria from SLOs #1, 2, and 3. A plan of action to address this area for improvement is similar to those as stated in the discussion of SLOs #1, 2, and 3.
- 2) Under Question #7 (Please rate your level of general satisfaction with each of the following), the lower percentage (46.7%) was evident in two areas: 1) *The accuracy and thoroughness of the information provided on the program web site* and 2) *The accuracy and thoroughness of the information provided on the college web site*. These two areas have been addressed, and all the information on the college and program websites have been updated and corrected.
- 3) Under Question #9 (Please rate your level of general satisfaction with each of the following), the lower percentage (46.7%) was in the 3rd area (*In my program, I had sufficient opportunities to learn about using computer technology to enhance my academic and professional work*). The lower percentage seemed to contradict with the higher percentage in the 2nd area (73.3%) (*My instructors expected us to use instructional technology and media in completing our assignments*). Maybe the wording for the 3rd area needs to be changed so that there is a consistency between the 2nd and 3rd areas.
- 4) Under Question #11 (Please indicate which of the following statements apply to you as a result of your program: (check all that apply)), the 5th area (*I am able to use technology to transform the teaching and learning process*) receiving a lower percentage (66.7%) seemed less relevant to our program than to the programs with a heavy focus on technology. For the 1st area (*I am able to locate online resources in my field*) (86.7%) and 4th area (*My academic and professional work is enhanced by the use of technology*) (80.0%), a plan of action to address these areas for improvement is that all course instructors would frequently remind students of the available online sources and encourage students to use these resources in their course assignments.

- 5) Under Question 12 (*How might your program better use technology to improve learning?*), two students' comments centered on the creative ways of technology integration. A plan of action to address this area for improvement is that program faculty members would incorporate more technology in teaching, such as using Google Docs for peer-revision and editing.
 - 6) Under Question #15 (To what degree has your program contributed to your ability to), the 3rd (*Collaborate with colleagues and community organizations to support school/program improvement?*), 5th (*Act as a change agent to support innovative practices?*), and 7th (*Act as an advocate both for those you serve and yourself?*) areas received a lower percentage (64.3%, 57.1%, and 78.6% respectively). These areas seemed to be less relevant to our program than to other programs. Maybe, a change in wording for these areas would help get more relevant data in these areas.
 - 7) Under Question #17 (Please rate your level of agreement with the following questions regarding how well the coursework in your degree/credential program did the following. *My coursework...*), the 2nd area (*prepared me to connect professional standards to the latest developments in the field and my practice*) received a low percentage (57.1%). A plan of action to address this area for improvement is that course instructors in EDRG 554 and EDRG 651 would include a discussion and application of International Reading Association's Standards for Literacy Coaches. Another area receiving a lower percentage (50.0%) was the 5th area (*allowed me to interact with a wide range of faculty and professionals in the field.*). Students, when taking EDRG 554, did have multiple opportunities to interact with their colleagues at their respective school sites, including interviewing their principal and developing a school-wide literacy plan. Due to budgetary cut and faculty retirement, a limited number of faculty members have been teaching in the program. This situation has limited students' opportunities to interact with a wide range of faculty.
 - 8) Under Question #20 (Please rate your level of agreement with the following questions regarding how well the fieldwork/clinical portion of your degree/credential program did the following), the 1st area with 46.2% (*I interacted with diverse students/clients in my fieldwork/clinical experiences*) and 2nd area with 38.5% (*I was able to gain experience in a variety of settings through my fieldwork/clinical experiences*) did not seem relevant to our program. For the last area with 53.8% (*My fieldwork/clinical experiences helped me develop strategies for serving all students/clients to promote their learning and success*), a plan of action to address this area for improvement is that program faculty would focus more on guiding students to apply learned strategies in their teaching situations, such as discussing a classroom teaching scenario and offering possible solutions to possible issues occurred in teaching.
 - 9) For Question #21 (*Do you have any feedback or suggestions on the content of the survey?*), one student commented on "not receiving critical feedback due to my partner's lack of experience". A plan of action to address this area for improvement is that the program faculty would model for students how to provide critical feedback to others' work and provide opportunities to students to practice offering constructive feedback on their peers' work. One idea is to have each student write written comments on his or her peer's work and submit the comments to the course instructor.
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.

- 1) Rita Suh (graduate of 2012) is currently enrolled in a doctoral program in USC.
- 2) Cara Vorhies (graduate of 2012) is currently enrolled in a doctoral program in Cal State Fullerton.
- 3) Katelyn St. John and Linda Von Slomksi (graduate of 2012) co-chair the English department in Port of Los Angeles High School.
- 4) Katelyn St. John and Linda Von Slomksi (graduate of 2012) published an article, "Overcoming Digital Literacy Challenges in High School English Classroom" in *California Reader* (Fall 2012, Vol. 46, No.1).
- 5) Kamisha Sullivan (graduate of 2012) published an article, "Supporting Young Writers in Authentic Correspondence", in *California Reader* (Fall 2012, Vol. 46, No.1).
- 6) Stacey Swainzewiro (class of 2013) conducted workshops for parents at her elementary school.
- 7) Katie Mais (class of 2013) conducted a workshop of technology integration for her colleagues at her elementary school.

Analysis and Actions

5. What do the data for each outcome say regarding candidate performance and program effectiveness? Please note particular areas of strength or areas in need of improvement.

The following discussion is based on the SLOs data.

- 1) Overall, the program is meeting its Student Learning Outcome goals across the five SLOs with an average of 3.80 out of 4.00. The small frequency of a low number (2 points) can be due to one or two students who did not perform well on one particular SLO.
- 2) The highest area was SLO #5 at 3.94 (Integrate technology into reading/language arts instruction) as reflected in the signature assignment of WebQuest lesson from the EDRG 543 course.

The lowest area was SLO #3 at 3.65 (Design and deliver appropriate instruction in reading/language arts for all students, including diverse learners, based upon assessment results.) as reflected in the two signature assignments: 1) Implementation of an Intervention Plan from the EDRG 559 course and 2) Diagnosis and Implementation of an Intervention Plan from the EDRG 651 course. This is a change from last year's score for this SLO #3 (3.79).

- 4) SLO #1 (Provide literacy leadership at the school site or district level) was assessed in these two signature assignments: EDRG 554 Two-year Plan and EDRG 558 Word Study. 100% of the students met Criterion 1 (Description of District), Criterion 5 (Professional Development Plan), and Criterion 6 (Professionalism). Two criteria had a lower score: Criterion 3 (Recommendations for Areas) and Criterion 4 (Recommendations for Materials). These two criteria are closely related, as they deal with planning appropriate instruction to address students' needs. A plan of action to address this area for improvement is that the course instructors would focus more on specific materials targeting students' needs and during each class session have teachers in the program discuss specific approaches and materials they can use.

- 5) SLO #2 (Assess and evaluate students' strengths, needs, and achievement in literacy by using a variety of measures) was assessed in these two signature assignments: EDRG 551 Case Study and EDRG 651 Diagnosis and Implementation of Intervention Plan. 98.91% of the students met Criterion 1 (Assessments), and 93.48% met Criterion 2 (Analysis of Data). A relatively lower score was in Criterion 3 (Intervention Plan) (90.22%) and Criterion 4 (Professionalism) (89.13%). SLO #2 Criterion 3 is closely related to SLO #1 Criteria 3 and 4. A plan of action to address this area for improvement is that in both EDRG 551 and EDRG 651, the course instructors would focus more on guiding students in applying specific instructional strategies and materials to address the needs of case study children. To address Criterion #4, the course instructors would provide a detailed template for a case study report so that students would improve their academic writing of a case study report.
- 6) SLO #3 (Design and deliver appropriate instruction in reading/language arts for all students, including diverse learners, based upon assessment results.) was assessed in these two signature assignments: EDRG 559 Implementation of Intervention Plan and EDRG 651 Diagnosis and Implementation of Intervention Plan. 97.83% of the students met Criterion 1 (General Information), 94.57% met Criterion 2 (Analysis and Evaluation) and Criterion 3 (Recommendations). A slightly lower percentage of students (93.48%) met Criterion 4 (Critical Thinking). A relatively lower score was for Criterion 5 (Professionalism) (91.30%). This is consistent with the lower percentage of students who met success for SLO #2 Criterion 4 (Professionalism). A plan of action to address this area for improvement is that in both EDRG 559 and EDRG 651, the course instructors would focus more on guiding students to master academic writing of an intervention plan. It would be helpful to provide a detailed template for students to follow in their writing an intervention plan.
- 7) SLO #4 (Articulate and apply theoretical foundations in reading/language arts to current theory and research.) was assessed in these three signature assignments: EDRG 540 An Overview of Literacy Research, EDRG 554 Literature Review, and EDRG 556 Hot Topic Research Paper. The high percentage of students who met each criterion was relatively consistent across three criteria: 95.83% for Criterion 1 (Analysis, Synthesis, and Evaluation) and Criterion 2 (Reasoning), and 97.22% for Criterion 3 (Theorist's Perspectives). The high percentage has indicated that these three courses have well helped students develop a solid foundation in conceptual understanding of literacy research. We recommend that the instructors of these courses continue their good teaching.
- 8) SLO #5 (Integrate technology into reading / language arts instruction) was assessed in the signature assignment of WebQuest lesson from the EDRG 543 course. The percentage of students who met each criterion was high: 100% for Criterion 1 (Lesson Content), 99.07% for Criterion 3 (PowerPoint Features), and 96.30% for Criteria 2 (Design) and 4 (Reflection). A plan of action to address this area for improvement is that the course instructor would focus more on guiding students in their lesson design and lesson reflection and provide more exemplars with students.

6. How do these findings compare to past assessment findings?

In general, students in the program have shown a consistent record of high performance across all five SLOs. For example, for the students' performance related to SLO# 5 remains the same as year 2011. This can be due largely to the fact that faculty members in the program have increased integration of technology across courses. Such integration has helped students develop technology competency and

meet a higher set of expectation when they are taking the technology class with a focus on SLO#5. As to SLO #2, students performed better this year than last year (2011). After faculty members reviewed the program SLOs in fall 2011, instructors teaching EDRG 551 and EDRG 651 have focused more on engaging students in reviewing and discussing literacy assessment performance of children across the elementary and secondary levels. Such practice has enhanced students' understanding in addressing literacy needs of children across grade levels. As to SLO#3, the score is a little bit lower this year than last year (2011). It seems that students in the program need more experiences with applying and reflecting on instructional strategies and materials to address literacy needs of children. The program faculty members have decided to address this need as the 1st priority in the coming year (2013) (see Action Plan).

7. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes, etc. based on these findings in Questions 5 and 6? Please link proposed changes to data discussed in Q5.

Table 8

Action Plan

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
1st	Focus more on the application of strategies and materials within students' teaching contexts by using real classroom examples from students. This focus applies particularly to these courses (EDRG 551, EDRG 558, EDRG 559, EDRG 554, EDRG 543, and EDRG 651).	Instructors teaching these courses	Beginning Fall 2013
1st	Include on each course Beachboard a link to CSULB library online resources.	All course instructors	Beginning Fall 2013
2nd	Continue using mentor texts (high quality research articles) to help students develop academic writing skills in research-focused courses (EDRG 540, EDRG 544, and EDRG 556).	Instructors teaching these courses	Beginning Fall 2013
3rd	Increase the use of appropriate instructional technologies across all courses	All course instructors	Beginning Fall 2013



Data Discussion Guide 2012-13

Please complete the following form and forward it to the Assessment Office with your final report. This will serve as a record of your workshop discussion AND is necessary for reimbursement for food/snacks.

Date of Workshop Discussion: 11/15/2012

Attendees (Print Names):

Paul Boyd-Batstone

Ruth Knudson

Shelley Xu

Reimbursement for Food/Beverage Expenses

The college is providing up to \$50 per program (\$75 for MSCP and SSCP) for refreshments as part of the annual data discussions. Please:

1. Fill in the names of each person who attended the data discussion
2. Attach your itemized receipt(s) for food/beverage purchased

Return this sheet and the receipts to the Assessment Office for processing

Minutes
Master's Reading and Language Arts Program
November 15, 2012, 12:30-1:30 p.m.
ED1-12

Present: Paul Boyd-Batstone, Ruth Knudson, Shelley Xu

Absent: Joan Theurer

1. Announcement

- 1) Sign-in: Each faculty signed on the discussion guide sheet to show his/her participation in the data discussion meeting.
- 2) Update on new Certificate and Credential authorization documents: We are waiting to hear from CTC about the approval of this new program with certification and credential authorization that Paul wrote last year.

2. Recruitment Efforts

Paul and Shelley worked together to update the program information on the CED website, the program flyer, and CSULB catalog. Paul has visited numerous school districts to share the graduate programs in our department. He will meet with the teachers at Whittier Union High School District on Dec. 6 to share information about the master's reading and language arts program (Shelley cannot participate in the meeting due to a class schedule conflict). Shelley visited St. Joseph school near CSULB to introduce the program to the principal. She will continue contacting school district principals and alumni to promote our program. Additional ideas for recruitment were suggested: 1) passing the program flyers to student teacher supervisors and 2) having a LinkedIn page for the program.

3. Review Data from the Signature Assignments

- 1) Overall, the program is meeting its Student Learning Outcome goals across the five SLOs with an average of 3.80 out of 4.00. The small frequency of a low number (2 points) can be due to one or two students who did not perform well on one particular SLO.
- 2) The highest area was SLO #5 at 3.94 (Integrate technology into reading/language arts instruction) as reflected in the signature assignment of WebQuest lesson from the EDRG 543 course.
- 3) The lowest area was SLO #3 at 3.65 (Design and deliver appropriate instruction in reading/language arts for all students, including diverse learners, based upon assessment results.) as reflected in the two signature assignments: 1) Implementation of an Intervention Plan from the EDRG 559 course and 2) Diagnosis and Implementation of an Intervention Plan from the EDRG 651 course. This is a change from last year's score for this SLO #3 (3.79).
- 4) SLO #1 (Provide literacy leadership at the school site or district level) was assessed in these two signature assignments: EDRG 554 Two-year Plan and EDRG 558 Word Study. 100% of the students met Criterion 1 (Description of District), Criterion 5 (Professional Development Plan), and Criterion 6 (Professionalism). Two criteria had a lower score: Criterion 3 (Recommendations for Areas) and Criterion 4 (Recommendations for Materials). These two criteria are closely related, as they deal with planning appropriate instruction to address students' needs. A plan of action to address this area for improvement is that the course

instructors would focus more on specific materials targeting students' needs and during each class session have teachers in the program discuss specific approaches and materials they can use.

- 5) SLO #2 (Assess and evaluate students' strengths, needs, and achievement in literacy by using a variety of measures) was assessed in these two signature assignments: EDRG 551 Case Study and EDRG 651 Diagnosis and Implementation of Intervention Plan. 98.91% of the students met Criterion 1 (Assessments), and 93.48% met Criterion 2 (Analysis of Data). A relatively lower score was in Criterion 3 (Intervention Plan) (90.22%) and Criterion 4 (Professionalism) (89.13%). SLO #2 Criterion 3 is closely related to SLO #1 Criteria 3 and 4. A plan of action to address this area for improvement is that in both EDRG 551 and EDRG 651, the course instructors would focus more on guiding students in applying specific instructional strategies and materials to address the needs of case study children. To address Criterion #4, the course instructors would provide a detailed template for a case study report so that students would improve their academic writing of a case study report.
- 6) SLO #3 (Design and deliver appropriate instruction in reading/language arts for all students, including diverse learners, based upon assessment results.) was assessed in these two signature assignments: EDRG 559 Implementation of Intervention Plan and EDRG 651 Diagnosis and Implementation of Intervention Plan. 97.83% of the students met Criterion 1 (General Information), 94.57% met Criterion 2 (Analysis and Evaluation) and Criterion 3 (Recommendations). A slightly lower percentage of students (93.48%) met Criterion 4 (Critical Thinking). A relatively lower score was for Criterion 5 (Professionalism) (91.30%). This is consistent with the lower percentage of students who met success for SLO #2 Criterion 4 (Professionalism). A plan of action to address this area for improvement is that in both EDRG 559 and EDRG 651, the course instructors would focus more on guiding students to master academic writing of an intervention plan. It would be helpful to provide a detailed template for students to follow in their writing an intervention plan.
- 7) SLO #4 (Articulate and apply theoretical foundations in reading/language arts to current theory and research.) was assessed in these three signature assignments: EDRG 540 An Overview of Literacy Research, EDRG 554 Literature Review, and EDRG 556 Hot Topic Research Paper. The high percentage of students who met each criterion was relatively consistent across three criteria: 95.83% for Criterion 1 (Analysis, Synthesis, and Evaluation) and Criterion 2 (Reasoning), and 97.22% for Criterion 3 (Theorist's Perspectives). The high percentage has indicated that these three courses have well helped students develop a solid foundation in conceptual understanding of literacy research. We recommend that the instructors of these courses continue their good teaching.
- 8) SLO #5 (Integrate technology into reading / language arts instruction) was assessed in the signature assignment of WebQuest lesson from the EDRG 543 course. The percentage of students who met each criterion was high: 100% for Criterion 1 (Lesson Content), 99.07% for Criterion 3 (PowerPoint Features), and 96.30% for Criteria 2 (Design) and 4 (Reflection). A plan of action to address this area for improvement is that the course instructor would focus more on guiding students in their lesson design and lesson reflection and provide more exemplars with students.

4. Review Alumni Survey

All the percentage discussed in this section is related to the category of “**very satisfied**”. We have been striving for providing our students with the most satisfying and positive learning experience in our program. We want to have a higher percentage of students who feel very satisfied in every area on this survey.

- 1). Under Question #3 (Using the scale provided, how satisfied are you with how the Reading program helped you develop the following skills and knowledge?), there was one low percentage of students who expressed “very satisfied” in two areas: 1) Ability to plan appropriate instruction for all students based upon assessment data and 2) Knowledge of how to assume the role and responsibilities of a Reading/Language Arts Specialist. The data have indicated that students need more guidance and opportunities for applying what they have been learning in courses to real life teaching situations/context. This lower percentage is consistent with the ones for some criteria from SLOs #1, 2, and 3. A plan of action to address this area for improvement is similar to those as stated in the discussion of SLOs #1, 2, and 3.
- 2) Under Question #7 (Please rate your level of general satisfaction with each of the following), the lower percentage (46.7%) was evident in two areas: 1) The accuracy and thoroughness of the information provided on the program web site and 2) The accuracy and thoroughness of the information provided on the college web site. These two areas have been addressed, and all the information on the college and program websites have been updated and corrected.
- 3) Under Question #9 (Please rate your level of general satisfaction with each of the following), the lower percentage (46.7%) was in the 3rd area (In my program, I had sufficient opportunities to learn about using computer technology to enhance my academic and professional work). The lower percentage seemed to contradict with the higher percentage in the 2nd area (73.3%) (My instructors expected us to use instructional technology and media in completing our assignments.). Maybe the wording for the 3rd area needs to be changed so that there is a consistency between the 2nd and 3rd areas.
- 4) Under Question #11 (Please indicate which of the following statements apply to you as a result of your program: (check all that apply)), the 5th area (I am able to use technology to transform the teaching and learning process) receiving a lower percentage (66.7%) seemed less relevant to our program than to the programs with a heavy focus on technology. For the 1st area (I am able to locate online resources in my field) (86.7%) and 4th area (My academic and professional work is enhanced by the use of technology) (80.0%). A plan of action to address this area for improvement is that all course instructors would frequently remind students of the available online sources and encourage students to use these resources in their course assignments.
- 5) Under Question 12 (How might your program better use technology to improve learning?), two students’ comments centered on the creative ways of technology integration. A plan of action to address this area for improvement is that program faculty members would incorporate more technology in teaching, such as using Google Docs for peer-revision and editing.
- 6) Under Question #15 (To what degree has your program contributed to your ability to), the 3rd (Collaborate with colleagues and community organizations to support school/program improvement?), 5th (Act as a change agent to support innovative practices?), and 7th (Act as an advocate both for those you serve and yourself?) areas received a lower percentage (64.3%, 57.1%, and 78.6% respectively). These areas seemed to be less relevant to our

program than to other programs. Maybe, a change in wording for these areas would help get more relevant data in these areas.

- 7) Under Question #17 (Please rate your level of agreement with the following questions regarding how well the coursework in your degree/credential program did the following. My coursework...), the 2nd area (prepared me to connect professional standards to the latest developments in the field and my practice) received a low percentage (57.1%). A plan of action to address this area for improvement is that course instructors in EDRG 554 and EDRG 651 would include a discussion and application of International Reading Association's Standards for Literacy Coaches. Another area receiving a lower percentage (50.0%) was the 5th area (allowed me to interact with a wide range of faculty and professionals in the field.). Students, when taking EDRG 554, did have multiple opportunities to interact with their colleagues at their respective school sites, including interviewing their principal and developing a school-wide literacy plan. Due to budgetary cut and faculty retirement, a limited number of faculty members have been teaching in the program. This situation has limited students' opportunities to interact with a wide range of faculty.
- 8) Under Question #20 (Please rate your level of agreement with the following questions regarding how well the fieldwork/clinical portion of your degree/credential program did the following), the 1st area with 46.2% (I interacted with diverse students/clients in my fieldwork/clinical experiences) and 2nd area with 38.5% (I was able to gain experience in a variety of settings through my fieldwork/clinical experiences) did not seem relevant to our program. For the last area with 53.8% (My fieldwork/clinical experiences helped me develop strategies for serving all students/clients to promote their learning and success), a plan of action to address this area for improvement is that program faculty would focus more on guiding students to apply learned strategies in their teaching situations, such as discussing a classroom teaching scenario and offering possible solutions to possible issues occurred in teaching.
- 9) For Question #21 (Do you have any feedback or suggestions on the content of the survey?), one student commented on "not receiving critical feedback due to my partner's lack of experience". A plan of action to address this area for improvement is that the program faculty would model for students how to provide critical feedback to others' work and provide opportunities to students to practice offering constructive feedback on their peers' work. One idea is to have each student write written comments on his or her peer's work and submit the comments to the course instructor.

5. Action Plan

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
1st	Focus more on the application of strategies and materials within students' teaching contexts by using real classroom examples from students. This focus applies particularly to these courses (EDRG 551, EDRG 558, EDRG 559, EDRG 554, EDRG 543, and EDRG 651).	Instructors teaching these courses	Beginning Fall 2013
1st	Include on each course Beachboard a link to	All course	Beginning

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
	CSULB library online resources.	instructors	Fall 2013
2 nd	Continue using mentor texts (high quality research articles) to help students develop academic writing skills in research-focused courses (EDRG 540, EDRG 544, and EDRG 556).	Instructors teaching these courses	Beginning Fall 2013
3 rd	Increase the use of appropriate instructional technologies across all courses	All course instructors	Beginning Fall 2013

6. Our Graduates' Accomplishments

- 1) Rita Suh (graduate of 2012) is currently enrolled in a doctoral program in USC.
- 2) Cara Vorhies (graduate of 2012) is currently enrolled in a doctoral program in Cal State Fullerton.
- 3) Katelyn St. John and Linda Von Slomksi (graduate of 2012) co-chair the English department in Port of Los Angeles High School.
- 4) Katelyn St. John and Linda Von Slomksi (graduate of 2012) published an article, "Overcoming Digital Literacy Challenges in High School English Classroom" in *California Reader* (Fall 2012, Vol. 46, No.1).
- 5) Kamisha Sullivan (graduate of 2012) published an article, "Supporting Young Writers in Authentic Correspondence", in *California Reader* (Fall 2012, Vol. 46, No.1).
- 6) Stacey Swainzewiro (class of 2013) conducted workshops for parents at her elementary school.
- 7) Katie Mais (class of 2013) conducted a workshop of technology integration for her colleagues at her elementary school.

Meeting was adjourned at 2:15 p.m.