College of Education and Affiliated Programs
Annual Assessment Report
For Education Specialist Level I Credential Program

Note: this report presents and analyzes data from the 2007-08 academic year. During that year, the College of Education and Affiliated Programs engaged in extensive efforts to refine and extend their assessment system. In many cases, data collected starting in Fall 2008 and beyond will look substantially different from the data being presented in this report.

Background

1. Describe your program (enrollment, number of faculty, general goals). Have there been any major changes since your last report? (Maps to CTC Biennial Report Q1)

The Level I Education Specialist Credential Program at CSULB prepares candidates to be authorized to teach in the areas of Mild/Moderate and Moderate/Severe disabilities, and received initial approval in November, 1999. The Level I program reflects the College of Education Mission and Theme to prepare educators for life-long learning, professional growth, and social responsibility. The goals of the Level I program are to assist candidates to become:

- Effective and caring teachers
- Partners with parents and others in the development of high quality educational programs
- Life long learners engaged in program development reflective of practices in special education

The Level I program is designed to build capacities and candidate competence in the following key program areas: Collaboration, Diversity, Literacy, Technology, & Transition. The Level I program is designed to allow candidates to develop as reflective practitioners in skill areas and knowledge in the field of special education. The program is aimed at developing skills and knowledge of current research in special education, and demonstration of the ability to engage in reflective inquiry and application in practice.

Students in the Level I Education Specialist Credential Program complete 12 units of prerequisite courses, 21 units in our program core courses, and 12 units in supported fieldwork in sites that educate and provide related supports and services to children and youth identified with mild/moderate or moderate/severe disabilities.

There have been a few major changes to the Level I program since the last CTC report in April, 2001:

1) Program faculty have revised the fieldwork competency checklist for the program so that the design is more closely aligned to student learning outcomes and more clearly identifies related benchmark assignments from core courses.
2) There has been some change in program faculty as existing faculty have taken on various administrative positions in the College (e.g., Department Chair, Associate Dean)
3) The program has had new coordinators in 2007-2008.
4) Approval for CLAD certification through Level I – approved 2006-2007.

Student Learning Outcomes:

The learning outcomes listed below form the foundation of our Level I program. These learning outcomes were refined in Spring 2008 as part of a college-wide assessment project. The data presented in this report are related to these outcomes, with some slight variation, since they were collected in 2007-08, while the SLOs were in development.

Table 1

SLOs	**Outcome 1:** Describes the legal, ethical, and historical foundations of special education in a multicultural society.	**Outcome 2:** Assesses student current level of performance using multiple measures.	**Outcome 3:** Plans individualized education programs in alignment with student needs/competencies and California Content Standards.	**Outcome 4:** Designs instructional units based on student data and best practices in special education.	**Outcome 5:** Effectively manages the teaching and learning environment.	**Outcome 6:** Discusses characteristics of effective communication and collaboration with families and other professionals.
Signature Assignment(s)	Legal/philosophical exam scored via rubric	Case study-assessment plan scored via rubric	IEP writing assignment scored via rubric; Collaboration portion of IEP assignment	Reading Intervention Project scored via rubric; Instructional Unit Plan Assignment	Intervention project scored via rubric	Collaboration portion of IEP assignment
National Standards	Standards 1, 9 (CEC)	Standards 2, 8 (CEC)	Standard 3, 7 (CEC)	Standard 4 (CEC)	Standard 5 (CEC)	Standard 10 (CEC)
State Standards	Standards 10, 11(CA)	Standards 22 (CA)	Standard 23 (CA)	Standard 23 (CA)	Standards 15, 24 (CA)	Standard 16 (CA)
Conceptual Framework	Values Diversity, Prepares Leaders, School Improvement	Promotes Growth, Research and Evaluation, School Improvement	Promotes Growth	Promotes Growth, Research and Evaluation, School Improvement	Promotes Growth, Research and Evaluation	Service and Collaboration
NCATE Elements	Professional Knowledge and Skills	Student Learning	Pedagogical Content Knowledge	Pedagogical Content Knowledge	Student Learning	Professional Knowledge and Skills; Professional Dispositions

Table 2

Program Specific Candidate Information, 2007-2008
(snapshot taken F08)

Category	Transition Point 1		
	Admission to Program		
	Applied	Accepted	Matriculated
	#	#	#
TOTAL	150	113	n/a

Table 3

Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

	Transition Point 2
	Advancement to Culminating Experience
	#
Credential Program Advanced Fieldwork (EDSP 587 & 588 A and B)	67 Student Teachers/Interns advanced to fieldwork

Table 4
Program Faculty Profile

Faculty Profile 2007-08	
Status	**Number**
Full-time TT	4
Full-time Lecturer	3
Part-time Lecturer	15
Total:	22

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. (Maps to campus criteria for assessment reports)

   Program evaluation and candidate assessment data have been reviewed at a program meeting by full time faculty who teach core program courses. Five of our full-time faculty participated in this meeting. Minutes for this meeting have been lost due to changes in the coordinator and secretary for the program. Part-time faculty who teach some sections of Level I core courses submitted data as requested and will be informed of findings. Discussions with part-time faculty members will be planned to discuss implications of the findings.

Data

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

    - 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. (Maps to CTC Biennial Report Q2a)

For 2007-2008 candidate performance data was collected and analyzed for signature benchmark assignments in core course. These data are presented in Tables 5-11 below. Signature assignments were collected for the core courses and students were required to place those as artifacts in their Level I program portfolios which were reviewed at the end of their fieldwork courses. According to the Candidate Assessment Plan, the fieldwork competencies and comprehensive portfolio data review are scheduled for analysis in spring 2010.

Table 5
Overall SLOs Comparison, 2007-2008

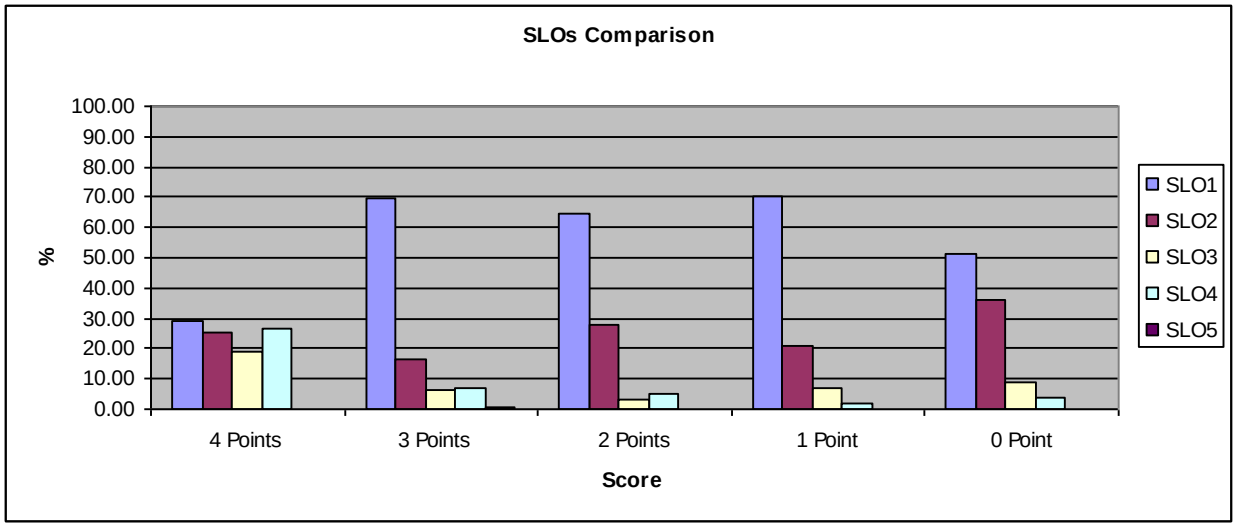


Table 6

SLO Means, 2007-2008

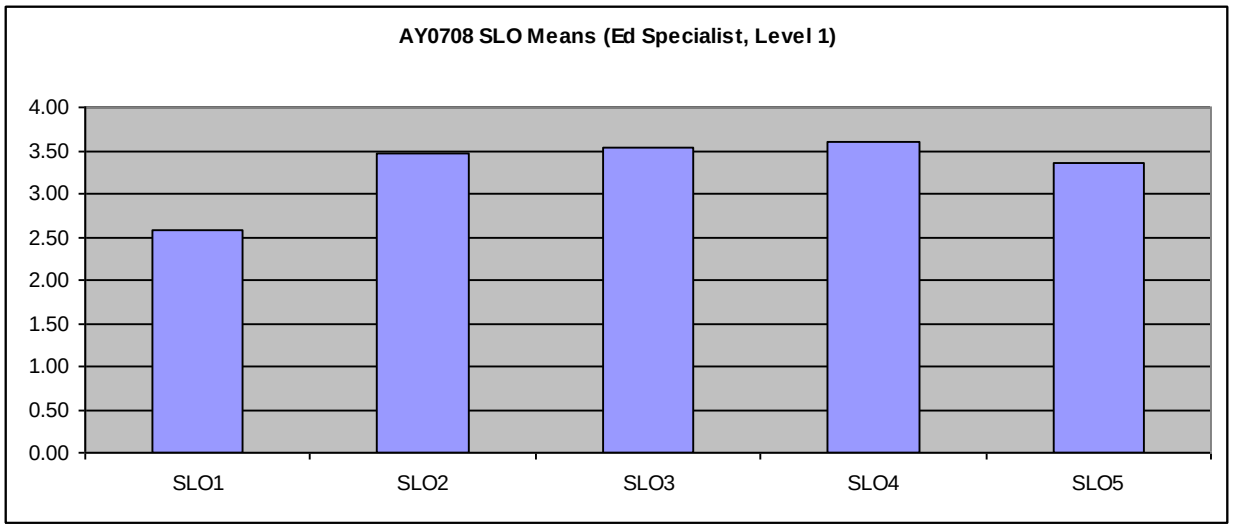


Table 7

SLO 1, 2007-2008

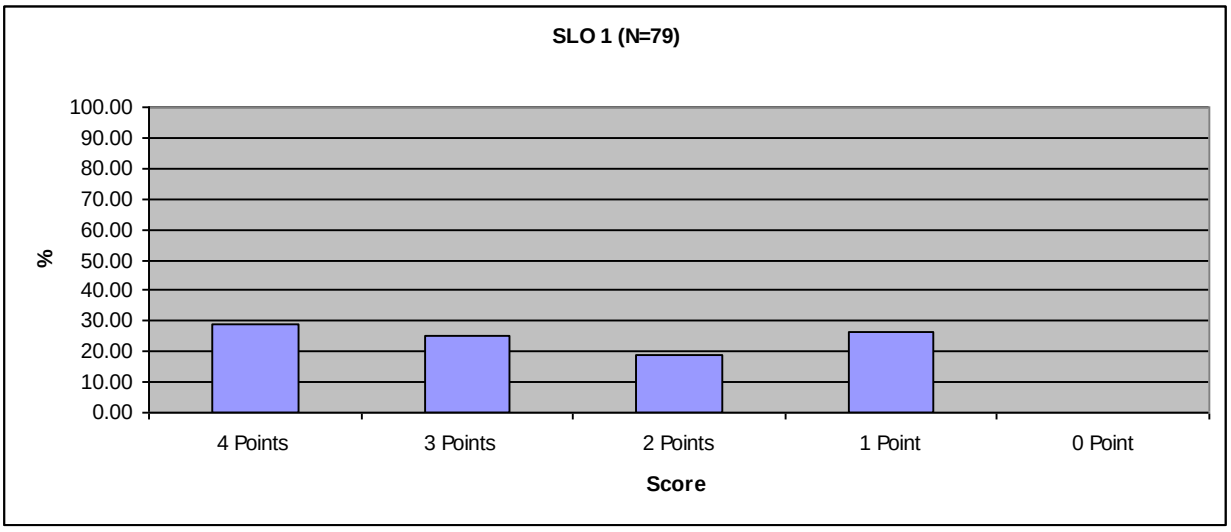


Table 8

SLO 2, 2007-2008

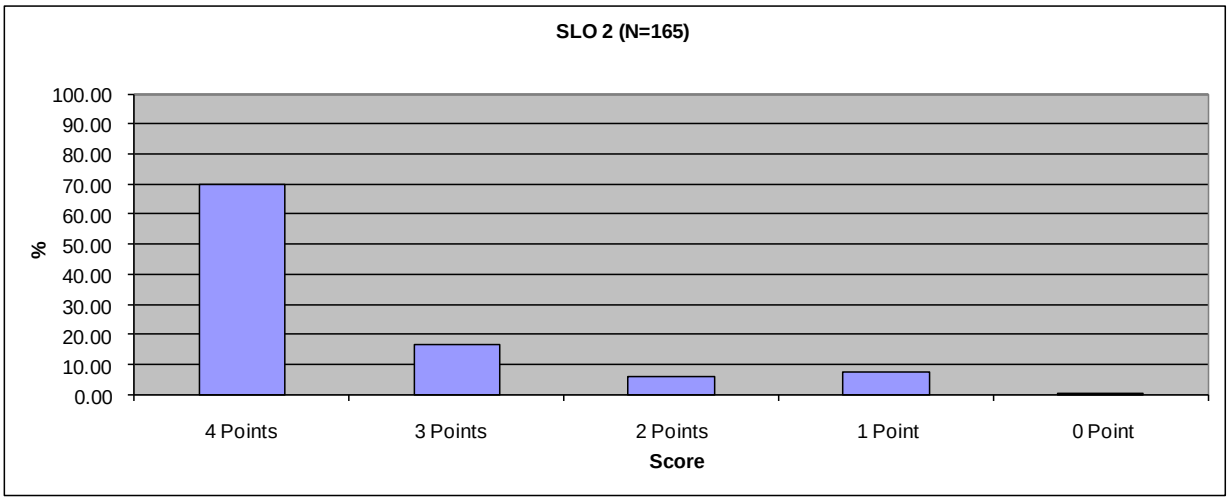


Table 9

SLO 3, 2007-2008

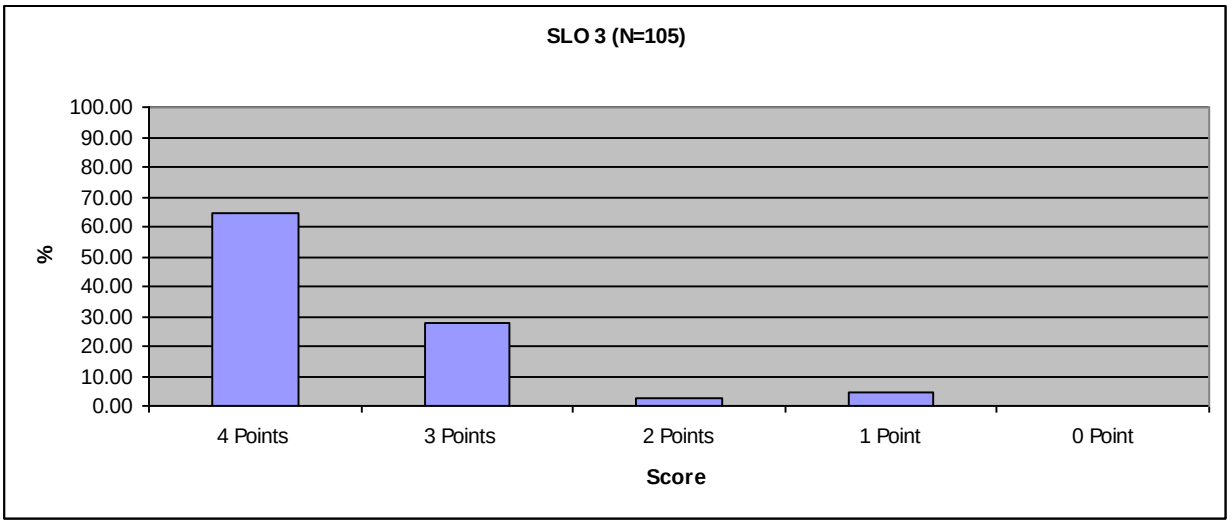


Table 10

SLO 4, 2007-2008

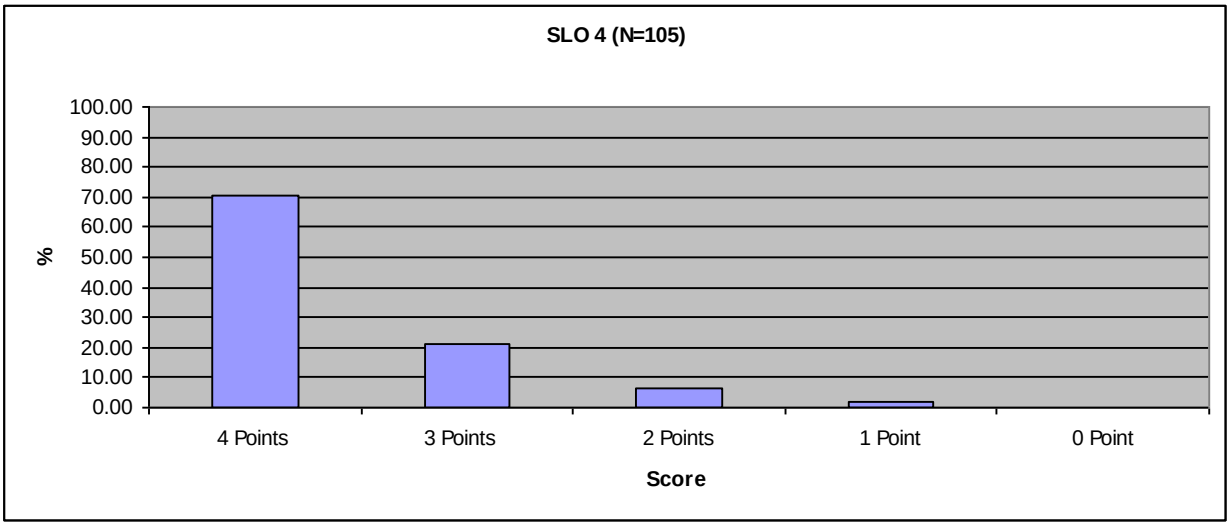
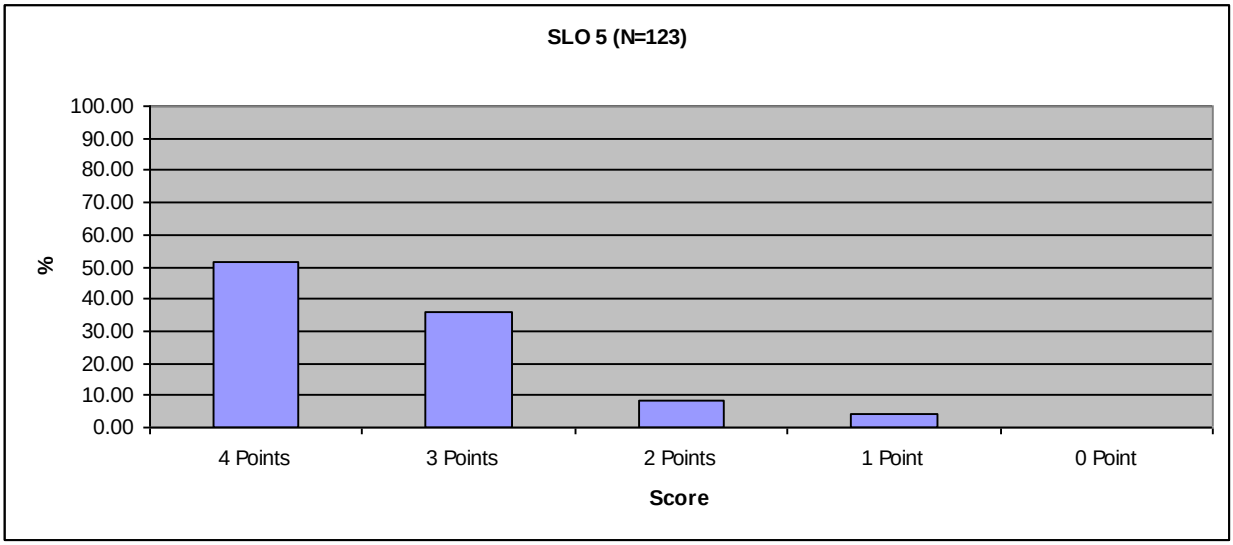


Table 11

SLO 5, 2007-2008



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 or 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. (Maps to CTC Biennial Report Q2a)

Program Effectiveness Data

One of the main sources of program effectiveness data for the Education Specialist program is from the CSU system-wide survey required for all graduates and their employers. Return rates are relatively high (average 89% as of spring 2008) and therefore this data allows us to examine strengths and weaknesses of the program in comparison to other CSU programs. This also allows us to examine trends over time. Each year, the faculty have reviewed the results focusing on the main strengths and weaknesses identified in the program effectiveness data. For the 07/08 year, the focus for data analysis was the signature assignment data. The CSU system-wide survey data will be reviewed once again beginning in 08/09 including the 07/08 results.

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. (Maps to CTC Biennial Report Q2b)

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. (Maps to CTC Biennial Report Q3, Campus Q3)

    a. In general, the majority of students meet or exceed expectations for signature assignments in all Level I program courses. The signature assignment in EDSP 480 was a noticeable exception. An analysis of the signature assignment scores revealed that the assignment did not accurately reflect the SLO for this course. In a discussion of the outcomes, it was decided that the rubric needed to be rewritten so as to create a better fit between the assignment and the SLO. In addition, we noted that the signature assignment for the EDSP 480 course was an exam whereas other SLOs in other courses are measured by project-based assignments that allow for resubmission. It was also discussed that while most are doing well, there are still some candidates who are not meeting expectations. This could be a reflection of the rigor of the program which will then tease out those candidates who are not as strong. It could also mean that we need to review our methods of instruction for candidates who struggle with material or examine our admission and retention processes, including methods to support the effective use of the program developed "intervention plan."

    b. As the SLO outcome data were reviewed, it became apparent that the final course grades which is what was available for 2007-2008 were not accurate indicators of student performance.

    c. While candidate performance was generally high, faculty discussed whether or not to report resubmissions of assignments and if so, how to report the progress toward mastery.

    d. In analyzing the link between assignments and SLOs it was noted that we did not have a signature assignment for SLO 6 (Collaboration) which had primarily been addressed in fieldwork activities.

Program Strengths

a. Signature assignment data from 07-08 indicate that the majority of the candidates exceeded or met expectations for all six SLOs. More specifically for three of the SLOs (4, 5, and 6) over 80% of our students *exceeded* expectations.

b. Although we only have one SLO (SLO 1) that is measured across both semesters, data indicate that there is consistency in the number of students who exceeded and met expectations. Across the two semesters different instructors taught the class. This suggests that there is reliability across instructors.

c. For students not meeting expectations, the program implements a variety of interventions designed to meet candidates' unique needs e.g., instructor review and explanation, instructor reading drafts of assignments and providing feedback, peer editing and support, student study groups, online writing tutorials, referral to on-campus writing resources, etc.

d. Employers of our candidates indicate that the candidates of our program on average meet or exceed expectations of state standards which are directly related to SLOs.

Areas for improvement

a. Relating to 5.a. above, for EDSP 480 we will revise the signature assignment and rubric.

b. Relating to 5.b. above, it was decided that future analysis will focus more on assignments and also create rubrics that will allow for a tighter link between the performance on the assignment and the related SLOs. This will allow for a more nuanced analysis of candidate performance.

c. Relating to 5.c.above, faculty will discuss and determine a meaningful and efficient way to track and report multiple submissions of signature assignments so as to develop a mechanism for measuring and analyzing progress toward mastery.

d. Relating to 5.d. above, we will add or adapt an existing signature assignment in an existing course to directly assess SLO 6.

e. We will meet to calibrate grading of student benchmark assignments using rubrics. This will be done on approximately 20% of the assignments from each course.

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

In the past we have examined both candidate performance data as well as program effectiveness data but not as systematically as is currently the case. Candidate performance data was discussed in meetings where faculty would bring up issues or success and then make decisions regarding course or assignment modifications. Annually we discussed the results of the CSU Chancellor's survey and made modifications to our program as appropriate. Other discussions were usually based on anecdotal data, case examples, or generalizations about how candidates performed overall. We relied heavily upon our practice of co-teaching

in several core courses for discussing candidate progress as this provided a shared knowledge base about specific candidates. In the past, we did not have focused student learning outcomes or signature assignments to guide our data discussions. Our fieldwork competency checklist has always required candidates to submit artifacts which were assignments from core courses but we did not have a program-wide system in place for analyzing these artifacts though they were clearly linked to state standards.

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. (Maps to CTC Biennial Report Q4, Campus Q4)

   The program faculty will continue to regularly engage in ongoing discussions and consequent program improvements at our weekly faculty meetings.

   Based on the data reported and our analysis of these findings, program faculty has determined that the following program changes are warranted:

   a. In refining our program SLOs, program faculty also had lengthy discussions about the currency and relevance of our program themes and goals. Subsequently, we will be working on revising our program themes in Spring 2009.

   b. Faculty will track student performance data on benchmark assignments using rubrics to provide a more detailed analysis of areas where students are successful and where they struggle. In addition, we will track data by assignment and then also by criteria on these assignments. This is so we can look to see if there are particular criteria that students are struggling with or are exceeding in to make course and program level changes. This will allow us to tailor our curriculum and instruction to better meet student needs.

   c. Given that program faculty believe in mastery learning, we will develop a mechanism track the student performance data for each signature assignment based on the student's first graded attempt at the assignment and also on their second attempt subsequent to instructor feedback and review.

   d. We will be making some changes to the requirements for the EDSP 480 and EDSP 569 signature assignments to better match the SLOs, e.g. adding collaboration to existing assignment in EDSP 569.

   e. Improve upon and increase effective use of the program developed "intervention plan" for candidates who are struggling with knowledge, skills, or dispositions.