College of Education and Affiliated Programs
Annual Assessment Report – Fall 2010
Ed Specialist Level II Credential and Masters of Science in Special Education

Note: this report presents and analyzes data from the 2009-2010 academic year.

Background

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

The Professional Level II 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 II program reflects the College of Education Mission and Theme to prepare educators for life-long learning, professional growth, and social responsibility. The program builds upon the foundational knowledge and skills developed in the Level I program. 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 II program builds upon these capacities and extends candidate competence in key program areas: Collaboration, Diversity, Literacy, Technology, & Transition. The Level II program is designed to allow candidates to continue to develop as reflective practitioners in advanced skill areas and knowledge. The Level II program is closely aligned with the Master of Science program in Special Education to encourage further professional growth and development. The Master of Science program in Special Education prepares candidates to attain leadership positions in public and private schools for individuals with disabilities. The program is aimed at developing advanced skills and knowledge of current research in special education, and demonstration of the ability to engage in reflective inquiry.

Candidates in the Master of Science program complete all the 12 units of Level II coursework, and take an additional 18+ units of coursework (for a total of 30 units) which includes research methods, electives, and culminating experiences (i.e., a Master's thesis or comprehensive examination).

There have been a few major changes to the Level II and Master of Science programs since the last CTC report in 2006-2007:

1. Program faculty have revised the student learning outcomes for the program so that they align with the current CTC Education Specialist Level II standards, and also meet the program goals for our Master of Science candidates.

2. There has been some change in program faculty as new full-time faculty have been hired and existing faculty have taken on various administrative positions in the College (e.g., Department Chair, Associate Dean, Dean)

3. The program has had new coordinators in 2007-08, and in 2008-09.

Student Learning Outcomes:
The learning outcomes listed below form the foundation of our program. These learning outcomes were developed and 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

Program Student Learning Outcomes and Relevant Standards

	Outcome 1:	Outcome 2:	Outcome 3:	Outcome 4:	Outcome 5:	Outcome 6:	Outcome 7:
SLOs	Effectively apply theory to practice	Analyze data to guide instructional decision-making.	Determine effective behavioral, emotional, and environmental supports for student learning	Effectively plan for transition	Effectively collaborate and consult with teachers, parents, and other school professionals	Demonstrate leadership skills in systems change efforts (Level 2 M/S ONLY)	Analyze and synthesize research in special education through written communication (M.S. degree only)
Signature Assignment(s)	Reflective practice assignment	Model Program project/case study	Model Program project/case study	Transition plan	MAPS assignment	Exit Interview	Exam
National Standards		CEC Standard 4: Effective instructional Strategies CEC Standard 6: Language CEC Standard 7: Instructional Planning CEC Standard 8: Assessment	CEC Standard 5: Learning Environments and Social Interactions		CEC Standard 10: Collaboration	CEC Standard 9: Professional and Ethical Practice	
State Standards	CTC Standard 15: Current and Emerging Research and Practices	Practices CTC Standard13: Data-based Decision Making Standard 18: Assessment (M/M) Standard 19: Curriculum & Instruction (M/M) CTC Induction Standard 19: Teaching EL Learners	CTC Standard 14: Advanced Behavioral, Emotional, and Environmental Supports CTC Standard 15: Current and Emerging Research and Practices	CTC Standard 16: Transition and Transition Planning CTC Standard 15: Current and Emerging Research and Practices	CTC Standard 20: Collaboration and Consultation (M/M only) CTC Standard 18: Advanced Communication Skills (M/S only) CTC Standard 15: Current and Emerging Research and Practices	CTC Standard 19: Leadership and Management (M/S only)	CTC Standard 15: Current and Emerging Research and Practices
Conceptual Framework	Promotes Growth, Prepares Leaders, Research and Evaluation	School Improvement, Values Diversity	School Improvement, Values Diversity	School Improvement, Prepares Leaders	Prepares Leaders, Service and Collaboration	Promotes Growth, Service and Collaboration	Research and Evaluation
NCATE Elements	Pedagogical Content Knowledge	Pedagogical Content Knowledge, Student Learning	Pedagogical Content Knowledge, Student Learning	Pedagogical Content Knowledge	Professional Knowledge and Skills, Professional Dispositions	Professional Knowledge and Skills, Professional Dispositions	Pedagogical Content Knowledge

Table 2

Program Specific Candidate Information, 2009-2010 (snapshot taken F09)

	Transition Point 1		
	Admission to Program		
	Applied	Accepted	Matriculated
	#	#	#
TOTAL	33	23	20

Table 3

Program Specific Candidate Information, 2009-2010 (snapshot taken F09)

	Transition Point 2
	Advancement to Culminating Experience
	#
Thesis (698)[1]	2
Comps[2]	25

Table 4

Program Specific Candidate Information, 2009-2010 (snapshot taken F09)

	Transition Point 3
	Exit
	#
Degree	20
Credential[3]	40

---

[1] This is data on students who were enrolled in thesis work during Fall 2009 and Spring 2010. This figure may include students who actually "crossed into" this transition point prior to Fall 2009 and were still making progress on their theses at this time.

[2] This is data on the number of students who *applied* to take the comprehensive examination in Fall 2009, Spring 2010, or Summer 2010. The data include students who may not have taken or passed the examination(s).

[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 2009, Fall 2009, and Spring 2010.

Table 5

Faculty Profile 2009-2010[4]

Status	Number
Full-time Faculty	6
Part-time Lecturer	0
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.

All full time faculty (N=6) participated in the meeting to review assessment finding. We did not include part-time faculty in this discussion since we do not have part-time faculty teaching courses in our Level II/Masters program.

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.

For the 2009-2010 academic year we had two main sources of candidate performance data: benchmark assignments related to SLOs and comprehensive exam data. The comprehensive exam data is only for candidates who completed the master's degree program. Table 6 shows the benchmark assignment data for Fall 2009 and Spring 2010. Benchmark assignments are directly related to the student learning outcomes. Table 6 indicated the percent of students who earned each score of 1-4 on the assignment that meets the SLO. This table shows that the majority of our students are scoring a 3 or a 4 on each assignment. Figure 1 shows that f the means for each SLO are above a 3 "meets expectations". Table 7 displays the comprehensive exam data for candidates who completed the program in Spring 2010. Figures 2 displays the means on each of the criteria on the comprehensive exam rubric. Since both the signature assignment on EDSP 550 and the comprehensive exam measure SLO 7. We display the means in EDSP 550 on each of the four rubric criteria. We were particularly interested in looking at the differences in scores on these two assignments since overall the scores in 550 were higher.
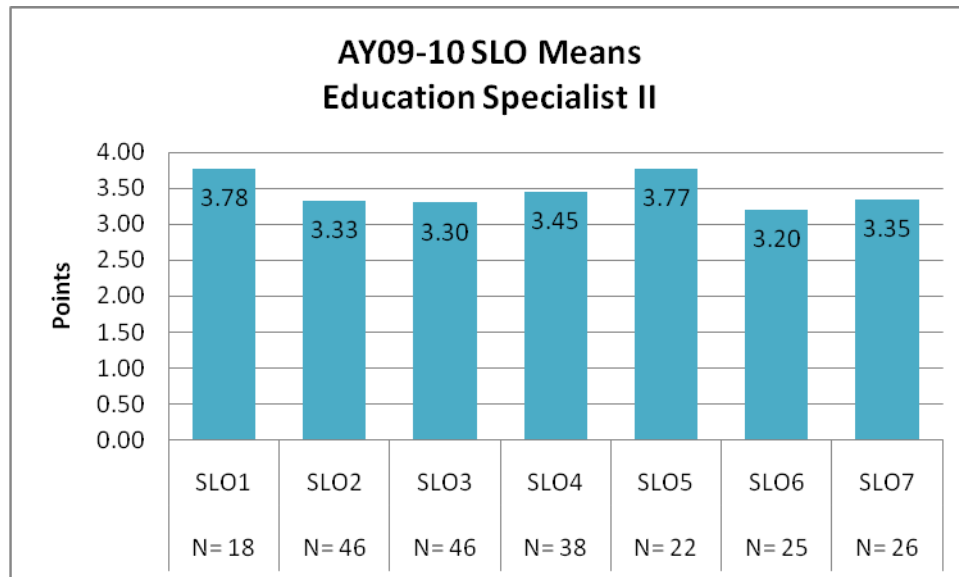
---

[4] Represents faculty in both Levels 1 and Level 2/Masters programs.

Table 6

Signature assignment data for Fall 08 and Spring 09

SLO	Signature Assignment	Exceeds Expectations (4)	Meets Expectations (3)	Meets Some Expectations (2)	Does Not Meet Expectations (1)	Unable to Score (0)
1	Reflective Practice N=35 (Fall 09 & Spring 10)	83.3%	11.1%	5.56%	0%	0%
2	Model Program or Case Study N=46 (Fall 09)	47.8%	39.1%	10.9%	2.1%	0%
3	Model Program or Case Study N=46 (Fall 09)	50.0%	32.6%	15.2%	2.1%	0%
4	Transition Plan N=38 (Fall 08 & Spring 10)	55.2%	34.2%	10.5%	0%	0%
5	MAPS N=22 (Spring 10)	77.3%	22.7%	0%	0%	0%
7	550 Exam N=26 (Fall 09)	57.7%	23.1%	15.4%	3.9%	0%

Figure 1

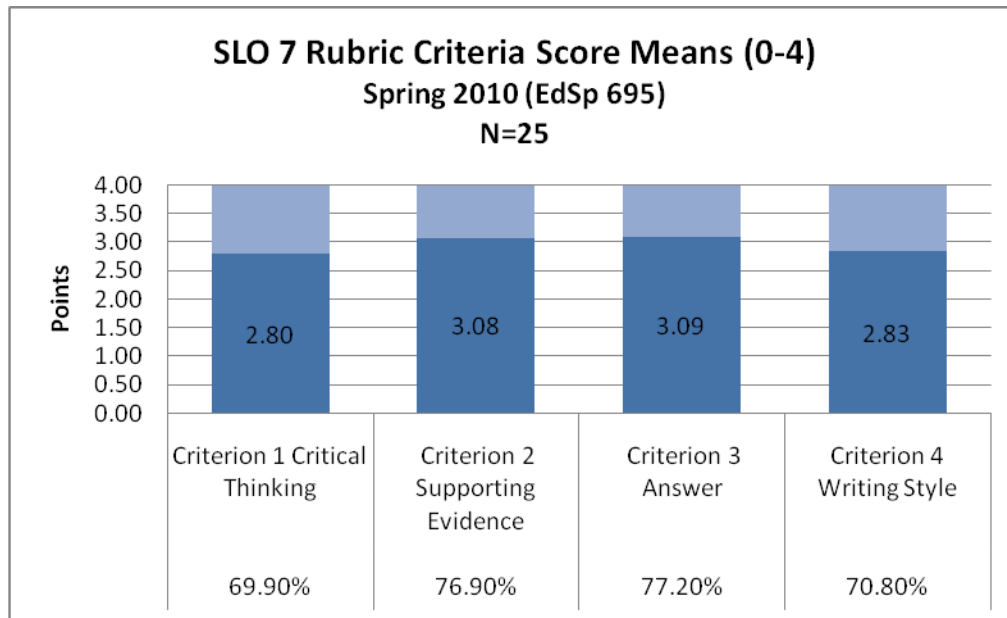*Mean scores across all SLOs for AY09-10*

Table 7

Comprehensive Exam Data from Spring 2010, percent of students who earned a score of 1-4.

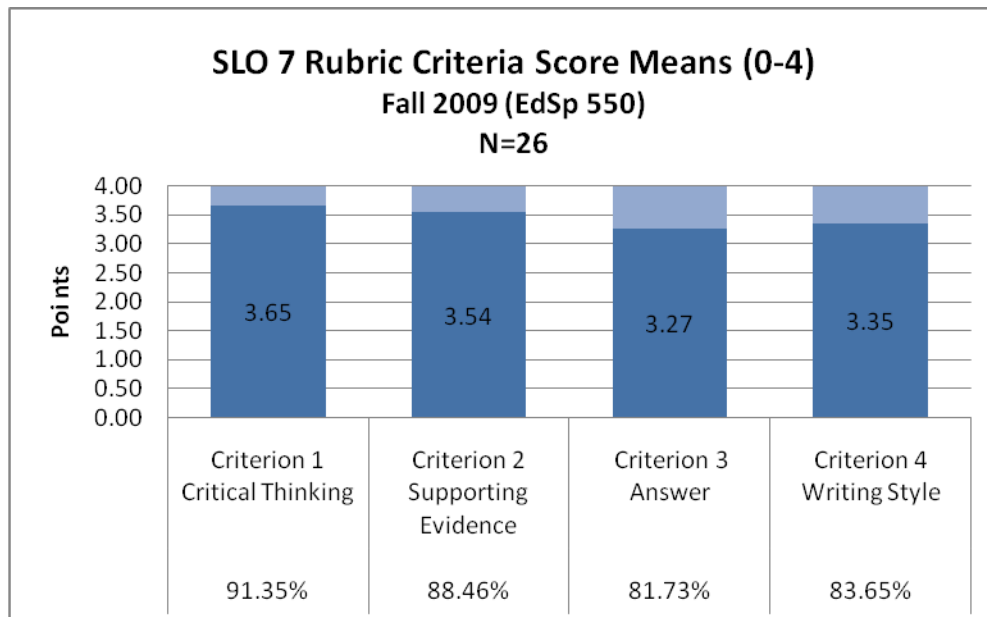|	Exceeds Expectations (4)	Meets Expectations (3)	Meets Some Expectations (2)	Does Not Meet Expectations (1)
N=25	68.0%	28.0%	4.0%	0%

Figure 2

Comprehensive Exam Data, means on each of the four rubric criteria.

SLO 7 Rubric Criteria Score Means (0-4)
Spring 2010 (EdSp 695)
N=25

	Criterion 1 Critical Thinking	Criterion 2 Supporting Evidence	Criterion 3 Answer	Criterion 4 Writing Style
Points	2.80	3.08	3.09	2.83
	69.90%	76.90%	77.20%	70.80%

Figure 3

EDSP 550 signature assignment data, means on each of the four rubric criteria.

SLO 7 Rubric Criteria Score Means (0-4)
Fall 2009 (EdSp 550)
N=26

	Criterion 1 Critical Thinking	Criterion 2 Supporting Evidence	Criterion 3 Answer	Criterion 4 Writing Style
Points	3.65	3.54	3.27	3.35
	91.35%	88.46%	81.73%	83.65%

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.

Two data sources were used to examine program effectiveness: an employer survey and a candidate exit survey. The employer survey is distributed to each candidate's principal to complete. The survey asks how well the employer feels the candidate performs in regards to each of the CTC standards for the advance education specialist credential which are directly related to program SLOs. The survey is likert scale with 1-4 ratings. The candidate exit survey is given to candidates at the end of the program. This survey is a college-wide survey that has general questions and then more specific program questions. The candidates are asked to respond to 28 questions; several items are program specific. Questions are a mix of multiple selection, likert scale, and open-ended questions. Data from both surveys was collected in Spring 2010. From the candidate exit survey, we were interested this year in examining some of the program specific questions particularly because we had only a response rate of N=15. These seven items asked students how well the program prepared them in the CTC standards and also were related to the student learning outcomes. Next year we will focus on the additional and more broad questions, but we want to wait for more data before examining these questions. Additionally, we did gather data on program effectiveness from an alumni survey, but we will wait a year or two before analyzing the alumni survey since we had a very small N of 7.

Table 8

Employer Survey Results (Disaggregated by authorization mild/moderate or moderate/severe)

Credential Authorization Moderate / Severe N=5	Std 13	Std 14	Std 15	Std 16	Std 18 M/M	Std 19 M/M	Std 20 M/M	Std 18 M/S	Std 19 M/S
Mean	4	4	3.8	4				3.8	4
SD	0	0	0.45	0				0.45	0
Credential Authorization Mild / Moderate N=16	Std 13	Std 14	Std 15	Std 16	Std 18 M/M	Std 19 M/M	Std 20 M/M	Std 18 M/S	Std 19 M/S
Mean	3.7	3.9	3.7	3.8	3.8	3.8	3.9		
SD	0.46	0.34	0.48	0.40	0.45	0.45	0.34		

Table 9

Candidate Exit Survey Results from seven program specific questions related to state standards and student learning outcomes (N=15)

Item	Exceptional	Adequate	Less than adequate	Not acceptable	N/A
Emerging issues in special education	60.0% (9)	13.3% (2)	6.7% (1)	0%	20.0% (3)
Reflective practice/action research	46.7% (7)	26.7% (4)	6.7% (1)	0%	20.0% (3)
Advanced special education methods	33.3% (5)	46.7% (7)	0%	0%	20.0% (3)
Assistive and augmentative technology	26.7% (4)	33.3% (5)	20.0% (3)	0%	20.0% (3)
Transition planning	53.3% (8)	26.7% (4)	0%	0%	20.0% (3)
Communication and collaboration with other professionals and families	46.7% (7)	33.3% (5)	0%	0%	20.0% (3)
Research methods in education	46.7% (7)	26.7% (4)	6.7% (1)		20.0% (3)

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. 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.

- Signature assignment data from AY 09-10 indicate that the majority of the candidates exceeded or met expectations for all SLOs. More specifically for two of the SLOs (1 and 5) over 75% of our candidates exceeded expectations. Refer to table 6. However, there are striking differences in the scores of students on SLO 2 & 3 criteria based on which course they take: EDSP 565 or EDSP 563.

- For candidates 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.

- 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.

- Upon exit our candidates feel well prepared in the program goals areas as well as the state standards and the related SLOs; however this year we had a low response rate of N=15.

- Comprehensive exam data indicate that the large majority of our candidates exceed or meet expectations for comprehensive exams. However, in two areas, critical thinking and writing style some students are scoring below expectations since the mean for these two criteria is below 3. Refer to Figure 2. Data not reported here indicate that faculty are not very reliable on the exam rubric, particularly on these two criteria.

6. How do these findings compare to past assessment findings regarding: a) candidate performance and, b) program effectiveness?

   a. Candidate performance continues to indicate that the vast majority of students are meeting or exceeding expectations on all SLOs. Candidates continue to have strong scores for SLO 5 and made gains in scores on SLO 1. Candidate data also indicates that the program needs the most improvement in ensuring candidates meet expectations on SLO 7, specifically on the comprehensive exams. However we did see improvement in the scores for students on SLO 7 in EDSP 550 (See figure 3). It could be that with changes we have made candidates are improving in EDSP 550, and therefore we may see the impact of this on comp exams in Spring 2011. We continue to see marked differences in scores on SLO 2 and 3 across EDSP 563 and 565. In our data discussion meeting it was discovered that the instructor for 563 was using rewrite scores in reporting and 565 instructor was not. We discussed the importance of using original scores and decided 563 instructor would report original scores.

   b. Employers continue to rate candidates high on elements of their instruction that meet CTC standards as well as our program SLOs. Students continue to report that the program is effective in meeting the SLOs. However, with the move to the online survey we had a lower response rate in the candidate surveys this year than in years past.

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 and prioritize the action items.

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
1	EDSP 563 Instructor will report original scores not rewrites	Tina	Immediate
2	Comprehensive exam rubric discussion. Faculty are unhappy with the current rubric and data from our exams indicate we are not highly reliable on the rubric. We will discuss each element to come to a shared understanding and then decide if we want to refine the language of the rubric, make changes to the scoring, or make some other change.	Program Faculty	Program Retreat January 2011
3	Develop Writing Modules for EDSP 546C to teach synthesis, analysis, writing style, supporting evidence. This is so that students are exposed to this early in the program instead of waiting until later courses and then the comprehensive exams	Cara and Nat	January 2011
4	Increase response rate of candidate exit survey	Cara & Sue	March 2011