



**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	Education Specialist Level II/Masters of Science Program
Name of Program	Education Specialist Level II/Masters of Science Program
Credential awarded	Education Specialist Level II Professional Clear Credential
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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If the preparer of this report is different than the Program Contact, please note contact information for that person below:	
Name:	
Phone #	
E-mail	

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 Appendices. Please see the Cover Letter for a detailed comparison.

Additionally, the **Education Specialist Level II's** assessment plan was modified significantly during the reporting period. Consequently, candidate performance data included in this report reflect the collection and reporting of data as it occurred throughout the transition from old to new assessment plan.



College of Education and Affiliated Programs

Biennial Assessment Report – Fall 2014

Ed Specialist Level II Credential and Master's Program in Special Education

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 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 is closely aligned with the Master of Science program in Special Education to encourage further professional growth and development. The Level II and Masters programs combined have seven Student Learning Outcomes (SLOs). Please refer to table 1 for a complete description of the SLOs. Each year we accept approximately 30 students in the Level II and Masters of Science program (See table 2 for specific data). Of these students, about half are only completing the Level II program, and the other half are completing both the Level II and Masters of Science programs. Since there is significant overlap in the candidates in the Level II and Masters of Science program and the coursework in the programs, this report will discuss both programs.

For each of our program SLOs there is a signature assignment in a program course to measure the outcome. Candidates in our Level II program take 4 courses (12 units), which meet program SLOs 1-5 and, if the students are earning a moderate/severe professional credential, they also are required meet SLO 6. Candidates in the Masters 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; See table 3 for detailed data on culminating experience). Candidates in the Masters of Science program have an additional SLO, SLO 7 (analyze and synthesize research in special education through written communication).

For AY 2012/2013, 26 students graduated with their M.S. and I AY 2013/2014, 14 M.S. students graduated. In 2012/2013, 23 students graduated with their Level II mild/moderate credential, while 11 students completed their Level II moderate/severe credential. In AY 2013/2014, 18 students completed their Level II mild/moderate credential and 4 completed their Level II moderate/severe credential.

The Level II and Master's program reflects the 6 key ideas in the College of Education Mission and Conceptual Framework: effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy. (See Table 1 for the alignment of program SLOs to the conceptual framework.) The program builds upon the foundational knowledge and skills developed in the Preliminary Credential program. The goals of the Preliminary program are to assist candidates to become: Effective and caring teachers, partners with parents and others in the development of high quality educational programs, lifelong 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: Individualized Education, Cultural Responsiveness, Evidence-Based Practices, and Advocacy and Leadership. The Level II program is designed to allow candidates to continue to develop as reflective practitioners in advanced skill areas and knowledge. The Masters 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.

Please note: Our M.S. program underwent major program changes during the last few years (AY 2011-2014) and as a result, a few courses and SLOs were omitted from the M.S. program and new courses, new SLOs and signature assignments were implemented in AY 2013-2014.

Table 1*Program Student Learning Outcomes and Relevant Standards*

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
SLOs	Present arguments in writing that reflect analysis, synthesis, and application of research	Demonstrate breadth and depth of knowledge of past, current, and emerging content & issues in special education	Evaluate research-based practices in assessment, curriculum, and instruction for students with disabilities	Advocate for positive outcomes for individuals with disabilities from the viewpoints of people with disabilities, their families, professionals in the field, and the legal system.	Demonstrate an in-depth understanding of legal, moral, & ethical guidelines & perspectives in special education.	Demonstrate ability to engage in culturally responsive collaboration with families and professionals
Signature Assignment(s)	EDSP 546c and EDSP 546; Action Research Project	EDSP 550: Review of the Literature/Exam	EDSP 582: Model Program project/case study	EDSP 525: Persuasive Essay & Presentation scoring rubrics	EDSP 525: Persuasive Essay & Presentation scoring rubrics	EDSP 535: MAPS Project, Passing score on thesis/comprehensive exam
National Standards	CEC Advanced Standard 3: Research & Inquiry CEC Advanced Standard 1: Leadership and Policy	CEC Advanced Standard 3: Research & Inquiry	CEC Advanced Standard 2: Program Development & Organization; CEC Advanced Standard 4 Individual and Program Evaluation	CEC Advanced Standard 5: Professional Development & Ethical Practice	CEC Advanced Standard 5: Professional Development & Ethical Practice	CEC Advanced Standard 6: Collaboration
State Standards	N/A					
Conceptual Framework	Leadership; Innovation	Scholarship	Evidence-based Practices, Effective Pedagogy		Advocacy	Collaboration
CSULB Learning Outcomes	Well-prepared	Integrating liberal education	Well-prepared	Knowledge and respect for diversity	Engaged in global and local issues	Collaborative problem- solving
NCATE Elements	Pedagogical Content Knowledge, Student Learning	Pedagogical Content Knowledge	Pedagogical Content Knowledge, Student Learning	Professional Knowledge and Skills, Professional Dispositions	Professional Knowledge and Skills, Professional Dispositions	Professional Knowledge and Skills, Professional Dispositions

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

	2012-2013			2013-2014		
	Applied	Accepted	Matriculated	Applied	Accepted	Matriculated
Total:	11	10	9	6	6	6

Table 3*Program Specific Candidate Information, 2012-2014 – Transition Point 2 (Advancement to Culminating Experience)*

	2012-2013	2013-2014
Comps¹	24	17

Table 4*Comprehensive Exam Results, 2012-2014*

	2012-2013	2013-2014
Passed	23	13
Failed	1	4
Total²	24	17

¹ This is data on the number of students who *applied* to take the comprehensive examination from Summer 2012 to Spring 2014. 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 from Summer 2012 to Spring 2014. Individuals who failed all or part of the exam and chose to retake it during AY 12-13 may be accounted for twice.

Table 5*Program Specific Candidate Information, 2012-2014 – Transition Point 3 (Exit)*

	2012-2013	2013-2014
Degree	26	14
Credential	34	22

Table 6*Faculty Profile 2012-2014³*

Status	2012-2013	2013-2014
Full-time TT/Lecturer	5	6
Part-time Lecturer	1	0
Total:	6	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.**

During a college-wide Beyond Compliance workshop and twice during a program faculty meeting in October, five tenured/tenure track faculty and two full-time lecturers took part in our data discussion regarding SLO data and survey exit findings. Many of our part-time lecturers work full-time during the day and could not join us during our weekly scheduled meetings at noon.

Data

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

The Educational Specialist Level II program draws upon data from a variety of sources for its ongoing program improvement processes, and for this biennial report in particular. Data informing this report include:

- **Enrollment and Headcount Data:** Enrollment and headcount data are provided by the department office (faculty headcounts), Credential Center, and the Graduate Office/TPAC. These data are reflected in Tables 2-6 above. The data are shared with the Assessment Office on an annual basis and reviewed in alternating years for the biennial report.

³ 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.

- **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.
- **College of Education Student Success Survey:** Starting in spring 2013, the college administered a web-based student success survey to capture the experiences of candidates currently enrolled in the college. 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>.

- 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 go 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 two-year period based on points earned.



Figure 2

Figure 2 shows aggregate data by SLO for a one-year period based on points earned.

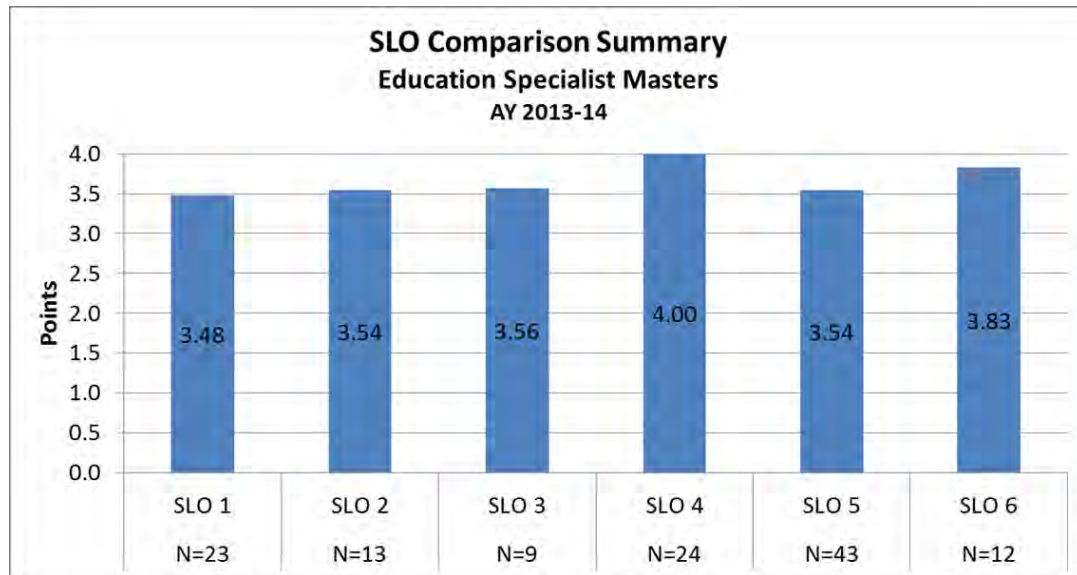
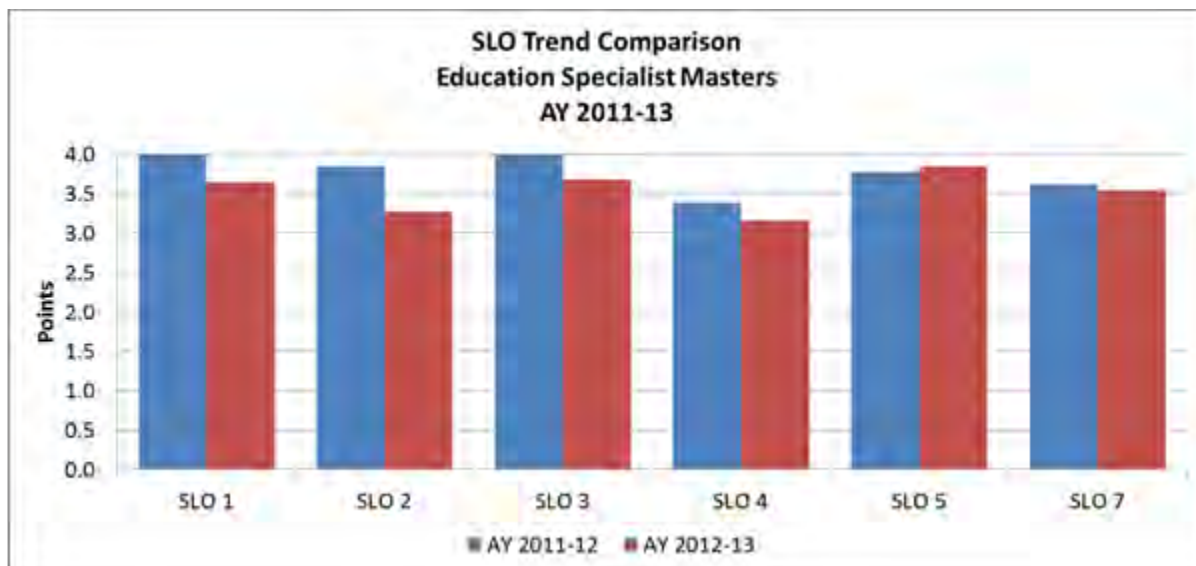


Figure 3

Figure 3 shows trends in SLO data across two years based on points earned.



- b. **Program Effectiveness Data:** What data were collected to determine program effectiveness and how this may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness.

The program has reviewed and interpreted data from the following survey items (identified below). Relevant survey data is included in Appendix B.

<u>Survey</u>	<u>Items</u>
2014 CED Exit Survey	6, 7, 9, 14-16, 20-40
2013 CED Student Success Survey	2-5, 13, 14

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.)

The Education Specialist M.S. program underwent major program changes during the last few years (AY 2011-2014) and, as a result, a few courses and SLOs were omitted from the M.S. program. Consequently, new courses, new SLOs and signature assignments were implemented in AY 2013-2014. With these needed changes, our analysis of the College of Education Exit and Student Success surveys and SLO data indicate that our M.S. program has made positive growth in several key areas. For example, we have updated the program website with relevant and accurate information. We have also adjusted advising protocol and procedures (see below). Please refer to Table 7 below for specific areas of strengths and improvement.

Table 7*Interpretations and 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	Instructor quality in the M.S. program	CED Success Survey; Exit Survey	Knowledgeable, caring, and enthusiastic professors		
2	Academic Skills	Exit Survey; Signature Assignments	Increased academic rigor to prepare for the comprehensive exams	Weaker writing conventions and style evidenced across specific signature assignments such as EDSP 550 and EDSP 582	College of Education now offers a graduate writing workshop and now more M.S. students are being advised to enroll in this free course
3	Advising within the M.S. program	CED Success Survey; Exit Survey		Inconsistent advising; mixed messages among multiple advisors	
4	Website	Exit Survey, CED Success Survey		Difficult to navigate and find necessary content	
5	Writing individualized transition plans	Signature Assignment for former SLO 4 Data, EDSP 566 Transition Plan signature assignment		Students lack a deep understanding of writing effective transition goals and individualized transition plans	Former SLO 4, which was addressed in EDSP 566, is now addressed in the preliminary credential program and not in the M.S. program due to changes in CTC requirements. However, more time and practice is still needed in both the M.S. program and the Preliminary credential course, EDSP 534, which addresses transition

#	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>
6	Advocacy	AY 2013-2014 Signature Assignment for SLO 4	Students appear to be highly competent presenting ethical, legal, and moral arguments regarding key issues in special education as measured in our new M.S. course, EDSP 525, <i>Advocacy in Special Education</i>		
7	Collaboration	AY 2011-2013 Signature Assignment for SLO 6 and 2013-2014 Signature Assignment for SLO 5	Students appear to be highly skilled and knowledgeable in collaborating with other school professionals and family members as measured in our EDSP 535 signature assignment, which is a person-centered model rather than school-centric		

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 8

Program Action Items

Topic #	Action to Address Areas for Improvement	By Whom?	By When?	CTC Standard(s) Ed Specialist Level II	Update on Actions (If Applicable)
3	Consistent advising by one M.S. program advisor and coordinator.	Nat Hansuvadha	Starting Fall 2014	Standard 9 – Design of the Professional Level II Ed Specialist Program– Factors to consider: Individual assistance	
4	Improve ease of navigation on program website.	Jennifer Coots, Tina Arora, Adam Amberden, Lindsay Sterk	Fall 2013 and ongoing	Standard 9 – Design of the Professional Level II Ed Specialist Program – Factors to consider: professional development activities	
5	Two signature assignments in EDSP 534 will be merged into one assignment, addressing multiple SLOs.	Edwin Achola, Nat Hansuvadha, Sue Leonard-Giesen	Spring 2015	Standard 10 – Support Activities and Support Provider Qualifications – Factors to consider: provide an awareness of a full range of teaching responsibilities	
2	Use consistent writing rubrics across all M.S. courses; advise students to the Writers Resource Lab for struggling writers; individual conferences for students who evidence low writing skills.	All faculty teaching M.S. courses	Fall 2013 and ongoing	Standard 9 – Design of the Professional Level II Ed Specialist Program (addressing candidates’ goals and needs) – Factors to consider: individual assistance	

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)
EDSP 534	Collaboration & Transition in Special Education	Two signature assignments in the Preliminary Credential program will be merged into one assignment, addressing multiple SLOs	More time and attention throughout the course will be given to address transition planning and writing effective transition plans

Please remember to submit revised rubrics to the Assessment Office when they are completed to ensure we can help you collect the correct data.