



College of Education and Affiliated Programs
Annual Assessment Report –Fall 2010
For Reading and Language Art Program

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 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.

It is the mission of the graduate reading programs at CSULB to prepare caring, effective, and highly skilled teachers and specialists who will in turn provide appropriate reading and language arts instruction for culturally and linguistically diverse students in grades K-12. We provide our candidates with the theoretical and professional knowledge necessary to develop innovative, research-based reading and language arts curricula, and to instill the leadership skills necessary for successful reading program implementation for all students, including English language learners.

Our program goals include the following:

- To develop reading teachers and specialists who have the theoretical and professional knowledge necessary to design and implement innovative, research-based reading and language arts curricula;
- To develop reading teachers and specialists who provide effective reading and language arts instruction for all students, including those who are beginning and developing readers, those with delayed literacy development, and English language learners; and
- To develop reading specialists with expert leadership and supervisory skills in reading and language arts curriculum development, instruction, and intervention.

Our program is designed to “spiral” the students’ content knowledge and pedagogy so that they are able to synthesize and apply their understandings about teaching and learning over time. Currently, there are approximately 50 students enrolled in the program including a first year, second year, and a culminating year cohort represented in the tables. (See Tables 2-4) .

Since the program was last approved in Spring 2007, the Student Learning Outcomes have been revised (See Table 1).

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	Observation and case study	Observation and case study	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	Prepares Leaders	School Improvement	Values Diversity	Research and Evaluation	Promotes Growth	Service and Collaboration
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, 2009-2010 (snapshot taken F09)

	Transition Point 1		
	Admission to Program		
	Applied	Accepted	Matriculated
	#	#	#
TOTAL	14	14	14

Table 3

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

	Transition Point 2
	Advancement to Culminating Experience
	#
Thesis (698) ¹	-
Comps ²	11
Project (695) ³	-

Table 4

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

	Transition Point 3
	Exit
	#
Degree	9
Credential ⁴	11

Table 5

Faculty Profile 2009-2010

Status	Number
Full-time Faculty	4
Part-time Lecturer	2
Total:	6

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 This is data on students who were conducting culminating projects 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.

⁴ 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.

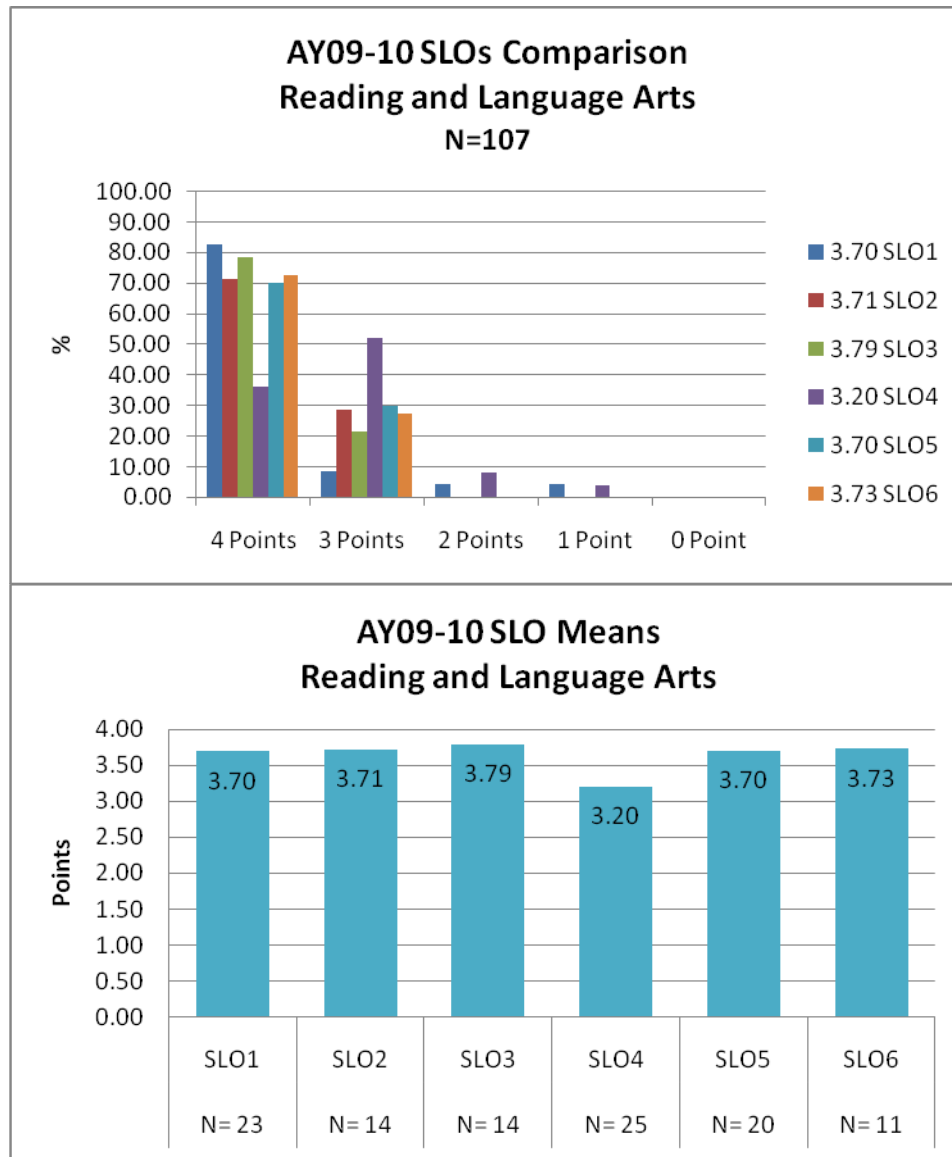
2. How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting.

Six faculty (including 1 part-time faculty, on FERPing professor, and one professor from another department) met on November 15, 2010 to review and interpret the 2009-10 data (see appendix).

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.

Reading
AY09-10



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

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

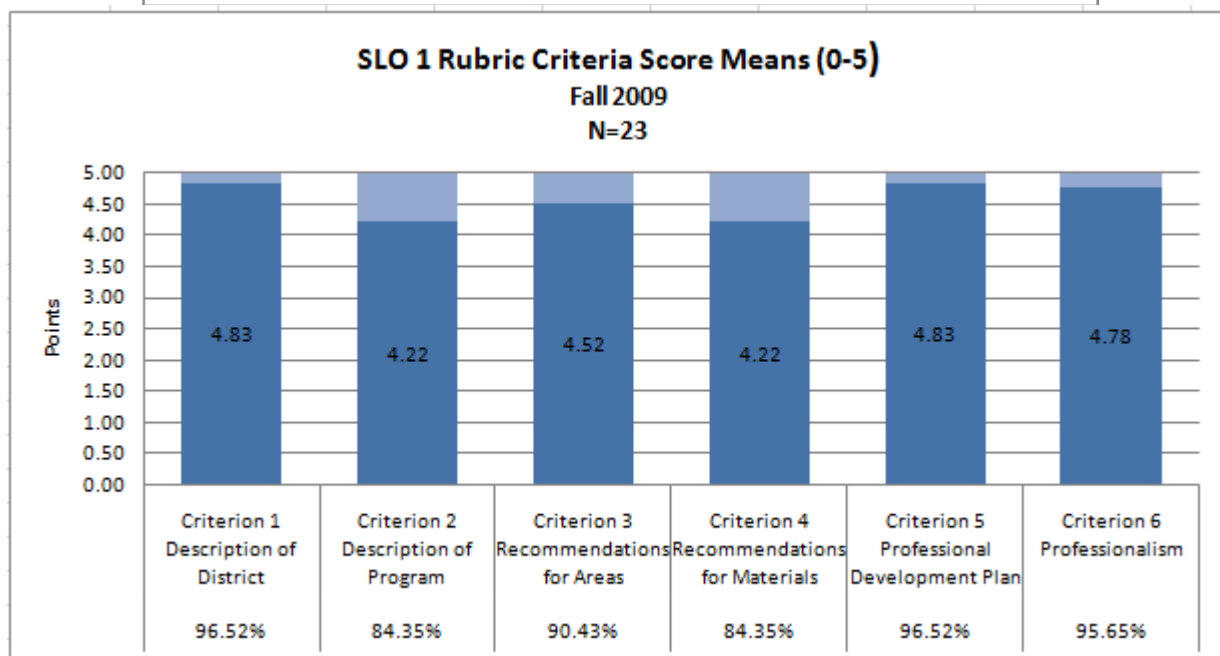
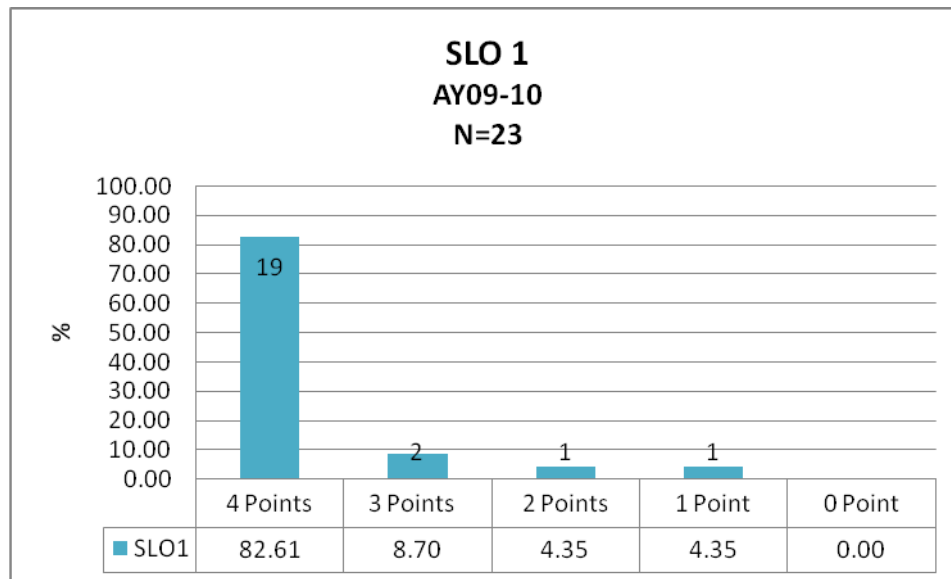
Outcome 3: Design and deliver appropriate instruction in reading/language arts for all students, including diverse learners, based upon assessment results.

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

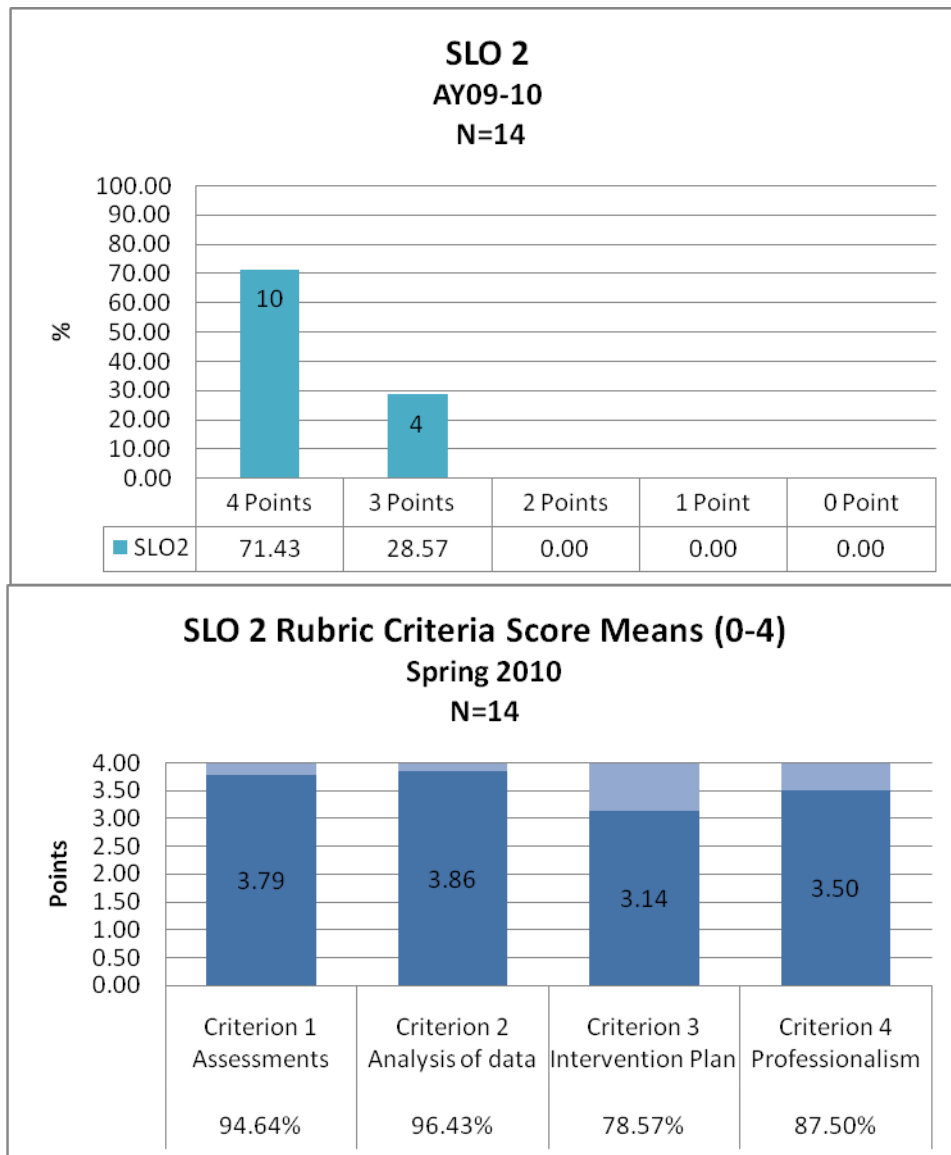
Outcome 5: Integrate technology into reading / language arts instruction.

Outcome 6: Communicate information to other professionals in the education community

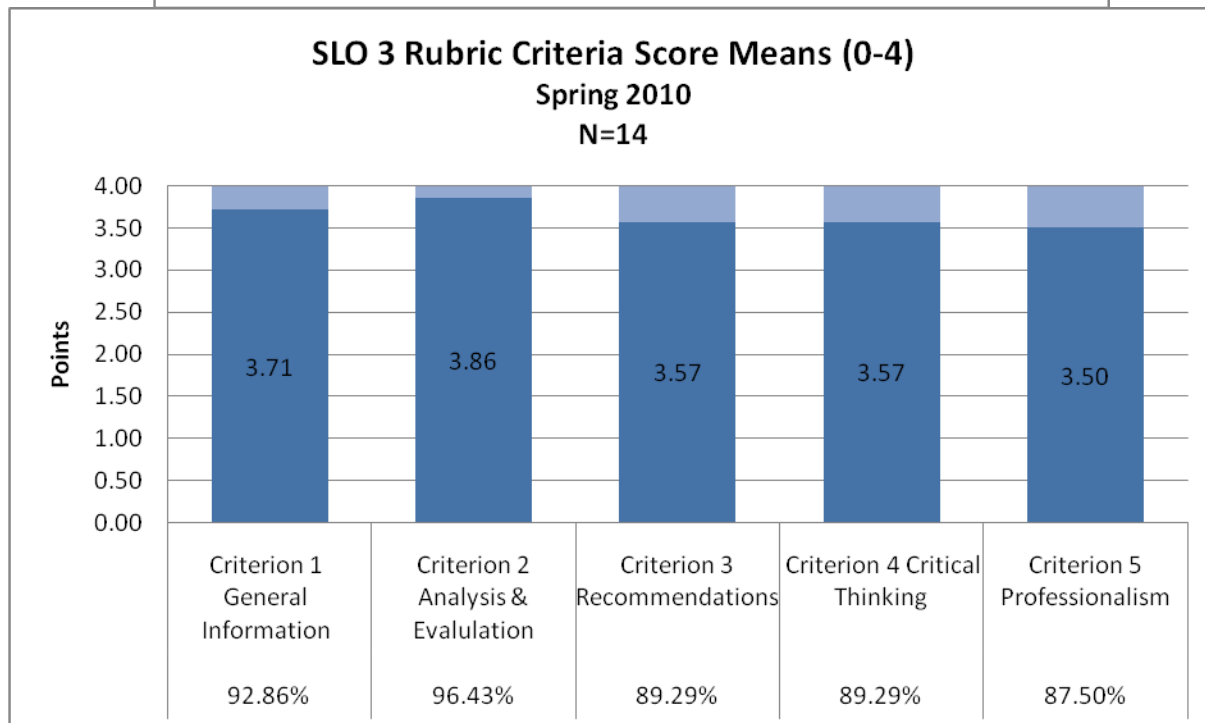
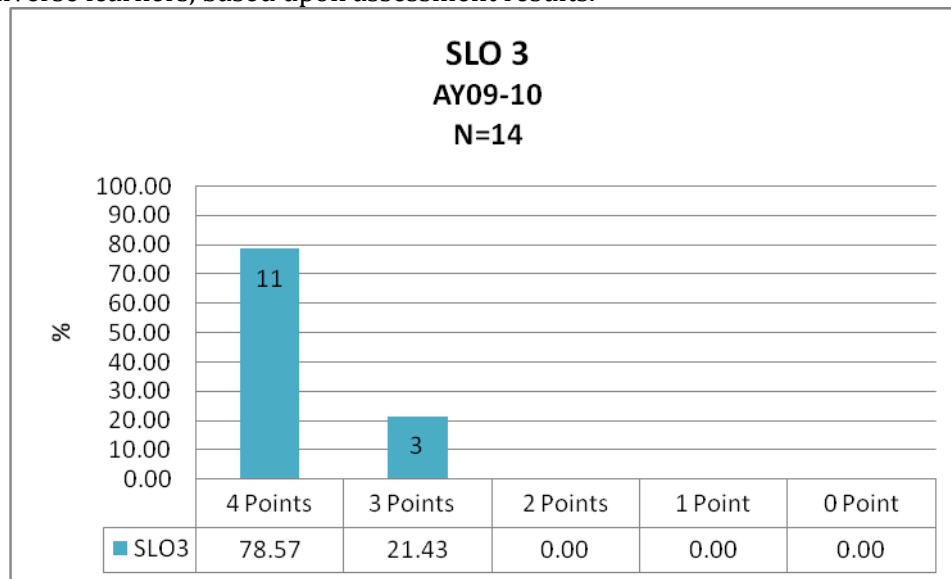
Outcome 1: Provide literacy leadership at the school site or district level.



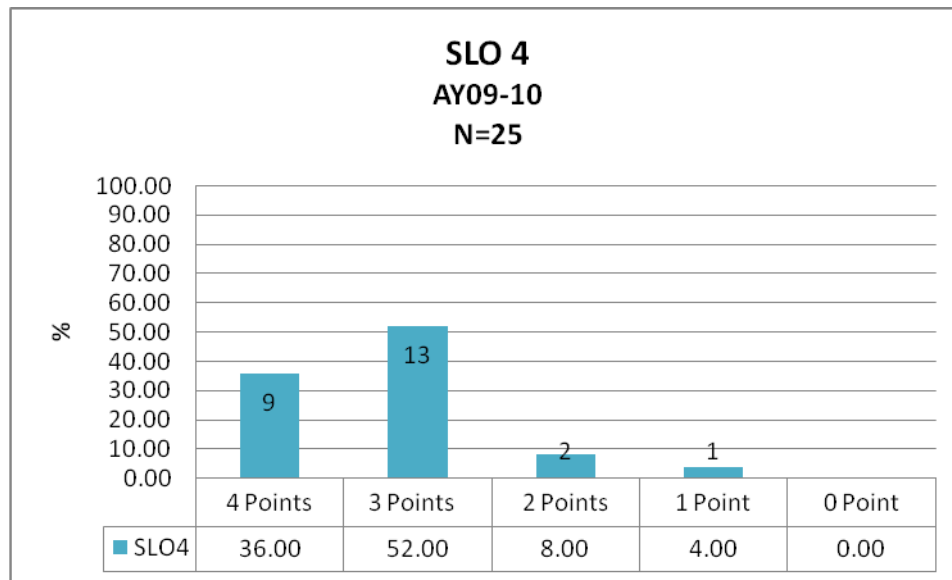
Outcome 2: Assess and evaluate students' strengths, needs, and achievement in literacy by using a variety of measures



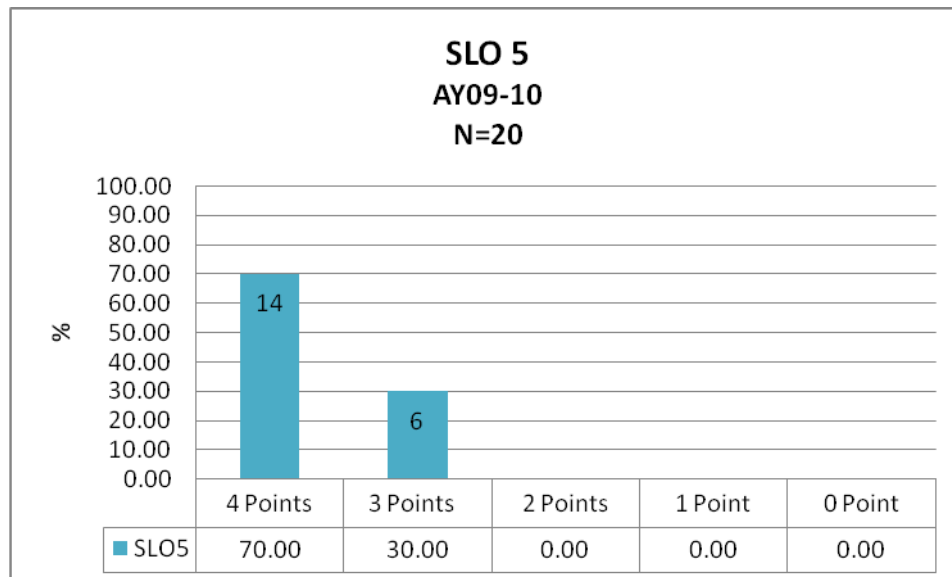
Outcome 3: Design and deliver appropriate instruction in reading/language arts for all students, including diverse learners, based upon assessment results.



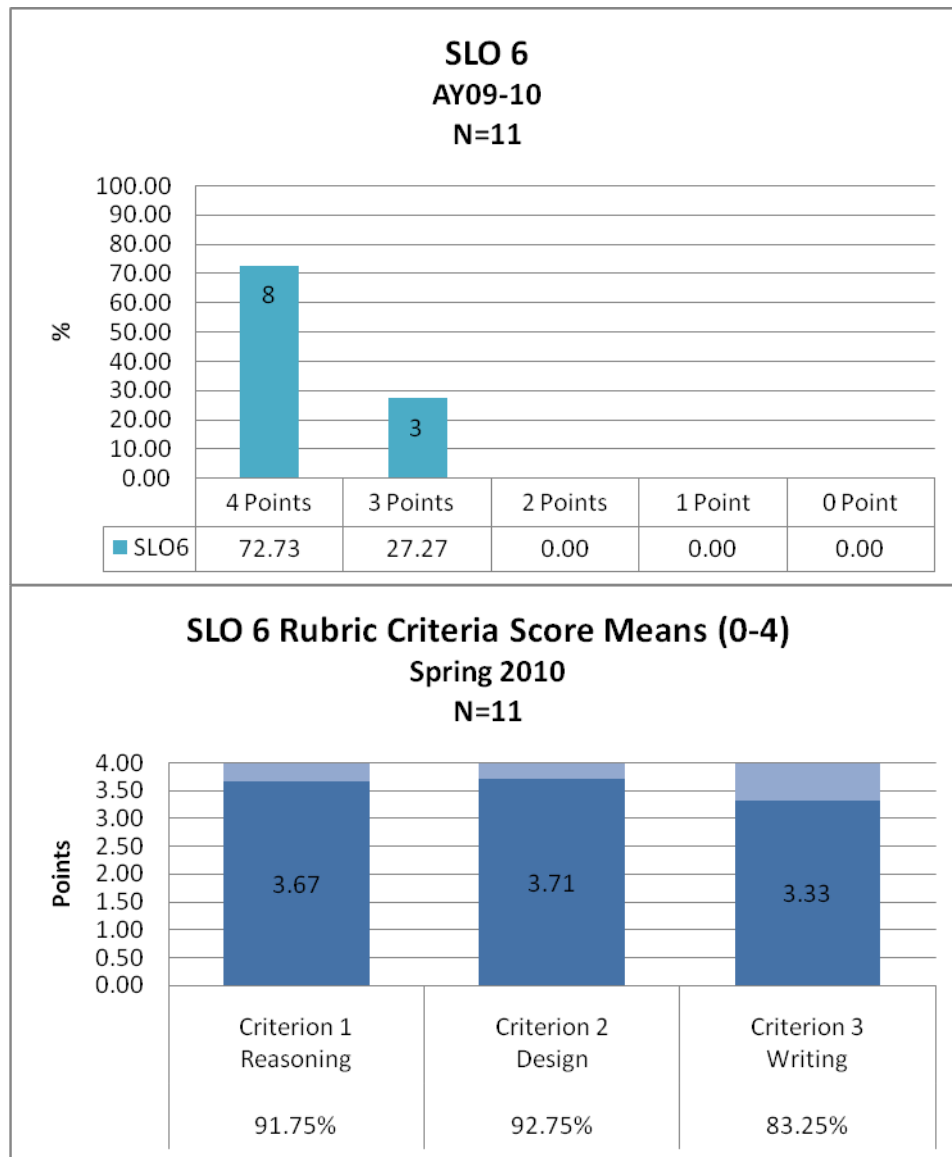
Outcome 4: Articulate and apply theoretical foundations in reading/language arts to current theory and research.



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



Outcome 6: Communicate information to other professionals in the education community



- 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.

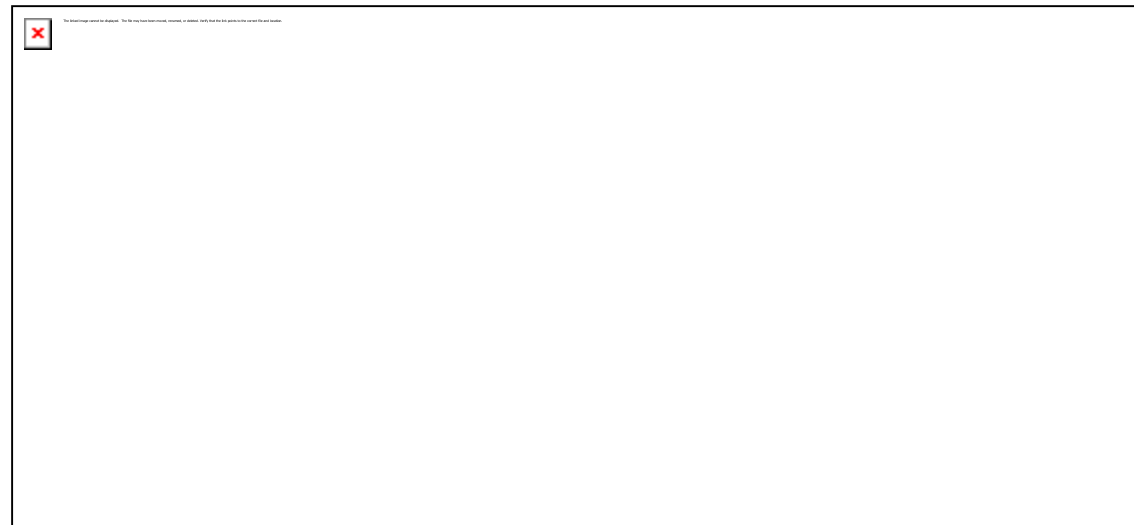
Reading & Language Arts Exit Survey Summary Report – Spring 2010

1. Gender




Item	Count	Percent %
Female	8	100.00%

2. Age




Item	Count	Percent %
30-34	3	37.50%
50 and above	2	25.00%
35-39	1	12.50%
40-44	1	12.50%
45-49	1	12.50%

3. Ethnicity (select one)



Item	Count	Percent %
Not Hispanic or Latino/a	6	75.00%
Hispanic or Latino/a	2	25.00%

4. Race (select one or more regardless of ethnicity)



Item	Count	Percent %
White	5	62.50%
Decline to state	2	25.00%
Asian	1	12.50%

5. Advanced Credential Programs




Item	Count	Percent %
Reading and Language Arts Credential	6	75.00%
Designated Subjects Credential	1	12.50%
Ed Specialist II Credential	1	12.50%

6. Master's Degrees




Item	Count	Percent %
Reading and Language Arts Master's Degree	7	87.50%
Curriculum and Instruction-Elementary Master's Degree	1	12.50%

7. Term

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Item	Count	Percent %
Spring	7	87.50%
Winter	1	12.50%

8. Year

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Item	Count	Percent %
2010	5	62.50%
2009	2	25.00%
2008	1	12.50%

9. How many years did it take you to complete the program? (Please include any educational leaves, time off from study, etc. in your calculation.)


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Item	Count	Percent %
Between 2 and 3 calendar years	6	75.00%
Fewer than 2 calendar years	2	25.00%

10. How often did you seek program advising from either a staff or faculty member during your program?

Item	Count	Percent %
A few times per semester	3	37.50%
Once semester	2	25.00%
I don't remember	1	12.50%
Never	1	12.50%
Once a year	1	12.50%

11. Please rate your level of general satisfaction with each of the following:

Item	Very Satisfied	Satisfied	Not sure/Neutral	Dissatisfied	Very Dissatisfied	Total
The ongoing advisement and program information I have received from my faculty/program advisor.	75.0% 6	12.5% 1	12.5% 1			8
My advisor's knowledge of my program requirements.	75.0% 6	12.5% 1	12.5% 1			8
My advisor's availability to meet at times that are convenient for me.	75.0% 6	12.5% 1	12.5% 1			8
The quality of service/advising provided by the Graduate Office.	50.0% 4	37.5% 3	12.5% 1			8
The accuracy and thoroughness of the information provided on the program web site.	50.0% 4	37.5% 3	12.5% 1			8
The accuracy and thoroughness of the information provided on the college web site.	50.0% 4	37.5% 3	12.5% 1			8
The orientation provided by the department/program.	87.5% 7		12.5% 1			8
The resources and services in the university library.	62.5% 5	25.0% 2	12.5% 1			8
Average %	65.6%	21.9%	12.5%	0.0%	0.0%	64.0

12. Please rate your level of agreement with each of the following:

Item	Strongly Agree	Agree	Not sure/Neutral	Disagree	Strongly Disagree	Total
My instructors used instructional technology and media to effectively promote learning.	50.0% 4	37.5% 3	12.5% 1			8
My instructors expected us to use instructional technology and media in completing our assignments.	50.0% 4	37.5% 3	12.5% 1			8
In my program, I had sufficient opportunities to learn about using computer technology to enhance my academic and professional work.	62.5% 5	25.0% 2	12.5% 1			8
Average %	54.2%	33.3%	12.5%	0.0%	0.0%	24.0

13. Please indicate which of the following statements apply to you as a result of your program: (check all that apply)



Item	Count	Percent %
My academic and professional work is enhanced by the use of technology.	8	100.00%
I am able to evaluate the reliability and quality of online resources.	6	75.00%
I am familiar with most online resources in my field.	6	75.00%
I use technology ethically and responsibly (accessibility, fair use, security, safety, etc.)	6	75.00%

14. How important do you think it is to:

Item	Very Important	Important	Somewhat Important	Not That Important	Total
promote intellectual growth for ALL students/clients?	100.0%				8

	8				
promote personal growth for ALL students/clients?	75.0% 6	12.5% 1	12.5% 1		8
promote interpersonal growth for ALL students/clients?	75.0% 6	12.5% 1	12.5% 1		8
be a socially responsible leader?	75.0% 6	25.0% 2			8
value diversity among your students/clients?	87.5% 7		12.5% 1		8
collaborate with the community?	75.0% 6	25.0% 2			8
promote school or organizational improvement for all students/clients?	87.5% 7		12.5% 1		8
engage in research to inform your practice?	75.0% 6	25.0% 2			8
engage in ongoing evaluation of your practice?	87.5% 7	12.5% 1			8
Average %	81.9%	12.5%	5.6%	0.0%	72.0

15. To what degree has your program contributed to your ability to:

Item	A great deal	Somewhat	Not at all	Total
promote intellectual growth for ALL students/clients?	100.0% 8			8
promote personal growth for ALL students/clients?	75.0% 6	25.0% 2		8
promote interpersonal growth for ALL students/clients?	75.0% 6	25.0% 2		8
be a socially responsible leader?	100.0% 8			8
value diversity among your students/clients?	100.0% 8			8
collaborate with the community?	62.5% 5	37.5% 3		8
promote school or organizational improvement for all students/clients?	87.5% 7	12.5% 1		8
engage in research to inform your practice?	100.0% 8			8
engage in ongoing evaluation of your practice?	100.0% 8			8
Average %	88.9%	11.1%	0.0%	72.0

16. Faculty in my program demonstrated sensitivity to issues of diversity

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Item	Count	Percent %
Strongly Agree	5	62.50%
Agree	2	25.00%
Not sure/Neutral	1	12.50%

17. I had opportunities to learn about concepts and issues of diversity in my program.

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Item	Count	Percent %
Agree	4	50.00%
Strongly Agree	3	37.50%
Not sure/Neutral	1	12.50%

18. I had opportunities to learn how to engage students/clients of diverse backgrounds.

Item	Count	Percent %
Strongly Agree	4	50.00%
Agree	3	37.50%
Not sure/Neutral	1	12.50%

19. If you expect to stop using this email address in the future, please provide an alternative email address where we may contact you in the future.

Item	Count	Percent %
changc1127@yahoo.com	1	100.00%

20. Using the scale provided, how satisfied are you with how the Reading program helped you develop the following skills and knowledge?

Item	Very Satisfied	Satisfied	Not sure/Neutral	Dissatisfied	Very Dissatisfied	Total
Ability to diagnose reading, writing, and spelling strengths and needs.	75.0% 6	25.0% 2				8
Ability to plan appropriate instruction for all students based upon assessment data.	85.7% 6	14.3% 1				7
Understanding of the research in areas related to reading and language arts and its implication for instruction.	87.5% 7	12.5% 1				8
Knowledge of how to assume the role and responsibilities of a Reading/Language Arts Specialist.	75.0% 6	25.0% 2				8
Ability to base instructional decision on critical analysis and practical application of research.	87.5% 7	12.5% 1				8
Average %	82.1%	17.9%	0.0%	0.0%	0.0%	39.0

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.

Candidate performance highlights of program impact:

- a. Rita Suh developed a community family literacy program in Hawthorne in collaboration with the Hawthorne Unified School District and the Public Library System.
- b. Robyn Reese nominated as Outstanding Teacher in LAUSD
- c. Carol Truitt was promoted to be the District-wide Literacy Resource Specialist for the Torrance Unified School District.
- d. Alexandra Duvnjak and Carolyn Holmes earned National Board Certification with a Specialization in Early and Middle-Childhood/Literacy: Reading-Language Arts.

- e. Three former candidates completed their Administrative Credentials. They are Carolyn Holmes, Jeannette Gutierrez, and Laura Miller.

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.
- Overall, the program is meeting its Student Learning Outcome goals across the six SLOs with an average of 3.64 out of 4.00.
 - The highest area was SLO #3 at 3.79- Design and deliver appropriate instruction in reading/language arts for all students including diverse learners, based upon assessment results.
 - The lowest area was SLO #4 at 3.20- Articulate and applies theoretical foundations in reading/language arts to current theory and research. A strategy that has shown great promise is the use of a mentor text to demonstrate how theory and research are articulated and applied.
 - In SLO #2 (Assess and evaluate students' strengths, needs, and achievement in literacy by using a variety of measures), Criterion #3- Intervention plan; there was reported score of 78.57%, the lowest of all the criterion scores. As a faculty, we determined that the low score reflected the need for closer review among cross age group experienced teachers. In other words, secondary teachers were not as adept at responding to the instruction needs of elementary students and elementary teachers tended to assign developing level activities to secondary students.
 - Although SLO #5 (Integrate technology into reading/language arts instruction) is considered a strong area in the program with a 3.70 score, it was determined that increased demonstration and use of instructional technology should be evident across the entire program and not limited to the EDRG 543 course alone. This prompted the consideration for offering the first 12 units of the program for the California Reading Certificate as a hybrid (face to face & online) course. Other institutions, such as UC Irvine offer a fully online certificate of reading program, which prospective applicants inquire about frequently. Although this may create some additional challenges to faculty, the instructional tools are currently in place at CSULB.
 - According to the Exit Survey, the college website was identified as an area with a lower satisfaction rating (50%), however that has been addressed with an updated version and newer information.
 - Also in the Exit Survey, the instructors' use of technology received a lower satisfaction rating (50%) prompting the need for increased use of instructional technology across the program.
 - An identified strength of the program was the level of satisfaction with the opportunities for professional and intellectual growth with ratings of 87.5-100%.
 - The Exit Survey and the SLO data both confirmed the need to address student interventions in reading, writing, and spelling.

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

- Of note is the difference in emphasis from the previous year's report to this year's report. The action items tended to be more focused on addressing the functional aspects of the newly implemented Unit-wide Assessment System. Action items were characterized by making adjustments to rubric criteria and clarification of SLOs and signature assignments.
- An area to continue to address is guiding candidates in the peer review process for consuming and utilizing the research literature and the development of quality instructional intervention plans.
- The other area of action was in supplying students with quality examples of research reviews and intervention plans. Student examples have been incorporated; however the use of a mentor text particularly with research literature reviews will be an important addition to the program.

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.

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
First	Rewrite the program in alignment with the new CTC Standards	Dr. Boyd-Batstone	Oct. 2011
Second	Examine field-based case studies across grade level areas of expertise by pairing up secondary and elementary teachers.	Dr. Xu, Dr. Theurer Dr. Boyd-Batstone	Begin Spring 2011
Second	Use mentor texts to help students understand the process of utilizing educational research principally in the EDRG 540, EDRG 544, EDRG 556 courses.	Dr. Boyd-Batstone Dr. Theurer and participating faculty	Begin Summer 2011
Third	Increase the use of appropriate instructional technologies across all courses	Dr. Xu Dr. Theurer Dr. Boyd-Batstone and participating faculty	Begin Summer 2011
Third	Consider for the mid-term future of offering the first 12 units that correspond to the California Reading Certificate as a hybrid (face to face & online) series of courses	Dr. Boyd-Batstone and participating faculty	Begin Fall 2011



Data Discussion Guide

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.

Date of Workshop Discussion: _____ November 15, 2010 _____

Purpose: _____ Review and discuss 2010 program data and exit survey _____

Attendees:

Paul Boyd-Batstone (Professor)

Joan Theurer (Associate Professor)

Shelley Xu (Professor)

Carole Cox (Professor)

Stacy Griffin (Adjunct lecturer)

Michael Fender (Linguistics Dept.)

Graduate Program for Reading and Language Arts

November 15, 2010

Minutes

ED2-218

- 1. Faculty members present:** Paul Boyd-Batstone, Joan Theurer, Shelley Xu, Carole Cox, Stacy Griffin, Michael Fender
- 2. Announcements:** Program Changes (3 years teaching experience); Next year rewriting the program documents to map onto the new Certificate and Credential Standards
- 3. Review data from the signature assignments**
 - a. Overall, the program is meeting its Student Learning Outcome goals across the six SLOs with an average of 3.64 out of 4.00.

- b. The highest area was SLO #3 at 3.79- Design and deliver appropriate instruction in reading/language arts for all students including diverse learners, based upon assessment results.
- c. The lowest area was SLO #4 at 3.20- Articulate and applies theoretical foundations in reading/language arts to current theory and research. A strategy that has shown great promise is the use of a mentor text to demonstrate how theory and research are articulated and applied.
- d. In SLO #2 (Assess and evaluate students' strengths, needs, and achievement in literacy by using a variety of measures), Criterion #3- Intervention plan; there was reported score of 78.57%, the lowest of all the criterion scores. As a faculty, we determined that the low score reflected the need for closer review among cross age group experienced teachers. In other words, secondary teachers were not as adept at responding to the instruction needs of elementary students and elementary teachers tended to assign developing level activities to secondary students.
- e. Although SLO #5 (Integrate technology into reading/language arts instruction) is considered a strong area in the program with a 3.70 score, it was determined that increased demonstration and use of instructional technology should be evident across the entire program and not limited to the EDRG 543 course alone. This prompted the consideration for offering the first 12 units of the program for the California Reading Certificate as a hybrid (face to face & online) course. Other institutions, such as UC Irvine offer a fully online certificate of reading program, which prospective applicants inquire about frequently. Although this may create some additional challenges to faculty, the instructional tools are currently in place at CSULB.

4. Review alumni survey

- a. According to the Exit Survey, the college website was identified as an area with a lower satisfaction rating (50%), however that has been addressed with an updated version and newer information.
- b. Also in the Exit Survey, the instructors' use of technology received a lower satisfaction rating (50%) prompting the need for increased use of instructional technology across the program.
- c. An identified strength of the program was the level of satisfaction with the opportunities for professional and intellectual growth with ratings of 87.5-100%.
- d. The Exit Survey and the SLO data both confirmed the need to address student interventions in reading, writing, and spelling.