College of Education
Assessment Year-End Report
2008-09

Overview

The following report provides the university with information and updates on assessment activities in the College of Education in 2008-09. This report begins by providing clarifications on our unit assessment system (UAS) based on feedback we received from the institution on our 2007-08 assessment materials. We then review our main activities and accomplishments for the academic year just past before concluding with some of our more important next steps.

Clarifications and Responses to University Feedback on 2007-08 Materials

The university assessment coordinator took the time this past year to read and provide feedback on assessment materials submitted from *each of the more than 20 programs* in the College of Education. The substantial investment of time and comments is greatly appreciated.

In reviewing the feedback on the 2007-08 materials, a trend was noted that made it clear the UAS functions were not fully explained. (A diagram of the UAS is provided in Appendix A.) Specifically, the "Assessment Process" stage was rated as either "Emerging," "Developing" or "Incomplete/Missing" for each program, suggesting it was not clear how roles were assigned, when assessment activities happened, where they took place, etc. Many of these questions were defined *for* our programs by the college's Assessment Committee. As a result, program assessment plans typically do not include this information; it is understandable, therefore, that review found some ambiguity in the process.

Several core expectations undergird our assessment system:

1. Programs collect data each time an "event" (such as admissions, a course housing a signature assignment, a thesis, etc.) takes place.
2. Data on signature assignments should be collected with a rubric, with the strong recommendation that the rubric be analytic rather than holistic.
3. Program faculty must submit an annual report in which they interpret candidate and program effectiveness data and articulate a plan for how those data will inform program practice.
4. This annual report must include the review of data on at least two learning outcomes each year, with all learning outcomes being reviewed at least once in a three year period.

In practice, the college's assessment system follows a standard program improvement process, reflected in Appendix B, with programs articulating learning outcomes, candidate performance and program effectiveness data collected and analyzed at multiple levels (candidate, program, college), and interpretations of the data being used to inform program improvement actions.

The diagram in Appendix C reflects the data collection and reporting process in the college. Faculty are responsible for collecting the data on candidate performance and providing it to their department office, using custom-designed Excel spreadsheets distributed by the Assessment Office. The Assessment

Office then analyzes and summarizes the data to the faculty, returning charts with this summarized at least once per year. These charts are used at "data discussions" held by the program faculty, with the discussions resulting in the annual report.

Activities and Accomplishments

The 2008-09 academic year witnessed the full implementation of the revised UAS for the College of Education and Affiliated Programs. The UAS, which has been refined substantially following a visit by an NCATE accreditation team in Spring 2007, is designed to collect and use data on student performance and program effectiveness at both the college and program levels to support student learning and success. The college has an assessment system that provides guidance and support to our diverse array of programs while allowing for faculty-ownership of the process and the content of assessment at the program level.

Activities and Accomplishments

Assessment Structure

While the college's Assessment Committee began functioning in September 2007, the faculty approved it as an official committee under the auspices of Faculty Council in March 2009. This status reflects the fact that faculty in the college recognize the critical importance of assessment as well as the college's commitment to having an assessment system that is faculty owned.

In addition, the Assessment Office, also established in Fall 2007, continued to grow. A second graduate assistant was added to the staff to provide support for data management and analysis. In January 2009, the college also added support (through assigned time) for a faculty member with a strong background in quantitative methods to work with the assessment coordinator to collect, analyze and report both program and college-level data. This partnership has worked so well that this new faculty team member will receive additional assigned time and have her role expanded in 2009-2010 – a commitment of significant resources given the current budget climate. Such financial support of the Assessment Office, during current difficult budget times, indicates the importance of this office to the overall priorities of the college.

Professional Development

The Assessment Office offered two sets of professional development activities in 2008-09. In Fall 2008, the office held *rubric workshops* on two Friday mornings early in the term. These workshops were designed to allow program faculty to come together and collaborate on the creation of one or more signature assignments and rubrics, much as they had worked together in Spring 2008 to develop assessment plans and curriculum maps. The workshops were intended to support faculty given the Assessment Committee's expectation that, starting in Fall 2008, all signature assignment data would be collected using rubrics. Fifteen (15) individuals participated in these workshops.

In Spring 2009, the Assessment Office offered two workshops on how to complete the college's annual report. These workshops were designed to meet a need, identified in the fall, for greater clarity about what was expected in terms of the annual report. Experience with program reporting in the fall

semester revealed uncertainty about how to respond to questions and present data. Therefore, the spring workshops provided explicit guidance on how to do so, including an annotated template that offered instructions and suggestions for each report item. Twenty-nine (29) individuals participated in these workshops.

Teaching Performance Assessment

On July 1, 2008, the State of California began requiring all students admitted to a teacher credentialing program after that date to complete a series of high-stakes assessments known as the Teaching Performance Assessment (TPA). Students must now pass these assessments, in addition to completing other requirements, to be recommended for a teaching credential. The college adopted the CalTPA (one of several testing options), a series of four discrete tasks administered during a student's coursework and his or her student teaching experience.

To date, approximately 800 tasks have been completed by students (this figure counts a single student multiple times, since a student completes multiple tasks and may have had to repeat one or more tasks multiple times). The process places a significant burden on faculty in the Single and Multiple Subject Programs, since the professors teaching the courses in which each task is administered manage the logistics of helping students submit the tasks and then score the tasks – which can be 20 to 40 pages long each. In addition, faculty are involved in second and third rounds of scoring designed to ensure reliability.

Data Management

Data management continued to be a challenge for the college in 2008-09. The assessment system collects data on the performance of each student on signature assignments, including not just a final grade but also scores on rubric-level criteria. To date, with the exception of students in the three programs that use TaskStream (Multiple and Single Subject, Early Childhood Education), we have collected these data using custom-designed Excel spreadsheets. While workable, this system is far from efficient in terms of both data *collection* and *management*.

College leadership has recognized the importance of having a robust data system that supports not only the work of assessment, but also the work of the college overall. Therefore, for the majority of the 2008-09 year, and into the summer of 2009, the college contracted with an external vendor to design and build an assessment "module" that could be added to the college's existing FileMaker Pro database. However, as time passed, it became increasingly clear that the vendor was unable or unwilling to fulfill requests in a timely manner. Therefore, in August 2009, the college elected to cancel its contract with the vendor, leaving the assessment module partially complete and unusable.

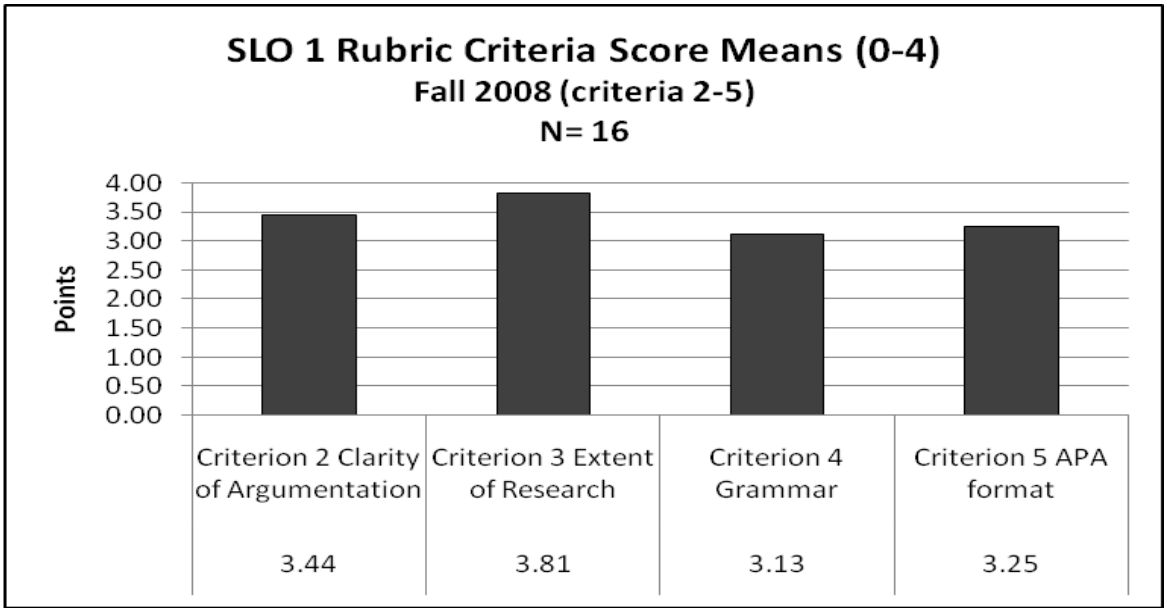
The college is turning its attention to building an internally developed Oracle-based database for assessment and for our information management system as a whole. The decision to do so had been made in early summer 2009, since the college leadership recognized that such a move would provide a more robust and streamlined data system for which we had both in-house technical support and university expertise. However, the expectation was that work on this system would start *after* the upcoming NCATE accreditation visit in November. The urgency precipitated by cancelling the FileMaker Pro project has altered this timeline and development of an assessment module in Oracle is underway.

Data Collection, Use and Reporting at the Program Level

In Fall 2007, the Assessment Committee explicitly stated its expectation that program faculty would collect data on student performance on individual signature assignments each time a course with the signature assignment was offered. In Spring 2008, the committee directed program faculty to begin using rubrics to score signature assignments for assessment-related purposes starting in Fall 2008 and strongly encouraged the use of analytic rubrics.

Figure 1 provides an example of the kind of data table programs now receive from the Assessment Office. The rubric-level criteria data provided by programs to the office allows for data to be reported in much more nuanced and detailed ways, facilitated a conversation among faculty regarding particular areas of students' strength and weakness.

Figure 1
Sample of Rubric-Level Data



Adding further depth to the picture of student performance is the collection of exemplars related to levels of performance on signature assignments. Program faculty are in the process (started Fall 2008) of collecting at least two exemplars of student work at each level of performance (0-4) on each signature assignment. These exemplars are then forwarded to the Assessment Office, which scans in the exemplars to create an electronic version (that will eventually be stored in the assessment database). Program faculty are encouraged to look at these exemplars when they meet to review student performance on particular learning outcomes as way to further identify problems students may be having related to the outcome.

Finally related to program-level data use, each program completed an annual report in which they reviewed and interpreted performance data and planned actions based on that information. These annual reports, the format of which was approved by the university in 2007-08, are included as separate

documents. The reports reflect analysis of 2007-08 data for programs that drafted their reports in Fall 2008, as well as fall 2008 data for programs that drafted their reports in Spring 2009.

Data discussion meetings among the program faculty formed the basis for these annual reports. These meetings occurred at a time and place convenient for the faculty, and program coordinators had the option of using a "Data Discussion Guide" (Appendix E) provided as a resource by the Assessment Office. Many of the programs doing their reports in the spring did so, and that number is expected to increase as faculty recognize the value of the tool.

Data Collection, Use and Reporting at the College Level

All the final scores for signature assignments collected at the program level are converted to a 0-4 score (reflecting the traditional A-F grading scale). This conversion, together with the fact that each program learning outcome is mapped to college, state and national standards, allows us to aggregate overall student performance on program learning outcomes around our college's Conceptual Framework and NCATE standards.

In May 2009, the Assessment Committee reviewed the aggregated data from 2007-08. Since the 2007-08 reflected a significant transition in the UAS, the committee recognized that it should view the data with caution. However, it did identify two areas of concern. It noted that the Education Specialist I program had a low score (2.57) on one NCATE Standard (Professional and Pedagogical Knowledge and Skills) and that Librarianship had a low score (2.93) on Knowledge and Skills for Other Professionals. The committee asked the department chair to investigate possible explanations for each score. In the first instance, program faculty are working on revising the signature assignment to bring it in line with the outcome, while in the second instance the score was the result of inaccurate mapping to the standard.

In addition, the committee identified multiple design and methodological changes to inform future iterations of the table. These changes are reflected on the table on the next page showing 2008-09 data. This table will be reviewed by the Assessment Committee in September 2009, placing it on a schedule to review aggregated data early each fall following the preceding academic year.

Program-level Summary Table by College Conceptual Framework Key Ideas (AY08-09)

(Scores on 0-4 Scale)

Program Names	Promotes Growth & Learning		Prepares Socially Responsible Leaders		Values Diversity		Service & Collaboration		School Improvement		Research & Evaluation	
	Average	N	Average	N	Average	N	Average	N	Average	N	Average	N
Initial Teacher Preparation												
Designated Subjects	3.92	24	3.92	24	3.57	14	3.92	24	3.82	56	3.84	37
Education Specialist I	3.31	777	3.03	32	3.03	32	3.72	61	3.25	354	3.27	613
Multiple Subject	3.61	1275	3.57	1650	3.72	813	3.58	605			3.76	537
Single Subject	3.59	357	3.58	543	3.68	356	3.56	396			3.37	291
Advanced Teacher Preparation												
Adapted Physical Education	2.88	8	3.25	8	3.00	7	3.25	8	3.27	15	3.29	7
Curriculum and Instruction	3.53	132			3.79	190	3.67	186	3.60	243	3.58	106
Dual Language Development	3.74	47	3.80	46	3.66	96	3.77	30	3.51	49	3.56	66
Early Childhood Education	3.75	59	3.85	61	3.83	93	3.78	41	3.69	29	3.77	30
Education Specialist II (includes MS)	3.93	41	3.76	122	3.28	92	3.91	56	3.46	103	3.55	69
Other School Professionals												
Administrative Services I (include MA)	3.63	19	3.72	88	3.59	54	3.87	54	3.78	86	3.75	8
Administrative Services II	4.00	6	3.94	18	3.92	12	3.92	12	3.92	12		
Educational Technology	3.62	89	3.31	26	3.31	26	4.00	2	4.00	2	4.00	2
Library Media Teacher (includes MA)	3.52	33	3.13	71	3.31	36	3.31	36	3.30	107	3.31	36
Reading and Language Arts (includes MA)	3.79	14	3.53	30	3.71	14	3.64	11	3.71	14	3.69	13
School Counseling (includes MS)	3.47	36	3.85	13	3.52	33	3.60	5	4.00	5	3.00	5
School Psychology	2.74	19	3.49	74	3.20	15	3.77	64	3.55	66	3.63	64
Speech-Language Pathology (CRS)												
Non-NCATE												
Counseling (Core)	3.77	26	4.00	25	3.66	74	3.60	5	3.39	49	3.39	49
Educational Psychology	4.00	24	3.86	7	3.92	37	3.60	5	3.92	37	3.69	95
Liberal Studies	3.20	664									3.20	664
Marriage and Family Therapy	3.86	29	3.25	12	3.56	54	3.25	12				
School Nurse	4.00	8	4.00	16	4.00	16	4.00	8	4.00	8	4.00	8
School Social Work			3.48	96	3.52	48	3.48	96	3.38	48	3.58	48
Social and Cultural Analysis of Education	2.26	24	2.76	24	3.04	24	2.72	24	3.58	24	3.75	24
Student Development in Higher Education	3.87	47					3.29	24	3.29	24	4.00	27
Total	3.56	3758	3.58	2986	3.54	2136	3.62	1765	3.62	1331	3.59	2799

Note:

Data is based on candidate performance in the courses offered in Fall 2008 and Spring 2009.

Shaded area means the key idea(s) are not directly measured in that program.

Blank, unshaded area means the course in which that outcome is assessed was not offered during AY0809.

Average in the "Total" row is computed as a simple mean of program averages.

In addition to the review of aggregated data by the college's Assessment Committee, the August 2009 Convocation was a time for faculty to engage in preliminary review of their program data *and* work together to draw larger themes about where our students may be struggling. Faculty first looked at their program data in groups before engaging in a broader, college-wide conversation about the strengths and weaknesses they saw in student performance. The assessment coordinator also shared common themes drawn from the 2008-09 annual reports by programs. Some programs also provided their next steps to improve their programs and/or assessment systems. While the conversation was by no means comprehensive given time constraints, the table below provides at least a flavor for the kinds of things programs and the college are thinking about.

Strengths	Areas of Concern	Next Steps
• Fieldwork benefits students by connecting them to professionals • Solid at teaching, developmentally appropriate	• Have a hard time "thinking out of the box" to solve new problems with current knowledge • Need greater knowledge of their professional/legal obligations • Students do better on assignments than exams • Writing (analysis, integration, synthesis)	• Find ways to integrate professional/legal obligations more clearly in curriculum • Find ways to get finer-grain of analysis to better understand "3" vs. "4" on performance • Calibrate around rubrics • Labs for scholarly writing • Review exemplars • Solicit Advisory Board feedback and input

In 2008-09, the college also began refining and expanding its program effectiveness data. We piloted an exit survey for students in our advanced programs (those in initial programs are surveyed through the CSU Chancellor's Office) in Spring 2009. We were very pleased with the response rate for this online survey (37 percent) and will conduct the survey annually. The Assessment Committee, Graduate Programs Committee, and individual programs will be reviewing the survey results in the fall semester.

In addition, in Summer 2009, the Dean asked that an informal working group be formed to identify program and operational indicators that might be tracked to assess ongoing program effectiveness. This working group met three times over the summer and prepared an extensive list of possible indicators. The Dean's Leadership Council, the Faculty Council and the Assessment Committee will be engaged during the fall in further refining the list.

Next Steps in 2009-10

The college will continue to implement the full program assessment and improvement process. In 2009-10, the following will be among the most significant activities and next steps.

NCATE Visit

Our college's national accrediting body, NCATE, will be sending a team to conduct a focus visit on November 14-17, 2009. This team will be looking specifically at our assessment system, an area the visiting team in Spring 2007 felt needed improvement. We are eager to show the NCATE team the progress we have made in last two years.

Assessment in the College

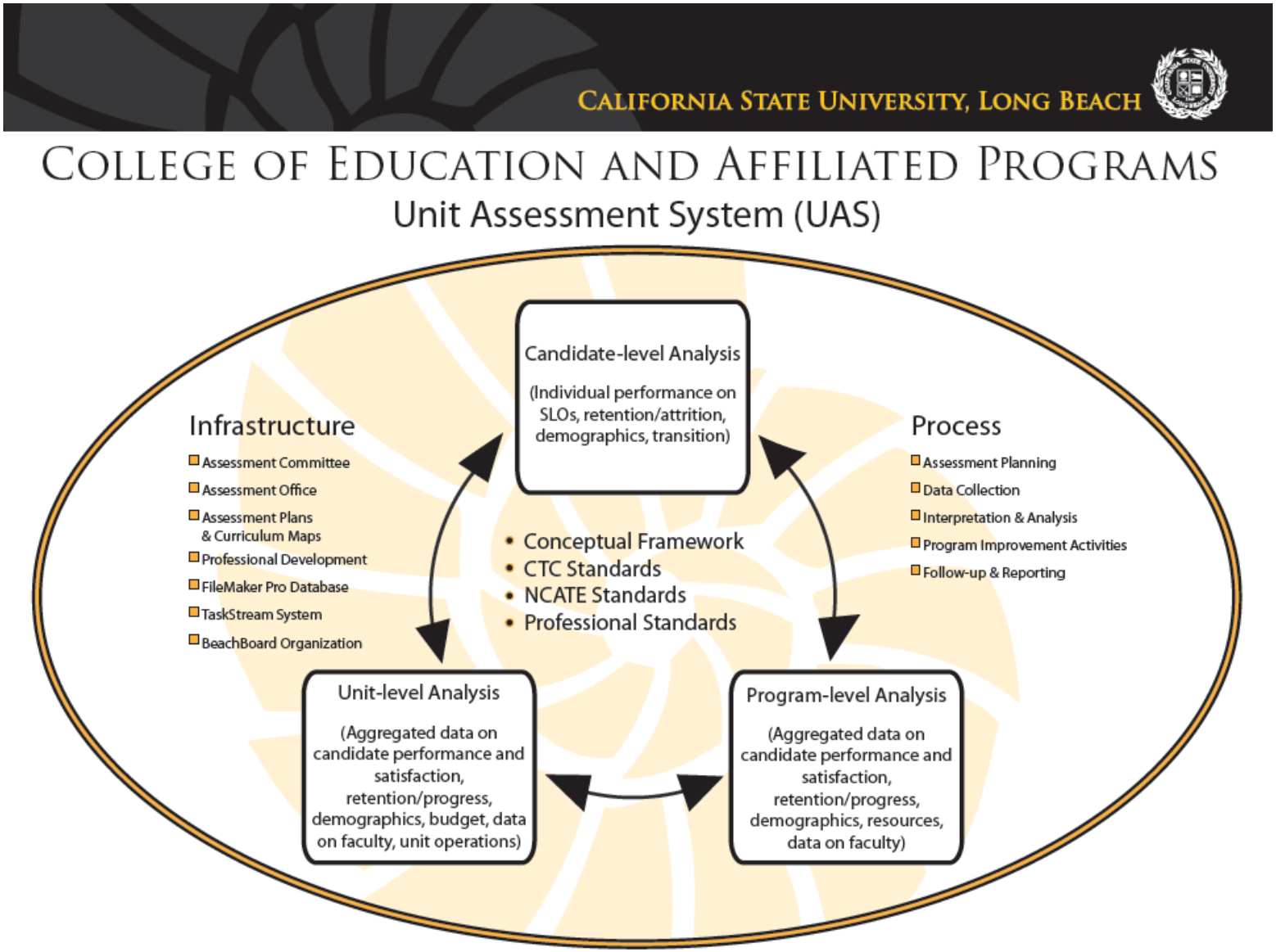
We will be focusing on several areas as we continue to develop and refine our assessment system:

- **"Data coaches" system**: Four faculty members have agreed to serve as "coaches" to help programs run effective data meetings. The role of the coach may range from taking notes at the data meeting to helping the coordinator prepare for the meeting to actually co-facilitating the discussion. It is hoped that that these coaches can stimulate strong data discussions and help programs move from data analysis to data use.
- **UAS Evaluation:** In Spring 2010, the Assessment Committee will be conducting a formal evaluation of our assessment system. Their goal is to examine several key areas and determine what additional support the college might provide to maximize the effectiveness of the UAS.
- **Alumni Survey:** In Fall 2009, we will be piloting a survey of alumni of our advanced degree/credential programs with the School Psychology program. We anticipate implementing this survey college-wide in Spring 2010.
- **Community Involvement:** Following our preparation for the accreditation visit, we will be turning our attention to helping individual programs expand the involvement of the professional community in their assessment efforts. As a professional college, it is essential that our programs work closely with the professional community on many efforts – including assessment.

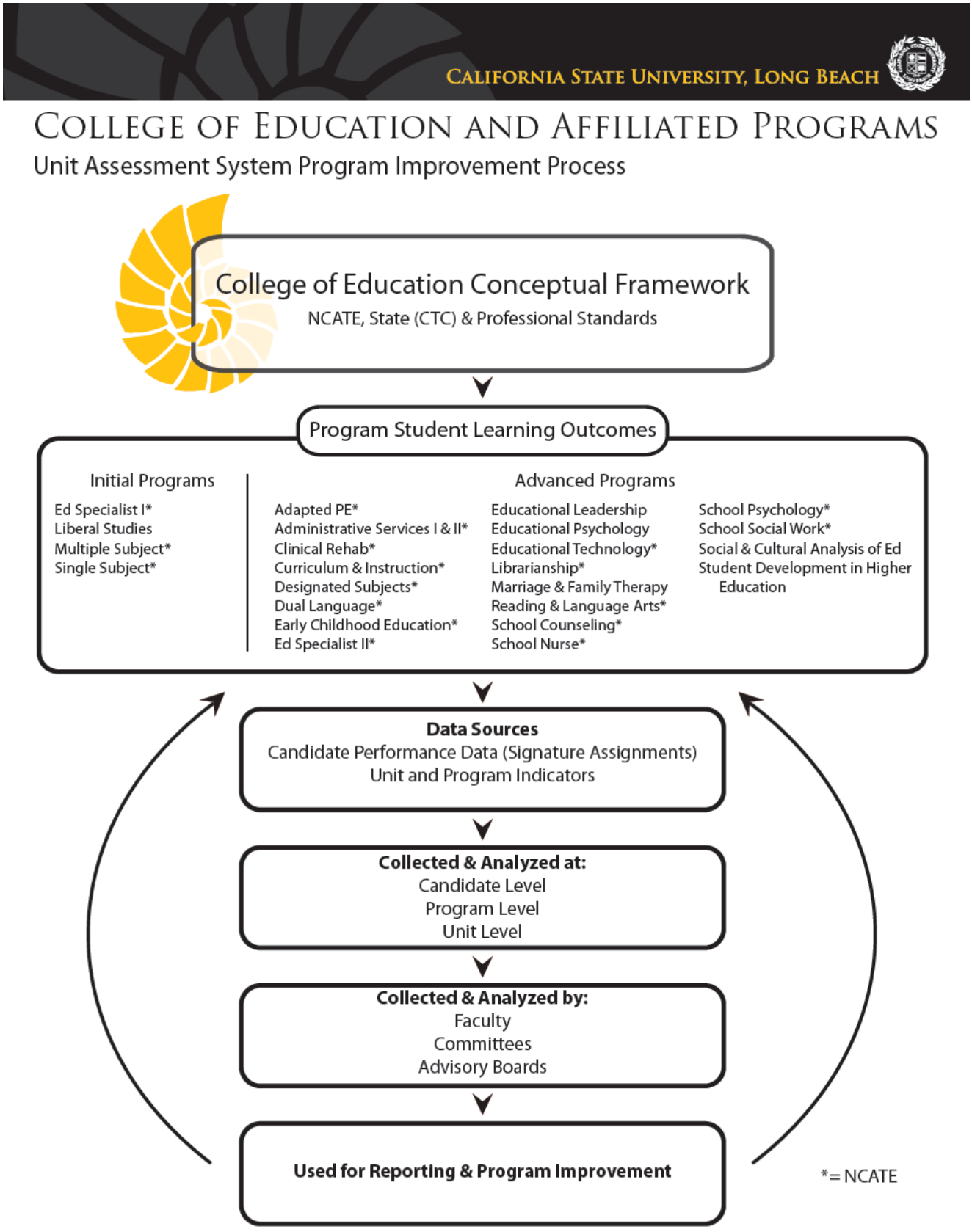
Conclusion

As the above text suggests, 2009-10 will be a full year for the College of Education in terms of assessment. Like other colleges, we are confronting significant budget challenges both now and in the future. The college maintains its commitment to a robust, faculty-owned assessment system while also being mindful of the time and effort invested by faculty in an era defined by furloughs and increasing class size. Therefore, we will continue to seek ways to support faculty to make the best use of their time related to assessment: interpreting and acting on data to improve our programs and support our students.

Appendix A
College of Education Unit Assessment System

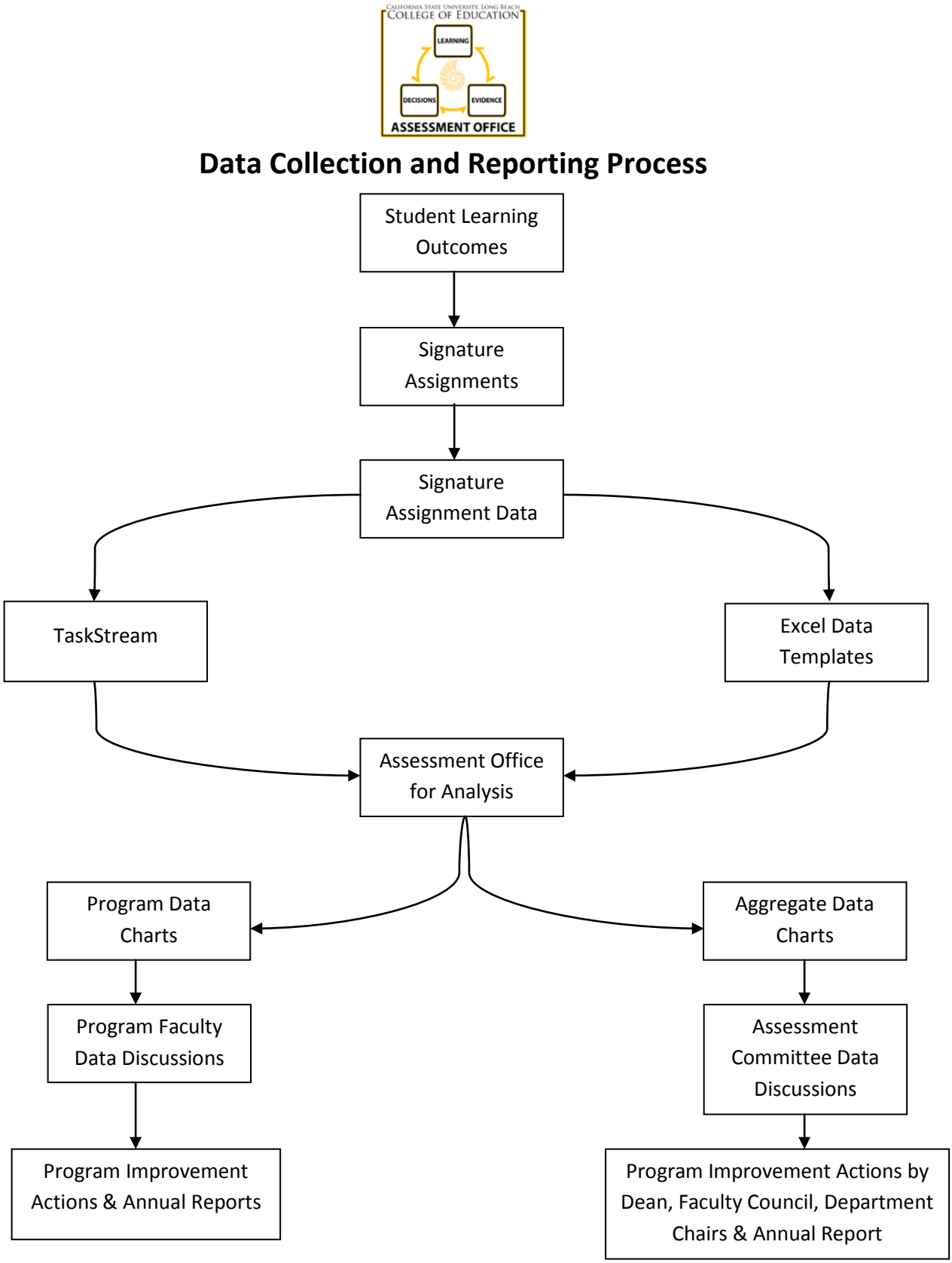


Appendix B
College of Education Program Improvement Process



Appendix C

College of Education Data Collection and Reporting Process



Appendix D
Sample Reporting Calendar

Assessment Activities (Fall 2009)

College of Education and Affiliated Programs

Credential-only or Credential/Master's Programs

Credential-only or Credential/Master's Programs: Adapted PE, Administrative Services I (include MS), Administrative Services II, Clinical Rehabilitative Services, Designated Subjects, Ed Specialist I, Ed Specialist II (includes MS), School Librarian (includes LMT), Multiple Subject, Reading and Language Art (includes MS), School Counseling (includes MS), School Nurse, School Psychology, School Social Work, Single Subject

	Distributed to Program		Due		Note
CTC Biennial Report	4-Sep-09	Data reports & Chart			September 8 - October 26: Program faculty meet to review Fall 07-Spring 09 data
	11-Sep-09	pre-filled Biennial Report Templates			
	18-Sep-09	Workshops on CTC Biennial Report			
			3-Nov-09	Biennial Report to **AO**	
			15-Dec-09	College submit Reports to CTC	
SLO Data Collection	19-Oct-09	Data Collection Template for Fall 09			Upon receipt of Template, please: 1. Check if all courses for Signature Assignments this semester are in template 2. Distribute Template to instructors for data collection. 3. Facilitate Data collection in your program.
			End of Semester	Fall 2009 data & Student Exemplars to the **Dept Office**	

Degree-Only Programs

Degree-only Programs: Counseling (Core), Curriculum and Instruction, Dual Language Development, Early Childhood Education, Educational Leadership (EdD), Educational Psychology, Educational Technology, Liberal Studies, Marriage and Family Therapy, Social and Cultural Analysis of Education (SCA), Student Development in Higher Education

	Distributed to Program		Due		Note
SLO Data Collection	19-Oct-09	Data Collection Template for Fall 09			Upon receipt of Template, please: 1. Check if all courses for Signature Assignments are in Template. 2. Distribute Template to instructors for data collection. 3. Facilitate Data collection in your program.
			11-Sep-09	Revisions to May 2009 Annual Report	
			End of Semester	Fall 2009 data & Student Exemplars to the **Dept Office**	

Appendix E
Data Discussion Guide

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: _____

Purpose: _____

Attendees:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Data Discussion Guide

Overview

This discussion guide is a tool developed by the Assessment Committee for program faculty to use as they sit together to review data on student learning outcomes. The questions below are prompts to begin discussion of the data on *each outcome*.

You may also use the tool to guide note-taking so that you can easily transfer your findings/next steps into your annual CED or CTC Biennial report. For example, if you were to have this guide on a laptop and take notes on your action steps in the table on page 2 of this document, you could easily cut and paste that table into your CED annual report to answer Question 7. Notes from the analysis and interpretation of the data can be used to answer Questions 5 and 6.

Programs are not required to use this tool, nor all the questions on it, but the Assessment Committee recommends it as a very helpful way to structure assessment-related discussions and to make assessment reporting easier.

To optimize the discussion, it is helpful to have on hand:

- Summarized data on student performance in the form of tables and graphs
- Copies, for each SLO being discussed, of signature assignment samples (with names removed) for a range of scores (e.g., high, medium, low)
- Copies of the annual CED or CTC Biennial report template
- Copies of the data discussion questions

In general, consider a discussion flow as follows:

1. Identify the SLO to be discussed
2. Review the data on the overall scores and subscores
3. Determine areas of strengths and needs
4. Consider the utility of the signature assignment/rubric
5. Make final determinations and consider next steps

The data discussion guide can be found on page 2 of this document.

Good luck!

Data Discussion Guide

Data Analysis and Interpretation Discussion

Student Learning

- How satisfied are you with the overall performance of students on the signature assignment?
- On what criteria or sub-skills do students seem to be doing *particularly well*?
- On what criteria or sub-skills do students seem to be *struggling*?
- What about the results was surprising?
- How do findings on this outcome compare to past results on the outcome?
- What are the areas of particular concern where you would like to see student performance improve?

Instrument Utility

- Did the signature assignment and/or rubric you used give you the information you were seeking?
- Do you want to make any revisions to the signature assignment and/or rubric, or the assessment process?

Programs, Courses, and Practices

- What do other data (such as program indicators) say related to your results? (For instance, how do they confirm, contradict, or add to what the direct evidence of student learning suggests?)
- What actions (e.g., policy or curricular changes, faculty development, additional courses or extracurricular opportunities, changes in processes) might you take to improve student learning?
- Who else needs to know about these findings and next steps?

Closing the Loop and Moving Ahead

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?