

College of Education

Assessment Year-End Report

2009-10



Overview

The following report provides the university with information and updates on assessment activities in the College of Education in 2009-10. This report reviews our main activities and accomplishments for the academic year just past before concluding with next steps as we continue to develop and refine our unit assessment system.

Activities and Accomplishments

The 2009-10 academic year was the second year of the full implementation of the revised unit assessment system (UAS) for the College of Education and Affiliated Programs. The UAS 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.

NCATE Visit

In November 2010, our professional accrediting body, NCATE, conducted a focus site visit. This visit was a follow-up to the full visit in April 2007, during which the NCATE visiting team identified 12 areas for improvement for the college related to the UAS and our ability to document student learning outcomes. The two day visit was very positive and ended with the visiting team making a recommendation to the NCATE Board of Examiners to remove all 12 areas for improvement from the college's record. In spring 2010, the Board of Examiners accepted this recommendation.

Preparation for the visit included the creation of a web site housing all program-related assessment documents (plans, rubrics, data tables, etc.) that the Assessment Office continues to maintain. The URL for that web site is: http://www.csulb.edu/colleges/ced/accreditation/assessment/program_level.html

In addition, the college has developed a more comprehensive web site related to its broader assessment activities: <http://www.csulb.edu/colleges/ced/accreditation/assessment/index.html>

Implementation of Alumni Survey

While the CSU system conducts surveys of program completers and new teachers for candidates from our initial teacher credential programs, the college has not had a similar survey of alumni of our advanced degree and credential programs. In fall 2009, the Assessment Office collaborated with the School Psychology program to pilot such a survey. The survey, which included both program-specific and general college questions, was conducted via Survey Gizmo. Email invitations to complete the survey were sent to the 88 individuals for whom the program had email addresses; 62 people completed the survey for a response rate of approximately 70%. This response rate reflects the regular efforts of School Psychology to maintain contact with their alumni.

Following this successful pilot, the college invited other advanced programs to participate in the spring 2010 administration of the survey. Seven programs opted to do so. Table 1, below, identifies those programs, as well as their response rates for the surveys.

Table 1

Advanced Programs Alumni Survey Administration, Spring-Summer 2010

Program	Individuals Contacted	Responses	Response Rate
Early Childhood Education	93	21	23%
Education Specialist II	16	7	44%
Educational Technology	20	6	3%
Librarianship	192	52	27%
Reading	125	38	30%
Social and Cultural Analysis of Education	142	23	16%
Student Development in Higher Education	N/A	58	N/A ¹

Data reports are being generated and programs will use these data in their next round of annual reporting.

Exit Survey for Advanced Programs

In spring 2009, the college piloted an exit survey for all students who completed an advanced credential or Master’s degree program. In spring 2010, the college once again administered this survey. Invitations were sent to a total of 426 individuals, with 179 (41 percent) completing the survey. The survey consisted of items related to advising, candidate perceptions of faculty use of technology, candidate self-reported gains in knowledge and skills related to our conceptual framework, and the value of educational experiences related to diversity. In addition, eight programs opted to have their graduating candidates complete program-specific survey questions as well.

These data have been analyzed and will be shared with individual programs for inclusion in the next round of annual reports.

Teaching Performance Assessment

This past year was the second full year of high-stakes assessments known as the Teaching Performance Assessment (TPA). Candidates in the Multiple and Single Subject credential programs must pass four discrete assessments (collectively known as the CalTPA), in addition to completing other requirements, to be recommended for a teaching credential

Since July 2008, approximately 3,208 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). Tasks are scored by assessors (faculty) who have been trained and are calibrated on the particular task. Each task is scored at least once, with those that receive a failing grade scored a second and third time to ensure reliability. The process has placed 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.

¹ The link to the SDHE survey was sent out via a program listserv and we are unaware of how many individuals are actually on that listserv.

However, with the support of the Provost and the Dean, in 2010-11, the college will pay assessors for participating in the CalTPA scoring. The ability to pay assessors gives the college the opportunity to expand the assessor pool to individuals not teaching the related courses. As a result, the scoring process is being largely (although not completely) separated from the requirement that course instructors score the tasks. The college has maintained an expectation that all instructors of the related courses will continue to score a minimum of five tasks per semester to assure coherence of the curriculum and their ability to help students prepare for the CalTPAs. To manage the logistics, the college is moving to a more centralized process for coordinating assessors, with that work now being done through the Assessment Office, which already coordinates the scoring process.

Professional Development

The college continued to offer professional development to support assessment-related activities. Specifically:

- In September 2009, the Assessment Coordinator led a workshop for credential coordinators to prepare them to complete the first Biennial Report, due to the California Commission on Teacher Credentialing (CTC) in December 2009. The CTC requires credential programs to complete reports related to student learning and program improvement every other year. Thus credential programs complete these reports (included as part of this submission to the university) in place of the annual report they do for the college in alternating years. Thirteen coordinators participated in this one-hour workshop.
- Similarly, in March 2010, the Assessment Coordinator led a workshop for coordinators of degree-only programs to prepare them to complete their second annual report, due in May 2010. Three coordinators participated in this one-hour workshop.
- In May 2010, the college Assessment Committee offered concurrent roundtables on three topics related to assessment (see flyer in Appendix A), with lunch provided by the Dean's Office following the roundtables. Each roundtable was facilitated by one or more faculty members and included a note taker to document the discussion. Materials from the day can be found at: <http://www.ced.csulb.edu/assessment/resources/index.cfm>. A total of 25 faculty participated in the event.

Data Collection and Management

Data management continued to be a challenge for the college in 2009-10. 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*.

As reported last year, the college has turned its attention to building an internally developed Oracle-based database (named "Nautilus") for assessment and for our information management system as a whole. While planning for the database began in spring 2010, it did not gain full support until late in the spring, when the provost agreed with the need for the database and asked the Office of Academic Technology (OAT) to lend support. Since that time, progress has been slow because the college webmaster has been focused on transitioning the college to a new web site. However, the dean of the college, the interim Associate Vice President, Academic Technology and dean of the library, and OAT have collaborated to put a plan in place for moving forward and we are hopeful that work can begin in earnest in fall 2010.

Data Collection, Use and Reporting at the Program Level

In 2009-10, two notable changes have taken place regarding reporting at the program level. First, the Assessment Committee approved a revised annual reporting schedule. Second, the Assessment Office has developed a more detailed format for reporting learning outcomes data collected by programs.

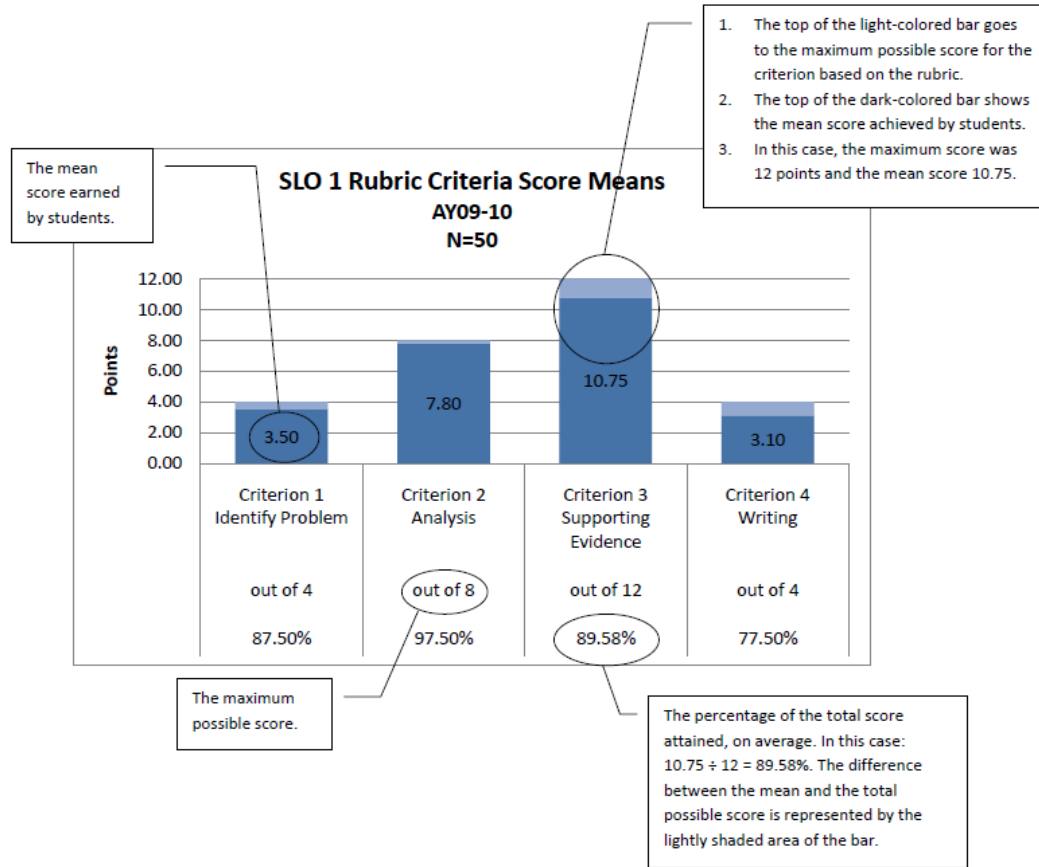
The original calendar for programs to submit annual reports to the college was divided into two parts, with credential programs submitting an annual report each November or December (aligned with the college's CTC reporting schedule) and degree-only programs submitting an annual report each May. All those reports were then bundled and forwarded to the university each September.

However, in spring 2010, the Assessment Committee voted to merge the reporting schedule. Starting in fall 2011, all programs will have annual reports due in November or December. Based on feedback from faculty and department chairs, the committee believes it will be easier for program faculty to meet to review data each fall and then prepare the annual report. This means that degree-only programs will *not* submit annual reports to the college in May 2011, which means that their annual reports will not be included in materials forwarded to the university later that fall. However, the annual reports that the degree-only programs complete in fall 2011 will include data from all terms between fall 2009 (the most recent data included in their May 2010 annual reports) and spring 2011.

In addition, the Assessment Office has upgraded how it presents criteria-level data provided by programs on learning outcomes. In the past, data charts were created that effectively "washed out" variations in weighting among the criteria. Figure 1 provides an example of the new data table programs will now receive from the Assessment Office. This format allows programs' criteria-level data to be reflected in a way that reflects different scales for each criterion.

Figure 1

Sample of Rubric-Level Data



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. The data for 2009-10 are reflected in the table titled: Program-level Summary Table by College Conceptual Framework Key Ideas

At the time of this report, the college Assessment Committee has not yet met to review and interpret this data. However, the data appear to indicate strong overall performance for students related to each of the college's six areas on the conceptual framework. While the 2008-09 data had prompted some questions about the performance of students in some programs related to the "values diversity" component, the 2009-10 data indicate consistently strong performance in this area.

Program-level Summary Table by College Conceptual Framework Key Ideas (AY09-10)
(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	3.64	51	3.64	39	3.24	52	3.68	50	3.56	169	3.66	240
Education Specialist I	3.60	672	3.67	76	3.67	76	-	-	3.57	277	3.63	583
Multiple Subject	3.50	2507	-	-	3.58	1430	3.60	687			3.81	706
Single Subject	3.66	1216	-	-	3.50	764	3.69	413	3.50	764	3.42	737
Advanced Teacher Preparation												
Adapted Physical Education	3.63	8	3.25	8	3.56	9	3.25	8	3.82	17	3.67	9
Curriculum and Instruction	3.53	149	3.54	46	3.38	76	3.46	108	3.51	172	3.75	123
Dual Language Development	3.64	56	3.55	56	3.69	73	3.55	56	3.55	56	3.64	56
Early Childhood Education	3.73	48	3.72	50	3.69	102	3.96	24	3.75	24	3.96	23
Education Specialist II (includes MS)	3.83	18	3.60	78	3.31	92	3.77	22	3.48	130	3.40	69
Other School Professionals												
Administrative Services I (include MS)	3.87	56	3.88	81	3.94	91	3.96	94	3.84	127	4.00	18
Administrative Services II												
Educational Technology	3.55	64	3.24	21	3.46	37	3.69	16	3.69	16	3.62	21
Library Media Teacher (includes MA)	-	-	3.22	127	3.44	27	3.02	44	3.40	44	3.53	59
Reading and Language Arts (includes MA)	3.70	20	3.74	37	3.79	14	3.73	11	3.71	14	3.20	25
School Counseling (includes MS)	3.81	67	3.83	82	3.85	67	3.88	17	3.75	30	3.38	16
School Psychology	3.50	14	3.96	56	-	-	3.88	59	3.80	49	3.77	35
Speech-Language Pathology (CRS)	3.84	75	3.83	39	3.95	24	3.96	12	3.87	51	3.86	90
Non-NCATE												
Counseling (Core)	3.85	74	3.40	134	3.37	196	3.29	63	3.67	96	3.67	96
Educational Psychology	3.78	80	3.67	15	3.92	35	-	-	3.92	35	3.41	80
Liberal Studies	3.52	346									3.52	346
Marriage and Family Therapy	3.84	43	3.23	13	3.23	13	3.53	56				
School Nurse	3.96	53	2.85	26	-	-	3.09	22	3.14	22	4.00	22
School Social Work			3.54	144	3.58	72	3.54	144	3.55	72	3.70	72
Social and Cultural Analysis of Education	3.25	60	3.38	16	3.69	16	3.25	60	3.38	16	3.15	88
Student Development in Higher Education	3.46	46	4.00	26	4.00	26	3.37	27	3.37	27	3.89	28
Total	3.67	5723	3.56	1170	3.61	3292	3.58	1993	3.61	2208	3.64	3542

Note:

Data is based on candidate performance in the courses offered in Summer 09, Fall 09, Spring 10.

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 AY 09-10.

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

In addition, work on program and operational indicators continued in 2009-10. In spring 2010, the Dean's Administrative Leadership Team built on the work of an earlier ad hoc committee by linking proposed indicators to NCATE standards. During summer 2010, the associate dean and the assessment coordinator met to further refine and consolidate the proposed indicators. The result of this work will be reviewed with the Administrative Leadership Team early in fall 2010.

Next Steps in 2010-11

The college will continue to implement the full program assessment and improvement process. In 2010-11, the following will be among the most significant activities and next steps.

UAS Evaluation

The UAS evaluation was originally scheduled to take place in spring 2010. However, the dean asked that it be postponed due to the many other demands on faculty time (e.g., CalTPAs) and ongoing furloughs. Therefore, in fall 2010, the Assessment Committee will engage in an evaluation of the UAS. The evaluation plan is presented in Appendix B.

Using Data

While program faculty systematically collect data on candidate performance, review the data, and complete annual reports, we continue to aspire to improve our level of sophistication in turning data into concrete actions that inform program improvement. The reasons for this challenge are likely varied, including time demands that limit the opportunities for faculty to sit together and give careful consideration to program changes they might like to make, the related challenges lack of time presents for implementing program changes, and the fact that the implications of program data may not be readily apparent to faculty still learning how to carry out program assessment. This is a long-term challenge that we will begin to explore this year, since it has great implications for both students and faculty.

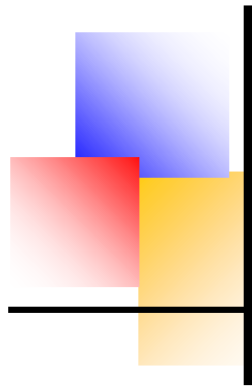
Nautilus and the Data Management System

The development of a robust data system will continue to be a high priority for the Assessment Office. While the timeline is yet unclear, we are hopeful that it will be possible to pilot a version of such a system by fall 2011.

Conclusion

As this report suggests, the UAS is now largely built and functioning and we have begun to turn our attention to higher-order issues such as evaluating the system, refining our practices, and ensuring that faculty have the support they need to turn data into action. 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 today's challenging fiscal environment. 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
Beyond Compliance Workshop Flyer



COLLEGE OF EDUCATION, CSULB

Beyond Compliance: Moving to a Culture of Inquiry

May 7, 2010, 11:30 am - 1:00 pm, Anatol Center

Roundtable 1-Providing Effective Feedback

How do we provide feedback students can use to improve their performance and learning in our classes and their program? What tips do you have for doing so effectively and efficiently? Join this table for a discussion of approaches for providing feedback, what to provide feedback on, and the role technology can play.

Facilitators: Hiromi Masunaga, Joan Theurer, Linda Whitney

Roundtable 2-Useful Rubrics

OK, we're using rubrics, but how do we make them work *for us*? What are some examples of "good" rubrics? How can we use rubrics without stifling creativity? How can they help us save time in grading or improve the quality of the work that students turn in? Come to this table to discuss how rubrics can be used to benefit you and your students.

Facilitators: Paul Boyd-Batstone, Ali Rezaei

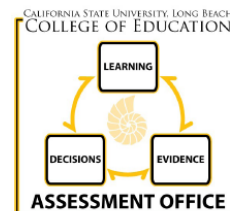
Roundtable 3-Using Results to Inform Practice

The point of collecting assessment data is to turn it into action for program improvement – but this isn't always as easy as it sounds. What kinds of actions should data review lead to? What role can student exemplars play in informing our actions? Join a table of colleagues with similar questions...and some answers.

Facilitators: Tim Keirn, Barry Lavay

**LUNCH WILL BE
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DEAN'S OFFICE**

**PLEASE RSVP BY
MAY 4TH TO:
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Phone: 562-985-2506
E-mail: mwest3@csulb.edu



Appendix B Unit Assessment System Evaluation Plan



College of Education Unit Assessment System Evaluation Plan

In fall 2007, the College of Education (including Affiliated Programs in the College of Health and Human Services) began intensive efforts to refine its unit assessment system (UAS). The goal was to develop a faculty-owned system that was sufficiently flexible to serve the needs of a diverse array of programs and provided meaningful data for program improvement.

The system has been implemented for more than one year (starting fall 2008). While the college has sought out feedback on the system on an ongoing basis, a more formal evaluation is required. The Assessment Committee has therefore planned a formative evaluation to take place in fall 2010. This evaluation will benefit from feedback received from the NCATE/CTC site visit team as well as growing faculty experience with the system.

Evaluation Questions

The following questions will guide the evaluation of the UAS:

1. To what extent are faculty aware of and involved in the UAS (e.g., know program SLOs, participate in data discussion meetings, understand the UAS layers such as candidate, course, program, department, college uses of assessment data)?
2. To what extent are candidates aware of and involved in their program's learning outcomes (e.g., awareness of SLOs and signature assignments, knowledge of results)?
3. How do candidate performance and program operations data inform program improvement?
4. What do faculty view as the key facilitators and obstacles to the development of a sustainable system of assessment?

Data Sources

The following data sources will inform the evaluation:

- **Annual reports:** Program annual reports for 2007-08 and 2008-09 will be reviewed to identify how many faculty participated in data discussion meetings. The number of participants each year will be tracked and compared to program-reported number of faculty teaching in the program.
- **Student survey:** A sample of candidates across initial and advanced programs will be surveyed to determine their awareness of and involvement in the program's student learning outcomes.
- **Faculty survey:** All full- and part-time faculty will be surveyed regarding their awareness of the UAS, the extent of their participation, how data have been used for program and teaching improvements, and their perception of the facilitators of and obstacles to an effective assessment system.

Questions	Data Sources		
	Annual Reports	Student Survey	Faculty Survey
1. To what extent are faculty aware of and involved in the UAS?	x		x
2. To what extent are candidates aware of and involved in program SLOs?		x	
3. How do candidate performance and program operations data inform program improvement?	x		x
4. What do faculty view as the key facilitators and obstacles to the development of a sustainable system of assessment?			x