FRESN⊙STATE

Discovery. Diversity. Distinction.

Kremen School of Education and Human Development

Program Assessment Reports
2017-2018

Kremen School of Education and Human Development Program Assessment Reports

Table of Contents

Department of Curriculum and Instruction
Master of Arts in Teaching (MAT)
Dr. Nancy Akhavan, Coordinator

LEARNING OUTCOMES ASSESSMENT

_____

1. **What learning outcome(s) did you assess this year?**

SLO: **(1) INTERMEDIATE LEVEL;** CI 260 (Fall, 2017), **MASTERY** CI 246 (Fall, 2017), Students will express a critical, questioning perspective (i.e., identify, describe, and analyze) about diverse theoretical paradigms about teaching, learning and school reform, including those generated by marginalized groups, which situate schooling in a larger historic and political context.
This means that:
- Students use broad undergirding epistemological perspectives (i.e., positivism, phenomenology, narrative, emancipatory knowledge) to critically interpret what people say about teaching, learning, and school reform.
- Students compare and contrast "mainstream" perspectives about teaching and learning with those generated by members of marginalized groups.
- Students use their own personal and professional experience as a foundation to articulate their own perspectives about teaching and learning issues.
- Students situate (identify, place, and interpret) specific school issues in larger sociological contexts defined by complex historical and contemporary relations of race, ethnicity, language, social class, and gender.

SLO: **(3) Mixed Methods Action Researcher/Qualitative and Quantitative (MMAR):**
ERA243 (Fall), **ENTRY**; CI245 (Spring), **INTERMEDIATE;** CI 246 (Fall, 2017), CI 260 (Fall, 2017), CI 298B (Fall, 2017) **MASTERY**
Students will use, apply, design, and implement research to bring about change and make improvements in their own professional environment.
This means that:
- Students can describe the main features of action research.
- Students can identify a focused problem related to education, and formally propose a reasonable research process for investigating and acting on that issue
- Students can design and carry out an applied action research study, project or thesis.
- Students can communicate the completed study, project, or thesis both orally and in written or electronic form.
- Students can identify and use the main features of relevant research design.
- Students can reflect on the process of their research and progress toward change as a result of their research.

2. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?**

SLO One:
CI 240 was refined summer 2017 by the instructor to help students reach this outcome at the Entry level (E); CI241 was refined by Dr. Cervantes-Gonzalez before spring 2018 to help students reach this outcome at the Intermediate level. She taught both CI 240 and CI 241 (I); CI 246 was refined by Dr. Wanderler and Dr. Akhavan working together and CI 260 was refined summer 2017 by Dr. Harrington and Dr. Akhavan to help students reach this outcome at the Mastery level. These courses will be up for review again in summer 2018

- Signature Assignments in Blackboard included problem-based case studies "resolved" on Group Discussion Boards (GDB) and VoiceThread (VT); problem-based video critiques on GDB and VT, and critically reflective Assignments in CI 240 and CI 241, research papers, digital productions in CI 246 and CI 260, and a Comprehensive Examination in CI 260.
- The MMAR learning outcome was addressed and assessed in the following ways:
  1. ERA243 was redesigned summer 2017to help students continue to reach this outcome at the Entry level (E); CI245 was re-designed before spring 2018 to help students reach this outcome at the Intermediate level (I). CI 246, CI 260 and CI 298B were refined summer 2017 to continue to assist students reach this outcome at the Mastery level.
- Signature Assignments in Blackboard included mixed methods research modules on Zoom, Quizzes, Discussion Board, Assignments,, and Four Chapter Outline of Proposed Action Research Mini-Study in ERA243 and Final Action Research Mini-Study in CI245. Signature Assignments in CI 246, CI 260 and CI 298B included research papers, digital productions, and a Comprehensive Examination or an Action Research Project.

3. **What did you discover from the data?**

1. Data/Results in CI 240, CI 241, CI 246, and CI 260, indicated that nearly all (25/32)students scored "exemplary" on the scoring rubrics for each of these course and program requirements.
2. Data/Results in ERE243 and CI245 indicated that nearly all students (27/32)scored "exemplary" on the scoring rubrics for each of these course and program requirements.

4. **What changes did you make as a result of the data?**

- Those students that did not score exemplary in CI 240, CI 241, CI 246, and CI 260, were given additional support by the faculty and given a chance to revise. Faculty met with the students on Zoom and provided examples to help the students understand what the expected outcome of the assignment.
- These data were used summer 2018 to refine CI260 and CI246 to continue to help students reach the Mastery level in this coursework and their Culminating Examination. Dr. Akhavan met with the instructors of the courses to discuss refinements needed to improve clarity of assignments in the course and how to provide support.
- These data were used summer 2018 to re-design CI260, CI246, and CI298B to help students reach the Mastery level in this coursework and their chosen Culminating Experience. Dr. Akhavan led a group of students choosing CI298B as a larger group (n=6) choose CI298B over the comprehensive exam.

5. What assessment activities will you be conducting in the 2017-2018 AY?

1. Faculty will meet to look at student results on the signature assignments for each course CI 240, CI 241, CI 246, and CI 260 and discuss how additional support for students can be implemented within the coursework. The goal is to have an increasing diverse student group to score exemplary on the rubrics.

2. Dr. Akhavan, who teaches the research strand ERE 243, CI 245 and helps students chose the culminating experience will review culminating experience results based on the rubrics in CI 260 for the comprehensive exam and CI298B, the project. There is a desire for more students to choose the CI298B experience in order to deepen the action research being conducted in social justice.

6. What progress have you made on items from your last program review action plan?

As Dr. Akhavan is the new coordinator, she has made progress in understanding the SOAP and ensuring new faculty in the program are following the expected signature assignments and evaluating correctly using the rubrics.

Department of Curriculum and Instruction
Master of Arts in Education – Curriculum and Instruction (MAE-C&I)
Dr. Carol Fry Bohlin, Program Coordinator

LEARNING OUTCOMES ASSESSMENT

---

1. **What learning outcome(s) did you assess this year?**

- **Objective 1.1**: Graduates will identify important theoretical and research-based characteristics of well-developed curricula and use them to analyze curricula. [GWR, Comps]
- **Objective 1.2:** Graduates will identify historical and contemporary issues that have implications for curricular selection and change, including, but not limited to, second language learners, developing a global perspective, state and national standards, and "workplace know-how." [GWR, Comps]
- **Objective 2.1:** Graduates will evaluate various forms of research and/or evaluation used to document students' learning, teaching effectiveness, curricula, and programs [GWR, PPT]
- **Objective 2.2:** Graduates will implement instructional strategies that facilitate learning for cognitively, ethnically, culturally, and linguistically diverse populations. [PPT]
- **Objective 3.2:** Graduates will develop tools to assess students' content knowledge and attitudes, and evaluate instructional practices or programs, recognizing the biases within different forms of assessment. [PPT]
- **Objective 4.1:** Graduates will communicate research-based arguments for educational issues, policies, or research design. [GWR, Comps]

2. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?**

a. **Graduate Writing Requirement Assignment**

CI 250 (Advanced Curriculum Theory and Analysis) has primary responsibility for assessing Objectives 1.1, 1.2, 2.1, and 4.1. The key assignment that is used to determine the level of a student's attainment of these objectives is the Graduate Writing Requirement (GWR).

This past fiscal year, one instructor taught all five sections of CI 250 -- one Teacher Residency Program (TRP) cohort in Summer 2017, one TRP and one non-cohorted section in Fall 2017, and two TRP cohort sections in Summer 2018. The instructor used the Department's GWR rubric to grade the writing assignments, where a score of 3 ("Good") or 4 ("Excellent") is required in each category in order to pass the GWR.

Scoring Level	Style and Format	Mechanics	Content and Organization
4 - Exemplary	In addition to meeting the requirement for a "3," the paper is consistent with APA throughout. Models the language and conventions used in related scholarly/professional literature. Would meet the guidelines for an APA publication.	In addition to meeting the requirements for a "3," the paper is essentially error free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions help establish a sound scholarly argument and aid the reader in following the writer's logic.	In addition to meeting the requirements for a "3," excels in the organization and presentation of ideas related to the topic. Raises important issues or ideas which may not have been represented in the literature cited. Would serve as a good basis for further research on the topic.
3 - Accomplished	While there may be minor errors, APA conventions for style and format are used consistently throughout the paper. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the paper. Models the discipline's overall journalistic style.	While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not interfere significantly with comprehensibility. Transitions and organizational structures such as subheadings are used which help the reader move from one point to another.	Follows all requirements for the paper. Topic is timely and carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader's attention. Does a creditable job summarizing related literature.
2 - Developing	While some APA conventions are followed, others are not. Paper lacks consistency of style and/or format. It may be unclear which references are direct quotes and which are paraphrased. Based on the information provided, the reader would have some difficulty referring back to cited sources. Significant revisions would contribute to the comprehensibility of the paper.	Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions make reading difficult and interfere with comprehensibility. Writing does not flow smoothly from point to point; lacks appropriate transitions.	While the paper represents the major requirement, it is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic.
1 - Beginning	APA conventions are not followed. Fails to demonstrate thoroughness and competence in documentation. Lack of appropriate style and format make reading and comprehensibility problematic.	Paper contains numerous errors in spelling, grammar, and/or sentence structure that make following the logic of the paper extremely difficult.	Analysis of existing scholarly/professional literature on the topic is inadequate. Content is poorly focused and lacks organization. The reader is left with little information about or understanding of the paper's topic.

b. Personal Practical Theories (PPT) of Instruction Assignment

Objectives 2.1, 2.2, and 3.2 are assessed in CI 275 (Advanced Instructional Theory and Strategies) via the Personal Practical Theories (PPT) of Instruction assignment. The same instructor taught two sections of CI 275 during Summer 2018 for TRP cohort members. TRP sections included both elementary and secondary teaching candidates.

The following prompt and directions were provided to the students:

Using the ideas considered in class, articulate the Personal Practical Theories (PPTs) that guide your pedagogical and curricular decisions. These PPTs should arise from both personal (non-formal education and practice) and professional (formal learning and practical experiences). Personal Practical Theories are "those systematic theories or beliefs held by each teacher that are based upon personal experiences derived from non-teaching activities . . . and practical experiences that occur as a result of designing and implementing the curriculum through instruction." (Cornett, 1990).

Identify 5-10 PPTs:
1. Name each PPT with a word or phrase.
2. Describe in detail each PPT.
3. Analyze the origins of each PPT, influences from personal and professional experiences.
4. Describe an example of how the PPT operates in your practice.

5. Construct a graphical representation of the operation of your PPTs.

Your PPT paper is evaluated based on a rubric (see below):
Personal Practical Theories
Evaluation Criteria

Assignment Dimension	Outstanding	Satisfactory	Unsatisfactory
PPT Name	5-10 PPTs are identified with an appropriate and significant name or phrase.	5-10 PPTs are identified with a name or phrase.	Less than 5 PPTs are named
PPT Description	Each PPT is described clearly and fully and with reference to relevance for classroom practice; description identifies connection to "why I do what I do"; description identifies connections to theory; description addresses both pedagogical, curricular, and relational decision-making	Each PPT is described with some relevance to classroom practice	PPTs are not described clearly
Examples of PPTs in classroom practice	Each PPT is illustrated with a clearly aligned and vivid example from classroom practice that could be readily observed	Each PPT is connected to classroom practice	Connections to classroom practice are not clearly made
Origins of PPTs	Origins of each PPT are fully explored with detailed connections to formal learning experiences, personal experiences from work outside the classroom and other life experiences, and professional experiences in the classroom	Origins of each PPT are described	Origins of PPTs are not described
Visual representation of PPTs	Representation includes all PPTs; representation presents unique analogues of each PPT	PPTs are represented visually; representation is symbolic or diagrammatic	PPTs are not represented visually
Presentation	High quality submission; no errors of grammar, conventions, spelling; well organized with an introduction, body, and conclusion; submission is	Submission needs minor revisions	Submission contains errors and is in need of substantial

		"ready for publication"				revision	

c. Comprehensive Exam

In addition to analyzing student performance via the Graduate Writing Requirement assignment and the Implementation and Analysis of Teaching assignment, the instructors of CI 250 and CI 275 developed Comprehensive Exam (CE) questions assessing Objectives 1.1, 1.2, 2.1, and 4.1. The exams are required of all students in the Fresno Teacher Residency Program unless they specifically opt to write a project or thesis. The graduate faculty of MAE-C&I have determined that only students who are in special accelerated programs such as the FTRP will be allowed the CE option unless there is a strong rationale for taking the CE. During the past fiscal year, the CE was given twice, in Fall 2017 and Summer 2018. The next CE administration will be during Fall 2018.

3. What did you discover from the data?

a) Graduate Writing Requirement (GWR) Assignment

The following chart summarizes the number of students who passed the GWR with a score of 3 ("Good") or 4 ("Excellent") in each rubric category on the first, second, third, or multiple attempts, as well as the number who haven't yet passed the GWR, broken down by instructor and cohort:

Section	Course	Term	# of Students	1st attempt	2nd attempt	3rd attempt	Multiple attempts	Has not Passed
A	CI 250	Sum '17	35	2	31	2	0	0
B	CI 250	F '17	23	2	18	3	0	1 Drop
C	CI 250	F '17	13	1	11	0	1	0
D	CI 250 Single Subject	Sum '18	16	2	14	0	0	0
E	CI 250 Multiple Subject	Sum '18	17	1	14	2	0	0
	TOTAL		104					1 Drop

1st attempt = draft

Instructor Notes:
- Section A had both Multiple Subject and Single Subject Students. The interaction benefitted both groups, and they peer edited their papers.
- Section B had 2 international students and 1 student with limited English proficiency. One student dropped from the university for personal reasons, and five had English as a second language (ESL). Common issues that needed to be addressed were citing direct quotations, limiting personal opinions, removing colloquialisms, changing repeated words, and voicing an academic style.

- Section C was a designated cohort. These students had a network of mentors, and they supported each other. One student had difficulty writing in English. Each of his drafts showed improvement, but they required many conversations and edits. Another student wrote in a compelling news magazine style, but he had to adjust to academic writing.
- Section D was a Single Subject Cohort. They were an interested, motivated, and accomplished group. One student learned English as a high school student. Several students passed GWR with the draft, including some math students.
- Section E was a Multiple Subject cohort. One student passed with the draft.

The instructor reported that students were encouraged to submit a preliminary draft of the GWR paper. These drafts were read for content, APA style, language mechanics, and academic language. Feedback included suggested APA style resources, review of citations, highlighting of colloquialisms, maintaining objectivity, comments on general academic language, and other suggestions. The instructor developed and included a 16-item scoring rubric that indicated revision specifics. After editing reflecting the preliminary feedback, students submitted their final research papers. The majority of the papers needed additional minor editing. However, these changes were made, and the students met the requirement.

b) Personal Practical Theories of Instruction Assignment

This table shows the number of students in the two summer course sections of CI 275 (a core program course) with the number of scores at each level (Outstanding, Satisfactory, Unsatisfactory)

Course Section	Outstanding	Satisfactory	Unsatisfactory
Summer 2018 FTRP Morning	15	0	0
Summer 2018 FTRP Afternoon	23	0	1

c) Comprehensive Exam

The following charts provide the scores of the 32 students who took the Comprehensive Exam during Fall 2017. All of these students were members of the Multiple Subject and Single Subject Fresno Teacher Residency Program (TRP) cohorts; in this program, students earn both a teaching credential (or two) and M.A.Ed.-C&I degree.

The responses to each item were rated as follows by the instructors of the courses (who also wrote the prompts): 1–Fail, 2–Pass, or 3–Exemplary.

CI 250	CI 250	CI 275	CI 275
score 1, 2, 3*	score 1, 2, 3	score 1, 2, 3	score 1, 2, 3
3	3	2	3

3	3	3	3
3	3	3	3
2	3	2	2
3	2	2	3
3	3	3	3
2	2	2	2
2	3	3	3
3	3	2	2
3	3	2	3
3	3	2	3
2	3	2	3
3	3	2	3
2	3	3	3
2	3	2	3
3	3	3	3
3	2	3	3
3	3	3	3
3	3	3	2
3	3	3	3
3	3	3	3
3	3	2	2
3	3	3	3
2	3	2	3
2	2	2	3
3	3	2	3
2	3	2	2
2	3	2	2
2	3	2	2
2	3	2	3
3	3	3	3
2	3	3	2
Total # of 3s: 19	**28**	**14**	**23**
Total # of 2s: 13	**4**	**18**	**9**

Summary:

* Scoring	Scores	Number
1 = fail	All 3s	9 (28%)
2 = pass	2s & 3s	22 (69%)
3 = exemplary	All 2s	1 (3%)
	TOTAL	32

CI 250	CI 250	CI 275	CI 275
score 1, 2, 3*	score 1, 2, 3	score 1, 2, 3	score 1, 2, 3

3	3	3	3
3	3	3	3
3	2	3	2
2	2	3	3
2	3	3	3
2	3	3	3
3	2	3	2
2	2	3	3
3	3	3	3
3	2	2	2
2	3	2	2
3	3	3	3
2	2	2	3
2	2	3	3
2	2	2	2
1/2	1/2	2	2
2	3	2	2
3	3	3	3
2	2	2	2
3	3	3	3
3	2	2	3
First Attempt:			
Total # of 3s: 10	10	13	13
Total # of 2s: 10	10	8	8
Total # of 1s: 1	1	0	0

Summary:

* Scoring	Scores	Number (approx. %)
1 = fail	All 3	6 (28.5%)
2 = pass	2 & 3	13 (62%)
3 = exemplary	All 2	2 (9.5%)
	TOTAL	21

Overall, approximately 28% of the students earned all 3s and around two-thirds earned a combination of 2s and 3s.

4. What changes did you make as a result of the data?

a) Graduate Writing Requirement (GWR) Assignment:

The relatively high success rate on this assignment may be indicative of the structured support and guidance the students are given on their papers prior to submitting them for a grade. The students for whom English is a second language struggle more than others with this assignment. We have encouraged all students with writing challenges to utilize the services of the Graduate

Writing Studio and will continue to do so.

b) Personal Practical Theories of Instruction Assignment

The excellent scores on this assignment indicate that the students are meeting the measured objectives quite well. (Sample papers submitted by the instructor indicate the level of sophistication and analysis that students bring to this assignment.)

c) Comprehensive Exam

The CI 280T course taken by students during their Comprehensive Exam (CE) semester includes two sessions of preparation for the CE. In the first prep session, students are given the general topics of the questions and brainstorm key ideas related to the topics. In the second session, students are given sample questions that are similar to, though not exactly like the final questions. Students generate sample responses and then partner-share to give feedback. In between the two sessions, students have time to study using articles and notes from their courses. Each prep session is about 2 hours. This model has worked well.

A change for these two groups over last year was the addition of a choice of topics that students could respond to for the CI 250 questions. Instead of two required questions, they were asked to respond to two of three questions. This change was done because students in each of the groups had different instructors for CI 250 who didn't cover exactly the same information.

Another change was the use of the scores. In the past, the Comprehensive Exam was only loosely tied to the grade for the course; they just had to pass. For this past year's groups, the scores on the CE for the questions were tied to their grade in the CI 280T course, giving them more of an incentive to respond in more detail, rather than just "passing" with a 2. Thus, there was a higher percentage of all 3's (highest score) compared to last year.

5. What assessment activities will you be conducting in the 2017-2018 AY?

During 2018-19, we plan to continue to use the following methods to measure program objectives (including some of the same ones as this year because we like to compare year to year), but will put a special focus on the exit survey responses. We will employ strategies to increase participation on the survey such as providing Debbie Young with a personal letter from the coordinator to send to graduates about the importance of filling out the survey.
- **Graduate Writing Requirement Analysis:** Objectives 1.1, 1.2, 2.1, and 4.1
- **Implementation and Analysis of Teaching Assignment Analysis:** Objectives 2.1, 2.2, and 3.2
- **Comprehensive Exam:** Objectives 1.1, 1.2, 2.1, and 4.1
- **Exit Surveys:** These will be used to assess educator dispositions, as well as students' program perceptions and recommendations.
- **Alumni Survey:** We plan to develop an alumni survey to assess graduates' retrospective view of the program and also their current leadership roles (Objectives 4.1, 4.2, and 4.3), as well as to assess their use of technology in their instruction (Objective 3.3), especially if they also earned a Certificate of Advanced Instruction in Educational Technology (CASET). This

is especially important this year as we consider program elevation to an MA in Curriculum and Instruction.

6. **What progress have you made on items from your last program review action plan?**

The M.A. in Education Action Plan for 2009-2019 is included the goals below. Progress made by the MAE-C&I program is included below each:

1. <u>**Increase the visibility of the program through newsletters, e-blasts to former credential students, updated Web sites, etc.**</u>

   To promote the MAE-C&I program, the Program Coordinator has created and distributed informational flyers about the program over the past 12 years. Flyers have been distributed by Dr. Fry Bohlin at various open houses, recruitment fairs, meetings of superintendents and district leaders, etc.

   Dr. Fry Bohlin created a Twitter account for the MAE-C&I program (https://twitter.com/Fresno_MAE_CI) and actively tweets information, student pictures, etc., to support and celebrate the MAE-C&I graduate students (and program graduates), as well as to promote the MAE-C&I program, the Certificate of Advanced Study in Educational Technology (CASET), and the Fresno Teacher Residency Program (all of the TRP students are in the MAE-C&I program). We have sent over 900 tweets and have 177 followers to date.

   The MAE-C&I website is kept updated with information about the master's degree program, as well as the Certificate of Advanced Study in Educational Technology (CASET). The website URL was updated to http://fresnostate.edu/kremen/masters-education/ma-edci.html this year.

   Dr. Fry Bohlin emails all students regularly with detailed program updates and advising notes. She also maintains a very detailed spreadsheet where the progress of all 200+ students is tracked and student information is noted. This helps with targeted and "just in time" advising and student success in the program. This is particularly important since half of the units in the program are electives, and almost no two students have the same set of electives unless they are in a cohort like TRP. In addition, nearly one-fourth of the non-cohorted students are also pursuing a CASET, which increases the number of required units by 9 for the MAE-C&I students. The TRP students are also earning at least one teaching credential, so may also be taking additional coursework.

   We are very pleased that our program is attracting a number of international students. We currently (Fall 2018) have eight international students in the program (home countries: Cameroon, China, India, Jordan, Taiwan, and Vietnam). We are also pleased that our flexible and personalized program draws Fresno State student athletes and graduate assistant coaches, as well as our own Fresno State faculty!

2. **Increase the number of courses offered in an online or hybrid format.**
   The MAE-C&I faculty noted that student success and rich, meaningful interaction among classmates and faculty is typically not as great in the online courses as in face-to-face classes, so there has not been a strong motivation to develop online courses. However, CI 225 continues to be primarily online, and some MAE-C&I students take online courses such as special online sections of CI 280T as electives. Some students take online sections of ERE 153 and ERE 220 to fulfill their research course requirements for the program, and some also take ERE 288 (often taught online) rather than CI 285 for one of their core courses.

3. **Continue partnering with local school districts to form graduate cohorts.**
   The Teacher Residency Program began in Fall 2013 as an innovative and powerful partnership between Fresno Unified School District (FUSD) and the Kremen School with S.D. Bechtel, Jr. Foundation grant support. While the initial TRP cohort did not include a master's degree, the university's first unified Multiple Subject credential (and Foundational-Level Mathematics or FL General Science credential) and master's (MAE-C&I) program was initiated in 2014, with students admitted to the master's program that fall. Since that time, 2-3 more credential/MAE-C&I cohorts have been added each year, all with support from a 5-year U.S. Department of Education 2014 Teacher Quality Partnership grant administered by FUSD.

   We continue to offer courses at times convenient for teachers, including 4-6:50 p.m. and 7-9:50 p.m. Monday-Friday, all day Saturday, and during the summer when possible.

4. **Continually revise our courses for relevance and currency.**
   MAE-C&I program faculty take this very seriously, continually updating course requirements, assignments, and resources. Appropriate and current use of instructional technologies is modeled. This is facilitated through the excellent, cutting edge computer labs in the Kremen Education Building (ED 157, ED 165, and ED 169), where most of the CASET courses and many of the ERE courses are taught.

5. **Model and infuse current technologies in our courses.**
   See (4) above. The MAE-C&I program has benefitted from its close relationship with the Certificate of Advanced Study in Educational Technology (CASET) program. Many MAE-C&I students take at least one of the courses designed for this certificate program, and a number of students elect to earn the Certificate in addition to the master's degree, providing them with documentation of their additional expertise in educational technology.

6. **Project new hires that will be needed over the next 10 years and put emphasis on recruitment as well as retaining new faculty.**
   Since 2009, the Department of Curriculum and Instruction has hired seven new faculty members, (Dr. Frederick Nelson, Dr. Libbi Miller, Dr. Mariya Yukhymenko, Dr. Trang Phan, Dr. Emy Lopez Phillips, and Dr. Earl Aguilera, and Dr. Rohit Mehta), all of whom have graduate faculty status. (Update: Dr. Miller took a position at a sister CSU campus.) We project that we will need to hire new faculty in the Department of Curriculum and Instruction to teach CI 250, CI 275, CI 285, and our CASET courses during the next 10 years when many of the faculty who were hired during the 1980s and 1990s will be retiring.

7. **<u>Maintain state and national program accreditation (e.g., CTC, NCATE, NAEYC, etc.).</u>**
All initial and advanced programs in the Kremen School of Education and Human Development received outstanding reviews during the last state (CTC) and national (NCATE) accreditation visits in March 2014. No areas for improvement were identified.

Department of Educational Leadership
Master of Arts in Education – Educational Leadership and Administration
Dr. Susana Hernandez, Department Chair

LEARNING OUTCOMES ASSESSMENT

---

1. What learning outcome(s) did you assess this year?

The Educational Leadership and Administration degree program provides two pathways for those pursuing in Masters of Arts degree in Education: P-12 Option Educational Leadership and Administration and Preliminary Administrative Services Credential and the Option Educational Leadership in Administration: Higher Education, Administration, and Leadership (HEAL). The Department of Educational Leadership at Fresno State continues to work toward elevation of two separate master's degrees in response to major changes adopted by the Commission on Teacher Credentialing and to meet the requirement of the Executive Order 1071. For the 2018-2019 academic year, our pathways have a combined total of 210 students (168 P-12; and 42 HEAL). Instruction is delivered through a cohort model; the six P-12 cohorts hold classes in partnership districts throughout the Central Valley (Fresno, Sanger, Central, Clovis, Visalia and Kings Canyon). The two HEAL cohorts operate on the Fresno State campus.

The Educational Leadership and Administration Program continues review of current course competency tasks to ensure tight alignment between the newly adopted California Administrator Performance expectations (CAPEs) and the California Administrator Performance Assessments (CalAPA), scheduled to be fully implemented in 2019-2020. Our P-12 program enters the one-year non-consequential year prior to major changes in K-12 administrator service credentialing. Beginning Fall 2019, all students enrolling in a Commission-approved preparation program will be required to demonstrate competency on three of three leadership cycle assessments as part of their preliminary administrator services requirements.

2. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?

2017-2018 Assessment Activity of the Educational leadership and Administration Program (P-12 pathway)

All P-12 full-time faculty meet monthly as an Academic Task Force to review current practice experiences, field work and performance tasks across cohorts to determine level of alignment between learning activities, work products, criteria for success and student learner outcomes, the California Administrative Performance Expectations (CAPEs). As a result of this on-going professional ad collaborative investigative approach, adjustments have been made to current assignments and new, more effective protocols, strategies, and tools have emerged to deepen understanding, integrate/transfer skills and evidence level of learning, such as use of videos for self-assessment, observations to understand/change perceptions, and build competency.

Our competency/performance-based learning and assessment system requires frequent review, reassessment and resubmission of individual student work products. Individualized feedback,

differentiated resources and additional learning experiences are integrated, as necessary to ensure administrator Candidates show competency. During 2017-2018, K-12 faculty reviewed all seven required MA credential courses to identify gaps and tighten alignment between course outcomes, CAPEs and California Administrator Performance Assessment (CalAPA), Learning Cycle assessments in preparation for 2019-2020 credentialing changes and mandatory assessment requirements.

Below is a sampling of student learning outcomes for a major assignment, Competency Task 1: School-Level Equity Audit, and includes competency task measures, indicators and standards of success, as well as results, discoveries from results, and adjustments or changes made based on the results. The task aligns with the California Administrator Performance expectations (CAPEs) and the four-part California Administrator Performance Assessment (CalAPA), Learning Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity. The assignment task and the assessment focus on analyzing multiple sources of school site/district quantitative and qualitative data to identifying equity gaps and to use the information to develop action plans for improvement that promote and support equity for all students.

Student Learning Outcomes	Competency Tasks/Direct Measures
Competency Task 1 (CT1): Equity Audit Collect multiple sources of quantitative and qualitative data to determine student access to an equitable education, including quality teachers and programs. Identify gaps, patterns and trends related to equity issues and determine potential causes Create a student profile based on archival, informal interviews and observation data Develop Problem Statement to define the need (achievement and/or well-being) Develop three (3) high-leverage, measureable actions based on sub-group audit and student profile findings to increase equity, address the identified needs of the sub-group and raise students' academic achievement	Written Narrative: Data Collection Summary (Criteria for student success and scoring rubric) Written Narrative: Equity Gap Analysis, Potential Causes and Problem Statement (Criteria for student success and scoring rubric) Scoring Rubric Indicator: Meets Competence on 3-point rubric. 100% of students evidencing Competent for each student success criterion on the scoring rubric

3. What did you discover from the data?

Discovery from the Data
Results for this assessment project were derived from n=153 master's students who completed a multi-step task assessed for competence using a rubric. This performance task was in direct

alignment with CAPES and the newly developed California Administrator Performance Assessment (CalAPA) – Leadership Cycle 1, All 153 students enrolled in the P-12 pathway EAD 274 course during the 2017-2018 academic year completed the task. This task required students to (a) collect data and artifact as part of a standard equity audit, (b) complete multiple informal, unobtrusive observations, (c) analyze data and (d) complete a narrative written response that include next step actions intended to close and work toward elimination of equity gaps.

All major assignments also require students to meet competency. Competency for this task was determined by a rubric. All major assignments in the program require peer discussion and review prior to submission. As with all major program assignments, students are expected to redo any areas of the task not meeting competency and resubmit the assignment until student performs at a competent level. Approximately 10% (n = 15) of the 153 students had to revise elements of the assignment and resubmit. Most revisions were due to lack of depth, clarity or measurability of submitted action plans. All 153 students achieved competence by the end of the course.

The following are the relative strengths and weaknesses that emerged from analysis based on analytical rubric data and student and faculty interview and feedback data.

Relative strengths:
- Continue focus on facilitation and planning and data collection and analysis in earlier program courses (before EAD 274).
- Locate and utilize a variety of electronic sources and resources to collect quantitative data needed to determine student access to an equitable education, including quality teachers and programs.
- Generate relevant questions and gather evidence through informal interviews
- Understand purpose and significance of equity audit as a method to help identify gaps in quality of programs, teacher access and student achievement
- Analyze year-to-year disaggregated student achievement data when presented in graphs
- Developing ability to apply systems-lens to problem solving
- Recognize areas of growth in order to address inequities
- Eager to learn about best practices around equity and tiered systems of response

Relative Weaknesses:
- Attention to rubric detail in narrative responses.
- Available data and document collection and analysis, in many cases, is limited to Candidate immediate stakeholder group or classroom level, which created a steeper learning curve for candidates to locate and analyze useful data required for an effective equity audit.
- Understanding what system wide data is needed to audit a system.
- Develop a strong Problem Statement required to clearly define the need (achievement and/or well-being)
- Develop high-leverage, measureable actions to address inequities. Many actions either resembled tasks or were actually broad goals.
- Determine how to effectively measure progress and achievement of selected actions- including the who, what, when and why of communication.

- Locating and interpreting qualitative data to determine school/district intent and gaps between desired results and actual outcomes.
- Locating and interpreting Board policies and/or government regulations and laws related to equity in education.

Changes made as a Result of Data Analysis

Assessment data collected from EAD 274 instructor feedback and assignment analysis provided valuable data and information to drive curricular decisions and course revisions in alignment with the newly adopted performance and content standards and CTC assessment in order to obtain a Preliminary Administrative Services Credential:

- Maintain knowledge and skill development of non-judgmental data collection in earlier courses in the program sequence (EAD 261, 272, and 280T).
- Provide authentic modeling of performance skills and structure for peer review of assessment artifacts using analytical rubrics.
- Throughout coursework prior to EAD 274, reference and connect P-12 standards, instruction and assessment conversations to CAPEs, equity and high-leverage action planning,
- Continue to embed opportunities for students to research, collect and analyze a variety of actual data and information related to programs, student achievement, teacher expertise and student behavior in all prerequisite courses
- Begin with the why behind equity audits and make clear connections to equity to support the whole student- academically and emotionally
- Incorporate and require use of real data to make practice experiences relevant to their current position and schools.
- Continue to embed Board policies, laws and government guidelines into first semester courses (EAD 261, EAD 272 and EAD 280T)
- Provide targeted support for students who struggle to meet competency on tasks intended to prepare students for CalAPA assessments involving data analysis and plans for improvement

EAD 274: Instructional Systems and Leadership for Equity
Competency Task 1: School-Level Equity Audit (Field Experience)
(CAPEs 1A; 1C; 2B; 3B; 5B; 5C)
Grading Rubric

1 – Not Competent	2- Somewhat Competent	3- Competent
Criteria	**Descriptors**	**Competency Level 1-3**
Content: Overall	Audit demonstrates ability to gather, analyze and use data to assess current practices, identify gaps, recognize opportunities and plan actions to support the academic achievement of all students, including English Learners and students of poverty. Audit is conducted using a value added, rather than deficit approach, to identify areas for improvement.	
Content: Data Analysis	Data is disaggregated and used to analyze programs, policies and procedures and to identify equity gaps for English learners, students of	

	poverty or other significant student subgroup. Table and charts and descriptive summary of findings show strengths and areas for growth and improvement.	
Content: Teacher Indicators	Analysis of teacher quality equity indicators include teacher education, experiences, mobility and certification.	
Content: Programme Indicators	Analysis of programmatic equity indicators include Special education, gifted/talented education, bilingual education and student discipline.	
Content: Achievement Indicators	Analysis of achievement equity indicators, include state/district achievement test results, behavior records, dropout rates, high school graduation rates, and SAT/ACT/AP/IB results.	
Content: Student Profile	An individual student profile provides context and includes student background information, educational history, academic/behavior history, cultural/language and interests, as well as areas in need of attention. Observations of the student and adults in structured and unstructured situations attempt to identify factors that may contribute to the individual student's poor performance and/or lack of sufficient progress. Student voice is clearly and factually written to identify perceived factors that may contribute to student poor performance and/or behavior	
Content: Goals, Vision	Identified goals to support and increase equity for the specific sub-group are measurable, clearly linked to the district's vision and establish the purpose toward which improvement strategies are directed.	
Content: Improvement Actions and Systems	High leverage, measureable actions support and encourage equitable practices and create a culture that appreciates and respects diversity. Improvement actions include strategies to increase equity consciousness among teachers and applies a plan-do-study-act a cycle of continuous improvement	
Content: Board Policies, Regulations/Laws	Summary includes discussion on Board policies and/or government regulations and laws related to equity in education	
Structure, Grammar and Organization	Written response applies appropriate grammar, punctuation and APA guidelines, including	

citations, References, Appendix and data tables/charts.	

2017-2018 Learning Outcome Assessed Across P-12 and HEAL Pathways

The department of Educational Leadership and faculty in the Educational Leadership and Administration Program focused on assessment activity relate to SLO 6.1 *Graduates, as education leaders, will assess and appropriately and effectively respond to, influence and leverage the political, legal, economic, and cultural contexts.* Assessment activity centered on the assessment of Assessment activity centered on the assessment core competency area, specifically, we assessed student learning on ability to identify and analyze their individual organization using four mental models: structures, culture, politics and human capacity or human resources. Measurements included a multi-media Organization Profile presentation and a written reflection and analysis of learning.

Instrument Used to Assess Outcome

All sections of *EAD 261: Introduction to Educational Administration* in Fall 2017 and Spring 2018 were selected to conduct this assessment task. EAD 261 was selected because all enrolled students were in their first semester of their first year of their graduate program.

Student Learning Outcomes	Competency Tasks/Direct Measures
Develop an organizational profile using the four frames (structures/systems, human resources/people, culture and politics) to analyze your organization and leadership roles, responsibilities and leadership styles.

Create and deliver a presentation based on findings using powerpoint slides and detailed graphics. Presentation should graphically depict the organization using the four lens (frames) and include, but not be limited to: the organization's structure, political challenges, power, motivation, capacity building opportunities, resources, problem solving/decision making structures, vision/mission, goals, operating systems, cultural artifacts.

Complete a written analysis of the organization using the four frames and leadership styles. Reflect on learning and discuss how use of the four frames will assist you in your work within your organization. | Multi-media Presentation-School Profile (Criteria for student success and scoring rubric)

Written Narrative-Analysis and Reflection on Learning (Criteria for student success and scoring rubric)

Scoring Rubric Indicator: Meets Competence on 3-point rubric.

100% of students evidencing Competent for each student success criterion on the scoring rubric |

4. What changes did you make as a result of the data?

Results

Results for this assessment project were derived from n=180 master's students who completed a multi-step task assessed for competence using a rubric. This performance task was in direct alignment with CAPES. All 142 first semester students enrolled in the P-12 pathway and 38 HEAL students enrolled in EAD 261 course during the 2017-2018 academic year completed the task. This multi-step task required students to (a) examine school vision, mission and goals, (b) identify and describe major elements of the organization using four mental frames (c) create and present a multi-media overview of the organization, and (d) complete a written narrative on findings and on the experience.

All major assignments in the program require students to meet competency. Competency for this task was determined by a rubric. As with all major program assignments, students are expected to redo any areas of the task not meeting competency and resubmit the assignment until student performs at a competent level.

HEAL Pathway

Results for this assessment project were derived from n=38 master's students in EAD 261 in Spring 2018. Results showed 100% of students met competency with n=3 (8 %) of students requiring resubmissions before response met competency.

P-12 Pathway

Results for this assessment were derived from n=142 master's students in Fall 2018 (n=81) and Spring 2017 (n =61). Results showed 100% of students met competency with n=12 (8%) of students requiring resubmissions before response met competency.

Discoveries from Results

- Students appeared to be genuinely interested in knowing more about their organization.
- Students demonstrated the ability to mine data, analyze documents and synthesize information to determine unique characteristics of a self-selected system.

- Use of the four mental frames provided students with a user-friendly model by which to better understand major aspects of effective organization structures, human capital, culture, leadership and politics
- Students recognized the interrelated, multi-dimensional connections between and among components of complex systems.
- Opportunities to share presentations with multiple teams provided the opportunity to clearly define a system, exchange ideas and gain an appreciation for diversity across multiple organizations and systems.

These results show that graduate students in the department of Educational Leadership demonstrate effective assessment and analysis competencies. In addition, results from this assessment activity assist faculty in guiding students in specific areas of growth and development and data collection and analysis techniques and methods.

The following are the relative strengths and weaknesses that emerged from analysis based on the rubric. Individual relative strengths and weaknesses were shared with students completed rubrics and one-on-one feedback sessions when students failed to meet competency.

Relative strengths:
- Identify and define major elements of each of the 4 frames
- Apply the four frames to describe the culture, structure, politics and human capacity of their organization
- Identify and describe elements that help define the organization's culture
- Identify and describe various leadership roles and responsibilities within the org.
- Examine opportunities for stakeholder growth and development and opportunities for advancement

Relative Weaknesses:
- Relate political elements of an organization, such as prioritization of limited resources, to organization vision and goals. This is due to lack of knowledge about the system, its purpose and function
- Examine, in depth and make connections between the organization's vision, mission and goals
- Understand systems within the organization or department due to the level of complexity and interconnectedness of the parts to the whole
- Analyze key initiatives and alignment to policies and law that drive important decisions

Changes made as a Result of Data Analysis

- Assessment data collected from the EAD 261, Competency Task 1 were used to improve instructional delivery of information, data collection methods and application of new skills, including; (a) additional examples of mental frames and identification of elements prior to independent investigations, (b) modeling systems thinking (c) incorporate simulations as a means to identify and make connections between theory and practice, especially as it relates to effective organization development, and (d) incorporate peer sharing opportunities during discovery and investigation steps

Competency Task 4: Organization Profile
Grading Rubric

1 – Not Competent	2- Somewhat Competent	3- Competent
Criteria	**Descriptors**	**Competency Level 1-3**
Content; Purpose and Background	Introduction explains the purpose for the presentation. Presentation includes discussion on the organization vision and mission/goals and the role they play in planning and achieving success.	

	Overview of organization and surrounding community helps to build context	
Content: Presentation Structure and Organization	Introduction emphasizes the "human quality" of the organization Simple graphics explain the organization or dept. structure	
Content: Demographics and Achievement Data	Presentation graphically displays, cites and verbally explains demographic and achievement data. Examples of current types of data collection included.	
Content: Initiative Alignment to Org Plans	A brief overview of current important initiatives is provided. Visuals explain relationship between initiatives and improvement plans.	
Content: Employee Capacity-Building and Shared Decision Making	Presented data includes staffing, professional learning and training and support systems for new and struggling teachers Available opportunities for employee collaboration and decision making are included	
Presentation: Organization, Graphics	Presentation is logically organized, succinct, accurate and viewer-friendly. Information is presented in logical, interesting sequence. Graphics explain and reinforce text and presentation.	
Content: Written Summary	Written reflection demonstrates thoughtful consideration to the learning process, presentation content and delivery style. Areas for improvement in information gathering, analysis and/or presentation are discussed, as well as actions the Candidate intends to take to build capacity in data collection, analysis and communication. Strategies are presented for use of a school profile to communicate information to stakeholders groups (students, teachers, parents and community).	
Structure, Grammar and Organization	Written narrative applies appropriate grammar, punctuation and APA guidelines.	

5. What assessment activities will you be conducting in the 2017-2018 AY?

Assessment Activities in 2018 - 19 Academic Year

- A department goal for 2017-18 submitted on our Annual Report to the Provost was: Elevate the Educational Leadership and Administration option (P-12 Pathway and HEAL Pathway) of the Master of Arts in Education to two independent degrees within the Department of Educational Leadership; and work on the development of two new SOAPs in coordination with elevating the Educational Leadership and Administration option (P-12 Pathway and HEAL Pathway) of the Master of Arts in Education to two independent degrees.
- A department goal for 2017-18 submitted on our Annual Report to the Provost was: Continue P-12 Academic Task Force cycle of review work: review, revise and create (as needed) competency and foundation course tasks in alignment with recently revised California Administrator Performance Expectations (CAPEs) and the newly developed California Administrator Performance Assessment (CalAPA) for a Preliminary Administrative Services Credential Preparation Program.
- The culminating master's degree program will be a focus of program-wide assessment activity.
- Implement the newly developed digital platform for EAD 298, by all faculty advising Master's Degree Research Projects, and revise the digital platform as appropriate based on feedback at the end of each semester (Fall 2018 and Spring 2019).

Other goals:
- Provide yearlong quality induction and support to three new tenure-track faculty hires.
- Develop two digital platforms, one for students and one for faculty, to access all
- department and program policies, procedures, etc.
- Continue effective recruitment methods that result in high yield and expand and sustain strong district and college/university partnerships.

P-12 Pathway Assessment Activities in the 2018-2019 AY

- Continue a cycle of review for each Competency Task in EAD 261, EAD 272, EAD 280T, EAD 274, EAD 262, EAD 263 and EAD 269 and further refine the criteria for success scoring rubrics.
- Come to consensus on Pathbrite Program Portfolio competencies; build faculty and student capacity in the use of Pathbrite Educational Leadership and Administration Program Portfolio, and initiate department depository of CalAPA Leadership Cycle assessments with fall 2019 cohorts for CAPE competencies
- Develop a system for documenting PASC District Mentor work in Pathbrite Program Portfolio and assessment review.
- Encourage early adoption of Canvas platform to replace Blackboard as delivery platform for EAD courses, beginning Spring 2019.

HEAL Pathway Assessment Activities in the 2017-2018 AY
Initiate development of the Comprehensive Exam as a culminating experience option for HEAL pathway in alignment with P-12 pathway.

6. What progress have you made on items from your last program review action plan?

Progress from Last Program Review Action Plan

Our program participated in an Accreditation review process under which our program was evaluated by two external bodies, NCATE and CCTC, during the 2013-2014 school year. This review and evaluation process included an on-site visit and review of our program from April 6 – 8, 2014. NCATE findings revealed that **all six NCATE standards** were **fully met**, and **no areas for improvement** (AFIs) were indicated. CCTC findings revealed that **all of our program standards** were **fully met.**

Our program participated in the MA in Education University Program Review in Fall 2016. Electronic documents for the review can be accessed at http://fresnostate.edu/kremen/cctc/noncred/review.html. University Graduate Review Committee gave commendations and had no areas for improvement.

The Educational Leadership and Administration Program submitted a Program Review to the Commission on Teacher Credentialing (CTC) Accreditation Team in December 2016 to meet the new Program Standards for the Preliminary Administrative Services Credential (PASC). Program Review electronic documents can be accessed at the following weblink: http://.fresnostate.edu/kremen/cctc/admin/eadprogramreview.html

Please note: Due to Safari limitations, and for best results, it is highly recommended that Firefox or Chrome be use to open links to documents contained in this review.

In Spring 2017 we received feedback from CTC Accreditation stating that based on our Program Review submission, **our program** was deemed **fully aligned.**

As faculty, we will continue to execute our Closing the Loop Process outlined in our SOAP, whereby in this cyclical process our data is changed into information to enable all levels of our system (candidate, program and unit) in identifying areas of strength and areas for growth and improvement. These identified areas will inform our next steps and drive future decisions (i.e., whether to change or eliminate a process, course, or program; shift allocation of resources; create, change and/or eliminate a policy or procedure, etc.). This process also supports us in sustaining a program of high quality, which was acknowledged and recognized by our external reviewers.

However, as stated in the opening section of this Assessment Report under **Context**, the Department of Educational Leadership faculty are pursuing a course of action to elevate our option, Educational Leadership and Administration*,* in the Master of Arts in Education, to two independent master's degree programs. This work is expected to be completed by the end of the 2018-2019 academic year in conjunction with on-going integration of California Administrator Performance Assessment (CalAPA) components. Progress regarding this elevation and integration occurs monthly as evidenced by the work already completed by the Academic Task Force and HEAL Teams to date. This work continues as described in the **Context** section of the report.

During the 2017-2018 year, the Department of Educational Leadership executed the following actions to address the primary issue and opportunities for improvement:
Alignment between ERE 220 instructors, timelines and communication systems, including professional development regarding what sound preparedness means as well as the specific outcomes including work products expected as a result of Educational Leadership and Administration Program students' active participation in this course.

SOAP: Learning Outcomes, Instruments, and Assessment Methods

The SOAP for the Educational Leadership and Administration Program remains under construction to reflect transition to the new California Administrative Services Credential (ASC) program standards, revised CAPEs, implementation of the CalAPA, and a proposal for HEAL as a separate master's degree, in light of Executive Order 1071. Therefore, strong alignment of our latest documented SOAP and our program's current specific assessment activity (student learning outcomes, instruments, and assessment methods) does not exist. The competency assignment and embedded field work scores have been further refined and adjusted to align with the additional changes in CAPEs (2017) and on-going CalAPA assessments refinement (2017-2018). Competency tasks and task criteria for student success will continue to be reviewed and revised as appropriate, post CalAPA implementation results and feedback May 2019.

Direct measures and assessment methods indicated on our latest documented program, SOAP, alignment of learning tasks to CAPEs as the new CalAPA assessments and credentialing requirements begin will transfer to the new SOAPs under construction.

The Graduate Writing measure is used across both pathways (P-12 and HEAL). Beginning Fall 2018, students will respond to a prompt related to their own attitude toward persons of different races, socio-economic status, cultures, religions and ethnic backgrounds as well as their attitudes toward sexual orientation and individuals with disabilities and how these attitudes and actions support or diminish the goal to ensure that all students receive equitable access to education (CTC 6.d.6; NCATE 1.2, 1.5, 1.6, 1.8, 4.1)

Alignment of P-12 tasks, assessments and measures will continue in preparation for full, accountable implementation of the California Administrator Performance Assessments (CalAPA), Fall 2019.

Department of Counselor Education and Rehabilitation
Master of Science in Counseling (Option in School Counseling)
Master of Science in Counseling (Option in Student Affairs and College Counseling)
Dr. Gitima Sharma and Dr. Soua Xiong

LEARNING OUTCOMES ASSESSMENT

___

1. What learning outcome(s) did you assess this year?

SLO: Reflect upon the ways in which providing counseling transformed their current perspectives, biases, stereotypes, and sense of "self".
SLO: Expand their capacity to embrace and appreciate diversity through receiving opportunities to connect with college students who might be different than themselves in relation to gender, sexual orientation, ethnicity, religion etc. in a more genuine and meaningful manner.

2. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?

All students in the School Counseling and SACC program options undergo evaluation throughout their coursework, most notably through course assignments and counselor disposition assessment in COUN 208. Two reflective essays were completed by all students to assess student progress and development. The first reflective essay was completed at the beginning of the semester and the second reflective essay was completed at the end of the semester. In addition, all students in the School Counseling and SACC program options undergo a Clinical Review in COUN 208 in which a dispositional assessment of professional fit is conducted. Specific to the two outcomes examined for this assessment report, the following dispositions were examined: Reflection, Valuing Diversity, and Collaboration.

Following is the information about the reflection essay:
Students are required to submit three reflective essays (3 to 5 pages each) on following three themes with follow-up questions that might aid the process of reflection:

Beginning of Semester Reflective Essay
a. Describe your underlying purpose behind pursuing a Masters degree in Counseling.
b. What are some of your short-term and long-term goals?
c. Highlight your unique strengths and weaknesses that might influence your effectiveness as a school counselor or student affairs professional.

End of Semester Reflective Essay
a. In this class, you had opportunities to deeply listen to and encourage college students through individual counseling. Do you believe you had an impact on the lives of students you met and on larger community? In what ways?
b. What insights have you gained about yourself through engaging in this class and your role as a counselor/therapist?
c. What do you envision for yourself in next few years including the areas you want to continue

to grow in as counselors-in-training?

The Reflective Essays receive "A" if they reflect thoughtful personal introspection that enhances your insights regarding your personal and professional identity (CACREP II.G.1.d).

A copy of the Counselor Disposition Assessment is attached. This includes all the dispositions measured, corresponding items, and rubric.

3. What did you discover from the data?

Students wrote 3 to 5 pages of reflection essays twice a semester. They all wrote in-depth reflections on their vision as counselors, unique strengths, specific concerns, weaknesses, self-care plan, and professional development plan. They enjoyed working on the reflection essays and in a group-session processed the insights and stronger sense of purpose, meaning and identity that they gained as result of engaging in this assignment. A total of 16 students wrote reflection essay in Spring 2018 and all received an "A".

In Spring 2018, all students enrolled in the COUN 208 Individual Counseling Practicum course were evaluated by the Counselor Education programs' Clinical Review Committee. A total of 27 students in the School Counseling and SACC program options were evaluated. Overall, all students were rated as "meet expectations" or "exceeds expectations" across all behavioral indicators for Reflection, Valuing Diversity, and Collaboration. A rating of 2 (meets expectations) or 3 (exceeds expectations) is the programs' benchmark for making satisfactory developmental progress in all areas.

It is also important to note that there were no behavioral indicators from the Reflection disposition marked "not observed". However, there were two behavioral indicators from the other two dispositions with high percentages of "not observed" responses from the evaluators. From the Valuing Diversity disposition, the following behavioral indicator received a high percentage of "not observed" responses ($n = 14$, 51.9%): "(Field placement) Accommodates all clients, including those from diverse backgrounds, experiences, and cultures". From the Collaboration disposition, the following behavioral indicator received a high percentage of "not observed" responses ($n = 13$, 48.1%): "(Field Placement) Collaborates with community partners and agencies in all phases of intervention when possible".

4. What changes did you make as a result of the data?

Findings from the assessment activities were reviewed, discussed, and helped guide planning during program and department meetings. Based on the assessments, program faculty teaching COUN 208 are encouraged and recommended to incorporate reflective essays as part of their assessment of the students in the course. Ensuring that all assessment activities in each course aligns with the learning outcomes are an ongoing discussion in the department.

With regards to the Counselor Disposition Assessment, the two behavioral indicators with high percentages of "not observed" ratings were behaviors during field placement. Most students enrolled in COUN 208 have not completed or are not concurrently enrolled in field placement.

Therefore, any behavioral indicators related to field placement may not be observed. Given this, the Counselor Disposition Assessment will be reviewed and discussed at program and department meetings to ensure that behavioral indicators, assessment schedule and timeline are appropriate.

5. What assessment activities will you be conducting in the 2018-2019 AY?

The M.S. in Counseling programs (Option in School Counseling and Option in Student Affairs and College Counseling) will continue assessing students' skills, knowledge, and dispositions during COUN 208 (practicum).

6. What progress have you made on items from your last program review action plan?

No progress.

Counselor Disposition Assessment

Dear CER Faculty and Clinical Supervisors,
Please complete the following Counselor Disposition Assessment. The descriptors are listed as evaluation guidelines for each of the dispositions. Included with each disposition are examples of behavioral indicators. Each indicator is offered as a suggested behavior, and not as a conclusive determining factor.

1. **Name of Candidate** *

   _____

2. **Indicate which course enrolled:** *
   Mark only one oval.

   ( ) COUN 208
   ( ) COUN 238
   ( ) COUN 239
   ( ) REHAB 238
   ( ) REHAB 239
   ( ) COUN 219
   ( ) COUN 249

Please check the appropriate box for each of the dispositions.

Rating Scales: 0 = not observed   1 = inadequate 2 = meet expectations   3 =exceeds expectations

3. **Reflection. Examples of behavioral indicators include, but are not limited to:** *

Mark only one oval per row.

	0	1	2	3
Continually evaluates the effects of his/her choices and actions on others (e.g., students, clients, families, and other professionals in the learning community).	◯	◯	◯	◯
Applies, assesses, reflects upon, and adjusts counseling strategies to different needs of clients	◯	◯	◯	◯
Accepts and incorporates suggestions in subsequent practice.	◯	◯	◯	◯
Demonstrates accurate self-analysis regarding one's own strengths and weaknesses.	◯	◯	◯	◯
Collects accurate data and incorporates it into the reflective process.	◯	◯	◯	◯
Is open to corrective feedback.	◯	◯	◯	◯

4. **Critical thinking. Examples of behavioral indicators include, but are not limited to:** *

Mark only one oval per row.

	0	1	2	3
Utilizes assessment data to adjust counseling approaches, consultation practices, or program implementation.	◯	◯	◯	◯
Counselor work (e.g., case studies, group process evaluations, article critiques) indicates an ability to identify problems and solutions.	◯	◯	◯	◯

5. **Professional ethics. Examples of behavioral indicators include, but are not limited to:** *

Mark only one oval per row.

	0	1	2	3
Recognizes the importance of research to inform counseling for students and clients with diverse needs.	◯	◯	◯	◯
Shows commitment to ethical conduct.	◯	◯	◯	◯
Actively advocates for peers and clients, and encourages self-advocacy.	◯	◯	◯	◯
Works within the system to meet the needs of students/clients and their families.	◯	◯	◯	◯
Respects confidentially.	◯	◯	◯	◯
Solicits and gives thoughtful consideration to alternative and contradictory opinions.	◯	◯	◯	◯
Maintains a positive working relationship with peers in practicum/field placement with school/agency personnel.	◯	◯	◯	◯
Views clients as partners in the educational and counseling process.	◯	◯	◯	◯
Exhibits care for quality in the preparation and implementation of work responsibilities.	◯	◯	◯	◯
Adheres to ethical standards for counselors.	◯	◯	◯	◯

6. **Valuing diversity. Examples of behavioral indicators include, but are not limited to:** *

Mark only one oval per row.

	0	1	2	3
Diagnose clients' needs by interpreting data from diverse sources (e.g., formal/informal assessments, student/client behavior and feedback, and collateral responses)	◯	◯	◯	◯
Develop intervention plans compatible with diverse needs of clients.	◯	◯	◯	◯
(Field placement) Accommodates all clients, including those from diverse backgrounds, experiences, and cultures.	◯	◯	◯	◯
Respects clients as individuals with differing personal and/or professional backgrounds and various skills, talents, and interests and is sensitive to community and cultural norms.	◯	◯	◯	◯

7. **Collaboration. Examples of behavioral indicators include, but are not limited to: ***

Mark only one oval per row.

	0	1	2	3
Demonstrates the ability to work creatively and collaboratively with colleagues, clients, families, and the community	◯	◯	◯	◯
Values clients as full partners in the counseling/educational process	◯	◯	◯	◯
(Field Placement) Collaborates with community partners and agencies in all phases of intervention when possible.	◯	◯	◯	◯
Works well with others to develop opportunities for peer and student learning.	◯	◯	◯	◯
Plans and collaborates to ensure that appropriate supports for smooth transitions are in place.	◯	◯	◯	◯

8. **Life-long learning. Examples of behavioral indicators include, but are not limited to: ***

Mark only one oval per row.

	0	1	2	3
Seeks out opportunities for professional development (e.g., attendance at workshops, in-service trainings, conferences) using the information learned to improve counseling practice.	◯	◯	◯	◯
Seeks out opportunities to serve the school, students and community (e.g., extracurricular activities, student associations).	◯	◯	◯	◯
Demonstrates a positive attitude toward learning.	◯	◯	◯	◯
Demonstrates intellectual and academic curiosity.	◯	◯	◯	◯
Maintains membership in professional organizations.	◯	◯	◯	◯
Personal philosophy statement includes goals for professional development.	◯	◯	◯	◯
Presents on an area of expertise or interest to teachers, community, profession, and/or parents at local, state, national or international conferences or trainings.	◯	◯	◯	◯

9. **Please include any comments and/or recommendations. THANK YOU FOR YOUR TIME AND CONSIDERATION!!!**

_____

_____

_____

_____

_____

Department of Counselor Education and Rehabilitation
Clinical Rehabilitation and Mental Health Counseling (CRMHC)
Marriage and Family Child Counseling (MFCC)
Dr. Alicia Becton and Dr. Chris Lucey

LEARNING OUTCOMES ASSESSMENT

---

1. What learning outcome(s) did you assess this year?

The CRMHC and MFCC programs assessed one goal across two objectives encompassing effective practice among counseling students in collaborative and interdisciplinary environments. According to the Student Outcomes Assessment Plan (SOAP) listed on the university website, the goal and objectives were as follows:

SLO (Goal): Prepare professional counselors to practice effectively in collaborative and interdisciplinary environments.
SLO 2.5: Apply professional counseling expertise under direct supervision
SLO 2.6: Demonstrate essential interviewing, counseling, including group work, and case conceptualization skills as well as evaluation of interventions

2. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?

The CRMHC and MFCC programs used a variety of instruments including data from
a. CRMHC SOAP rubrics (i.e., Rehab 211-Case Conceptualization Rubric, REHAB 237- Case Study Rubric, Rehab 268C-Case Note Rubric, REHAB 265- Community Resource Project, Rehab 238 and Rehab 239- Counselor Trainee Evaluation,
b. MFCC SOAP Rubrics (i.e., COUN 200, 201, 202, COUN 208- Evaluation, COUN 232, COUN 233, COUN 234a-c, COUN 238, COUN 239),
c. the comprehensive examination,
d. the clinical review assessment form,
e. counselor dispositions (MFCC) assessment, and
f. supervisor/employer evaluations (MFCC).

For reference, all rubrics and surveys are attached below in Section 6 under additional guidelines.

3. What did you discover from the data?

CRMHC
SLO 2.5 In the area of applying "professional counseling expertise under direct supervision" students scored "Above Average" in REHAB 238-Practicum and 239-Internship, and "competent" in REHAB 268. As such, data for eleven students and nine students represent completion of the REHAB 238-Practicum and REHAB 239-Internship experience, respectively.

Specific items were assessed from the Counselor Trainee Evaluation form for REHAB 238-Practicum and REHAB 239-Internship.

Using item A6 "use of background information" on the Counselor Trainee Evaluation as an assessment, the average rating was above average in Practicum (X=4.45) and Internship (X=4.78). Item A11 "counseling theory and techniques", reflected scores above average in Practicum (X=4.18) and Internship (X=4.89). After assessing item E2 "interpersonal relations with agency staff and supervisors" on the counselor trainee evaluation form as an assessment, the average rating was above average in Practicum (X=4.72) and Internship (X=4.89). The CRMHC program has strengthened the curriculum by using the REHAB 237 (Pre-Practicum) as an experiential opportunity where students can observe prior to applying knowledge and skills during the field experience courses (i.e., REHAB 238, 239, 268).

In REHAB 268, students (N=8) in Fall 2017 scored in the "Competent" and above range relative to Case Notes (X=4.25), and "Proficient" also above range relative to professional counseling under direct supervision (X=2.69). Students (N=9) during Spring 2018 scored in the "Excellent" relative to Case Notes (X=3), and exemplary in professional counseling expertise under direct supervision. Overall, faculty expected 85% of students would score above average in the identified areas due to the nature of the class working closely with Department of Rehabilitation clients. Please note the instructor value change on the assigned Likert scale to the Case Note Rubric. Exemplary-3, Proficient-2, and Developing-1.

SLO 2.6 In the area of essential interviewing, counseling, including group work, and case conceptualization skills as well as evaluation of interventions data from REHAB 204 and 211 utilizing the Case Study Rubric suggest students are "developing" and "achieving," data from REHAB 237-Progress Report-Case Note and 268-Client Case Report suggest students are scoring in the "competent" range or above average, data from REHAB 265- Community Resource Project students are scoring in the "superior" range or above average, and students continue to score above average in REHAB 238-Practicum and REHAB 239-Internship according to items A9, A14, A18, and A19 on the Counselor Trainee Evaluation form.

Specifically, in REHAB 204, mean scores for content of presentation (X=33.7), professional approach including reflexive practice (X=42.3) and logistics of practice (X=8.6) denotes that students (N=20) are scoring mostly in the "developing" range. For this course, students were provided recommendations and sample intake and evaluation documents. Instructors sought consultation in order to improve scores of "developing" to "achieving" range.

In REHAB 211, mean scores in content of presentation, professional approach including reflexive practice, and logistics of practice denotes students (N=13) scored in the "achieving" range during Fall 2017. The one student who scored in the developing range was given another assignment and individual work with the professor to help achieve the achieved range. The standard was met by the end of the Fall 2017 semester. During Spring 2018 semester, the data revealed students (N=24) scored on the achieved range. For this course, students met with faculty for feedback and watch counseling techniques performed by counselors (i.e., individual counseling, group counseling).

In REHAB 237 (N=28), mean scores in counseling, referral, monitoring and follow-up were X=4.01); assessment of current medical conditions (X=4.01), and problem identification and prioritization (X=4.01). It should be noted that six students in REHAB 237 were provided recommendations and offered suggestions to improve original score of assignment. Students were also encouraged to attend the writing studio prior to resubmission.

In REHAB 265 (N=14), mean scores in depth of reflection were "superior" or above average (X=28.6), and "sufficient" in evidence and practice (X=11.25). Approximately 30% of students were unable to provide strong evidence of synthesis of ideas related to assignment. It should be noted that after assessment of the SOAPs and outcomes based on data the faculty plan to remove REHAB 265 from the identified SLOs since it does not explicitly assess the specific areas identified.

In REHAB 268, students (N=8) in Fall 2017 in interviewing, counseling, including group work, and case conceptualization (X=2.69) scored "proficient" and above. It should be noted that five students were provided recommendations and offered suggestions to improve original scores assigned. In Spring 2018, students (N=9) in interviewing, counseling, including group work, and case conceptualization did exceptionally well (N=5)

In REHAB 238 (N=11) and 239 (N=9), using item A9- use of intake information including biopsychosocial history on the counselor trainee evaluation form as an assessment, the average rating was above average for Practicum (X=4.52) and Internship (X= 4.44). It should be noted that five of the respondents (site supervisors) in REHAB 238 marked non-applicable "N/A." The N/A rating could result from the site supervisor having limited information to make an assessment and/or result from the type of setting in which the practicum is completed (e.g., case management, job development, clinical practice). By using item A14- use of multicultural counseling competencies as tied to case conceptualization, the average rating was above average for Practicum (X=4.91) and Internship (X=4.89). After assessing item A18- use of evidence based culturally sensitive practices, the average rating was above average for Practicum (X=4.16) and Internship (X= 4.33). Item A19- engaging in appropriate use of diagnosis during crisis and trauma yielded an average rating for Practicum (X=3.56) and Internship (3.88). It is important to note that site supervisors marked N/A for Item A19 in Practicum (n=8) and Internship (n=2).

Comprehensive Exam
Using data from the comprehensive examination, during Fall 2017, six students in CRMHC took the examination and passed resulting in a 100% pass rate, and 24 students in MFCC took the examination during the Spring 2018. In Spring 2018, two students in CRMHC took the examination, in which two passed resulting in 100% pass rate. The results from the MFCC Comprehensive Exam of Spring 2018 yielded a 75% pass rate (6 out of 24 students who took the exam did not pass). While those who passed, the exam did well in the most important issues (crisis, legal and ethical issues), a notable weakness was the student's responses across the board was their treatment planning abilities.

During the Fall and Spring examinations, students in CRMHC were presented with five vignettes in which students are required to write on three out of the five. Vignettes include case

conceptualization relative to rehabilitation counseling, diagnosis and assessment measures, and theories and techniques overview. Additionally, ethical dilemmas that involved diversity issues including but not limited to race, sexuality, religion/spirituality, age, personal/professional values, and education in which they were responsible for writing about the cultural, legal, ethical, and clinical factors associated with the case. Students enrolled in MFCC also respond to a clinical vignette and respond in essay form to address the following: family's strengths, diversity issues, ability to properly diagnose, crisis issues, legal issues, ethical issues, systemic assessment and treatment planning.

Students are strongly encouraged to meet with their advisors prior to registering for and taking the examination in order to review necessary accommodations that might be needed through Services to Students with Disabilities (SSD), assess strengths and weaknesses (e.g., knowledge of content, but being able to succinctly demonstrate knowledge and skills within a specific time frame for the exam), discuss test-taking strategies (e.g., practice engaging in timed writing responses), etc.

For any failed attempt, students must meet with program faculty prior to re-registering for the examination. Students are also provided with a packet of material including scholarly resources, sample questions, and student responses-all identifying information is removed (questions from previous years are not in rotation to appear on the examination; prior student responses are offered, so that students obtain an idea for the type of depth and citing of resources needed to in the allotted amount of time). Students are strongly encouraged to attend a review session in order to gain familiarity with the structure of the examination and knowledge domains, which aligns with the national accreditation through the Council of Accreditation for Counseling and Related Educational Programs (CACREP). The knowledge domains/core content areas for national accreditation can be accessed via the CACREP website https://www.cacrep.org/.

Clinical Review
CRMHC
Using data from the clinical review tool to assess SLO 2.5-professional counseling expertise under direct supervision, and SLO 2.6-demonstrate essential interviewing, counseling, including group work, and case conceptualization skills as well as evaluation of interventions, 97% of students (N=11) scored above average at level "2.0" on item 23 (ethical/professional; X=2.72) and item 24 (cultural diversity/sensitivity; X=2.91). Additionally, students scored above average on item 5 (rehabilitation counseling; X=2.55). This data was extracted from REHAB 238-Practicum as students receive an "Advanced Clinical Review" during this time in the program. The program had an opportunity to assess the application of knowledge and skills in the professional counseling arena (e.g., ethics, case conceptualization) while students work directly with clients from various community agencies.

MFCC
From Fall 2017 to spring 2018, all students enrolled in the COUN 208: Individual Counseling and COUN 238: Advanced Practicum courses were evaluated by the Counselor Education Programs' Clinical Review Committee. Using data from the clinical review tool to assess SLO 2.5-*professional counseling expertise under direct supervision, and SLO 2.6-demonstrate*

essential interviewing, counseling, including group work, and case conceptualization skills as well as evaluation of interventions.

On the whole, most students' progression was developmentally on target in all areas. Three students were identified as needing additional advising and mentoring to improve clinical skills and address personal issues impacting professional/clinical development. Two of the students were enrolled in COUN 238 with one student successfully completing the course after repeating the course during the Spring Semester. The other two students (238 and 208) were presented with a MOU describing areas for improvement and expectation for successfully completing the course. These students successfully fulfilled the MOU requirements and progressed in the program.

Suggested improvements include greater emphasis on the integration of theoretical and clinical learning throughout the program. The results from the Comprehensive Exam and feedback from employers/supervisors indicate students were able to demonstrate a firm grasp of theoretical knowledge associated with counseling and also demonstrated excellent counseling skills but could benefit from integrating this knowledge in a global way into clinical practice.

Employer/Supervisor Surveys

A review of Employer/Supervisor surveys during the internship course found high reported satisfaction with the programs training of student counselors. A rating of 3.5 on a 5-point Employer's Evaluation Forms in educational training and clinical expertise is the program's benchmark.

Using data from the Employer/Supervisor surveys to assess SLO 2.5-professional counseling expertise under direct supervision, and SLO 2.6-demonstrate essential interviewing, counseling, including group work, and case conceptualization skills as well as evaluation of interventions. Data revealed students assessed scored above the 3.5 benchmark on the following items; #2 *ability to counsel individuals* ($X=4.52$); item # *3 ability to counsel in groups* ($X=4.41$); item #3 *ability to counsel families* ($X=4.03$; item # 10 *ability to utilize effective clinical judgement in the assessment of client needs* ($X=4.65$); and item # 14 *ability to accurately diagnose and develop treatment plans* ($X=4.30$) ($n = 27$). One Student was rated as 1 on all five items and the program removed the student from the field-site.

Counselor Dispositional Assessment

Students were assessed using the department's 3-point likert-type Counselor Dispositional Assessment device during Practicum (i.e., COUN 208, REHAB 238) and COUN 238 Advance Practicum. Items used to assess SLO 2.5 and SLO 2.6 included *Diagnose clients' needs by interpreting data from diverse sources (e.g., formal/informal assessments, student/client behavior and feedback, and collateral responses* ($X= 2.73$) and *Is open to corrective feedback ($X=2.78$). SLO 2.6* also included items *Develop intervention plans compatible with diverse needs of clients ($X=2.54$)* and *Applies assess, reflects upon, and adjusts counseling strategies to different needs of clients (x = 2.54).* All students with the exception of three scored in the competent range and were reviewed during Clinical Review.

4. What changes did you make as a result of the data?

Information from the assessment activities were brought to program(s) and department meetings for review, discussions, and planning. Additionally, the CRMHC and MFCC advisory board was consulted. Based on assessments, the program faculty is improving individual mentoring and advising, documenting student progress, making changes
to the curriculum or communicating to all instructors on areas that need to be included in each course, specifically based on national accreditation (i.e., CACREP) standards. Increasing students' knowledge in and application of theory, group counseling and case conceptualization in addition to other information continues as both programs are currently accredited by CACREP, worked to develop a joint SOAPs assessment, and modified/restructured several courses (N=13). The CER department is enhancing communication with part-time instructors and site supervisors (both internship and practicum) in order to develop critical thinking skills and be able to evaluate different worldviews, perspectives, and theoretical orientations.

Full and part-time faculty are working hard to emphasize content and foundational skills (e.g., ethics in counseling, professionalism). As a department, we have decided to continue highlighting this emphasis at our program orientation, in our respective advising meetings with students, and in our individual courses. The programs have a very active advisory board, which meets twice throughout the academic year. The programs present comprehensive examination results, and also engage in lively discussion regarding foundational skills (e.g., writing, problem-solving, conflict resolution, oral communication, overall professionalism, etc.) in professional counseling and curricular content changes (e.g., Are there gaps in knowledge or skills set that you are seeing among students who are in engaging in practicum, internship, or as new employees?). We have found conversations between faculty and community partners/prospective employers are essential in assessing and further shaping our learning outcomes. Many of the instructors (part and full-time) integrate community partners into their class sessions on a regular basis. The programs plan to continue these efforts, as community partners (ones who work with practicum/internship students and hire students as new employees) are able to reinforce content and the importance of possessing and translating foundational skills (i.e., case conceptualization, case recording/documentation, ethics in counseling, etc.) in the *real world*.

In addition, based on the assessments, the program faculty is improving individual mentoring and advising, documenting student progress, making changes to the curriculum or communicating to all instructors on areas that need to be included in each course. Changes have been made to the Assessment Coordinator position and a more in-depth evaluation of the assessment process has begun. Forms have also been digitized to facilitate the organization, analysis and implications of the data received from the assessment tools. Finally, CER department is enhancing communication with part-time instructors and site supervisors (both internship and practicum) about treatment planning and the intentional use of interventions.

The CRMHC and MFCC programs will continue assessing students' skills, knowledge and dispositions during (practicum, and during internship courses. The programs will also continue to conduct ongoing Clinical Reviews to assess student concerns and provide support. Assessments will be re-evaluated to determine if changes need to be made on the actual items (questions being

asked to assess students' skills), and the remainder of the assessments that have not been digitized will be developed.

5. What assessment activities will you be conducting in the 2017-2018 AY?

While the programs have revised, combined the SOAP plans and consulted with university assessment personnel, at present, we are scheduled to assess SLO (4.1, 5.1) using data from Rehab 237 and COUN 233, in the areas of:
- SLO 4.1: Demonstrate skills in assessment, evaluation, and case management when working with individuals, couples, and families from a systems perspective.
- SLO 5.1: Implement and maintain an active relationship to the broader rehabilitation community and related professional associations through consultation, education, advocacy and leadership activities.

We are also scheduled to review/revise our comprehensive examination, which we are already diligently working on; as such, our efforts will continue.

6. What progress have you made on items from your last program review action plan?

The programs submitted a joint self-study to CACREP and have worked closely on streamlining standards. The FTEF to FTES ratios have also been an ongoing issue between the Department of Counselor Education and Rehabilitation, and University administration. The CER department has reduced the number of applicants accepted into programs, recently hired three full-time tenured track faculty (as of Fall 2018) and the department currently has open searches for one new full-time faculty member to begin in Fall 2019. The hiring of new faculty as well as continued efforts to manage enrollments will continue to be made in order to decrease the FTE ratio.

Additionally, the department continues to use pass rates on the comprehensive examination as a key indicator of student learning and closing the loop. The majority of students enrolled in the program choose the examination as their culminating experience. Data from the examination aids the program in highlighting areas of strength and weaknesses (e.g., where are students performing well; where is additional support needed; what are faculty doing well; how can assignments be restructured; do we need to improve relative to student-instructor interaction, content, etc.).

Another area of achievement is the pass rate on the national examination. During the 2017- 2018 academic year, students enrolled in the CRMHC program experienced 75% pass rate on the first attempt. While, the examination entity has changed its practices, and the program now has to rely on students relaying information of whether they passed or did not pass with supplemental documentation, the program's in-house data collection system reflects that the pass rate has increased by 7%. Preparation sessions being conducted by a faculty member, and the joint emphasis on professional identity by all faculty members is leading to an increase in pass rates. More students are also being invited to work on manuscripts being submitted for publication, grants being submitted for funding, and involvement in student leadership and community-based

activities, which the programs think is strengthening efforts in the classroom, and impacting student knowledge and foundational learning outcomes.

Please see attached rubrics and surveys.

Counselor Trainee Evaluation: http://bit.ly/CRMHCCounEval

CRMHC Clinical Review: http://bit.ly/CRMHCClinicalReview

REHAB 204- Case Study Rubric: http://bit.ly/REHAB204CasestudyRubric

REHAB 237- Case Note Rubric: http://bit.ly/REHAB237ProgressReport

REHAB 211-Case Study Rubric: http://bit.ly/REHAB211rubric

REHAB 268-Case Note Rubric (*note adjustment*): http://bit.ly/REHAB268casesreport

REHAB 265- Community Resource Project: http://bit.ly/REHAB265CRP

Counselor Disposition: http://bit.ly/CounselorDisposition

Ethics Policy: http://bit.ly/ETHICSPOLICY

Department of Literacy, Early, Bilingual, and Special Education
Master of Arts in Education - Reading/Language Arts
Dr. Imelda Basurto, Coordinator

LEARNING OUTCOMES ASSESSMENT

1. **What learning outcome(s) did you assess this year?**

a. Outcome 1.1: Graduates will be able to compare and contrast major theories of literacy and language development.
b. Outcome 1.2: Graduate students will be able to apply theoretical perspectives and scientific research in the design and implementation of instructional lessons.
c. Outcome 2.1: Design differentiated instructional strategies based on student assessment results.
d. Outcome 2.2: Graduate students will be able to provide effective clinical literacy instruction to meet the needs of culturally and linguistically diverse struggling readers.

2. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?**

a. Assessment 1: Literature Review for Wiki or Project (Outcome 1.1): LEE 244 (Research Based Reading Methods) has the primary responsibility for assessing these objectives using *The LEE 244 Literature Review Wiki Rubric.* (Attachment A). This assignment entails having the graduate student review various research studies from the emergent reading, comprehension, and English Learner fields of literacy that is then either written out as a chapter or inputted electronically into a Wiki page. For this assignment, students provide summaries of the research reviewed, including context, methods, and implications as well as a comparative synthesis of the various theoretical perspectives found in the studies. The outcomes are evaluated and scored using a rubric as excellent (87-100), good (74- 86), or satisfactory (below 74) based on the student's overall ability to summarize and synthesize both quantitative and qualitative studies.
b. Assessment 2: Case Study Report (Outcomes 2.1, 2.2): In LEE 224 (Assessing & Developing Reading Abilities), students administer a variety of literacy assessments to an individual struggling reader in K-12, analyze the assessment results, and use the results to develop an individualized instructional plan. The students prepare a case study report that details the assessment tools and results, provides an analysis of the results, and provides instructional recommendations. Reports will be evaluated and scored using a *Case Study Rubric* (Attachment B) as exceeds expectations (90-100), meets basic expectations (80-89), or needs improvement (below 80) based on the ability to administer, score, and analyze assessment tools and to use assessment results and literacy research to guide the design of differentiated instruction for struggling readers. A score of ≥ 80 is considered to have met the learning outcome. 75% of students are expected to meet the learning outcome.
c. Assessment 3: Comprehensive Exam (Outcomes 1.1, 1.2, 2.2) *LEE 298C Comprehensive Exam* is one of two culminating experience options, and the one most chosen by the graduate students in the program. The Comp Exam assesses learning outcomes connected to the

following core courses: LEE 278, LEE 213, LEE 215, LEE 224, and LEE 244. The core course faculty developed ten questions, two questions per course, which assess all outcomes related to that course; however, only five of the questions are used every examination period. The 5 questions are randomly selected by the University's Software Program, Blackboard. Of the five questions selected by Blackboard, the graduate students choose three to answer. Question 1 is for LEE 215, question 2 is for LEE 213, question 3 is for LEE 244, question 4 is for LEE 224, and question 5 is for LEE278. The learning outcomes of every course are evaluated and scored using a 4 point *Comp Examination Rubric (*Attachment C). A score of $\geq$ 2.0 is considered to have answered the question correctly.

3. **What did you discover from the data?**

a. Assessment 1: The LEE 244 Literature reviews were evaluated using 5 criteria (Topics covered, Summary, APA, Attractiveness, and Members & Discussion) on a 3.0 range: 3 being Excellent, 2 being Good, and 1 being Satisfactory. The scoring results from the LEE 244 Literature Review Wiki Rubric showed that 100% excellently covered 7 or more studies for a total of 5 topics, 100% provided summaries that were rated "good" in context, 100% of the students used excellent APA reporting procedures, 50% showed appropriate chapter heading styles, and 0% had 3 or more members participate in the discussion features.
b. Assessment 2: The LEE 224 Case Study was evaluated using 5 criteria (Results, Analysis, Strengths/Weaknesses, Instructional Recommendations, and Writing Mechanics) on a 4.0 range: 4 being Exemplary, 3 being Accomplished, 3 being Developing, and 1 being Beginning. The scoring results from the LEE 224 Case Study Rubric showed that all the students received a 100% across all categories.
c. Assessment 3: The two most popular answered comp exam questions for academic year 2017-018 were from courses LEE 213 and LEE 244. Of the 13 graduate students, six students passed Question 1, ten passed Question 2, six passed Question 3, four passed Question 4, and eight passed Question 5 whereas two graduate students did not pass Question 1, one graduate student did not pass question 2, one graduate student did not pass question 3, and one graduate student did not pass question 5. These passing rates resulted in 34 out of 39 questions passed with a 2.0 or above. As a program it was discovered that graduate students are really good at articulating their knowledge of an effective comprehension program (LEE 244). In addition, graduate student understanding of read alouds/think alouds (LEE 213), optimizing culture (LEE 215), and theoretical classroom practices (LEE 278) were above average compared to their understanding of assessment interpretation of a running record (LEE 224) as well as the similarities and differences of literacy theories was weak. Table 1 provides the overall rating scores of the 13 graduate students who took the comprehensive examination in the fall of 2017 and the spring of 2018.

Table 1: Fall 2017/Spring 2018 Comprehensive Examination Results

(S) Student	Q-1 278 Scores	Q-2 213 Scores	Q-3 224 Scores	Q-4 215 Scores	Q-5 244 Scores	Total Questions Passed by Student
Fall-S1	3.0	2.2			2.4	3

Fall-S2		4.0	4.0		3.0	3
Fall-S3	1.6	1.4	4.0			1
Fall-S4		3.0	4.0	3.0		3
Fall-S5		3.0		3.0	1.8	2
Fall-S6	4.0	4.0			3.6	3
Fall-S7	3.0		2.0		3.0	3
Fall-S8	1.6		1.0		2.0	1
Fall-S9		3.6	3.0		2.6	3
Fall-S10	3.0	2.8		3.0		3
Fall-S11	3.0	2.0			3.0	3
Fall-S12		2.4	3.8	3.0		3
Spr-S13	3.0	3.0			2.0	3
FA-SPR S1-13	2.8	2.8	3.1	3.0	2.6	34/39

4. What changes did you make as a result of the data?

a. The graduate students in the LEE 224 for this academic year chose to write a chapter rather than create a wiki page for their literature review. An indication that perhaps, students are leaning toward more a project than a comprehensive exam In addition, some of the students in this course expressed in an interest in receiving more technology training. With this said, next year's course will have the students complete the Wiki assignment using Google Sites rather than Wikispaces.
b. Since the LEE224 case studies were "all strong, no adjustments were necessary."
c. At the end of academic year, the Program Coordinator and the faculty redesigned the Comprehensive Examination Rubric and the Questions. In addition, it was determined that the program needs to be more emphasis on making theoretical comparisons and analyzing assessments as these were the comprehensive examination question that had the lowest scores. As a result, it will become the responsibility of the LEE 278 and the LEE 224 faculty to ensure that more emphasis is placed on the cross examination of literacy based theoretical paradigms and to increase the number of assessment practices given to the students.

5. What assessment activities will you be conducting in the 2017-2018 AY?

- *LEE 213 Theory to Practice Paper* (Outcomes 1.2, 1.2)
- *LEE 234 Diagnostic Case Study (*Outcomes 2.1, 2.2*)*
- *Comprehensive Exam.* (Outcomes 1.1, 2.1)

6. What progress have you made on items from your last program review action plan?

The Reading/Language Arts Program Faculty continues to execute the Closing the Loop Process outlined in its SOAP, whereby in this cyclical process the data from its signature assignments

and program evaluation surveys are changed into information that enables all levels of the program's system (candidate, program and unit) in identifying areas of strength and areas for growth and improvement. These identified areas inform our next steps and drive future decisions (i.e., whether to change or eliminate a process, course, or program; shift allocation of resources; create, change and/or eliminate a policy or procedure, etc.). This process also supports us in sustaining a program of high quality, which was acknowledged in 2013-2014 Accreditation Review, and recognized by NCATE and CCTC, our external reviewers. On April 8, 2014, NCATE and CCTC revealed no areas of improvement.

ATTACHMENTS

Attachment A: LEE 244 Literature Review Wiki Rubric
Attachment B: LEE 224 Case Study Report Rubric
Attachment C: LEE 298C Comprehensive Exam Rubric

APPENDIX A
LEE 244 LITERATURE REVIEW WIKI RUBRIC

Wiki	Satisfactory	Good	Craftsman (Excellent)
	Points Possible up to…		
Topics covered	Covers 5 studies for each of 4 topics including Emergent Literacy, Comprehension & English Language Learners 30 points	Covers 6 studies for each of 5 topics including Emergent Literacy, Comprehension, & English Language Learners 35 points	Covers 7 studies for each of 5 topics including Emergent Literacy, Comprehension, & English Language Learners 40 points
Summary	Summary tells too much or not enough about the context (students) & methods, and provides somewhat clear conclusions 25 points	Summary tells a little about the context (students) & methods, and summarizes conclusions and implications 27 points	Summary provides sufficient amounts of context (students) & methods and summarizes conclusions and implications clearly 30 points
APA	10 errors 5 points	5 errors 7 points	2 errors 10 points
Attractive	Nice but a bit plain 6 points	Changed parts of the standard format 8 points	Lots of changes and wiki looks very attractive 10 points
Members & Discussions	No members or discussions 7 points	One or two members and 5 ideas discussed 9 points	3 or more members (some outside of class), 7 discussion posts & other features such as widgets 10 points
Total Score			100

APPENDIX B
LEE 224 CASE STUDY RUBRIC

Scoring Rubric X 5	Results	Analysis	Strengths/ Weaknesses	Instructional Recommendations	Writing Mechanics
Exemplary 4	All assessment results reported clearly, concisely, and accurately.	All assessments analyzed accurately, thoroughly and competently	All needs and strengths targeted. Summary is supported by multiple and varied assessments	2-3 recommendations provided; all accurately address needs and build on strengths; all appropriately supported; at least 1 activity for home	Essentially error-free; Meets guidelines for APA publication
Accomplished 3	Most quantitative and qualitative assessment results reported clearly, concisely, and accurately.	Most assessments analyzed accurately; some analyses lack depth	Most needs and strengths targeted. Summary is supported by multiple and varied assessments	2-3 recommendations provided; most accurately address needs and build on strengths; most appropriately supported; at least 1 activity for home	Minor errors; normal conventions of spelling and grammar; errors do not interfere with comprehensibility; Minor APA errors; APA style/ format used throughout paper
Developing 2	Some quantitative and qualitative assessment results reported clearly, concisely, and accurately.	Some assessments analyzed accurately; most analyses lack depth	Some needs and strengths targeted; summary is supported by single assessments	Incomplete recommendations; some accuratelty address needs and build on strengths; some appropriately supported	Frequent spelling/ grammar errors that interfere with comprehensibility; not all APA format followed
Beginning 1	Few quantitative and qualitative assessment results reported clearly, concisely, and accurately.	Few assessments analyzed accurately; few analyses are through	Few needs and stregnts targeted; summary does not refer to assessments	Incomplete recommendations; few accurately address needs and build on stregntsh; few appropriately supported	Numerous spelling/ grammar errors that interfere with comprehensibility; APA format not followed.

Total:___/100

Reading/Language Arts Program
COMPREHENSIVE EXAMINATION RUBRIC
(Rev.: 2018)

Category	4 Exemplary	3 Accomplished	2 Adequate	1 Developing	**Score**
Accuracy of Information	• all information reported accurately • information directly relates to topic	• most information reported correctly • information included applies to topic	• some information reported correctly • may include information that does not apply to topic	• information reported inaccurately and/or obvious gap in information reported	
Breadth of Knowledge	• uses at least 4-5 relevant sources • sources are used to make a coherent, informed argument about the topic • places the sources in meaningful conversation with each other	• uses at least 3 relevant sources • sources are used to make an informed argument about the topic • places the sources in conversation with each other	• uses at least 2 relevant sources • may include sources not relevant to topic • begins to make an informed argument about the topic	• uses at least 1 relevant source • includes sources not relevant to topic • little, if any, discernable argument made about the topic	
Application of Knowledge	• clearly links theory, research, and examples to frame issues of practice • includes multiple, meaningful examples to illustrate application of research to practice • examples are innovative in their approach	• draws on a combination of theory, research, and examples to frame issues of practice • includes multiple examples to illustrate application of research to practice	• draws on research or examples to frame issues of practice • includes at least one example to illustrate application of research to practice	• attempts to draw on research or examples to frame issues of practice; research or example may not be relevant • includes no relevant applications of research to practice	
Organization	• response is a cohesive flow of ideas with transitions and a solid opening and closing • apt, seemingly inevitable sequence of paragraphs • appropriate, clear and adequate transitions between sentences and paragraphs	• cohesive flowing narrative in terms of related ideas, meaningful transitions and an argument from beginning to end. • distinct units of thought in paragraphs, coherently arranged; some transitions between sentences and paragraphs.	• written response alludes to related ideas and argument from beginning to end • uneven paragraphs sometimes effective, but some brief, weakly unified, or undeveloped • some awkward or missing transitions.	• incoherent in terms of connecting ideas, making meaningful transitions and crafting a solid argument from beginning to end • repetitive, wanders, arbitrary or no paragraphs structure, illogical or no transitions	
Conventions	• apt and precise diction • syntactic variety • clear command of Standard English	• some mechanical difficulties • occasional problematic word choice or awkward syntax errors • occasional grammar errors • some wordiness	• occasional major grammar errors (e.g. agreement, tense) • frequent minor grammar errors (e.g. prepositions, articles) • occasional imprecise dictions • awkward syntax • wordiness	• frequent major and minor grammar problems • frequent imprecise diction • wordiness • awkward syntax • repetitive sentence patterns • problems impede meaning	
Overall Score					

Comments for exams that score below 1.0-1.99	

Department of Literacy, Early, Bilingual, and Special Education
Master of Arts in Special Education
Dr. Kimberly Coy, Coordinator

LEARNING OUTCOMES ASSESSMENT

1. **What learning outcomes did you assess this 2017-2018 year?**

Graduates of the Special Education Master's Program will be able to:
a. 4.1: design, implement, analyze effect of and reflect on research conducted in a school setting. Student will utilize either an action research or a single subject design
b. 4.2: develop a research proposal in writing and defend it in an oral presentation
c. 4.3: write a literature review in APA style that meets passing rubric score for style/format, content, mechanics, and references

2. **What instruments did you use to assess them in 2017-2018?**

a. **Writing Assessment** - A writing rubric was used to evaluate our candidates' writing, understanding of literature review, and data reporting in SPED 233. Data collected was used to identify program strengths and areas for improvement. Necessary changes were made and subsequent assessment data analyzed.
b. **Research Proposal** –The final project for SPED 243 is a Research Proposal. Students are expected to engage in an iterative process of writing. Students must keep and submit all drafts and group feedback. Data collected was used to identify program strengths and areas for improvement.

3. **What did you discover from these 2017-2018 results?**

a. **Writing Assessment:** N = 32; pass rate 100%; all students submitted papers and were allowed revisions. Link to Rubric
b. **Research Proposal**: N = 7 (Fall 2017) SPED 243 is a course students take to assist them in preparing for completion of their master's project or thesis. All students were enrolled in SPED 243 and a Clear Credential class. They would be enrolled in SPED 298 project the following semester.

QUALITY INDICATORS Point Range = 5; 4; 2-3; 0-1	
CHAPTER 1: INTRODUCTION TO THE STUDY (5 Points) ● Introduction to the study has a clear statement of the problem, demonstrating how topic is significant to area of study and professional organization. ● Introduction situates specific problem within a broader context. ● The research questions/ hypothesis are stated clearly. ● Assumptions, limitations, and bounds of the study are clearly stated. ● Important terms are defined conceptually and operationally.	

	Mean Score =	3.70

CHAPTER 2: REVIEW OF RELATED LITERATURE (5 Points)

- Coverage of the literature is adequate and within scope of problem.
- Literature review is well organized around major ideas or themes.
- The content of the review is drawn from the most relevant published knowledge and current research on the topic under investigation.
- Scholarly sources, such as books, peer-reviewed journals, or other materials appropriate to the issue or problem are chosen for study.
- There is a literature-based description of the research variables or potential themes and perceptions to be investigated.
- The literature review makes explicit connections between prior knowledge and research and the issue or problem under investigation.

	Mean Score =	3.85

CHAPTER 3: METHODOLOGY (5 Points)

- The research design is appropriate and described fully.
- The role of the researcher is clearly explained.
- The research setting is described and justified.
- Population, sample, criteria for selecting sample/participants, and access to subjects/participants are appropriate and described in adequate detail.
- The process to generate, gather and record data is explained in detail.
- Data gathering methods and procedures are appropriate and clearly described.
- The systems used for keeping track of data and emerging understandings (logs, reflective journals, cataloging) are clearly described.
- Description of instrumentation or data collection tools is present.
- Measures for ethical protections and rights of participants are adequate.
- Data analysis methods and procedures are clearly described.

	Mean Score =	3.57

OVERALL PRESENTATION: STYLE AND FORMAT: (15 Points)

APA Style: The proposal must conform to the guidelines for style as set forth in the most recent edition of the Publication Manual of the American Psychological Association (APA Manual). This includes but is not limited to:

- correct grammar, usage, punctuation, and spelling.
- proper in-text citations for references, direct quotations, and
- paraphrasing.
- the reference list.
- all tables and figures.
- headings and sub-headings.

	Mean Score =	
		4.14

The writing:

- is scholarly (i.e., the language is accurate, balanced, specific rather than overly general, tentative regarding conclusions, grounded in previous scholarship and evidence).
- is direct and precise.
- is clear and comprehensible, without excessive jargon.
- paragraphs focus on a main point and all sentences within the
- paragraph relate to the main point.

● transition sentences are used to bridge main ideas.	
Mean Score =	4.0
The paper: ● Is organized logically and comprehensively. ● Has headings and subheadings to identify the logic and movement of the project and make it easy for the reader to follow.	
Mean Score =	4.0
Overall Mean =	23.40

OVERALL PROJECT PROPOSAL ASSESSMENT: SPED 243

☐ *27- 30 points* - Approved with Commendation, Exceptional Level of Scholarship = A Grade

☐ *24- 26 points* – Approved as Written = B Grade

X 21- *23 points* - Approved with Minor Revisions = C Grade

☐ 20 *points or less* - Fail/Requires Revision & Resubmission of Specified Categories/Chapter (s)

4. What changes did you make as a result of these 2017-2018 findings?

a. Data Analysis: The above rubric is completed for each student in SPED 243. Data are collected and analyzed at the end of the semester. Strengths and weaknesses are identified, and a plan for improvement developed.

b. Strengths: Students typically do a good job introducing their topic and providing a rationale for their project/thesis through a review of literature. Writing in APA style has improved largely because we are introducing students to APA earlier in the program.

c. Weaknesses: Students still have difficulty reporting details of studies they reference in the review of literature. This semester they will complete a thorough review of two articles they intend to include in their review of literature. They will receive feedback and a checklist of what to include when reporting on studies in their review.

5. What assessment activities will you be conducting in the 2018-2019 academic year?

Graduates of the Special Education Master's Program will be able to:

a. 1.1: plan instruction based upon appropriate use and interpretations of assessment results, to develop IEP goals and objectives, individual transition plans, and behavior intervention plans, taking into account subject matter, students' prior knowledge of curriculum, linguistic abilities, cultural characteristics, and learning styles.

b. 1.2: analyze assessment and performance data to determine whether to maintain, modify or change specific instructional strategies, curricular content or adaptations, supports and/or daily schedules to facilitate skill acquisition and successful participation for diverse learners.

c. 1.3: plan and utilize instructional strategies, activities, and content that address diverse student interests, utilize individual strengths, and accommodate various styles of communication and learning and align with core curriculum.

d. 1.4: implement educational programs that reflect current evidence-based and/or best practices

6. What progress have you made on items from your last program review action plan?

Identifying data analysis procedures continues to be difficult for students. This semester students will be involved with the Graduate Statistics Studio on campus. Students will all have an opportunity to hear an introduction to the services provided and to schedule individual appointments to review methods for their project or thesis. We are also linking faculty mentors and students prior to the semester they will be completing their project. This connection should greatly improve students' ability to address the methods chapter in SPED 243.

Department of Literacy, Early, Bilingual, and Special Education
Master of Arts in Education - Early Childhood Education
Dr. Heather Horsley, Coordinator

LEARNING OUTCOMES ASSESSMENT

1. **What learning outcomes did you assess this 2017-2018 year?**

a. Goal 3: ECE graduates are leaders who address the needs of their culturally diverse learners respectfully and responsively.
   SLO 3.1. Integrate various perspectives to create quality early education for all children.
   SLO 3.2. Be responsive to ethical, cultural and linguistic diversity.
b. Goal 4: Develop interprofessional skills necessary to become ECE leaders in both the educational community and in the community at large.
   SLO 4.1. Build strong relationships with families and communities.
   SLO 4.2. Advocate for children, families, and the profession.

2. **What instruments did you use to assess them in 2017-2018?**

a. **Link to Assessment 3 & Rubric**: Charter School Project evaluated **Goal 3**
The Developmentally Appropriate Practice (DAP) Charter School Project makes the ideals of developmentally and culturally appropriate practices and a quality, comprehensive ECE program spanning birth through third grade less abstract by requiring candidates to apply theory to practice. Candidates design a curriculum and assessment plan for a charter school, based in developmentally appropriate evidence-based practices. In their plans, candidates must demonstrate cultural competence and effective strategies and infrastructures to involve families and communities in young children's development and learning.
b. **Link to Assessment 4 & Rubric**: Leadership Activity evaluated **Goal 4**
The ECE Leadership Activity requires students to design a community-based activity to enhance ECE quality based in their ECE practice. This activity is a critical demonstration of the candidate's ability to provide effective professional leadership grounded in research and best practice, and to be an advocate for children and families.

3. **What did you discover from these 2017-2018 results?**

Relative to Goal 3 and based on the Charter School Project assessment results (Assessment 3) (n=9, M=13.49/15, min=10.8/15, max= 15/15), it is found that ECE students were strong with regard to (1) understanding the development, needs, and learning styles of young children from culturally and linguistically diverse backgrounds; (2) planning and implementing developmentally and culturally appropriate curriculum and assessment strategies to support and understand diverse learners' learning and development; and (3) involving families in their children's early education in a respectful and responsible manner. All students score higher than a 2 (minimum passing) in at least one of the NAEYC standard-aligned rubric areas.

Relative to Goal 4, students' performances exceeded expectations in the areas of collaborative and family engagement leadership and were adequate in the area of using assessment data to design a professional learning plan as measured by the Leadership Activity (Assessment 4) (n = 16, M = 12.4/15, min = 11/15, max = 15/15).

4. What changes did you make as a result of these 2017-2018 findings?

a. Goal 3: The Charter School Project (Assessment 3) and rubric were revised and updated in 2014-2015 and piloted in 2015-2016. After collecting and analyzing three rounds of data, we will be discussing further revisions to this assessment in this upcoming year (2018-2019). A revised assessment will be piloted this year in Fall 2018.
b. Goal 4: The Leadership Assessment (Assessment 4) and rubric were updated in 2014-2015. Based on examination of the data from the last several years, as well as developments within the field, this assessment will be revised in 2018-2019, along with the course in which it is embedded. The course and assessment are missing the topic of advocacy in ECE and documentation of advocacy activities. The course and assessment are also missing connections to policy, which will also be addressed in the revision. A revised assessment will be piloted this year in Fall 2018.

5. What assessment activities will you be conducting in the 2018-2019 academic year?

Six assessments will be used to evaluate student performance relative to the four goals indicated in our current SOAP timeline:
● [Assessment 1](): Project/Thesis or Comprehensive Exam will evaluate Goal 1
● [Assessment 2](): Field Portfolio will evaluate Goals 1, 2, 3, and 4
● [Assessment 3](): Charter School Project (Revised pilot) will evaluate Goals 1 and 3
● [Assessment 4](): Leadership Activity (Revised pilot) will evaluate Goal 4
● [Assessment 5](): Action Research Activity will evaluate Goal 1
● [Assessment 6](): Dispositions and Ethics Activity will evaluate Goals 2, 3, and 4
Of these six assessments, 3 and 4 are the focus of our continuous quality improvement efforts during the 2018-2019 AY.

6. What progress have you made on items from your last program review action plan?

In 2017-2018 we continued to pilot the new format of the Comp Exam ([see Goal 1 of #4 in last year's report](https://)). The new format continues to be well-received by candidates.

In 2017-2018 we revised Assessments 3 and 4 in preparation to pilot them during the semester of Fall 2018.

One change planned for 2017-2018 was revision of Assessment 5 (Action Research) to include a stronger family/caregiver component, based on a pattern of lower scores on the standard dealing with family connections (NAEYC 6d). This revision was not completed and will continue to be a goal for this year (2018-2019).

Department of Literacy, Early, Bilingual, and Special Education
Master of Arts in Education - Multilingual and Multicultural Education
Dr. Teresa Huerta, Coordinator

LEARNING OUTCOMES ASSESSMENT

_____

1. What learning outcomes did you assess this 2017-2018 year?

a. Provided students opportunities to investigate research topics and methods used in second language acquisition and literacy research.
   Outcome: Students were able to critically evaluate a selective piece of research in the area of second language acquisition.
b. Provided students an in-depth review of research using various research methods specifically in studies in the field of second language acquisition.
   Outcome: Students were able to use the methods acquired in order to formulate their own research methods in order to develop their research topic. Encouraged students to adopt sound educational and pedagogical principles and theories into their own practice as teachers and educational researchers.

   Outcome: Students reflected on their own teaching practices as they learned and evaluated new second language methods and how they would adopt in their classroom or work environments.
c. Developed a research topic, developed a statement of purpose, and developed research questions, data methods and analysis in order to begin their project.
   Outcome: Final paper involved a presentation of research topic, questions, data methods in order to begin their project.
d. Students explained the curriculum development for linguistically and culturally diverse students in the classrooms.
   Outcome: Students participated in discussion forums where they demonstrated critical thinking and decision making on curriculum applicable to linguistically and culturally diverse students.
e. Students applied field theories of teaching and learning, as well as cultural traditions that impact a multilingual & multicultural classroom.
   Outcome: Students presented case studies that reflected field theories on of teaching and learning and their implications of multilingual & multicultural education.
f. Students applied theories of first and second language acquisition in the multilingual & multicultural classroom.
   Outcome: Student reflected in collaborative group setting on reading assignments, classroom lectures, and class discussions that utilized appropriate data that measures progress of English Learners.
g. Students identified multiple teaching methods for addressing the needs of speakers of other languages in schools, community, or business settings.
   Outcome: Students submitted a final research paper that focus on the role of parental involvement or external business partnerships within linguistically and culturally diverse communities and demonstrated culturally responsive practices in teaching LCD learners
   Outcome: Explication of knowledge of historical trends providing a critical analysis on the

theoretical foundations that reflect the diverse populations that educators work within K-16 school settings.

Outcome: Analysis, comparison of effective and productive leadership models that incorporate moral, ethical, socio-cultural and social justice perspectives.
Outcome: Reflections that illustrate a diverse learner's viewpoint on present-day educational issue. Analysis and explication of global competencies within the context of educational leadership.

Outcome: Formulation and definition of guiding principles of leadership (i.e., innovation, authority, management, and vision).

2. What instruments did you use to assess them in 2017-2018?

The specific instruments that the program used to assess MME candidates are to:

a. Develop expertise and practical skills in designing, planning, implementing critical pedagogy in multilingual and cross-cultural programs through courses in first and second language acquisition theory, and responsive methodologies in bilingual, dual language, and English language development (ELD).
b. Provide educators with an advanced level of inquiry, research, and professional preparation with regards to cultural and linguistic learners.
c. Prepare instructional leaders who are cognizant of the challenging issues and rights faced by linguistically and culturally diverse learners in Pk-16 educational settings by considering moral, ethical and social justice perspectives.
d. Prepare scholars, teachers, resource specialists, and administrators in academic institutions, public schools, and federal and state agencies for careers in culturally and linguistically diverse settings.
e. Gain an understanding of the role of leadership within the context of global education systems as viewed and experienced by linguistically and culturally diverse communities.

The course matrix (link) demonstrates how each of these program goals are aligned with the student learning outcomes as measured in each of the specific program core courses for the option in Multilingual Multicultural Education. For more details of each of the learning outcomes course syllabi can be referenced. The graduate students completing this course of study will have the option to enroll in a final project assignment (LEE 298) or a comprehensive exam plus 3 units of an approved elective.

These instruments are requirements for LEE 281, LEE 283 course in order to assess student outcomes:
● Assessment 1: Reflection Papers evaluated Objective A-1.
● Assessment 2: Case Study evaluated Objective A-2.
● Assessment 3: Action Research Activity evaluated both Objective A -1 and A2.
Reviews of the Literature: MME graduates demonstrated their ability to research by completing a review of the literature (SOAP Goal). A criterion rubric was used to evaluate the quality of the work completed by the student. Rubric summations were compiled and shared with the faculty. A rubric used to score the project or comprehensive exam. In addition, random projects were

selected and reviewed every academic year by the entire faculty. The data was summarized and used to identify program strengths and areas for improvement.

This learning outcome assessment was completed as part of the course requirements for MME program. The writing competency was also assessed using a 4-point scoring rubric. To demonstrate competency, the student must score a 3 in each of three areas: Style and Format; Mechanics; and Content and Organization. Graduate faculty evaluated the writing sample. The MME students must demonstrate writing competence before advancement to candidacy. In order to demonstrate writing proficiency, MME students must receive a score of "3" in each area.

Writing Requirement
As one of the requirements for LEE 282, each student will identify various developmental issues related to the development of concepts in young children, locate and read related literature, and write a formal analysis 5-8 pages in length reviewing the concept and drawing conclusions about the issue. The student's writing should demonstrate:

• comprehensibility;
• clear organization and presentation of ideas;
• an ability to arrange ideas logically so as to establish a sound scholarly argument;
• thoroughness and competence in documentation;
• an ability to express in writing a critical analysis of existing scholarly/professional literature in the student's area of interest; and
• an ability to model the discipline's overall style as reflected in representative journals.

Faculty Evaluation of Writing Proficiency (Writing Rubric link)
The instructor of LEE 282 will be the primary evaluator of each student's writing. When the instructor determines that the student meets the criteria (achieves a score of 3 in each area of the rubric), the process will be considered completed. For each section of LEE 282, the instructor will forward to the program coordinator a list of students enrolled and the status of their writing competence. The program coordinator will forward this information to the School of Education graduate chair and the Graduate Studies Office. A record of each student's writing proficiency status will be placed in the student's file.

If the instructor believes the student's writing to be deficient in one or more areas, it will be referred to the Review Committee and evaluated by the committee as a whole. The Review Committee will consist of 2 graduate faculty in addition to the instructor. The decision of this committee will be considered final. If the committee determines that the student meets the criteria, the process will be considered completed and the chair of the committee will notify the program coordinator that the student has demonstrated writing proficiency.

If the reviewers determine that the student has not demonstrated competence in written English, the student will be required to remediate writing skills. The appropriate methods for remediation will be determined in conjunction with the Review Committee and monitored by the student's Graduate Advisor.   Remediation may require (but not be limited to) additional course work, experiences in the Writing Center, tutoring and/or independent study. Following remediation,

the student will submit a letter to the Graduate Advisor outlining the steps taken to improve writing proficiency and requesting that s/he be allowed to redo the writing assessment. With the concurrence of the advisor, the student will be allowed to redo the writing assignment on a different topic. The subsequent writing sample will be evaluated by the Review Committee and the decision of the committee will be considered final.

3. What did you discover from these 2017-2018 results?

a. **Assessment 1** – Reflection papers were evaluated with 4 criteria: descriptive, personal, critical, and creative. The reflection was also to include a visual element, a quotation and a response to the quotation. Reflection Papers indicated relative strengths for all students in their ability to explain critical pedagogy. Six students (n=6) scored 5 points out a possible of 5 points for every one of the reflections they attempted with one student missing two attempts. The range was 5.0 to 5.0 and the mean was 5.0 for all attempts. The reflections were all very good and formed the basis for discussion in our seminar.
b. **Assessment 2** -Action Research Activities were strength in all students in their ability to demonstrate culturally responsive practices in teaching LCD learners. The mean score was 46.3 out of 50 points for all 6 students with a range of 44-48.
c. **Assessment 3**- Case Study Project indicated relative strength from all students in their ability to utilized essential skills in designing, planning, and implementing critical pedagogy in multilingual and cross-cultural settings. For all the 6 students (n=6) the mean score was 47.1 and the range was from 45-50.

4. What changes did you make as a result of these 2017-2018 findings?

Changes in assessment instruments, such as rubrics, and in the curriculum, have been made to further capture strengthen or weakness in students' performances relative to each of the Outcomes in Goal A- E for 2017-18. Since the reflection papers turned out to be a positive way of revealing student's understanding of critical pedagogy, we increased the number of reflection papers from 5 per semester for LEE 281 to 10 per semester. We will also develop a rubric that reflects the criteria. As we teach more courses and more students, we will examine the trends to determine more modifications to the program.

a. A criterion rubric was used to evaluate the quality of the work completed by the students.
b. Rubric summations were compiled and shared with the faculty.
c. Data collected (assignments) was summarized and used to make a comparative analysis of program delivery across courses.
d. A rubric was used to score the projects.
e. In addition, random projects were selected and reviewed every academic year by faculty advisors.
f. The data was summarized and used to identify program strengths and areas for improvement.
g. Candidates in this program were encouraged to access student data from their school settings to evaluate the program impact on student learning outcomes for the purpose of program improvement.
h. This was useful tracking data to analyze over time for addressing achievement gaps that continue to exist in K-16 settings.

5. What assessment activities will you be conducting in the 2018-2019 academic year?

The MME program started in the Spring of 2014. The expectation is to establish a stronger and clearer foundation in order to assess and measure student activities and outcomes.

The MME candidates will participate in a discussion forum and debate on major contemporary issues concerning LCD students. The MM candidates will acquire meta-note skills; produce two case studies, two final presentation/research papers. In addition, MME graduate students will produce either a scholarship piece of work (typically 4-5 characters in length and conforming to the University requirements for a thesis in writing style and format).

These assessments are designed to assist the candidates in demonstrating their cross-cultural knowledge and leadership skills in reference to LCD settings and to advance their level of inquiry, research, and professional preparation. A criterion rubric will be used to evaluate the quality of the work completed by the students. Rubric summations will be compiled and shared with the faculty.

Data collected (assignments) will be summarized and used to make a comparative analysis of program delivery across courses. A rubric will be used to score the project or comprehensive exam. In addition, random projects and comprehensive exams will be selected and reviewed every academic year by the entire faculty. The data will be summarized and used to identify program strengths and areas for improvement.

Candidates in this program will be encouraged to access student data from their school settings to evaluate the program impact on student learning outcomes for the purpose of program improvement. This will be useful tracking data to analyze over time for addressing achievement gaps that continue to exist in K-16 settings.

6. What progress have you made on items from your last program review action plan?

There have now been four graduating MME cohorts since spring 2015 to 2018. The students successfully completed their projects on their selected topics and continued on with their jobs, one student entered a doctoral program at UC San Diego and was also the Kremen Dean's medalist as well as the University President's Medalist. Several graduates have presented at major conferences with aspirations of publishing their work. In addition, several graduates have taught courses in higher education and have taken leadership roles in their schools. The MME Cohort V will be graduating in the spring 2019.

We established and continue to update our program website and have advertised the program via the Liberal Studies and Credential listservs. We have placed strong efforts in building a data system of contacts, consisting of principals, superintendents, and district staff for the purpose of disseminating MME recruitment flyers. We have connected with local professional organizations, such as the Association of Mexican American Educators, AMAE, the California Association for Bilingual Education (CABE), the Central California World Language Program (CCWLP), and the Central California Dual Language Consortium to advertise and recruit. We have created a video for the purpose of advertising and recruitment of the MME Program on

social media such as the KSOEHD website and Facebook, YouTube, and Twitter). We continue to offer courses at hours when teachers can attend (4-7 p.m., 7-10 p.m.), and at locations convenient for many. This spring, we plan to establish the first MME graduate cohort in Visalia (Fresno State Visalia campus and hopefully in Madera as well).

Department of Liberal Studies
Bachelor of Arts in Liberal Studies
Dr. Frederick Nelson, Department Chair

LEARNING OUTCOMES ASSESSMENT

In 2017-18, the Liberal Studies Review Committee met to work through the process of fundamental revisions to the Student Outcome Assessment Plan for the program. Liberal Studies was established as a department beginning in August 2017. Revisions were completed to the Mission and Program Commitments, Goals and Student Learning Outcomes, and Curriculum Map. In 2018-19, we plan to complete the revision work by designing the Assessment Methods, Student Learning Outcomes x Assessment Methods Matrix, and Timeline for Implementation. This report reflects the work completed and also describes the significant reform effort of aligning the program curriculum to the California Commission on Teaching Credentials Elementary Subject Matter Content Specifications.

The mission of the Liberal Studies Program is to provide relevant and rigorous subject matter preparation for elementary teaching that is committed to equity and social justice.

The fundamental commitments in the program are

- Teaching for social justice
- Culturally sustaining pedagogy
- Universal design for learning

Goals and Student Learning Outcomes
A. Students will construct conceptual knowledge of defined subject matter.
   1. Students will identify the key concepts for each discipline, including: reading, languages, and literature; history and social sciences; mathematics; science; visual and performing arts; physical education; and human development.
   2. Students will map key concepts to the California State/ Common Core Standards for each discipline in TK-8.
   3. Students will investigate discipline-specific issues of social justice.
B. Students will develop discipline area literacies while building an awareness of multiple literacies used in communities.
   1. Students will investigate language and literacy practices across developmental stages in various disciplines.
   2. Students will investigate the ways language and literacy practices vary across communities.
C. Students will integrate technology to enhance their learning of subject matter knowledge.
   1. Students will demonstrate fluency with a wide range of technologies.
   2. Students will select various and appropriate technologies to demonstrate their subject matter knowledge.
D. Students will advocate for social justice across disciplines and intersectional identities.
   1. Students will analyze issues of equity and social justice across disciplines.
   2. Students will examine systems of infrastructure that institutionalize prejudice.
   3. Students will identify their roles as educators and advocates.
   4. Students will engage in advocacy activities.

E. Students will engage in multiple field experiences in TK-8 public school settings.
 1. Students will connect theory to practice through observation in TK-8 classrooms.
 2. Students will apply knowledge of content and pedagogy through interaction with TK-8 students.

Curriculum Map

Courses	*SLO A1*	*SLO A2*	*SLO A3*	*SLO B1*	*SLO B2*	*SLO C1*	*SLO C2*	*SLO D1*	*SLO D2*	*SLO D3*	*SLO D4*	*SLO E1*	*SLO E2*
CI 100	I					ID M	ID M	M	M				
COMM 114	I	I		I			D	I		I		M	D
IAS 108	I	I		D		D	D						
KINES 152	I					M	M			D			D
LING 132	M	I	I	M	D	D							
LS 110W	M	M	M	D	D			D	D	M	D	M	M
MATH 100	M	D	I					D	I	I			
NSCI 115	M	M	D					D	I	I	M		M
SOC 111/ SSCI 180	D		ID					ID	ID	I	I		I
SSCI 110	M	D	D	I				D	D	I	D	D	D

I = Introduced, D = Developed, M = Mastered (demonstrated competence)

1. What learning outcome(s) did you assess this year?

SLO: A1
SLO: A2
SLO: E1
SLO: E2

2. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?

Student Learning Outcome A1 addresses subject matter:

A. Students will construct conceptual knowledge of defined subject matter.
1. Students will identify the key concepts for each discipline, including: reading, languages, and literature; history and social sciences; mathematics; science; visual and performing arts; physical education; and human development.
2. Students will map key concepts to the California State/ Common Core Standards for each discipline in TK-8.

These SLOs were assessed through the intensive work of the submission of the program curricula to the California Commission on Teacher Credentialing for approval of our program alignment with the Elementary Subject Matter Content Specifications. The subject matter authorization was approved April 20, 2018. Copies of the subject matter approval submission (ESM Application Fresno State-CTC.pdf) and approval letter (CSU Fresno EMS approval 042018.pdf) are attached.

This SLO was also assessed by student answers on the Exit survey. The Exit Survey was administered via Qualtrics using a link emailed to all graduating seniors in Spring 2018. The survey text is attached (Liberal_Studies_Exit_Survey_Spring_2018). 156 responses were received.

Student Learning Outcomes E1 & E2 address field experiences:

B. Students will engage in multiple field experiences in TK-8 public school settings.
1. Students will connect theory to practice through observation in TK-8 classrooms.
2. Students will apply knowledge of content and pedagogy through interaction with TK-8 students.

This SLO was assessed by student answers on the Exit survey. The Exit Survey was administered via Qualtrics using a link emailed to all graduating seniors in Spring 2018.

3. What did you discover from the data?

The approval of the submission by the California Commission on Teacher Credentialing for elementary subject matter is a significant milestone for our students. This authorization means that they will no longer need to pass the California Subject Examination for Teachers (CSET), an assessment that has limited correlation to their potential success as teachers, and costs $247.

Content in required Liberal Studies courses is aligned to very specific Content Specifications for each of the seven content areas (reading, languages, and literature; history and social sciences; mathematics; science; visual and performing arts; physical education; and human development) in a matrix in the attached ESM application document, and was reviewed by two independent curriculum experts. The Content Specifications are themselves aligned to state standards in the seven content areas, including the California Common Core State Standards for English Language Arts, the California Common Core State Standards for Mathematics, and the California Next Generation Science Standards.

The Exit Survey responses to Question 20 provide evidence for SLOs A1 & A2. Students indicated a level of learning on a 100-point scale for each of the seven content areas.

Q20 - Move the sliders to rate your level of learning of subject matter in each of these content areas:

| #	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	History and Social Sciences	2.00	100.00	65.10	25.28	639.27	129
2	Human Development	2.00	100.00	74.88	24.42	596.18	131
3	Mathematics	11.00	100.00	75.83	21.57	465.35	133
4	Natural Sciences	6.00	100.00	66.62	25.06	628.21	133
5	Physical Education	0.00	100.00	73.59	27.03	730.76	132
6	Reading, Language, and Literature	12.00	100.00	81.01	20.23	409.42	133
7	Visual and Performing Arts	3.00	100.00	76.35	26.40	696.97	133

While this is only one indicator relevant to this SLO, data collection should be continued and monitored, particularly with respect to the subject areas of History and Social Sciences and Natural Sciences.

Questions 21 and 22 addressed field experiences:

Q21 - Move the slider to indicate how many unique field experiences (observation, outreach, tutoring, and so on) you had in Liberal Studies classes at Fresno State.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Total number of field experiences	0.00	10.00	6.48	2.60	6.77	130

Q22 - Which of these field experiences did you have in Liberal Studies classes at Fresno State? Choose all that apply.
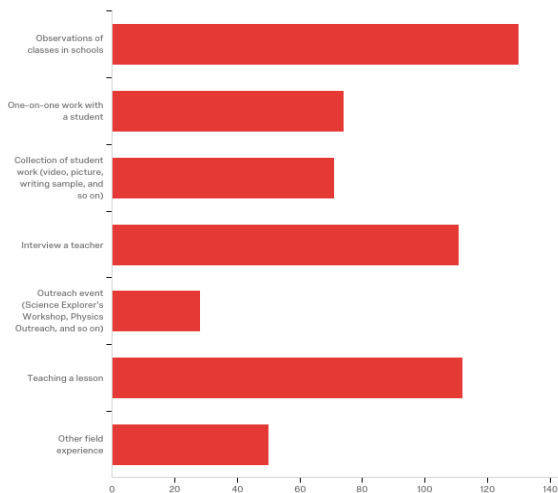
The program faculty have been making explicit efforts to develop meaningful field-based learning experiences in upper-division coursework, prior to students entering the teacher credential program. A significant effort is the integration of service-learning into the required *Writing for the K-8 Classroom* course.

4. What changes did you make as a result of the data?

As we are still engaged in the process of identifying and aligning appropriate assessment measures, no action was taken in 2017-18 based on this data. With more comprehensive direct measures, we anticipate meaningful ongoing changes for continuous improvement, particularly in evaluating the impact of course sections in the cohort schedule vs. non-cohort sections.

5. What assessment activities will you be conducting in the 2018-2019 AY?

We plan to collect data on SLO areas C (students will integrate technology to enhance their learning of subject matter knowledge) & D (students will advocate for social justice across disciplines and intersectional identities) in the upcoming year. This will require the identification of aligned assessment methods for specific courses as indicated in the Curriculum Map.

6. What progress have you made on items from your last program review action plan?

Data was not collected for the program in 2016-17, due to the transition from an interdepartmental program to the major now being housed in the Department of Liberal Studies. The Liberal Studies Review Committee began the process of a fundamental redesign of the SOAP.

Liberal Studies Exit Survey Spring 2018

Q1 Did you attend Fresno State full time (12 or more units each semester)?

○ Yes (1)

○ No (2)

Q2 How many years did it take you to complete your bachelor's degree, including community college?

○ Less than 4 years (1)

○ 4 Years (2)

○ 5 Years (3)

○ 6 or more years (4)

Q3 Did you complete any courses during summer, either at community college or Fresno State?

○ Yes (1)

○ No (2)

Q4 Will you be pursuing a teaching credential?

○ Yes, at Fresno State (1)

○ Yes, somewhere else (2)

○ No (3)

Q5 Did you transfer to Fresno State from a community college?

○ Yes (1)

○ No (2)

Skip To: Q9 If Did you transfer to Fresno State from a community college? = No

Page Break ————————————————————————————

Q6 Did you transfer with an Associate Degree for Transfer in Elementary Teacher Education?

○ Yes (1)

○ Not sure (2)

○ No (3)

Q7 How would you rate the ease of the transfer admission process?

○ Very Easy (1)

○ Somewhat Easy (2)

○ Somewhat Difficult (3)

○ Very Difficult (4)

Q8 Did you have any courses that you completed at the community college that did not count toward your degree at Fresno State?

○ Yes (1)

○ Not sure (2)

○ No (3)

Page Break

Q9 How well informed did you feel you were about financial aid opportunities at Fresno State?

○ Well informed (1)

○ Moderately informed (2)

○ Slightly informed (3)

○ Not informed at all (4)

Q10 Which of the following forms of financial aid did you receive? Choose all that apply.

☐ Scholarship (1)

☐ Pell Grant (2)

☐ Cal Grant (3)

☐ TEACH Grant (4)

☐ Other (5)

☐ I didn't receive any financial aid (6)

Q11 Did you join a Liberal Studies cohort?

○ Yes (1)

○ Not sure (2)

○ No (3)

Skip To: Q14 If Did you join a Liberal Studies cohort? = No

Page Break ────────────────────────────────

Q12 How workable did you find the cohort schedule?

○ Highly workable (1)

○ Slightly workable (2)

○ Moderately workable (3)

○ Not very workable (4)

Q13 What sense of community did you feel in the cohort?

○ Significant sense of community (1)

○ Moderate sense fo community (2)

○ Slight sense of community (3)

○ No sense of community (4)

Q14 How *relevant* did you feel program coursework was for the teaching profession?

○ Highly relevant (1)

○ Moderately relevant (2)

○ Slightly relevant (3)

○ Not at all relevant (4)

Q15 How well *connected or integrated* were the courses in the different subject areas in the program?

○ Highly connected or integrated (1)

○ Moderately connected or integrated (2)

○ Slightly connected or integrated (3)

○ Not at all connected or integrated (4)

Q16 How effective was the *pedagogy* used by instructors in program coursework?

○ Extremely effective (1)

○ Very effective (2)

○ Moderately effective (3)

○ Slightly effective (4)

○ Not effective at all (5)

Q17 How much did you learn in the program coursework about *culturally sustaining pedagogy?*

○ A great deal (1)

○ A lot (2)

○ A moderate amount (3)

○ A little (4)

○ None at all (5)

Q18 How much did you learn in the program coursework about *universal design for learning?*

○ A great deal (1)

○ A lot (2)

○ A moderate amount (3)

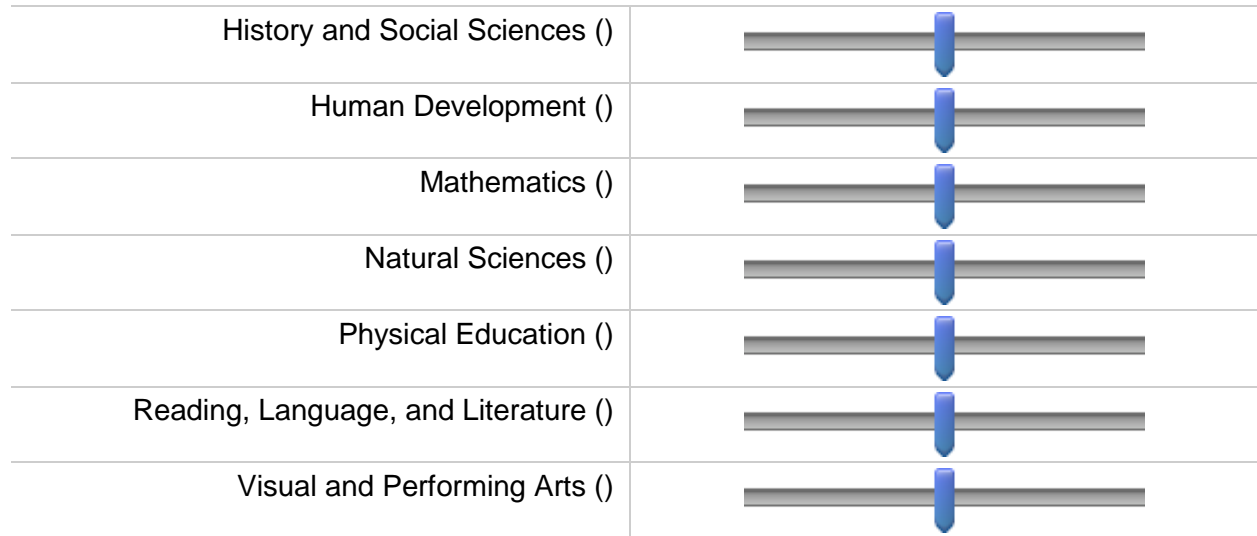○ A little (4)

○ None at all (5)

Q19 How much did you learn in the program coursework about *teaching for equity and social justice?*

○ A great deal (1)

○ A lot (2)

○ A moderate amount (3)

○ A little (4)

○ None at all (5)

Page Break

Q20 Move the sliders to rate your level of *learning of subject matter* in each of these content areas:

	0 10 20 30 40 50 60 70 80 90 100
History and Social Sciences ()	
Human Development ()	
Mathematics ()	
Natural Sciences ()	
Physical Education ()	
Reading, Language, and Literature ()	
Visual and Performing Arts ()	

Q21 Move the slider to indicate how many unique *field experiences* (observation, outreach, tutoring, and so on) you had in Liberal Studies classes at Fresno State.

	0 1 2 3 4 5 6 7 8 9 10
Total number of field experiences ()	
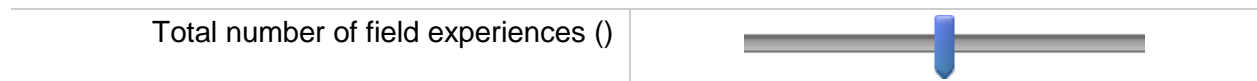
Q22 Which of these field experiences did you have in Liberal Studies classes at Fresno State? Choose all that apply.

☐ Observations of classes in schools (1)

☐ One-on-one work with a student (2)

☐ Collection of student work (video, picture, writing sample, and so on) (3)

☐ Interview a teacher (4)

☐ Outreach event (Science Explorer's Workshop, Physics Outreach, and so on) (5)

☐ Teaching a lesson (6)

☐ Other field experience (7)

Page Break ———

Q23 Did an advisor discuss the Liberal Studies cohort opportunities with you?

○ Yes (1)

○ Not sure (2)

○ No (3)

Q24 Did an advisor give you a clear understanding of your general education and major requirements needed for graduation?

○ Yes (1)

○ No (2)

Q25 Please share any comments related to the advising that you received in ED 100:

_____

Q26 Please share any comments related to the overall Liberal Studies program:

_____

End of Block: Default Question Block

Department of Educational Leadership
Doctoral Program in Educational Leadership
Dr. Ignacio Hernández, Director

LEARNING OUTCOMES ASSESSMENT

---

1. What learning outcome(s) did you assess this year?

Program Learning Outcome 4:

Design and execute applied studies related to effective educational institutions, best- practices, leadership and student success.

SOAP ([link](#))

2. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?

Embedded Fieldwork Client Evaluation – In 6 out of the 9 core courses there is a component of embedded fieldwork or "laboratories of practice" where collaborative groups of doctoral students work with school site and college-based leaders to complete a project for that client directly related to the course curriculum. Clients are given the Embedded Fieldwork Client Evaluation to complete at the end of the course and when the project has been completed (see attached Appendix adapted from our SOAP). This instrument provides feedback about how well the students were able to undertake and complete work directly related to the course (student outcomes assessment). These assessments are collected at the end of a cohort's program of study and reviewed by the Assessment subcommittee of the doctoral faculty Graduate Group to assess the degree to which program outcomes are being met.

3. What did you discover from the data?

No data was collected by the previous program administration.

4. What changes did you make as a result of the data?

For 2018-19, the Ed.D. program will develop multiple measures of student learning. We will also continue surveying the clients but also want to collect data directly from students.

5. What assessment activities will you be conducting in the 2018-2019 AY?

The program will again focus on Program Learning Outcome 4:

Design and execute applied studies related to effective educational institutions, best- practices, leadership and student success.

As a direct measure, a fieldwork rubric will be refined and applied to course-level assessment of student learning. This is anticipated to take place in *EDL 506-Conceptual Curriculum Perspectives for Educational Leadership* during Spring 2019. As an indirect measure, a questionnaire will be developed. The questionnaire will collect data about student perceptions of their learning as well as the program's embedded fieldwork signature pedagogy. Results of these measures will help the program refine its understanding of the role and purpose of embedded fieldwork. The program's SOAP needs to be updated.

6. What progress have you made on items from your last program review action plan?

No Progress documented by previous program administration. The Ed.D. program is scheduled for a program review in 2018-19.

Appendix D

Embedded Fieldwork Client Evaluation
Semester _____Name of Your Organization_____
Name(s) of Individual(s) Completing this Evaluation _____
Name of Students_____

You have participated in an embedded fieldwork project by DPELFS students this semester. Embedded fieldwork is curriculum-based practical experiences done in the field that provides engagement with and service to the local community. Thank you for participating in this important component of our doctoral program. We are interested in gathering information that would assist us in making these experiences more beneficial for both clients and students and are asking that you complete and return this short evaluation related to your experience with our students this semester. Again, thank you for your participation in DPELFS.

1. Please briefly describe the nature of the embedded fieldwork project that was completed for your organization. Please include what your general expectations were for this particular embedded fieldwork experience.

_____
_____
_____
_____
_____
_____

2. Please rate your satisfaction with the degree to which the DPELFS students completed the project (circle the appropriate number).
   1234 Completely Somewhat Satisfied Completely Dissatisfied Dissatisfied Satisfied
3. How would you rate the quality of the work completed by the students?
   1234 Poor Fair Good Excellent
   58
4. In two or three sentences please indicate the impact the embedded fieldwork had on your organization.

_____
_____

_____
_____
_____
_____

5. Were all the components of the embedded fieldwork project that you expected to receive actually delivered? _____ Yes _____ No

6. If you responded "No" above, what would you have liked to receive that was not delivered?

_____
_____
_____
_____

7. Do you have any suggestions about how the embedded fieldwork in our program might be enhanced or improved (if yes, please describe)? _____ Yes _____ No

_____
_____
_____
_____

8. What was the most important benefit to you in participating in this embedded fieldwork project?

_____
_____
_____
_____
_____
_____

9. Would you consider participating in another embedded fieldwork project with students in DPELFS? _____ Yes _____ No

10. If no, why not?

_____
_____
_____
_____
_____
_____
_____

11. If yes, please describe a possible project for the future that you would be interested in having considered for DPELFS embedded fieldwork.

_____
_____
_____
_____
_____
_____
_____

12. Other comments:

_____
_____
_____
_____
_____
_____
_____

Thank you!
Return to: DPELFS, 5005 N. Maple Ave., MS ED 117, Fresno, CA 93740-8025