

14D. Assessment and Review of Credential Programs at CSUCI

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The Education Program at CSU Channel Islands first enrolled multiple subject students in Fall 2002. Currently, in Academic Year 2006-2007 the Education Program houses four credential programs: Multiple Subjects (Elementary); Education Specialists-Mild Moderate: Level I; Single Subject (Secondary); and Education Specialists-Mild Moderate: Level II. Each of the credential programs—with the exception of Education Specialists-Mild Moderate: Level II, which has been accepting students for only two semesters—have been undertaking various assessment activities since Spring 2004. This report highlights the tasks and accomplishments of each program and the overall Education Program Evaluation Plan.

The Education Program Evaluation Plan

In Spring 2004 Education faculty met regularly to develop an Evaluation Plan (Exhibit 14.1) that would serve as a framework for those assessment functions that were common to all credential programs. As envisioned, the evaluation plan relied on Final Program Evaluation Student Surveys, CSU System wide Evaluation of Graduates, CSU System wide Teacher Education Exit Surveys, Portfolio Assessments in each program, faculty and staff perception activities and Systematic Annual Data Collection all of which would be reported at an all faculty retreat at the end of the academic year. To date, many of these activities do take place and data is collected but the systemization of the information has yet to be formalized for the program as a whole.

Final Program Evaluation Surveys

Currently individual programs in Education create and administer Final Program Evaluation Surveys to students. As a unit, we do not currently have a single exit survey instrument or formal common elements between the surveys. Additionally, there is no single coordinator who oversees the data collection of all the exit surveys so the task is left to either program coordinators or seminar instructors. Discussions are being planned to address this issue and develop a mechanism for completion.

CSU System wide Evaluation of Graduates

The primary purpose of the CSU evaluation of teacher preparation graduates is to enable CSU Provosts, Vice-Presidents for Academic Affairs, and Deans of Education to monitor the effectiveness of, and make needed improvements in, the preparation of K-12 teachers under their leadership.

The annual system wide evaluations consist of five phases:

- From April 1 to mid May, the campus sends complete information to the Chancellors office (CO). This information is usually submitted by mid March but the campus is given the opportunity to send any new information that the CO may not already have, during this time.
- From mid April to early May, the campus requests information from districts offices. Each campus is asked to contact some school districts and request assistance in identifying the schools where some teachers (graduates) are currently working.

Chancellor Reed will send each district superintendent a letter requesting the district's cooperation. If a district responds to Dr. Reed's request before a certain time, the campus will not need to contact that district.

- From early May to late June, the campus contacts individual teachers (graduates) and principals by phone and email to encourage them to participate in the evaluation. The CSUCI Credential Office contacts each teacher (primarily by phone) and principals (by email). A follow up phone call to all teachers and principals is made up to three times.
- From mid May to mid July, the campus provides individual program information about the preparation of each individual who was on the program completer list. The data we provide is in reference to blended programs, internships, BCLAD programs, etc.
- In late June or early July, Deans and Associate Deans may participate in a voluntary evaluation meeting. The meeting is an opportunity for the Dean and colleagues to review issues pertaining to the evaluation, including data collection issues, data analysis and reporting issues, and accountability issues.

CSU System wide Teacher Education Exit Survey

The CSU Chancellor's Office sponsors an on-line exit survey to be completed by all students completing a credential program. Currently, we do not have a coordinator who oversees the data collection of all the exit surveys, nor do we have a mechanism in place to enforce that students go online and complete the survey. Since no mechanism is in place we have no way of knowing which of our completers has completed the survey. Some programs have found a solution by requiring their students to complete the survey during one of their seminar classes, but not all faculty members have followed this practice due to lack of access to computers and the time that would be taken out of the curriculum. Discussions are being planned to address this issue and develop a mechanism for completion.

Portfolio Assessment

Each credential program has developed its own portfolio assessment process and requirements. This information will be further explained in each credential program section.

Program Retreat

The Education Program has had only one formal faculty/staff retreat since the Evaluation Plan was created. Constraints due to workload—especially portfolio evaluation at the end of each semester—greatly reduce the time and energy available for an end of the year debriefing and strategizing session between programs. Meetings do take place and decisions about individual program changes are made but on a much smaller scale than what was originally planned as an all faculty retreat.

Systematic Annual Data Collection

The Education program is developing formal mechanisms to track the number of students, faculty, program descriptions, descriptive and demographic fields in the Credential database and Peoplesoft, Program agendas, meeting minutes, policies and handbooks. Two of the established procedures, entrance data and title II reporting, are detailed further.

Entrance Data. Currently the Credential Office maintains an Access database that holds all demographic and other pertinent information for each credential applicant (Exhibit 14.2). The

database is housed in a local drive that credential staff can access from their desktop. We are working on converting our existing database to a web-based database, which can be accessed from a secured website and available to Education program coordinators. This conversion will enable us generate reports in a simpler format for data collection.

Title II Data Collection and Reporting. Title II data collection and reporting is done on an annual basis and is done in two phases. Each institution is required to provide data for program completers, individuals who have completed programs of professional teacher preparation. This data is compared with National Evaluation Systems, Inc. (NES) testing records and the California Commission on Teacher Credentialing (CCTC) records. A program completer matching report and an annual institution report are generated for program sponsors and the CCTC.

Phase I of Title II begins in mid October and ends in mid February; it is during this time that accessing the Title II website and downloading the customized completer data collection worksheet begins. Title II guidelines require that we report specific information about program completers for each academic year:

- Social security number
- Full name
- Date of birth
- Credential code – the credential for which the individual was prepared
- Regular or intern teacher preparation program – report type of teacher preparation program
- Content area route – whether the individual met subject matter by exam or waiver
- Content area –subject matter content

Once the data collection and inputting is complete and the file is uploaded to the secured website, that information is compared with NES testing records and matches are made between the two data sources.

Phase II begins in mid February and ends in mid March, this consist of data collection and reporting in conjunction with the phase I completer data collection for the generation of the annual Institutional Report Cards. We are required to report specific information for the institutional report card (Exhibit 14.3).

The CCTC includes all reported data in the State Report on the Quality of Teacher Preparation Programs in California. The State report is submitted to the US Department of Education in October. Additionally, the sponsors of teacher preparation programs are required by federal law to make data available to the public and to prospective applicants for admission to teacher preparation programs. The Education Program faculty are developing mechanisms to use this information to make decisions about program admissions, curriculum, and program and student needs.

Learning Outcomes. All credential programs within Education share a common set of learning outcomes. Students graduating from a CSUCI credential program will be able to:

- Teach all subjects within their area of specialty.
- Teach children with English as a first or second language.
- Understand and relate to diversity of languages and cultures in and among children and families.
- Meet the diverse needs of all students including those with special needs.
- Be reflective and deliberate practitioners.
- Link content and pedagogy.
- Actively engage children in their own learning.
- Integrate research, theory, and best educational practice into their teaching.

However, each credential program has addressed the assessment of these learning outcomes differently. Current Education Program Assessment discussions are focusing on choosing one of the outcomes to assess across all credential programs.

Multiple Subjects Credential Program

The Multiple Subject Teaching Credential Program prepares K-8 teachers for all subject areas in elementary or self-contained middle school classrooms. It first enrolled students in Fall 2002. The program has two full-time equivalent tenure track faculty, one of whom has responsibility for program coordination and advising as well as teaching. The program also employs full time and part-time lecturers.

In keeping with changes in the external assessment requirements of CCTC, Multiple Subject Program has modified its culminating portfolio assessment and evaluation of teacher candidates (Exhibit 14.4). As part of the current assessment process students complete two tasks from a series of four Teacher Performance Assessments (TPAs). These are designed to enable candidate's to demonstrate his/her ability to teach in a K-8 classroom setting. Each performance task measures one or more of the thirteen TPEs.

Education Specialists-Mild Moderate: Level I & Level II

The Education Specialist Program has been enrolling students since Fall 2003. There are currently three tenure-track teaching faculty in the program. The program also employs full time and part-time lecturers.

In summer 2006 an assessment report was prepared for the Level I program's assessment results to date (Exhibit 14.5). Three academic year cycles of Education Specialist Level I assessment reveal that candidates demonstrated proficiency in the portfolio's core competency areas: Foundations, assessment, and methods. The Special Education Program's foci of academic year 2006-2007 are to (a) institutionalize Level I credential assessment; and (b) establish an assessment process for Level II Credential. The first Level II cohort will be graduating in May of 2007.

Single Subject Credential Program

The Single Subject Credential Program first enrolled students in Spring 2004. Since that time there has been one full-time tenure-track faculty devoted to program coordination, advising, assessment, and teaching. The remaining single subject faculty are either part-time lecturers—teaching one course a semester or supervising several student teachers—or tenure-track faculty

from other programs (English, Special Education) who teach one course a semester or one course a year.

In summer 2006 a report, “Single Subject Credential Program: History, Assessment, and Changes Spring 2004-Spring 2006” was prepared (Exhibit 14.6). This report, as the title indicates details the program’s creation and evolution to date including the use of assessment data to drive program changes and decision-making.

Additionally, Drs. Maria Denney and Jeanne Grier are conducting a research study testing the validity of the Single Subject Portfolio Core Competencies against the Education Program Learning Outcomes. This study is part of a collaborative research project on electronic portfolios with teacher educators at the University of Connecticut.

Exhibits:

14.1 [Education Evaluation Plan](#)

14.2 [Database Demographics](#)

14.3 [Teacher Preparation Institutional Report](#)

14.4 [Multiple Subjects Credential Program Assessment Report](#)

14.5 [Education Specialists Credential Program Assessment Report](#)

14.6 [Single Subject Credential Program Assessment Report](#)