

SECTION B

INSTITUTIONAL SUMMARY AND PLAN OF ACTION

This section is a summary of the institutional review of all of our CCTC-approved credential programs at San Jose State University. It includes a table that illustrates the unit assessment system (LEAP) and two additional tables that show key actions taken in response to our analysis and review of the data (Table B.2) and the related implications for the Common Standards (Table B.3).

Lurie Evaluation & Assessment Program (LEAP)

Data Collection: How We Measure Student Learning	Data Review: Discussion of Results & Closing the Loop
<p>All Programs Collect Data</p> <ul style="list-style-type: none"> • Key/Signature Assignments (Rubrics) • Student Teaching & Clinical Setting Performance (Rubrics) • Student Feedback Surveys • PACT (Rubrics) • MA Projects & Exams (Rubrics) • Dispositions (Rubrics) • Unit-Wide Diversity Rubric (Integrated into Program Rubrics) <p>Post Program Completion Data Collection (varies by program; sources vary)</p> <ul style="list-style-type: none"> • CTQ Survey of Graduates & Employers • National Certification Exam (Praxis) • Employment Data • Graduate Surveys • Employer Surveys • Program Advisory Board Reviews 	<p>Department/Program Level Review</p> <ul style="list-style-type: none"> • Program Faculty • Department LEAP Team* member • Department Chair • Curriculum & Assessment Committee • Supervisor Meetings <p><i>Process & Outcomes</i></p> <ul style="list-style-type: none"> • Data reviews occur monthly or by semester • Data are reviewed and program/curriculum changes are made as warranted based on the findings <p>Unit Level Review</p> <ul style="list-style-type: none"> • LEAP Team* • Council of Chairs (COC)* • Dean & Associate Dean • PACT Programs • All Faculty at Faculty/College Forums and Selected Retreats <p><i>Process & Outcomes</i></p> <ul style="list-style-type: none"> • Goal of this unit-level review is to keep all programs working together and to promote a data driven and unified process for change; decisions that impact the unit as a whole (e.g. significant curricular changes, initiatives, and major areas of focus) are based on our assessments and may include additional considerations such as resources, policy and procedures, and community needs • <i>LEAP Team</i> meets bi-weekly; members discuss their program activities/findings and look for trends across the unit; focus is on supporting the programs and identifying unit-wide highlights and areas of possible concern; supports unit and program data collection, creation of unit tools, and keeping communication open with all faculty • <i>COC</i> typically reviews/discusses assessment issues when impact is beyond a single department; works with the Dean and Associate Dean to develop and support unit-wide assessment activities and initiatives • <i>PACT Programs</i> review data each semester with PACT Coordinator; any needed changes are addressed with the support of program faculty reviews • <i>All Faculty</i> are kept informed and participate in general review of data and related key issues at the semester forums and, when needed, selected faculty retreats; retreats further facilitate mixed program discussions and input on significant issues/proposed initiatives
*Key Assessment Groups	
<p>Council of Chairs (COC)</p> <ul style="list-style-type: none"> • Directed by the Dean; members include all department Chairs and the Associate Dean • Discusses and advises the Dean on key issues in the College—including matters related to assessment (particularly when multiple within the unit are impacted) • Associate Dean provides regular updates on assessment to this group and facilitates discussions of current issues 	<p>LEAP Team</p> <ul style="list-style-type: none"> • Directed by the Associate Dean who is responsible for college assessment activities • Includes a faculty representative from each program and the PACT Coordinator • Meets bi-weekly to discuss program and unit assessment and provide feedback to the Dean on suggested changes/areas of need – Department Chairs also welcome to attend • Team members serve as assessment liaison between program and unit; work with the Department Chair to oversee all program assessment activities; work with Associate Dean to facilitate all unit assessment activities; write Biennial Data Reports; develop unit-wide assessment tools when needed • Members report on assessment issues to all faculty at College Forums (fall & spring) • Members receive .2 release/semester

B.2 - Documentation of Actions Taken in the Unit Assessment System

Based on the analysis of data collected for 2010-11; 2011-12; 2012-13

Action Taken	Date	Data Source(s)	Analysis Leading to the Action
<p>Increased level and quality of professional development provided to faculty and supervisors on issues related to ELs</p> <p>Revised curriculum to have stronger focus on ELs (MS, SS, ES, EdAdm)</p> <p>Piloted unit-wide diversity assessment F12 (N=175): M = 3.3 (.70) S13 (N= 174): M = 3.3 (.60) Scale: 1=Unacceptable 2=Developing 3=Proficient 4=Exemplary</p> <p>MS revised the <i>Field Experience Guide</i> to include more information and resources on ELs</p>	<p>2010-Present</p> <p>2011-13</p> <p>2012-13</p> <p>2013</p>	<p>Chancellor's Office survey of graduates & employers; IAP report to Chancellor's Office; PACT; program assignments (assessment rubrics)</p>	<p>Although employers rate our graduates as generally well prepared, data from the graduates themselves indicated the need to improve our candidates' perceptions of their readiness to serve English Learners. Student performance as assessed by PACT and program rubrics also suggested a stronger focus on ELs was warranted.</p>
<p>Advise students (SS) to enroll in our own/ES mainstreaming course (EDSE 192A) to ensure quality and depth of content</p> <p>Offer a concurrent option (ES with MS or SS) leading to 2 credentials</p> <p>ES launched certificate in Autism Spectrum Disorders--open to all post-bac students in the College & teachers in the field</p>	<p>2010-Present</p> <p>2010-Present</p> <p>2012</p>	<p>Chancellor's Office Survey of Graduates & Employers; IAP report to Chancellor's Office; Student feedback</p>	<p>Data indicated that graduates felt in need of more training in the area of special needs students</p>
<p>Hired a designated advisor for Speech Pathology Program</p>	<p>2011</p>	<p>Student exit surveys</p>	<p>Students expressed concerns over inconsistent & confusing advisement process</p>

Launched unit-wide tech initiative	2011	Chancellor's	Although survey of employers indicated graduates were effectively using technology for instruction, graduates reported low levels of confidence; Superintendents stressed importance for TC's to be experienced in using and teaching with technology
Faculty iPad mini-grant program to support integration of iPads into curriculum	2011	Office survey of graduates & employers;	
Purchased 72 iPads and 3 carts for classrooms & clinics; 30 iPads purchased for use by supervisors in the field	2011	Superintendent Summit S11;	
Created professional development program to train faculty on iPads and SMARTboards	2011-Present	Faculty feedback & discussions from S11 retreat on tech innovations	
Purchased 5 SMARTboards	2011		
Faculty spring retreat on tech innovations	2011		
Held 2-day professional development workshop for MS, SS, and ES faculty on using technology (iPads) in supervision	2012		
Established a LiveBinder to support unit-wide assessment (Web-based binder of all assessment-related materials & activities). Includes documents (e.g., Biennial Reports, PADs, data tracking reports, rubrics), key links (e.g., CTC & CAEP websites), and helpful resources (e.g. assessment professional development information)	2012-Present	LEAP Team; Program Directors; Council of Chairs	Assessment review meetings and discussions highlighted a need to improve the ability to share assessment documents and data and to keep an open line of communication among all programs—including those housed outside of the College. Our LiveBinder serves these purposes and also acts as an archive ("institutional memory") so that when directors or LEAP Team members leave, consistency can be maintained--currently in-use measures are readily available along with key historical documents. LEAP Team, Chairs, Program Directors, and the Dean have access at any time.
EdAdm research course sequence revised to start in first semester of the program and culminate in the final/4th semester with the projects	2012	Student feedback survey	Students reported the need to have a first semester research experience in order to be adequately prepared for their final research projects

B.3 – Common Standards Implications for 2013-14

Based on the analysis of data reported in the 2013 Biennial Report

Common Standards: 1 - Leadership; 2 - Unit & Program Assessment & Evaluation; 3 – Resources; 4 – Faculty & Instructional Personnel; 5 – Admission; 6 – Advice & Assistance; 7 – Field Experiences; 8 – District Employed Supervisors; 9 – Candidate Assessment

Identified Issue	Program(s) Involved	Data Source(s)	Area of Strength or to Improve	Applicable Common Standard
Course Assignment Rubric Development and Refinement	All	LEAP Team Review; Reviews by the Program Curriculum & Assessment Committees	<p><i>Strength:</i> MS, SS, Speech Path (SP), ES, EdAdm</p> <p><i>Improvement Needed:</i> PPS, RS, Adapted PE, Teacher Librarian (TL)</p>	2, 4, 9
Integration of Common Core Standards	MS, SS, ES, EdAdm, PPS, RS, TL	Statewide Initiative	<p><i>Strength:</i> Several programs are already addressing this issue. EdAdm has had speakers and workshops and is integrating the CCS into their fieldwork courses. The SS program has integrated the new standards into Math and English methods courses with work in progress for incorporating Language Arts into Science & Soc Sci methods.</p> <p><i>Improvement Needed:</i> MS, SS, ES, EdAdm, PPS, RS, TL all need to move to full integration. Currently organizing a unit-wide professional development to ensure all faculty are well-informed and have the necessary support.</p>	1, 4, 7, 9
Academic Writing Skills of Candidates	All	Program Assessments	<p><i>Strength:</i> Single Subject Program created (S13) the <i>Academic Writing Seminar for Education Professions (AWS)</i> – students are given support to improve their academic and professional writing skills. AWS is a “not for credit” course, offered free of charge each semester and open to all post-bac students in the College.</p>	2, 3, 9

<p>21st Century Learning Spaces and Tools for Instruction</p>	<p>All</p>	<p>Chancellor’s Office Survey of Graduates and Employers; Superintendents’ Summit Meeting S11; All-College Retreat S11; Anecdotal evidence from CSU Education Deans at S13 Meeting (CSU-ED Deans’ Meeting held in our Unit’s renovated facilities)</p>	<p><i>Strength:</i> All Unit classrooms were fully renovated (completed F12) to include mobile furniture, SMART interactive whiteboards, wireless, and Apple TV. They will accommodate all types of instruction (e.g., collaborative, lecture, and flipped [with our LMS support]). We also replaced our out-dated computer lab with a “collaboration lab” that has 4 media:scapes to facilitate group collaboration. Our goal is to prepare <u>all</u> Lurie candidates so they are comfortable using technology and able to work in a range of instructional settings.</p> <p>We are also a resource on classroom design for our campus and several other CSU Colleges of Education.</p>	<p>1, 3, 4</p>
<p>Reliable & User-Friendly Assessment System Tool</p>	<p>All</p>	<p>LEAP Team Review; Program Curriculum & Assessment Committees; Council of Chairs</p>	<p><i>Strength:</i> Through S13, we used Waypoint Outcomes (web-based rubric system) for our unit assessment system. Numerous problems (including a disconnect between versions) and a lack of vendor support resulted in our adoption of a much stronger and more effective tool--TaskStream.</p> <p><i>Improvement Needed:</i> We are in the process of setting up the TaskStream system and will carryout our first data collection F13. Professional development for all faculty is underway.</p>	<p>2, 3, 4, 9</p>

Clinical Experiences	SS, MS	Program Assessments; PACT Data; Program Curriculum & Assessment Committees; Faculty Discussions & Feedback from S13 Retreat	<p><i>Strength:</i> Currently piloting Co-Teaching model in SS and MS. Outcome to date is highly positive.</p> <p><i>Improvement Needed:</i> Continue to develop and expand model</p>	7, 8, 9
Dispositions Assessment	All	Program Review; Supervision Assessments & Supervisor feedback; Faculty discussion topic at F12 retreat	<p><i>Strength:</i> ES, MS</p> <p><i>Improvement Needed:</i> This remains a difficult issue for most programs—with the support of the programs that are doing this well, we plan to work together to create a unit-wide tool that everyone can use</p>	1, 2, 9