

2017 - 2018 Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

For more information visit our [website](#)
or [contact us](#) for more help.

Please begin by selecting your program name in the drop down.

If the program name is not listed, please enter it below:

Cred. Dual MM-Multi Subj

OR enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **did you assess?** [Check all that apply]

- 1. **Critical Thinking**
- 2. **Information Literacy**
- 3. **Written Communication**
- 4. **Oral Communication**
- 5. Quantitative Literacy
- 6. **Inquiry and Analysis**
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. **Intercultural Knowledge, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20A. Other, specify any assessed PLOs not included above:

a.

b.

c.

20B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.2 to Q5.3.1.)

Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

The Mild/Moderate Dual Program with Multiple Subject credential is a post-baccalaureate, nondegree, credential program accredited by the Commission on Teaching Credentialing (CTC).

As such, the program must adhere to the Teaching Performance Expectations (TPEs) that serve as our own PLOs. In order to be accredited in California, each program must provide evidence of how the program addresses each of the TPEs. Since the Dual Mild/Moderate and Multiple Subject Program is a post-baccalaureate program, the TPEs are not explicitly linked to the Sac State BLGs. For both MM and MS credential programs, this assessment was focused on Reading (English Language Arts).

TPE and Standards – what is the TPE number(s) for reading and what are the numbers of CTC Special Education Program and MM Standards for reading?

	TPE and Standard Description
TPE(s) for MS credential	<p data-bbox="846 905 1435 995">TPE 3: Understanding and Organizing Subject Matter for Student Learning – Focusing on ELA (Reading)</p> <ol style="list-style-type: none"> <li data-bbox="846 1100 1435 1190">1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. <li data-bbox="846 1241 1435 1394">2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
MM Program Standard(s) for MM credential	<p data-bbox="834 1457 1360 1518">Program Standard 9. Preparation to teach Reading/Language Arts</p> <p data-bbox="834 1593 1435 1747">9.1 Candidates are able to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework.</p> <p data-bbox="834 1822 1446 1963">9.2 Candidates are able to meet the full range of learners including struggling readers, students with special needs, typologies of English language learners, speakers of non-standard English, students who have no communication/language system, and advanced</p>

Q1.2.1.

Do you have rubrics for your PLOs?

- 1. Yes, for all PLOs
- 2. Yes, but for some PLOs
- 3. No rubrics for PLOs
- 4. N/A
- 5. Other, specify:

Q1.3.

Are your PLOs closely aligned with the mission of the university?

- 1. Yes
- 2. No
- 3. Don't know

Q1.4.

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- 1. Yes
- 2. No (skip to **Q1.5**)
- 3. Don't know (skip to **Q1.5**)

Q1.4.1.

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- 1. Yes
- 2. No
- 3. Don't know

Q1.5.

Did your program use the **Degree Qualification Profile** ("DQP", see <http://degreeprofile.org>) to develop your PLO(s)?

- 1. Yes
- 2. No, but I know what the DQP is
- 3. No, I don't know what the DQP is
- 4. Don't know

Q1.6.

Did you use action verbs to make each PLO measurable?

- 1. Yes
- 2. No
- 3. Don't know

(Remember: **Save your progress**)

Section 2: Report One Learning Outcome in Detail

Question 2: Standard of Performance for the Selected PLO

Q2.1.

Select **OR** type in **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you checked the **correct box** for this PLO in Q1.1):

Reading

If your PLO is **not listed, please enter it here:**

Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

The one chosen for this assessment report is reading.

The outcome is based on the following TPEs and Special Educaiton Standards.

Program Standard 9. Preparation to teach Reading/Language Arts 9.1 Candidates are able to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework.

TPE is vast in nature; therefore, for this assessment report, the area was the focus since it encompasses much of the details of the rest of the TPE.

TPE 3: Understanding and Organizing Subject Matter for Student Learning – Focusing on ELA (Reading)

2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

Q2.2.

Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")

1. Yes
 2. No
 3. Don't know
 4. N/A

Q2.3.

Please **1) provide and/or attach the rubric(s) AND 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

In the MM Dual Program, we assess students' (=teacher candidates'=TCs') reading (including spelling analysis) performance in a couple of ways.

First, TCs take two reading courses and the second level of the course is EDSP221. At the end of the second level course, TCs need to demonstrate their skills and knowledge on reading as well as spelling analysis (the rubric included) as a signature assignment to pass the course.

Second, TCs need to practice and pass the **edTPA – Literacy ELA**.

Third, TCs must pass RICA before they can get a job.

Fourth, all TCs in the MM Dual Program must pass two reading courses, EDSP220 (basic) and EDSP221 (advanced).

1. EDSP 221 signature assignment rubric:

Reading and Spelling Analysis: Signature Assignment Rubric

In order to receive 100 points or the total amount of points for this assignment follow your syllabus outline carefully, which directs you on how to prepare this assignment. You will need to submit this scoring rubric when you submit your assignment. The below summarizes what the syllabus indicates under: *Assignments & Class Requirements*.

I have read these below points in order to understand how to obtain points on the spelling analysis assignment.

Student Signature: _____

Print your name here: _____

Date _____

Reading & Spelling Analysis	SCORE [100 PTS]
1. Introduction for your student. (Look at syllabus for this information to be included in this section).	5 points
2. Student Background or Student Profile (Look at syllabus for what needs to be included in this section)	5 points
3. Teacher and Parent Interviews (Look at syllabus for questions you can ask parent and teacher)	5 points
4. Indicate the Spelling Stage where you believe the student is at this point after you have tested your student	5 points

No file attached No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard (stdrd) of performance, and the rubric that was used to measure the PLO:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	10. Other, specify: <input type="text" value="CTC's program monitoring visit documents"/>

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

- 1. Yes
- 2. No (skip to **Q6**)
- 3. Don't know (skip to **Q6**)
- 4. N/A (skip to **Q6**)

Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

Q3.2.

Was the data **scored/evaluated** for this PLO?

- 1. Yes
- 2. No (skip to **Q6**)
- 3. Don't know (skip to **Q6**)
- 4. N/A (skip to **Q6**)

Q3.2.1.

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

Data on Reading in the MM Dual Program

RICA passing numbers and rate during last year

	RICA passing numbers	passing rate
Fall 2017		
Spring 2018		

EDSP220 and EDSP221 final grades and student numbers in each class and each semester.

	Expected passing grade from the class who can passed	Passing Number (out of _total?___)	Passing Percentage
EDSP220 (semester/year)			
EDSP221 (semester/year)			

Signature assesement from EDSP 221 – TaskStream (Will be attached here)

	EDSP221 Signature Assignment	Expected passing score out of the grading criteria	passing percentage with the score of/higher than 3 from the class if 3 was the passing score that you set up
--	------------------------------	--	--

(Remember: Save your progress)**Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)****Q3.3.**

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- 1. Yes
- 2. No (skip to **Q3.7**)
- 3. Don't know (skip to **Q3.7**)

Q3.3.1.

Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) were used? [**Check all that apply**]

- 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- 2. Key assignments from required classes in the program
- 3. Key assignments from elective classes
- 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- 5. External performance assessments such as internships or other community-based projects
- 6. E-Portfolios
- 7. Other Portfolios
- 8. Other, specify:

Q3.3.2.

Please **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, **THEN 2) explain here** how it assesses the PLO:

Data on Reading in the MM Dual Program

Refer to Q2.3.

 **No file attached**

 **No file attached**

Q3.4.

What tool was used to evaluate the data?

- 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.

If you used other means, which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- 4. Other, specify:

RICA - Reading Instruction Competence Assessment (California Commission on Teacher Credenti...

(skip to **Q3.4.4.**)

Q3.4.2.

Was the **rubric** aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.4.3.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.4.4.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.5.

Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

3

Q3.5.1.

Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

2-course instructor and the final e-portfolio evalu...

Q3.5.2.

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.6.

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

The sample of student work was selected by papers and e-portfolios.

Q3.6.1.

How did you **decide** how many samples of student work to review?

The number of samples was decided as a collaborative effort by the program faculty and the main scorer of the work was the course instructor, except RICA.

Q3.6.2.

Please enter the number (#) of students that were in the class or program?

Q3.6.3.

Please enter the number (#) of samples of student work that you evaluated?

Q3.6.4.

Was the sample size of student work for the direct measure adequate?

1. Yes
 2. No
 3. Don't know

(Remember: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.

Were indirect measures used to assess the PLO?

1. Yes
 2. No (skip to **Q3.8**)
 3. Don't Know (skip to **Q3.8**)

Q3.7.1.

Which of the following indirect measures were used? [**Check all that apply**]

1. National student surveys (e.g. NSSE)
 2. University conducted student surveys (e.g. OIR)
 3. College/department/program student surveys or focus groups

- 4. Alumni surveys, focus groups, or interviews
- 5. Employer surveys, focus groups, or interviews
- 6. Advisory board surveys, focus groups, or interviews
- 7. Other, specify:

Q3.7.1.1.

Please explain and attach the indirect measure you used to collect data:

 No file attached

 No file attached

Q3.7.2.

If surveys were used, how was the sample size **decided**?

Q3.7.3.

If surveys were used, how did you **select** your sample:

Q3.7.4.

If surveys were used, please enter the response rate:

Question 3C: Other Measures
(external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q3.8.2**)
- 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.

Which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- 4. Other, specify:

RICA

Q3.8.2.

Were other measures used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q4.1**)
- 3. Don't know (skip to **Q4.1**)

Q3.8.3.

If other measures were used, please specify:

 No file attached  No file attached



(Remember: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.



Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our [Feedback Packet Example](#)):

Insert the TaskStream data here

 No file attached No file attached**Q4.2.**

Are students doing well and meeting the program standard? **If not**, how will the program work to improve student performance of the selected PLO?

Yes. Based on the collected data, the MM Dual Program students are doing well by meeting the program expectation on reading performance.

 No file attached No file attached**Q4.3.**

For the selected PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. Did not meet expectation/standard
- 5. No expectation/standard has been specified
- 6. Don't know

Question 4A: Alignment and Quality

Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- 1. Yes
- 2. No
- 3. Don't know

Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- 1. Yes
- 2. No
- 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate **making any changes** for your program (e.g. course structure, course content, or modification of PLOs)?

- 1. Yes
- 2. No (skip to **Q5.2**)
- 3. Don't know (skip to **Q5.2**)

Q5.1.1.

Please describe **what changes** you plan to make in your program as a result of your assessment of this PLO.

Q5.1.2.

Do you have a plan to assess the **impact of the changes** that you anticipate making?

1. Yes, describe your plan:

2. No

3. Don't know

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas?

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
23. Other, specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:

MM Dual Program will begin to implement a new TPA (edTPA) based on the newly adopted (June 2016) CTC Teaching Performance Expectations from this fall 2018 semester. Based on the results from the small sample size of 7 in EDSP221, in checking TCs reading performance (including teaching reading to their students in elementary classrooms), our program will expand the edTPA ELA task to all final phase teacher candidates for their Multiple Subject credential. All of them are also working for Mild to Mod. credential so the practice of edTPA ELA task is directly related to the reading performance of all TCs in the Dual Program.

Q5.3.

To what extent did you apply **previous assessment feedback** from the Office of Academic Program Assessment in the following areas?

	1.	2.	3.	4.	5.
	Very Much	Quite a bit	Some	Not at All	N/A
1. Program Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Standards of Performance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Other, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.3.1.

Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

As the Student Teacher Placement Coordinator, I had a meeting with all EDSP faculty and university supervisors in the Dual Program to share and discuss about these commendations and recommendations by the office of academic program assessment.


(Remember: **Save your progress**)


Section 3: Report Other Assessment Activities

Other Assessment Activities

Q6.

If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

 No file attached

 No file attached

Q6.1.

Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

Q7.

What PLO(s) do you plan to assess next year? [**Check all that apply**]

- 1. **Critical Thinking**
- 2. **Information Literacy**
- 3. **Written Communication**
- 4. **Oral Communication**
- 5. Quantitative Literacy

- 6. **Inquiry and Analysis**
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. **Intercultural Knowledge, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20. Other, specify any PLOs not included above:

- a.
- b.
- c.

Q8.

Please explain how this year's assessment activities help you address recommendations from your department's last program review?

The recommendations from my department's last program review was to devleop our program assessment and do not use students' information. Therefore, with help by other faculty, I planned to focus on reading this year and did not use any student's information. Instead I used the whole or small group data.

As a program, we prepared the program(class) expectatation ahead before we collect this year's data on reading (ELAs).

Q9. Please attach any additional files here:

- | | |
|---|---|
| <input type="text" value="No file attached"/> | <input type="text" value="No file attached"/> |
| <input type="text" value="No file attached"/> | <input type="text" value="No file attached"/> |

Q9.1.

If you have attached **any** files to this form, please list **every** attached file here:

Section 4: Background Information about the Program

Program Information (**Required**)

Program:(If you typed in your program name at the beginning, please skip to **Q11**)**Q10.**

Program/Concentration Name: [skip if program name is already selected or appears above]

Q11.

Report Author(s):

Q11.1.

Department Chair/Program Director:

Q11.2.

Assessment Coordinator:

Q12.

Department/Division/Program of Academic Unit (select):

Q13.

College:

Q14.

What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

Q15.

Program Type:

1. Undergraduate baccalaureate major
2. Credential
3. Master's Degree
4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
5. Other, specify:

Q16. Number of **undergraduate degree programs** the academic unit has?**Q16.1.** List all the names:**Q16.2.** How many concentrations appear on the diploma for this undergraduate program?

Q17. Number of **master's degree programs** the academic unit has?

1

Q17.1. List all the names:

MA in Special Education

Q17.2. How many concentrations appear on the diploma for this master's program?

1

Q18. Number of **credential programs** the academic unit has?

3

Q18.1. List all the names:

1. MM Dual (Mild to Mod and Multiple Subj. credentials)
2. MM Only
3. MM Internship

Q19. Number of **doctorate degree programs** the academic unit has?

0

Q19.1. List all the names:

When was your Assessment Plan...	1.	2.	3.	4.	5.	6.	7.	8.
	Before 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	No Plan	Don't know
Q20. Developed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q20.1. Last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20.2. (Required)

Please **obtain** and **attach** your latest **assessment plan**:

No file attached


Q21.

Has your program developed a **curriculum map**?

- 1. Yes
- 2. No
- 3. Don't know

Q21.1.

Please **obtain** and **attach** your latest **curriculum map**:

 No file attached

Q22.

Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?

- 1. Yes
- 2. No
- 3. Don't know

Q23.

Does your program have a capstone class?

- 1. Yes, specify:

EDSP221 for reading (ELAs)

- 2. No
- 3. Don't know

Q23.1.

Does your program have a capstone project(s)?

- 1. Yes
- 2. No
- 3. Don't know

(Remember: Save your progress)

Save When Completed!

ver. 10.31.17

FROM Q1.2

The Mild/Moderate Dual Program with Multiple Subject credential is a post-baccalaureate, nondegree, credential program accredited by the Commission on Teaching Credentialing (CTC).

As such, the program must adhere to the Teaching Performance Expectations (TPEs) that serve as our own PLOs. In order to be accredited in California, each program must provide evidence of how the program addresses each of the TPEs. Since the Dual Mild/Moderate and Multiple Subject Program is a post-baccalaureate program, the TPEs are not explicitly linked to the Sac State BLGs. For both MM and MS credential programs, this assessment was focused on Reading (English Language Arts).

TPE and Standards – what is the TPE number(s) for reading and what are the numbers of CTC Special Education Program and MM Standards for reading?

	TPE and Standard Description
TPE(s) for MS credential	<p>TPE 3: Understanding and Organizing Subject Matter for Student Learning – Focusing on ELA (Reading)</p> <p>1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.</p> <p>2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.</p>
MM Program Standard(s) for MM credential	<p>Program Standard 9. Preparation to teach Reading/Language Arts</p> <p>9.1 Candidates are able to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework.</p>

	<p>9.2 Candidates are able to meet the full range of learners including struggling readers, students with special needs, typologies of English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners who have varied reading levels and language backgrounds.</p>
MM Standard(s) for MM credential	<p>Mild to Mod. Standard 3. Planning and Implementing Mild/Moderate Curriculum and Instruction</p> <p>3.3 Candidates have knowledge of evidence-based curricula and instructional methods that are effective with students with mild/moderate disabilities, including specially-designed curricula and methods for reading/language arts instruction for students with mild/moderate reading disorders.</p>

FROM Q2.1.1

The one chosen for this assessment report is reading.

The outcome is based on the following TPEs and Special Educaiton Standards.

Program Standard 9. Preparation to teach Reading/Language Arts 9.1 Candidates are able to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework.

TPE is vast in nature; therefore, for this assessment report, the area was the focus since it encompasses much of the details of the rest of the TPE.

TPE 3: Understanding and Organizing Subject Matter for Student Learning – Focusing on ELA (Reading)
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2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
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FROM Q2.3

In the MM Dual Program, we assess students' (=teacher candidates'=TCs') reading (including spelling analysis) performance in a couple of ways.

First, TCs take two reading courses and the second level of the course is EDSP221. At the end of the second level course, TCs need to demonstrate their skills and knowledge on reading as well as spelling analysis (the rubric included) as a signature assignment to pass the course.

Second, TCs need to practice and pass the **edTPA – Literacy ELA**.

Third, TCs must pass RICA before they can get a job.

Fourth, all TCs in the MM Dual Program must pass two reading courses, EDSP220 (basic) and EDSP221 (advanced).

1. EDSP 221 signature assignment rubric:

Reading and Spelling Analysis: Signature Assignment Rubric

In order to receive 100 points or the total amount of points for this assignment follow your syllabus outline carefully, which directs you on how to prepare this assignment. You will need to submit this scoring rubric when you submit your assignment. The below summarizes what the syllabus indicates under: *Assignments & Class Requirements*.

I have read these below points in order to understand how to obtain points on the spelling analysis assignment.

Student Signature: _____

Print your name here: _____

Date _____

Reading & Spelling Analysis	SCORE [100 PTS]
1. Introduction for your student. (Look at syllabus for this information to be included in this section).	5 points
2. Student Background or Student Profile (Look at syllabus for what needs to be included in this section)	5 points
3. Teacher and Parent Interviews (Look at syllabus for questions you can ask parent and teacher)	5 points
4. Indicate the Spelling Stage where you believe the student is at this point after you have tested your student.	5 points
5. Complete (detailed) Analyses From the Assessments you have given your student. Please add information regarding: In addition to everything you are already analyzing that is noted in your syllabus please include information regarding the following: EL6: How does the candidate demonstrate an understanding of student performance with respect to standards/objectives? (TPEs 1,3) The analyses include information from IRI, Phonic Analysis, Phonemic Awareness, Alphabet assessment, Basic Sight Word List. Analyze each assessment and document the errors student has made and make the analysis of each assessment based on the different errors you have found in your different assessments. { Domain 002 –Understand the purposes of reading assessment and best practices related to standards-based entry level assessment, monitoring of student progress and summative assessment) {Domain 2—Word Analysis 003—Understand the role of phonological and phonemic awareness in reading development and how to develop students' phonological and phonemic awareness skills.}, {004 Understanding the role of concepts of print, letter recognition, and the alphabetic principle in reading development and how to develop students' and skills in the area}, {005 Understand important terminology and concepts involved in phonics instruction and recognize the role of phonics and sight words in reading development). { 006—Understand how to develop students' phonics knowledge and skills and recognition of sight words to promote accurate word analysis that leads to automaticity in word recognition and contributes to spelling development.}	1. oints

6 Complete (detailed) analyses you have collected from your student. You may include spelling assessments, written work in a student journal, any descriptive writing that will have samples of spelling errors that the student is making which will help you with the overall spelling analysis. Also include the following information: EL8: What is the quality of feedback to students? (TPEs 3,4).	20 points
7. Complete Recommendations for Student Based on All of Your Assessments, Interviews, Observations, and Other Supporting Data You Have Collected. Also include the following in addition to what you are already doing in the syllabus instructions for this assignment: EL7: How does the candidate use the analysis of student learning to propose next steps in instruction? TPEs 3,4.	20 points
8. Read very carefully any additional commentary written in the syllabus concerning this assignment and follow each recommendation as the instructor will look to see if you have included these points within your spelling analysis.	20 points

TOTAL POINTS:

SCORING KEY		
No Credit (NC)	Partial Credit (PC)	Full Credit (FC)
0 - 1 (out of 5)	2 - 3 (out of 5)	4 - 5 (out of 5)
0 – 2 (out of 10)	3 – 7 (out of 10)	8 – 10 (out of 10)
0 - 5 (out of 20)	6 -15 (out of 20)	16 - 20 (out of 20)
Required elements missing or inadequately addressed.	All required elements satisfactorily addressed but further clarifications of strategies needed and/or in a professional manner (e.g., no typos, appropriate	All required elements addressed in a thorough and professional manner with minimal clarifications or corrections needed.

	grammar and appearance).	
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Signature Assignment from EDSP 221 – TaskStream

	EDSP221 Signature Assignment	Number of students in the class/Number of students who completed the task	Expected passing score out of the grading (partial and full credit)	passing percentage with the score of/higher than that you set up
Spring 2018	Name here? Spelling & Reading Analysis	221-01 19 students completed the task 221-02 24 students completed the task	All passed All passed	100 % 100%

2. edTPA – Literacy ELA

edTPA Literacy ELA Explanation: All California teacher candidates must successfully complete a Teaching Performance Assessment in the main content areas (Math, Literacy, History-Social Science, and Science) before being credentialed. Our candidates will completed the edTPA Math portfolio during their final phase MS student teaching placement, F2018. During Spring 2018, a small group of MM Dual teacher candidates began the Literacy Task as one of CAT

(Content Area Task) in their Spring 2018 student/intern teaching setting and then submitted it in EDSP 221 for scoring. Please review the following information about the Literacy Task in edTPA.

	Expected passing grade from the class who can passed	Number of candidates who passed and percentage
Spring 2018 7 students completed the task	Two had excellent Literacy Task 4, Four were average but all passed. This was a pilot so all passed.	All 7 passed, two were excellent and four were average. This was a pilot this year and all passed. Work needs to be done on various parts of the Literacy Task 4.

3. RICA

The Reading Instruction Competence Assessment (RICA) is designed to ensure that candidates for the Multiple Subjects Teaching Credential and Education Specialist Instruction Credential possess the knowledge and skills necessary to provide effective reading instruction. The exam is comprised of 70 multiple choice questions, four short constructed responses, and one case study, and covers five domains: Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment; Word Analysis; Fluency; Vocabulary, Academic Language, and Background Knowledge; and Comprehension.

1.

Number of questions:	70 multiple choice questions, 4 focused educational problems and instructional tasks, & 1 case study
Detailed list of topics covered on each subtest:	View RICA Study Guide
Time to complete test:	4 hours

2. RICA passing numbers and rate during last year

	RICA passing numbers	passing rate
Fall 2017	N/A	N/A
Spring 2018	13 out of 14 who tried	93%

4. EDSP220 and EDSP221 final grades and student numbers in each class and each semester.

	Number of students in the class	Expected passing grade from the class who can passed	Passing Number (out of total 71)	Passing Percentage
EDSP220	220-01	C-	All passed	100%
Fall 2017 (semester/year)	21 students			
	220-02		All passed	100%
	23 students			
EDSP221	221-01	C-	All passed	100%
Spring 2018 (semester/year)	23 students			
			All passed	100%

	221-02			
	4 students			

FROM Q3.2.1

Data on Reading in the MM Dual Program

RICA passing numbers and rate during last year

	RICA passing numbers	passing rate
Fall 2017		
Spring 2018		

EDSP220 and EDSP221 final grades and student numbers in each class and each semester.

	Expected passing grade from the class who can passed	Passing Number (out of _total? __)	Passing Percentage
EDSP220 (semester/year)			
EDSP221			

(semester/year)			
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Signature assesment from EDSP 221 – TaskStream (Will be attached here)

	EDSP221 Signature Assignment	Expected passing score out of the grading criteria	passing percentage with the score of/higher than 3 from the class if 3 was the passing score that you set up
Spring 2018			

SCORING KEY		
No Credit (NC)	Partial Credit (PC)	Full Credit (FC)
0 - 1 (out of 5)	2 - 3 (out of 5)	4 - 5 (out of 5)
0 – 2 (out of 10)	3 – 7 (out of 10)	8 – 10 (out of 10)
0 - 5 (out of 20)	6 -15 (out of 20)	16 - 20 (out of 20)

Required elements missing or inadequately addressed.	All required elements satisfactorily addressed but further clarifications of strategies needed and/or in a professional manner (e.g., no typos, appropriate grammar and appearance).	All required elements addressed in a thorough and professional manner with minimal clarifications or corrections needed.
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EDSP 221 signature assignment rubric:

Reading & Spelling Analysis	SCORE [100 PTS]
1. Introduction for your student. (Look at syllabus for this information to be included in this section).	5 points
2. Student Background or Student Profile (Look at syllabus for what needs to be included in this section)	5 points
3. Teacher and Parent Interviews (Look at syllabus for questions you can ask parent and teacher)	5 points
4. Indicate the Spelling Stage where you believe the student is at this point after you have tested your student.	5 points
5. Complete (detailed) Analyses From the Assessments you have given your student. Please add information regarding: In addition to everything you are already analyzing that is noted in your syllabus please include information regarding the following: EL6: How does the candidate demonstrate an understanding of student performance with respect to standards/objectives? (TPEs 1,3) The analyses include information from IRI, Phonic Analysis, Phonemic Awareness, Alphabet assessment, Basic Sight Word List. Analyze each assessment and document the errors student has made and make the analysis of each assessment based on the different errors you have found in	1. oints

<p>your different assessments. { Domain 002 –Understand the purposes of reading assessment and best practices related to standards-based entry level assessment, monitoring of student progress and summative assessment) {Domain 2—Word Analysis 003—Understand the role of phonological and phonemic awareness in reading development and how to develop students' phonological and phonemic awareness skills.}, {004 Understanding the role of concepts of print, letter recognition, and the alphabetic principle in reading development and how to develop students' and skills in the area}, {005 Understand important terminology and concepts involved in phonics instruction and recognize the role of phonics and sight words in reading development). { 006—Understand how to develop students' phonics knowledge and skills and recognition of sight words to promote accurate word analysis that leads to automaticity in word recognition and contributes to spelling development.}</p>	
<p>6 Complete (detailed) analyses you have collected from your student. You may include spelling assessments, written work in a student journal, any descriptive writing that will have samples of spelling errors that the student is making which will help you with the overall spelling analysis. Also include the following information: EL8: What is the quality of feedback to students? (TPEs 3,4).</p>	20 points
<p>7. Complete Recommendations for Student Based on All of Your Assessments, Interviews, Observations, and Other Supporting Data You Have Collected. Also include the following in addition to what you are already doing in the syllabus instructions for this assignment: EL7: How does the candidate use the analysis of student learning to propose next steps in instruction? TPEs 3,4.</p>	20 points
<p>8. Read very carefully any additional commentary written in the syllabus concerning this assignment and follow each recommendation as the instructor will look to see if you have included these points within your spelling analysis.</p>	20 points

TOTAL POINTS:

COMMENTS:

edTPA – Literacy ELA

	Expected passing grade from the class who can passed	Number of candidates who passed and percentage
Spring 2018		