

College of Education and Integrative Studies

Tipping Points Update: Learning-Centered Activities

March 2009

1. How assessment feedback has been used to modify activities for continuous improvement

- Development of an assessment system – With assigned time allocated to a faculty member from each department to focus on assessment, the assessment committee has targeted identifying the how student learning outcomes are assessed through critical assessment tasks or activities in each program. The work has targeted what those assessments are, how they are administered, how they are evaluated and corresponding analysis of data, and the cycle of program improvement based on resulting student data. The college is developing an assessment calendar to look at a systematic approach to data analysis and feedback.
- Supervisor Evaluation – A complete process for evaluation of field experiences, particularly student teaching, is being piloted by the initial credential programs. Data will be received from the triad of teacher candidates, master teachers, and supervisors on the effectiveness of each. This data will be used to improve the supervision process and fieldwork experiences.
- Change in Support for Thesis Completion – Based on feedback from faculty and students, the support mechanisms for completion of the masters thesis has been changed to include more mentoring and collaborative feedback to improve the completion time and quality of thesis outcome.
- Improvement and Accountability Plan (IAP) : A Chancellor's Office Report - The CSU Center for Teacher Quality administers a survey to initial teacher candidates after they have been in the field for one year. A parallel survey is administered to their employing supervisor evaluating the quality of preparation of the teacher candidates. In conjunction with student learning outcomes data, this information is being used to prioritize program changes. This information is now reported to the Chancellor's Office as part of another mandated accountability mechanism.

2. Measures taken to encourage students to take charge of their learning

- Capstone Projects – The undergraduate programs in EWS and IGE each have a capstone project that is created by the student as a demonstration of knowledge and understanding the field. Each student meets with the capstone course coordinator to approve the minimum criteria for the project. Students take the the basic components and build on it using media and conceptual extensions as a demonstration of how learning has transformed their thinking and influenced new

directions of study (lifelong learning). Capstone projects are presented in a public and, increasingly, electronic forum to capitalize on presentation skills.

3. Effective methods used to measure customer satisfaction

- EWS Alumni Survey - The Ethnic and Women's Studies Department is developing an extended survey for alumni. This survey has been administered every 3-4 years and covers all graduates during the rime period. The department is revising the survey to reflect the changes in student learning outcomes and satisfaction with the program after entering the workforce or graduate school.
- The CSU Exit Survey – Conducted by the Center for Teacher Quality, the required survey includes questions on teacher candidate satisfaction on advising, services supplied by the university, and general satisfaction with the program.
- The CSU Alumni Survey – This set of surveys distributed to credential program graduates and their employers after an exhaustive search by the center and the campus to locate graduates and identify immediate supervisors. The surveys include a significant section of evaluating their perceived level of preparation on a variety of elements aligned with the state defined candidate outcomes as well as perceive effectiveness in teaching students on the same list of candidate outcomes. This survey evaluates satisfaction by both teacher candidates with parallel questions from employers.
- Assessment of Directed Teaching Experience –A set of evaluation instruments are being piloted for the Director Teaching (clinical practice) portion of the program. The three-way set of instruments includes a section on satisfaction with the program and support services by teacher candidates, master/cooperating teachers, and university supervisor.

4. Effective methods used to measure student learning

Utilizing best practices in assessment, each department/program measures student learning outcomes through multiple measures of student performance. Formative and summative assessments are identified for each program. Critical assessment tasks that are the hallmark of each program take various forms and are discussed above. Effective methods of summative assessments include:

- Teaching Performance Assessment (TEd)
 - Standards are explicitly aligned to courses
 - Candidates are supported through a workshop series
- Capstone Project (EWS)
 - Content individually determined in alignment with program outcomes
 - Project includes reflective analysis of learning
 - Supported by faculty members in capstone courses
- Culminating Project (IGE)
 - Content individually determined in alignment with program outcomes
 - Project includes reflective analysis of learning in conjunction with major
 - Supported by faculty members in upper division courses