**Reading/Language Arts Program**

California State University, Fresno is one of twenty-three universities in the California State University system.  Fresno State begun as a normal school in 1911 and has a strong history of service and preparation of educational professionals.   The Dean of the Kremen School of Education and Human Development (KSOEHD) is the Unit Head that oversees 16 programs.  Our last joint accreditation (NCTE/CCTC) visit was in March 2006.

The Reading/Language Arts program is one of four programs offered by the KSOEHD that leads to a Master of Arts degree in Education.  This program is integrated with the Reading/Language Arts Specialist Credential and a Reading Certificate.  The Master's Degree in Education is a 30-unit degree.  It consists of a 12-unit core that all students in the program are required to take along with 8 units of electives, and 10 units of research and measurement. Of these 30 units, 24 units may be applied to the Reading/Language Arts Specialist Credential and 15 for the Reading Certificate. The credential and the certificate are available only to those graduate students already holding a valid California teaching credential. While not required, virtually all Specialists Credential Candidates complete the Master's Degree.

The program is structured to provide a basic core of knowledge in the field of reading/language arts.  Its mission is *"to improve the literacy instruction in K-12 schools."* More specifically, the goals of the program are to prepare graduate students to be literacy leaders who posses a strong theoretical foundation and engage in a range of assessment and instructional strategies.  The program also focuses on having candidates utilize teacher action research, and engage in the democratic ideal of enabling all students to achieve their literacy potential.

All coursework and fieldwork experiences are based on the standards required by National Council for Accreditation of Teacher Education (NCATE) (national) and The California Commission on Teacher Credentialing (CCTC) (state).  These standards are in alignment with the Standards for Reading Professionals adopted by the International Reading Association (IRA) (international).

All courses are offered in a predetermined sequence on and off-campus. Off campus courses are offered as a cohort model. A cohort model allows candidates to master courses as a learning community and streamlines the sequence to meet the needs of the students in the cohort. There are presently five cohorts in the program. A major challenge facing the program is the drop in enrollment over the last two years.  Serious recruitment efforts were undertaken in 2007-2008. As a result, two new cohorts were established.

| Site/Cohort | Number of Candidates | Number of Completers/Graduates |
|---|---|---|
| | **Fall 2006** | **Spring 2007** |
| On Campus | 44 | 37 |
| Madera Cohort | 25 | 16 |
| Parlier Cohort | 31 | 19 |
| Visalia Cohort (NEW) | 25 | 25 |
| **Total Number of Candidates** | 100 | 82 |
| | **Fall 2007** | **Spring 2008** |
| On Campus | 22 | 18 |
| Madera Cohort | 16 | 16 |
| Parlier Cohort | 19 | 13 |
| Visalia Cohort | 13 | 13 |
| Los Banos/Firebaugh Cohort (NEW) | 21 | 19 |
| Hanford Cohort (NEW) | 0 | 18 |
| **Total Number of Candidates** | 91 | 98 |

Reading/Language Arts Program Candidate Information

Changes since Commission Approval of Current Program Document:
1.  Two new shifts in the field of Reading/Language Arts were added to the program during the 2007-2008 year: teacher action research and service learning.  Critical literacy was added in the year 2006-2007.
2.  The GRE was suspended as a program admission tool in the fall 2006.
3.  A Reading/Language Arts Advisory Council was formed in the spring of 2008.  The council comprised of one district liaison, one school board member, one community-based partner and a graduate student.
4.  The Reading/Language Arts Colloquium was reinstated in the spring of 2007. This event provided students completing their degrees with the opportunity to share their research and provides in-progress students with an opportunity to hear about their colleagues' completed work and celebrate their accomplishments.
5.  The program redesigned its sequence of course and began offering a two and a half-year master's degree in 2007-2008. In addition, 75 % of the courses in the program were delivered in hybrid forum rather than traditional, face-to-face, mode.
6.  New student orientations were implemented as part of the program in fall 2007.
7.  A post-graduate needs-assessment survey for the Specialists Credential was re-designed and administered in the fall of 2007 and spring of 2008.

California State University, Fresno (2007-2008)
Section A. Part II
Candidate Assessment/Performance & Program Effectiveness Information

**Reading/Language Arts Program**

The Reading/Language Arts Program utilizes a variety of means to assess student progress and program effectiveness.  A **Matrix of Experiences** was developed to measure a students progress during the second, third, fourth and/or fifth semester of the program.  This matrix is a summative compilation of all the candidates fieldwork experiences needed for the master's degree and the certificate of advanced study.

All candidates must pass a **Graduate Writing Requirement** during the first semester of the program.  Students write a Theoretical Model Comparison paper in LEE 278: Literacy Processes and Practices.  This paper requires the use of APA-Style headings, headers, citations, and references, as well as third-person formal academic style. A rubric measuring the content and mechanics of the paper is used to assess the candidates writing competency.  Candidates are assessed by the instructor and are advised of passing or of needing improvement in writing competency.  See Table I for LEE 278 graduate student enrollment numbers and grade distribution for years 06-07 & 07-08.

**Theory to Practice projects** are gathered during the first and second semester of the program.  Graduate students are expected to connect theory with practice and to demonstrate exemplary practices.  This is accomplished in the first semester in LEE 213 and in LEE 224, the second semester.  In LEE 213, Teaching the Language Arts, K-12, students conduct a project, which demonstrates research based exemplary practices.  In LEE 224, Assessment and Development of Reading Abilities, graduate students write a paper connecting theory with practice.  Both of these projects are assessed using a course specific rubric.  See Table 2 and Table 3 for LEE 213 and LEE 224 graduate student enrollment and grade distribution for years 06-07 & 07-08.

During the second semester of the program, graduate students complete a **Diagnostic Case Study Report.**  The purpose of this assessment is to gauge a candidate's ability to provide an evaluative framework for reading difficulties.  The candidate's ability is assessed using a Diagnostic Case Study Report Evaluation form.  See Table 3 for LEE 224 graduate student enrollment numbers and grade distribution for years 06-07 & 07-08.

Candidates in the program are expected to have read widely and must demonstrate their ability to organize and enhance a reading/language arts program.  This is demonstrated in LEE 214, Literature for Children and Young Adults.  An **Author Study Grading Sheet** evaluates candidate knowledge.  See Table 4 for LEE 214 graduate student enrollment numbers and grade distribution for years 06-07 & 07-08.

A review of the literature completed in LEE 244 affirms a candidate's ability for analyzing and collecting research.  Research ability is measured by a **Review of Literature Grading Sheet**. See Table 5 for LEE 244 graduate student enrollment numbers and grade distribution for years 06-07 & 07-08.

**A Project/Thesis Grading Sheet** is used to provide graduate students with clear expectations of their culminating experience.

In addition, candidates in the final semester or recent graduates complete **two post-program surveys: Post-Program Exit Evaluation Survey and Post-Program Credential Exit Survey.**  The former survey obtains an overall student perception of program effectiveness and the latter survey is an assessment tool to improve the Specialists Credential part of the program.  See Tables 6 and 7 for a summary of responses for each survey.  Questions from the student perception of program effectiveness survey were also categorized according to the six dispositions established by the Kremen School of Education and Human Development (KSOEHD).  These dispositions are Valuing Diversity, Reflections, Professional Ethics, Critical Thinking, Life-Long Learning, and Collaboration.  See Table 8 for fall 2007 and spring 2008 results.

Table 1: ENROLLMENTS AND GRADE DISTRIBUTION FOR LEE 278

| Semester | Location | Enrolled | Grade Distribution | | |
|---|---|---|---|---|---|
| | | | A | B | C |
| Fall 2006 | Visalia Cohort | 24 | 20 83% | 2 .08% | 2 .08% |
| Fall 2006 | On-Campus | 10 | 6 .6% | 2 .2% | 2 .2% |
| Fall 2007 | Los Banos Cohort | 21 | 15 71% | 3 .14% | 3 .14% |
| Spring 2008 | Hanford Cohort | 18 | 18 100% | | |

Table 2: ENROLLMENTS AND GRADE DISTRIBUTION FOR LEE 213

| Semester | Location | Enrolled | Grade Distribution | | |
|---|---|---|---|---|---|
| | | | A | B | C |
| Fall 2006 | Parlier Cohort | 19 | 19 100% | | |
| Spring 2007 | Visalia Cohort | 14 | 14 100% | | |
| Fall 2007 | Los Banos Cohort | 21 | 19 90% | 2 .09% | |
| Spring 2008 | Hanford Cohort | 18 | 18 100% | | |

Table 3: ENROLLMENTS AND GRADE DISTRIBUTION FOR LEE 224

| Semester | Location | Enrolled | Grade Distribution | | |
|----------|----------|----------|------|------|------|
| | | | A | B | C |
| Fall 2006 | Parlier Cohort | 19 | 17 89% | 2 .10% | |
| Spring 2007 | Visalia Cohort | 19 | 19 100% | | |
| Spring 2008 | Los Banos Cohort | 19 | 19 100% | | |

Table 4: ENROLLMENTS AND GRADE DISTRIBUTION FOR LEE 214

| Semester | Location | Enrolled | Grade Distribution | | |
|----------|----------|----------|------|------|------|
| | | | A | B | C |
| Spring 2007 | Parlier Cohort | 19 | 17 89% | 2 .10% | |
| Fall 2007 | Visalia Cohort | 19 | 19 100% | | |

Table 5: ENROLLMENTS AND GRADE DISTRIBUTION FOR LEE 244

| Semester | Location | Enrolled | Grade Distribution | | |
|----------|----------|----------|------|------|------|
| | | | A | B | C |
| Fall 2006 | On-Campus | 10 | 8 .8% | 2 .2% | |
| Fall 2007 | Madera Cohort | 16 | 15 93% | 1 .06% | |
| Spring 2008 | Parlier Cohort | 13 | 10 76% | 2 15% | 1 .07% |

Table 6: POST-PROGRAM EXIT EVALUATION

| Question | Fall 07 | Spring 08 |
|---|---|---|
| 1 – I am prepared to use techniques to build rapport. | 4.6 | 3.3 |
| 2  – I was taught to organize professional tasks. | 4.3 | 2.6 |
| 3 – I am prepared to respond to diverse clientele. | 4.6 | 3.0 |
| 4 – My preparation upholds all students can learn. | 5.0 | 3.5 |
| 5 – I have proper theoretical grounding. | 4.6 | 4.3 |
| 6 – I am familiar with research. | 4.0 | 4.3 |
| 7 – I have related my learning to actual situations. | 5.0 | 3.3 |
| 8 – I can assess the progress of my students. | 4.0 | 3.3 |
| 9 – I know how to conduct myself in an ethical manner. | 4.6 | 2.5 |
| 10 – I have the skills to collaborate successfully | 4.6 | 3.5 |
| 11 – I reflect and assess my own performance. | 4.3 | 3.3 |
| 12 – I feel I have received appropriate supervision. | 4.6 | 3.5 |
| 13 – I can think critically. | 4.0 | 4.6 |
| 14 – My preparation models the value of lifelong learning. | 4.6 | 3.1 |
| 15 – Indicate the degree for which you feel prepared. | 4.3 | 3.0 |
| N – Total number of respondents | 3 | 6 |

Note:  1-5 Scale

Comments:  The Post-Program Exit Evaluation Survey was administered twice in the year of 2007-2008.  In the fall of 2007, it was given to 9 candidates.  Two of the nine students were recent graduates of the program.  Only 3 of the nine returned their surveys.  This resulted in a 33% response rate.  In May 2008, 32 surveys were mailed to current and post-graduates.  Only 6 of the 32 surveys were returned.  This resulted in an 18% response rate.  The survey consisted of 16 questions on a 5 point likert scale.  0 for non-applicable and 5 for Excellent Preparation.

Table 7: POST-SPECIALISTS CREDENTIAL EXIT EVALUATION

| Question | Fall 07 | Spring 08 |
|---|---|---|
| 5 – I am prepared in various instructional approaches. | 4.0 | 3.6 |
| 6 – I am familiar with a variety of assessments. | 4.0 | 3.3 |
| 7 – I can use a variety of ELL techniques. | 3.6 | 3.3 |
| 8 – I have learned to interact with other professionals | 4.3 | 3.6 |
| 9 –I know how to meet the reading needs of my school. | 4.0 | 3.3 |
| N – Total number of respondents | 3 | 6 |

Note:  1-5 Scale

Comments:  The Post-Specialists Credential Exit Evaluation Survey was administered twice in the year of 2007-2008.  In the fall of 2007, it was given to 9 candidates.  Two of the nine students were recent graduates of the program.  Only 3 of the nine returned their surveys.  This resulted in a 33% response rate.  In May 2008, 32 surveys were mailed to current and post-graduates.  Only 6 of the 32 surveys were returned.  This resulted in an

18% response rate.  The survey consisted of six questions on a 5 point likert scale.  0 for non-applicable and 5 for Excellent Preparation.

Table 8: POST-PROGRAM EXIT EVALUATION QUESTIONS IN RELATION TO DISPOSITION

| Question by Disposition | Fall 07 | Spring 08 |
|---|---|---|
| | | |
| *Valuing Diversity* | | |
| 3 – I am prepared to respond to diverse clientele. | 4.6 | 3.0 |
| 4 – My preparation upholds all students can learn. | 5.0 | 3.5 |
| | | |
| *Reflection* | | |
| 7 – I have related my learning to actual situations. | 5.0 | 3.3 |
| 11 – I reflect and assess my own performance. | 4.3 | 3.3 |
| | | |
| *Professional Ethics* | | |
| 9 –I know how to conduct myself in an ethical manner. | 4.6 | 2.5 |
| | | |
| *Critical Thinking* | | |
| 13 – I can think critically. | 4.0 | 4.6 |
| | | |
| *Life-Long Learning* | | |
| 14 – My preparation models the value of lifelong learning. | 4.6 | 3.1 |
| | | |
| *Collaboration* | | |
| 10 – I have the skills to collaborate successfully | 4.6 | 3.5 |
| 15 – Indicate the degree for which you feel prepared. | 4.3 | 3.0 |
| | | |
| N – Total number of respondents | 3 | 6 |

Note:  1-5 Scale

California State University, Fresno (2007-2008)
Section A. Part III
Analysis of Candidate Assessment Data

**Reading/Language Arts Program**

Analysis of the **Matrix of Experiences** for 06-07 and 07-08 indicates that all students in the program are completing the requirements of all three-fieldwork experience courses. This assessment does not measure program effectiveness.

Analysis of the Theoretical Model Comparison paper for 06-07 and 07-08 reveals that 10% of the students in our program require academic writing remediation. These students are referred to the Academic Writing Center on campus and are able to have their work reevaluated.  All students eventually pass the **Graduate Writing Requirement,** either in LEE 278 or in a subsequent course such as LEE 215, LEE 214, or LEE 224.

Analysis of the **Theory to Practice projects** showed that in 2006-2007 and 2007-2008, 98% of the 128 graduate students enrolled in LEE 213 and LEE 224 successfully completed their Theory to Practice Projects.  More specifically, 98% successfully completed their projects in LEE 213 and 96% in LEE 224.  In both courses, the Theory to Practice Grading sheets do not aggregate the data.  Each grading sheet will be converted to a measurable rubric.

Analysis of the **Diagnostic Case Study Report** for 06-07 and 07-08 points out that 96% of graduate student enrolled in the program can successfully use an evaluative framework for assessing student reading abilities. The Diagnostic Case Study Report Evaluation does not aggregate the data.  It will be modified to include criterion-based measures.

Analysis of the **Author Study Grade Sheet** for 06-07 and 07-08 indicates that 94% of the graduate students in the program are reading widely and can effectively organize and enhance a reading/language arts program. The Author Study does not aggregate the data. It will be modified to include criterion-based measures. This assessment does not measure program effectiveness.

Analysis of the **Review of the Literature Grading Sheet** for 06-07 and 07-08 indicates that 91% of the graduate students in the program are qualified to analyze and perform research. The Review of the Literature Grading Sheet **does** not aggregate the data.  It will be modified to include criterion-based measures. This assessment does not measure program effectiveness.

Analysis of the **Project/Thesis Grading Sheet** for 06-07 and 07-08 makes clear the expectations for completing a project and/or thesis.  However, the grading sheet does not aggregate the quality of the projects or thesis. Therefore, a Project/Thesis Rubric is currently being developed by faculty to be given to students prior to enrolling in LEE 298 or 299.

Analysis of survey data from both **post-program surveys** for 06-07 and 07-08 indicates that the program satisfaction and disposition opportunities vary in degree from semester to semester.  Overall, both surveys provided an adequate to favorable picture of the extent to which graduate students perceive they were prepared. It is apparent from the dismal number of survey responses that the program needs to be more proactive in surveying the candidates.  In addition, the program needs to administer each survey to all cohorts in order to measure the degree of program effectiveness by cohort.

Anecdotal responses to a set of open-ended questions at the end of each survey revealed the following graduate students' programmatic recommendations for the Fall 2008 and Spring 2009:

    a) Diversify the faculty within the program,
    b) Increase the number of faculty out in the schools of the cohort,
    c) Bring forth new teaching strategies for English language learners,
    d) Increase the scope of the program to secondary and/or adult literacy, and
    e) Reduce the time it takes to graduate from the Reading/Language Arts Program.

**Program adjustments** in response to student programmatic recommendations for fall 2008 and spring 2009:

    a) Increase efforts to diversify the faculty by having faculty outside of the program to teach several of the courses,
    b) Ask faculty to volunteer to visit two cohort school sites,
    c) Seek advice from the English Language Development faculty regarding new English learner teaching strategies,
    d) Bring forth the knowledge of our most recent faculty new hire whose specialty is secondary literacy, and
    e) Redesign the sequence of courses to allow students to graduate in two years.

California State University, Fresno (2007-2008)
Section A. Part IV
Use of Assessment Results to Improve Candidate and Program Performance

**Reading/Language Arts Program**

| Data Source | Specific Objective | Action(s) | Responsible Person(s) | Due Date |
|---|---|---|---|---|
| Matrix of Experiences | Conduct a formative evaluation of cumulative graduate student work | Portfolios of each course will be presented by the candidate to their school principal for an informal evaluation | LEE 230, LEE 234 and LEE 254 Course Instructors | Every semester |
| Theory to Practice Project Rubrics | Aggregate the progress of graduate student work | Enhance the scoring rubrics used for LEE 213 and 224 | LEE 213 and LEE 224 Course Instructors | 2008 - 2009 |
| Author Study Grade Sheet | Statistically measure the progress of graduate student work | Enhance the rubric used in LEE 214 for Author Study | LEE 214 Course Instructors | 2008 - 2009 |
| Review of the Literature Rubric | Quantify graduate student research | Enhance the rubric used in LEE 244 for Review of the Literature | LEE 244 Course Instructors | 2008 - 2009 |
| Project/Thesis Rubric | Develop a rubric for the Master's Degree Project/Thesis | Faculty will meet as a team to quantify project/thesis expectations | Program Faculty | 2008 - 2009 |
| Candidate Disposition Survey | Utilize candidate dispositions as data for professional growth and program improvement | Faculty will meet as a team to decide the method and forum to assess the six dispositions established by the KSOEHD | Program Coordinator | 2009 - 2010 |
| Post-Program Surveys | Graduate students will be informed of surveys | Designate specific courses to disseminate and collect surveys | LEE 298/299 Advisors LEE 230/LEE 254 Instructors | 2008 -2010 |
| Exit survey for early departure candidates | Discover the reasons for attrition | Design an Exit Survey for early departure candidates | Program Coordinator | 2008- 2010 |