

Summary of the Case (from the Inquiry Brief)
Long Island University at Riverhead
Graduate Education Program¹
Audit Dates: September 14-16, 2008

The Summary of the Case is written by the auditors and approved by program faculty. The Summary reflects the auditors' understanding of the case the faculty are making for accreditation.

Authorship and approval of the *Inquiry Brief*:

The *Inquiry Brief* was written by R. Lawrence McCann, and Sanja Cale, and was approved by the Graduate Education Program faculty on May 6, 2008.

Introduction:

Long Island University has teacher education programs at two residential campuses – Brooklyn and C.W. Post and at four non-residential regional campuses – Rockland, Westchester, Brentwood, and Riverhead. The program at Riverhead at the eastern tip of Long Island, New York was formerly at Southampton and the faculty is now seeking initial accreditation for its new graduate program in teacher education, which has three options – (1) childhood, (2) literacy, and (3) teaching students with disabilities. The program leads to a masters' degree¹ and enrolls about 115 students, most in the childhood option (60) and the balance more or less evenly divided between the other two options (30 and 25, respectively). The great majority of the students are white (98%) and female (90%).

Claims:

The four full-time faculty (a fifth shared with the C. W. Post campus) and eight adjunct faculty members make the following eight claims about the competence of the program's completers:

The students demonstrate in various ways their understanding of their (1) content areas, (2) pedagogy, (3) the liberal arts, (4) multi-cultural perspectives, and (5) technology. In addition the students can (6) implement appropriate lessons which they have designed, (7) can learn on their own by reflecting on their teaching practice, and (8) can practice their profession in a caring and nurturing manner.

Evidence for the claims:

¹ The program leads to a NYS certificate in childhood education-MS, literacy education: birth to 6-MS, or teaching students with disabilities--MS

The faculty makes its case for its claims with approximately 15 data sources from a stratified sample 69 program completers between 2005 and 2008. These students were drawn from a population of 108 completers because only these 69 had complete data sets. The faculty support their claims by a number of means, but principally by the Assessment of Student Knowledge Performance (ASKP) instrument, a 34 item locally developed assessment, linked to the faculty's eight claims, which yields one of four levels of performance (unsatisfactory, basic, proficient, and distinguished). The assessment is completed by students, cooperating teachers, faculty supervisors, and faculty. On the whole, the assessment outcomes for the sample are in the basic to proficient ranges (2.00+ to 3.00+).

The faculty also rely on the state license tests (LAST, ATS-W, and the CST) and the sample's mean scores exceed the state passing score of 220 (258, 260, 255, respectively). The faculty also cites GPA's (undergraduate, 3.17/4.00, Education major, 3.79/4.00 and student teaching 3.77/4.00) in support of the claims on a scale where 2.00 is average. In addition to the GPA, the faculty makes a separate course /program rating for each student throughout their course-taking career and these faculty ratings of the students are also in the 3.00+ range and measure how well the student is satisfying the eight claims throughout the program.

The students in the childhood option have six faculty members rate (1-4) a video of their teaching with mean outcomes in the 2.00+ range. The students themselves keep and rate a *progress log* of their work related to each claim and, using the ASKP scale, the mean outcome is in the 3.00+ range.

Finally, the surveys about the program's quality from the 2008 completers and an exit survey by other students generally showed the program rated in the excellent or top range.

Validity of the assessments:

The faculty investigated the validity of their assessments in several ways – triangulation of multiple measures, triangulation of multiple raters, and periodic checks for the consistency in ratings. On the whole they found encouraging positive and significant correlations among raters and among the relevant assessments. They also disaggregated their findings for each program option and found that the results were comparable across options. Because the program shifted from the Southampton campus to the Riverhead campus and shifted to graduate only, the faculty also investigated any differences in the faculty's ratings of the facilities and the quality of the students between the two settings. They found no appreciable differences.

Plans:

The faculty plan to make the ASKP matrix more precise and to improve the inter-rater agreements in the student teaching ratings by having the faculty supervisors make more frequent video-taped assessments of the student teachers and modify the interpretation of the 1-4 scale into a scale of “expectations.” The faculty is considering the development of a longitudinal tracking system to assess New York State Certification Examination student data. Finally, the faculty plan to institutionalize the Alumni Survey to demonstrate long-term outcomes of the students in the professional field.

Internal audit:

The faculty probed their quality control system by drawing a sample of six students (two from each program option) from the 29 graduate students who were enrolled on the Riverhead campus in 2006-2007. On the whole they found that these six students conformed to their policies. The audit also addressed the parity between the Riverhead program and other non-residential programs at LIU and in some cases between the program and LIU overall. The faculty concluded that they were not disadvantaged in any way in their new location and that LIU is committed to the program.

¹ **The program includes options in the following areas and New York, following to its own policies and regulations, may grant teaching licenses in these areas to the program’s graduates:**

Childhood (Grades 1-6) - B.A. and M.A., Adolescence (Grades 7-12 Biology, English, or History) – B.A. or B.S., Art (Grades K-12) – B.S., Literacy (Birth – grade 6) – M.S., Special Education/Teaching Students with Disabilities (Childhood Grades 1-6; Adolescence Grades 7-12) – M.S.