# University of LaVerne Biennial Report Response, Fall 2008

<table>
<thead>
<tr>
<th>Credential/Certificate Program</th>
<th>Candidate/Program Data Submitted</th>
<th>Data Analyzed</th>
<th>Program Modifications/Improvements Made/Discussed</th>
<th>Comments/Additional Information Required</th>
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<tbody>
<tr>
<td>Reading Certificate and Reading Language Arts Credential</td>
<td>Data Provided</td>
<td>✓</td>
<td>✓</td>
<td>Data, analysis, and program modifications were present, clearly presented, and generally well linked. Data and analysis supported proposed program modifications. The level of detail provided with respect to the data (mean score for various components) may not be sufficient for the reader to understand program modifications. (For instance, a greater level of detail about what was learned from the end of program employer evaluations beyond a single mean such as data from items in which they scored low and those they scored high, would be useful to share in this report.) However, in this case, the analysis was quite thorough and provided sufficient and relevant information to accompany the data. The Commission appreciates the well done analysis of the data in this submission.</td>
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</tbody>
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### Key Assessment 1: Knowledge
- End of program self evaluation surveys, mean
- End of program employer evaluations, mean
- Reading Specialist Competency Exam, mean
- RDG 518, Lesson Plan, Diagnostic Report - mean (several cohorts, different approaches)
- RDG 510, Lesson Plans, Diagnostic Report - mean

### Key Assessment 2: Planning
- 3 Lesson Plans, RDG 518, mean

### Key Assessment 3: Student Assessment
- 3 Lesson Plans, RDG 518, mean
- 3 Lesson Plans, RDG 510, mean

### Key Assessment 4: Diversity
- 3 Lesson Plans RDG 518, mean
- 3 Lesson Plans RDG 510, mean

### Key Assessment 5: Technology
- Technology presentation, RDG 525, mean
- Strategy Demonstration, mean

### Other Data Listed
- Candidate Competency Forms
- Literacy Profiles
- Strategy Demonstrations
- Tutorial Observations
- Formal Assessment Reports
- Research Papers in RDG 518, 520, 525

**Suggestions for Future Submission**

Data from admissions is not necessary for the purpose of the biennial report as the report focuses on candidates once enrolled in the program and once employed in the field.

The Commission commends the program for including information about the Reading Specialist Competency Exam and information from the 8 categories identified may be useful assessment data to include in future biennial reports.