



College	CEAS
Department	Teacher Education
Program Unit	MS in Education/Option in Curriculum and MS in Education/Option in Early Childhood Education
Reporting for Academic Year	2012-2013
Department Chair	Dr. Jeanette Bicais (Report submitted by Dr. Valerie Helgren-Lempesis, Program Coordinator)
Date Submitted	9/27/2013

**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

1. SELF-STUDY

A. Five-year Review Planning Goals

For purposes of national (CAEP) and state (CTC) accreditation, these two programs, like all programs in our PreK-12 Professional Education Unit, define goals/objectives biennially. Data is gathered every year. Every other year is an "Analytic Year," in which two years of data are analyzed to determine Unit and Program improvement goals/objectives. The alternate year is an "Implementation Year," in which program modifications are completed to meet the goals/objectives. 2012-2013 was an Analytic Year, the analysis has been completed, new goals/objectives will be defined in October.

Relevant for this report are the goals/objectives defined in 2011:

Cluster Improvement Plan: Curriculum and Early Childhood Cluster
January 31, 2011

1. Unit Goal 11: Hire tenure-track faculty to replace those who have resigned, retired, or entered our early retirement program (UAO 8)

Curriculum/ECE Objective 11.1: Complete search for one new tenure-track faculty in 11-12, new hire to begin work in 12-13

2. Curriculum/ECE Cluster Goal 1: Provide for better alignment between assessment rubrics and course assignments (UAO 5).

Curriculum/ECE Objective 1.1 Revise rubrics for review of research proposal in TED 6020 and research report in TED 690,1 to ensure that rubrics accurately reflect assignment components

3. Curriculum/ECE Cluster UAO Goal 2: Improve the quality of written assignments for candidates in the Early

Childhood Program (UAO 4).

Curriculum/ECE Objective 2.1: For ECE candidates, develop academic writing assignment that will be implemented in the first program class, TED 4070.

B. Five-year Review Planning Goals Progress

1. Unit Goal 11: Hire tenure-track faculty to replace those who have resigned, retired, or entered our early retirement program (UAO 8). Curriculum/ECE Objective 11.1: Complete search for one new tenure-track faculty in 11-12, to begin work in 12-13.

Objective Met. Search committee for 11-12 (Davenport, Engdahl, Ramirez). Dr. Diane Mukerjee hired in April of 2012.

2. Curriculum/ECE Cluster UAO Goal 1: Provide for better alignment between assessment rubrics and course assignments (UAO 5). Curriculum/ECE Objective 1.1 Revise rubrics for research proposal in TED 6020 and research report in TED 6901, to ensure that rubrics accurately reflect assignment components

Objective Met. During the October, 2011 Curriculum/ECE faculty meeting, faculty accepted the new rubrics for TED 6020 and TED 6901. These rubrics were posted on TaskStream in November, 2011. Faculty used the new rubrics in 11-12 and 12-13. Additionally, faculty accepted a supporting document titled, "Parts of the Paper," which serves as the organization piece for assignments in TED 6020 and TED 6901.

3. Curriculum/ECE Cluster UAO Goal 2: Improve the quality of written assignments for candidates in the Early Childhood Cluster (UAO 4). Curriculum/ECE Objective 2.1: For ECE candidates, develop academic writing assignment that will be implemented in the first program class, TED 4070.

Objective Met. Beginning in 2011-2012, and continuing in 2012-2103, students read a series of 13 articles in APA format. Students respond to the articles using APA format. A new text was used to help students master APA style.

C. Program Changes and Needs

(1) Like all programs in the CTC/CAEP PreK-12 Professional Education Unit (except Multiple Subject and Single Subject), the MS in Education Curriculum and ECE Options will abandon Taskstream in 2013-2014 - and move to Blackboard Rubrics and a CEAS in-house Analytic Tool.

(2) Program faculty will need to consider what content changes in program courses will need to be made due to the impending adoption of the Common Core Standards in California's K-12 public schools.

(3) Two faculty who teach in the program will be in FERP status in 12-13. Currently, there is no need to hire additional tenure-track faculty, but that could change if (a) any faculty leave FERP early or (b) any program faculty assume administrative roles in CEAS.

2. SUMMARY OF ASSESSMENT

A. Program Student Learning Outcomes

*** MS in Education, Option in Curriculum ***

Program Specific Student Learning Outcomes

Students who graduate with the MS in Education, Option in Curriculum, will be able to:

- (1) Identify, describe, and evaluate the multiple factors that influence K-12 curricula in California public schools (e.g., state standards, federal policies, policies of discipline-specific professional organizations);
- (2) Develop an in-depth understanding of contemporary issues in curriculum and instruction in an area of professional interest;
- (3) Utilize a variety of bibliographic tools to write a comprehensive review of the literature for a topic of professional interest; and
- (4) Complete an action research project investigating a topic as it relates to the field of Education.

*** MS in Education, Option in Early Childhood Education ***

Program Specific Student Learning Outcomes

Students who graduate with the MS in Education, Option in Early Childhood Education, will be able to:

- (1) Complete a professional practicum in an Early Childhood setting (including the delivery of professional development, advocacy, and mentoring to/for staff);
- (2) Utilize a variety of bibliographic tools to write a comprehensive review of the literature for a topic of professional interest; and
- (3) Complete an action research project investigating a topic as it relates to the field of Early Childhood Education.

*** For both the Curriculum Option and the ECE Options: Outcomes Shared with All Programs Accredited by the Council for Accreditation of Educator Preparation (CAEP) – Unit Assessment Outcomes (UAOs) ***

Our candidates will:

UAO1: Demonstrate knowledge, skills, and dispositions aligned with professional standards to implement universal design and research-based programs to achieve equitable learning outcomes.

UAO2: Demonstrate the ability to create environments, systems, and practices in which all individuals are treated with respect, dignity, trust, and fairness.

UAO3: Work collaboratively with students, parents, and professional colleagues to achieve equitable learning outcomes and equitable environments.

UAO4: Know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate candidates meet professional, state, and institutional standards.

*** Attached as Appendix A: Correlation (Curriculum) Map: ILOs, UAOs, CTC Standards, National Accreditation Standards

*** Attached as Appendix B: Correlation (Curriculum) Map: ILOs and SLOs

B. Program Student Learning Outcome(s) Assessed

All SLOs are assessed each year. Reported here are the results for the Final Research Proposal assignment completed in TED 6020. Students in both the Curriculum and ECE Options complete this assignment. The assignment provides data on student achievement of the following SLOs:

For Curriculum:

- (1) Identify, describe, and evaluate the multiple factors that influence K-12 curricula in California public schools (e.g., state standards, federal policies, policies of discipline-specific professional organizations);
- (2) Develop an in-depth understanding of contemporary issues in curriculum and instruction in an area of

- professional interest;
 (3) Utilize a variety of bibliographic tools to write a comprehensive review of the literature for a topic of professional interest; and
 (4) Complete an action research project investigating a topic as it relates to the field of Education

For ECE:

- (2) Utilize a variety of bibliographic tools to write a comprehensive review of the literature for a topic of professional interest; and
 (3) Complete an action research project investigating a topic as it relates to the field of Early Childhood Education.

C. Summary of Assessment Process

Overview: As part of the CTC/CAEP PreK-12 Professional Education Unit, these programs follow the Unit Assessment Plan. Data is gathered every year. Every other year is an “Analytic Year,” in which two years of data are analyzed and program improvement goals/objectives are written. The alternative year is and “Implementation Year,” in which program modifications are made to achieve goals/objectives.

Curriculum Option: Signature assignments are in the following courses: TED6020, TED 6300, TED 6700, and TED 6901. ECE Option: Signature assignments are in the following courses: TED 6070, TED 6071, TED 6072, TED 6-73, TED 6074, TED 6075, TED 6076. All signature assignments are completed and assessed via Taskstream. Analytic reports are run on Taskstream. No sampling is done, all submissions are reported.

Reported here are the results for the TED 6020, the Final Research Proposal, an assignment completed by candidates in both Options. Student submissions are scored on 1-4 rubric scale (4 highest) on the following dimensions: Statement of Purpose and Problem, Research Questions, Literature Review, Methodology, Mechanics (APA), and Sentence Structure/Grammar/Punctuation/Spelling.

D. Summary of Assessment Results

TED 6020: Final Research Proposal

Median Scores (4 highest); 11-12, n= 27, 12-13, n = 31

	11-12	12-13
Purpose/Problem	3.96	3.77
Research Question	3.93	3.77
Literature Review	3.67	3.77
Methodology	3.93	3.74
Mechanics	3.52	3.58
Structure/Grammar/P/Sp	3.63	3.48

Scores in 11-12 and 12-13 are consistent and strong. Scores within each year are also consistent. Of particular note here is how much the scores on “Mechanics,” which measures candidates’ ability to use APA style, have improved since 2009-2010. In 2009-2010, the mean score was 2.96, which prompted the Improvement Goals/Objectives listed in Section B above. It also appears that the revised rubrics which were implemented for the 11-12 academic year are working well. The results here support the curricular plan that requires the students take TED 6700, TED 6020, and TED 6901 in sequence. Students complete an initial literature review in TED 6700, often use that same topic as the basis for the Research Proposal completed in TED 6020. In their last course, TED 6901, candidates implement that research proposal in an action research project.

Data and Candidate Status in Meeting Option SLOs

All Curriculum and ECE SLOs have more than one signature assignment that provides data on candidates’ progress toward meeting that SLO. The 11-12 and 12-13 results for the Final Research Proposal provide evidence that candidates are very knowledgeable about the factors that influence K-12 curricula and current issues in K-12 curriculum development (Curriculum SLOs 1 and 2). The high quality of the literature reviews for this assignment shows that candidates are meeting Curriculum SLO 3 and ECE SLO 2. Finally, the strong performance of candidates

in regards to stating an appropriate research question and defining a solid methodology for an action research project reveals that candidates are meeting Curriculum SLO 4 and ECE SLO 3. These conclusion are validated by the results from other signature assignments.

The Assessment Plan for these Options will not be changed in 2013-2014. The Assessment Plan, with signature assignments, is now seventh year of operation.

3. STATISTICAL DATA

See data sheets attached to this document after Appendices A and B.

Appendices

Appendix A: Correlation (Curriculum) Map: ILOs, UAOs, CTC Standards, National Accreditation Standards

California State University, East Bay PreK-12 Professional Education Unit

- * CSU East Bay Institutional Learning Outcomes (ILOs)
- * Unit Assessment Outcomes (UAOs) Related to Candidate (CSUEB Student) Performance (Student Learning Outcomes)
- * Commission on Teacher Credentialing (CTC) Standards
- * National Accreditation Standards

Correlation (Curriculum) Map

CSU East Bay Institutional Learning Outcomes

* Thinking and Reasoning: Think critically and creatively and apply analytic and quantitative reasoning to address complex challenges and everyday problems.

Related Unit Assessment Outcome(s):

UAO 4: Candidate Knowledge, Skills, and Professional Dispositions

UAO 6: Field Experience and Clinical Practice

* Communication: Communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.

Related Unit Assessment Outcome(s):

UAO 4: Candidate Knowledge, Skills, and Professional Dispositions

UAO 6: Field Experience and Clinical Practice

* Diversity: Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.

Related Unit Assessment Outcome(s):

UAO 1: Equitable Learning Outcomes

UAO 2: Equitable Environments

UAO 4: Candidate Knowledge, Skills, and Professional Dispositions

UAO 6: Field Experience and Clinical Practice

* Collaboration: Work collaboratively and respectfully as members and leaders of diverse teams and communities.

Related Unit Assessment Outcome(s):

UAO 3: Working Collaboratively

UAO 6: Field Experience and Clinical Practice

* Sustainability: Act responsively and sustainably at local, national, and global levels.

Related Unit Assessment Outcome(s):

UAO 6: Field Experience and Clinical Practice

* Specialized Education: Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.

Related Unit Assessment Outcome(s):

UAO 4: Candidate Knowledge, Skills, and Professional Dispositions

UAO 6: Field Experience and Clinical Practice

Unit Assessment Outcomes Related to Candidate (CSU East Bay Student) Performance
(Student Learning Outcomes)

* Unit Assessment Outcome 1: Equitable Learning Outcomes

Our candidates will demonstrate knowledge, skills, and dispositions aligned with professional standards to implement universal design and research-based programs to achieve equitable learning outcomes. (*Unit Conceptual Framework Outcome 1*)

Related ILO(s):

Diversity

* Unit Assessment Outcome 2: Equitable Environments

Our candidates will demonstrate the ability to create environments, systems, and practices in which all individuals are treated with respect, dignity, trust, and fairness. (*Unit Conceptual Framework Outcome 2*)

Related ILO(s):

Diversity

* Unit Assessment Outcome 3: Working Collaboratively

Our candidates will work collaboratively with students, parents, and professional colleagues to achieve equitable learning outcomes and equitable environments. (*Unit Conceptual Framework Outcome 3*)

Related ILO(s):

Collaboration

* Unit Assessment Outcome 4: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. *Assessments indicate that candidates meet professional, state, and institutional standards. (italics added)* (NCATE Unit Standard 1)

Incorporated into this UAO are:

(a) All relevant CTC standards relating to candidate performance

(b) For the School Psychology program, all National Association of School Psychologists (NASP) standards related to candidate performance

(c) For the Speech/Language Pathology program, all American of Speech-Language-Hearing Association (ASHA) standards related to candidate performance

(d) For the Multiple Subject and Single Subject Teaching Credential programs, the CTC Teaching Performance Expectations (TPEs)

Related ILO(s):

Created 5/2013

Thinking and Reasoning
Communication
Diversity
Specialized Education

* Unit Assessment Outcome 6: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. (NCATE Unit Standard 3)

Related ILO(s):

Thinking and Reasoning
Communication
Diversity
Collaboration
Sustainability
Specialized Education

Other Unit Assessment Outcomes

(not directly related to candidate performance)

- Unit Assessment Outcome 5: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs. (NCATE Unit Standard 2)

- Unit Assessment Outcome 7: Diversity

Experiences provided for candidates include working with diverse populations, including higher education and K-12 faculty, candidates, and students in K-12 schools. (Last sentence of NCATE Unit Standard 4 – the first part of this NCATE Standard is covered in UAO 1, 2, and 3.)

- Unit Assessment Outcome 8: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development. (NCATE Unit Standard 5)

- Unit Assessment Outcome 9: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards. (NCATE Unit Standard 6)

- Unit Assessment Outcome 10: Credential Recommendation Process

The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. (CTC Common Standard not covered in the NCATE Unit Standards, last sentence of CTC Common Standard 1)

- Unit Assessment Outcome 11: Advice and Assistance

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional, and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts. (CTC Common Standard not covered NCATE Unit Standards, CTC Common Standard 6)

	T&R	COM	DIV	ILO to UAO COLL	SUS	SE
1			x			
2			x			
3				x		
4	x	x	x			x
6	x	x	x	x	x	x

ILO

T&R, Thinking and Reasoning; COM, Communication; DIV, Diversity; COLL, Collaboration;
SUS, Sustainability; SE, Specialized Education

UAO

1, Equitable Learning Outcomes; 2, Equitable Environments; 3, Working Collaboratively;
4, Candidate Knowledge, Skills, and Professional Dispositions; 6, Field Experience and Clinical Experience

Appendix B: Correlation (Curriculum) Map: ILOs and SLOs

Department of Teacher Education
MS in Education, Option in Curriculum; MS in Education, Option in Early Childhood Education (ECE)

Correlation (Curriculum) Map CSU East Bay Institutional Learning Outcomes (ILOs) and Program-Specific Student Learning Outcomes (SLOs)

Curriculum SLO	ILO						
	T & R	COM	DIV	COLL	SUS	SE	
1	x	x	x				x
2	x		x				x
3		x					x
4			x	x	x		x
ECE SLO							
1		x	x	x			x
2	x	x					x
3			x	x	x		x

Institutional Learning Outcomes (ILOs)

T & R, Thinking and Reasoning; COM, Communication; DIV, Diversity; COLL, Collaboration; SUS, Sustainability;
SE, Specialized Education

MS in Education, Option in Curriculum Program-Specific Student Learning Objectives

Students who graduate with the MS in Education, Option in Curriculum, will be able to:

- (1) Identify, describe, and evaluate the multiple factors that influence K-12 curricula in California public schools (e.g., state standards, federal policies, policies of discipline-specific professional organizations);
- (2) Develop an in-depth understanding of contemporary issues in curriculum and instruction in an area of professional interest;
- (3) Utilize a variety of bibliographic tools to write a comprehensive review of the literature for a topic of professional interest; d
- (4) Complete an action research project investigating a topic as it relates to the field of Early Childhood Education.

MS in Education, Option in Early Childhood Education Program-Specific Student Learning Objectives

Students who graduate with the MS in Education, Option in Early Childhood Education, will be able to:

- (1) Complete a professional practicum in an Early Childhood setting (including the delivery of professional development, advocacy, and mentoring to/for staff);
- (2) Utilize a variety of bibliographic tools to write a comprehensive review of the literature for a topic of professional interest;
- (3) Complete an action research project investigating a topic as it relates to the field of Early Childhood Education.

Supporting Data

CAPR Table 1
California State University, East Bay

Education		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
		Degree Level		Degree Level		Degree Level		Degree Level		Degree Level	
		Master	TOTAL	Master	TOTAL	Master	TOTAL	Master	TOTAL	Master	TOTAL
Female	Black, non-Hispanic	10	10	9	9	10	10	11	11	13	13
	American Indian or Alaska Native	1	1	2	2	2	2				
	Asian	16	16	15	15	22	22	13	13	16	16
	Pacific Islander			1	1	1	1	1	1		
	Hispanic	19	19	18	18	7	7	25	25	11	11
	White	77	77	96	96	47	47	52	52	17	17
	Multiple ethnicity							5	5	4	4
	Race/ethnicity unknown	45	45	31	31	25	25	18	18	28	28
	Nonresident aliens	1	1			2	2	2	2	3	3
Male	Black, non-Hispanic	7	7	1	1	1	1	1	1	1	1
	American Indian or Alaska Native			1	1						
	Asian	4	4	6	6	4	4	2	2	1	1
	Pacific Islander										
	Hispanic	3	3	6	6	3	3	4	4	4	4
	White	20	20	25	25	11	11	16	16	14	14
	Multiple ethnicity										
	Race/ethnicity unknown	15	15	11	11	3	3	9	9	7	7
	Nonresident aliens										
Total	Black, non-Hispanic	17	17	10	10	11	11	12	12	14	14
	American Indian or Alaska Native	1	1	3	3	2	2				
	Asian	20	20	21	21	26	26	15	15	17	17
	Pacific Islander			1	1	1	1	1	1		
	Hispanic	22	22	24	24	10	10	29	29	15	15
	White	97	97	121	121	58	58	68	68	31	31
	Multiple ethnicity							5	5	4	4
	Race/ethnicity unknown	60	60	42	42	28	28	27	27	35	35
	Nonresident aliens	1	1			2	2	2	2	3	3

The SAS System

Education		CY07-08			CY08-09			CY09-10			CY10-11			CY11-12YTD		
		Degree Level		Total	Degree Level		Total	Degree Level		Total	Degree Level		Total	Degree Level		Total
		Bcalaurateate	Master		Ed Doctor	Bcalaurateate		Master	Ed Doctor		Bcalaurateate	Master		Ed Doctor	Bcalaurateate		Master	Ed Doctor
Female	Black, non- Hispanic	6		6	4		4	9		9	5		5	11		11
	American Indian or Alaska Native	1		1				2		2						
	Asian	9		9	14		14	12		12	15		15	12		12
	Pacific Islander	1		1	1		1							1		1
	Hispanic	9		9	10		10	8		8	21		21	7		7
	White	42		42	64		64	57		57	57		57	34		34
	Multiple ethnicity										4		4	3		3
	Race/ethnicity unknown	18		18	29		29	23		23	13		13	14		14
Nonresident aliens	1		1							2		2	3		3	
Male	Black, non- Hispanic	3		3	2		2	3		3	2		2			
	American Indian or Alaska Native										1		1			
	Asian	2		2	2		2	3		3	3		3			
	Pacific Islander															
	Hispanic	1		1	6		6	1		1	5		5	5		5
	White	22		22	15		15	15		15	15		15	11		11
	Multiple ethnicity													1		1
	Race/ethnicity unknown	4		4	15		15	5		5	6		6	4		4
Nonresident aliens	1		1										1		1	
Total	Black, non- Hispanic	9		9	6		6	12		12	7		7	11		11
	American Indian or Alaska Native	1		1				2		2	1		1			
	Asian	11		11	16		16	15		15	18		18	12		12
	Pacific Islander	1		1	1		1							1		1
	Hispanic	10		10	16		16	9		9	26		26	12		12
	White	64		64	79		79	72		72	72		72	45		45
	Multiple ethnicity										4		4	4		4
	Race/ethnicity unknown	22		22	44		44	28		28	19		19	18		18
Nonresident aliens	2		2							2		2	4		4	

Academic Program Review SFR Table - Subject

California State University, East Bay

SFR BY COURSE LEVEL: TERM FULL-TIME EQUIVALENT STUDENTS / ALL FACULTY AND LECTURERS

Fall 2008 through Fall 2012

		Total SCU					term_ftes					term_ftef					term_sfr					
		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
TED	Tenured & Tenure Track	2864	3376	3552	3225	3108	190.9	225.1	236.8	215	207.2	11.8	10.5	9.72	9.05	9.32	16.2	21.4	24.4	23.8	22.2	
	Lecturer	5907	3263	1240	1008	728	393.8	217.5	82.67	67.2	48.53	22	9.99	3.01	2.51	1.82	17.9	21.8	27.5	26.8	26.7	
	Lower Division
	Upper Division	113	52	99	373	174	7.53	3.47	6.6	24.87	11.6	0.8	0.38	0.18	0.88	1.23	9.39	9.1	35.9	28.1	9.42	
	Graduate	8658	6587	4693	3860	3662	577.2	439.1	312.9	257.3	244.1	33	20.1	12.6	10.7	9.91	17.5	21.8	24.9	24.1	24.6	
	Total	8771	6639	4792	4233	3836	584.7	442.6	319.5	282.2	255.7	33.8	20.5	12.7	11.6	11.1	17.3	21.6	25.1	24.4	23	

Course History Table 10.1b

California State University, East Bay

By Quarter from Summer 2007 through Spring 2012

College of Education and Allied Studies

		Summer					Fall					Winter					Spring				
		Sumr 2007	Sumr 2008	Sumr 2009	Sumr 2010	Sumr 2011	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Wntr 2008	Wntr 2009	Wntr 2010	Wntr 2011	Wntr 2012	Sprg 2008	Sprg 2009	Sprg 2010	Sprg 2011	Sprg 2012
EDLD	Number Sections	6.0	15.0	12.0	8.0	14.0	35.0	42.0	33.0	32.0	19.0	41.0	40.0	34.0	28.0	29.0	29.0	40.0	29.0	30.0	32.0
	Enrollment	110	119	89	107	129	624	529	447	380	464	600	592	399	354	412	523	528	376	339	450
	Avg Section Size	21.8	11.4	12.0	13.4	15.4	18.1	15.9	17.6	21.1	26.0	17.0	23.1	16.4	18.8	25.7	16.7	19.4	16.1	14.9	21.1
EDUI	Number Sections	20.0	15.0	13.0	.	5.0	15.0	23.0	12.0	7.0	10.0	16.0	17.0	10.0	9.0	12.0	17.0	15.0	9.0	8.0	11.0
	Enrollment	100	102	87	.	22	108	128	82	61	83	122	164	87	107	101	135	146	89	98	139
	Avg Section Size	6.8	9.2	8.8	.	18.0	8.9	9.2	14.4	26.0	23.3	9.2	16.7	16.0	20.2	22.5	10.1	11.8	19.0	22.5	24.0
EPSY	Number Sections	2.0	2.0	4.0	2.0	2.0	74.0	74.0	70.0	93.0	81.0	73.0	71.0	66.0	79.0	70.0	81.0	81.0	65.0	80.0	65.0
	Enrollment	72	118	113	90	82	888	953	1,011	1,411	1,183	919	913	978	1,303	1,200	954	1,010	986	1,258	1,096
	Avg Section Size	36.0	59.0	28.3	45.0	41.0	14.8	15.3	16.0	23.2	17.5	17.6	16.7	20.1	23.0	22.1	17.3	17.5	22.1	24.2	21.4
HOS	Number Sections	.	.	5.0	.	6.0	.	4.0	7.3	11.0	11.0	.	4.3	10.0	10.0	11.0	.	7.0	10.0	13.0	17.0
	Enrollment	.	.	59	.	108	.	62	138	229	292	.	110	161	199	338	.	152	260	335	529
	Avg Section Size	.	.	27.5	.	46.0	.	15.5	35.7	30.1	44.8	.	32.0	29.6	36.2	44.0	.	37.0	59.3	44.1	38.4
KIN	Number Sections	.	.	.	.	24.0	.	.	.	104.0	134.0	.	.	.	125.0	129.0	.	.	.	146.0	143.0
	Enrollment	.	.	.	.	659	.	.	.	2,892	3,717	.	.	.	3,392	3,684	.	.	.	3,890	4,069
	Avg Section Size	.	.	.	.	27.5	.	.	.	29.2	28.1	.	.	.	27.6	29.2	.	.	.	27.3	30.7
KPE	Number Sections	18.0	25.0	14.0	.	.	132.0	139.0	127.0	.	.	117.0	115.0	100.0	.	.	120.0	121.0	101.0	.	.
	Enrollment	392	523	393	.	.	2,967	3,375	3,397	.	.	2,722	3,070	2,851	.	.	3,110	3,324	2,395	.	.
	Avg Section Size	22.2	19.7	26.6	.	.	21.0	24.9	25.7	.	.	21.7	25.7	30.2	.	.	21.8	24.8	28.0	.	.
REC	Number Sections	37.0	40.0	38.0	.	24.0	58.0	57.0	45.7	42.0	46.0	60.0	65.7	52.0	45.0	43.0	64.0	67.0	36.0	39.0	44.0
	Enrollment	709	787	967	.	591	1,198	1,281	1,488	1,468	1,574	1,167	1,296	1,521	1,503	1,451	1,326	1,468	1,321	1,398	1,295
	Avg Section Size	21.6	22.8	30.4	.	35.8	21.7	24.0	34.5	40.3	39.0	21.5	22.5	34.9	40.2	40.6	24.6	25.7	44.8	43.1	36.3
TED	Number Sections	110.0	123.0	97.0	66.0	61.0	134.0	178.0	108.0	67.0	59.0	110.0	169.0	88.0	58.0	50.0	99.0	102.0	81.0	53.0	56.0
	Enrollment	2,335	2,419	2,044	1,509	1,571	2,566	2,531	2,444	1,823	1,643	2,275	2,497	1,904	1,374	1,393	1,912	1,899	1,720	1,191	1,238
	Avg Section Size	23.8	21.5	22.6	26.9	29.5	19.7	19.1	21.3	27.5	31.4	21.6	21.1	24.0	26.8	28.1	21.3	20.6	23.1	24.7	25.9
COLLEGE TOTAL	Number Sections	193.0	220.0	183.0	76.0	136.0	448.0	517.0	403.0	356.0	360.0	417.0	482.0	360.0	354.0	344.0	410.0	433.0	331.0	369.0	368.0
	Enrollment	3,718	4,068	3,752	1,706	3,162	8,351	8,859	9,007	8,264	8,956	7,805	8,642	7,901	8,232	8,579	7,960	8,527	7,147	8,509	8,816
	Avg Section Size	21.9	20.7	23.4	25.8	29.3	19.1	20.2	23.2	28.7	28.0	20.1	22.0	26.6	27.8	29.4	20.6	22.0	27.2	27.7	29.0

