



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

College	CEAS
Department	Teacher Education
Program Unit	MS in Education/Option in Reading Instruction/Reading Certificate (Reading and Literacy Added Authorization)
Reporting for Academic Year	2012-2013
Department Chair	Dr. Jeanette Bicais (Report submitted by Dr. Shira Lubliner, Program Coordinator)
Date Submitted	11/5/2013

**1. SELF-STUDY**

**A. Five-year Review Planning Goals**

The MS in Education, Option in Reading Instruction includes the State-issued Reading Certificate. CAEP accredits the MS and the Reading Certificate Program is accredited by CTC. Like all programs in our PreK-12 Professional Education Unit, we 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 this fall for the 2013-2014 year.

The following is a list of goals for the Reading Program that was developed as part of the GRP Cluster Improvement Plan and was reported in the 2011 Biennial Report:

1) Program Standard Goal 1:

Begin developing programs consistent with revised CTC standards for the Reading and Literacy Added Authorization

- Objective RC/PSG 1.1 Submit Transition Date Form to CTC by April 1, 2011
- Objective RC/PSG 1.2 Develop a plan for aligning courses to the new standards

2) Program Standard Goal 2:

Improve candidates’ ability to design and implement instruction for English learners that is drive by the results of assessment (1998 CTC Standards for the Reading Certificate and Reading and Language Arts Specialist Credential, Standard 4: Planning and Delivery of Reading Instruction

Based on Assessment; Standard 10: Cross-cultural Practice; and Standard 15: Preparation for Meeting the Reading and Writing Needs of All Students.

- Objective RC/PSG 2.1 Consider changes to the course content of TED 6220 that will improve the ability of candidates to link assessment to instruction for English learners in their field experience assignments.

3) Program Standard Goal 3:

Improve candidates' ability to provide a coherent rationale for the lessons to be implemented during field experiences (1998 CTC Standards for the Reading Certificate and Reading and Language Arts Specialist Credential, Standard 4: Planning and Delivery of Reading Instruction Based on Assessment.)

- Objective RC/PSG 3.1 Consider alternative for improving candidates' ability to provide sound rationales for the five-lesson sequence implemented in TED 6253.

## **B. Five-year Review Planning Goals Progress**

1) Program Standard Goal 1:

This goal has been met. The required Transition forms were submitted to CTC. Reading Program course syllabi and candidate assessments, aligned to new RLAA standards, were developed. The Reading Program Assessment Document has been completed and will be submitted to CTC within the next few weeks.

2) Program Standard Goal 2:

This goal has been partially met: Instructional changes have been made to TED 6220 and TED 6253, increasing the time devoted to English learner instruction. The new rubric for TED 6253 will assess candidates' proficiency at instructing and assessing English learners.

3) Program Standard Goal 3:

This goal has been met. Substantial improvement has been documented in candidates' scores on providing a rationale for their field experience in TED 6253. Mean scores on this rubric criterion increased from 3.50 to 3.73.

## **C. Program Changes and Needs**

1) The Reading Program was inactive during the 2011-2012 year due to increased enrollment requirements that the program could not meet. Beginning in 2012-2013 the Reading Program was moved to DCIE (self-support) and was co-sponsored by Pleasanton Unified School District. Sequoia Union High School District has requested that we establish a Reading Program in that district as well. In order to manage this expansion, additional faculty may be needed and additional administrative assistance.

2) Like all programs in the CTC/CAEP PreK-12 Professional Education Unit (except Multiple Subject and Single Subject), the MS in Education Option in Reading Instruction has discontinued the use of Taskstream in 2013-2014 - in favor of Blackboard Rubrics and a CEAS in-house Analytic Tool. Faculty members are learning how to post scoring rubrics on Blackboard and to use them to grade candidates work.

3) The Reading Program must be aligned to the Preschool Foundations and the new Common Core State Standards currently being implemented in California's K-12 public schools. During the past few months, Reading Program faculty have been revising course content and developing assignments that align with the new standards. In TED 6253, for example, candidates complete a Sequence of the Standards activity, examining expectations for vocabulary and comprehension achievement in the Preschool Foundations and K-12 Common Core standards.

## **2. SUMMARY OF ASSESSMENT**

### **A. Program Student Learning Outcomes**

\*\*\* MS in Education, Option in Reading Instruction \*\*\*

#### Program Specific Student Learning Outcomes

Candidates who graduate with the MS in Education, Option in Reading Instruction, will be able to:

- (1) Demonstrate a thorough understanding of theory and research on an effective culture of literacy for diverse prekindergarten through high school students, their families, and communities;
- (2) Demonstrate knowledge of research-based instructional practices in each component of literacy and the ability to assess, instruct, and provide intervention for each component of literacy instruction, including phonemic awareness, phonics, fluency, oral language development, reading and listening comprehension, and vocabulary development, and writing;
- (3) Successfully plan and implement a balanced literacy environment, including the selection and use instructional materials, technology, routines, and strategies that are appropriately aligned with students' assessed language and literacy needs; and
- (4) Complete an action research project in the field of literacy, including a review of the research literature, planning and implementing an instructional unit, and an analysis of student learning and research results

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 Reading Comprehension Field Experience Report (SLO 2, 3)/

## 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 an “Implementation Year,” in which program modifications are made to achieve goals/objectives.

Signature Assignments are required in each Reading Course. Reported here are the results for the TED 6253, the Reading Comprehension Field Experience Report. Student submissions are scored on 1-4 rubric scale (4 highest) on the following dimensions: Rationale for the Strategy; Description of the Students; Overview of the Unit; Assessment; Content of the Lessons; Instructional Effectiveness; Reflections; Caliber of the Paper.

It should be noted that there was no active Reading Program in 2011-2012, so comparative data are provided for 2010-2011 and 2012-2013. A limitation in interpreting the data is that previous analysis (2010-2011) included two sections of TED 6253, only one of which was a Reading cohort. We are now able to separate the data so that only Reading cohort scores are included in the analysis (2012-2013).

## D. Summary of Assessment Results

TED 6253 Reading Comprehension Field Experience Report  
Median Scores (4 highest);

Rubric Criteria	Year	N	Mean
<b>Rationale</b>			
	10-11	32	3.50
	12-13	15	3.73
<b>Description of Students</b>			
	10-11	32	3.63
	12-13	15	3.87
<b>Overview of Unit</b>			
	10-11	32	3.47
	12-13	15	3.73
<b>Assessment</b>			
	10-11	32	3.16
	12-13	15	3.47
<b>Content of Lessons</b>			
	10-11	32	3.53

12-13	15	4.00
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Instructional Effectiveness

10-11	32	3.41
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12-13	15	3.73
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Reflections

10-11	32	3.72
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12-13	15	3.67
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Caliber of Paper

10-11	32	3.47
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12-13	15	3.93
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Summary – Average of All Criterion Scores

10-11	32	3.48
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12-13	15	3.77
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Data and Candidate Status in Meeting SLOs

It is clear from the data that candidates in the 2012-2013 Reading cohort are meeting SLO 2 and SLO 3 to a much greater extent than previous candidates (2010-2011).

The Assessment Plan for the Reading Program will not be changed in 2013-2014.

### **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

#### 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):*

*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)



## MS in Education Option in Reading Instruction Curricular Map

	TED 6230 Reading Certificate	TED 6220 Reading Certificate	TED 6253 Reading Certificate	TED 6231 Reading Certificate	TED 6232 Reading Certificate	TED 6250 MS	TED 6020 MS	TED 6901 MS
ILO TR Thinking and Reasoning: SLO 1 Theory & Practice	<b>Fluency Issues Project Review</b> an area of fluency research where there remains concern and/or controversy. Sign up for a topic from the list attached and find three <u>scholarly articles</u> about your topic Provide a 2-3- page summary with a bullet point list and bibliography	<b>SUMMARY ON THE LITERACY EDUCATION OF AFRICAN AMERICAN CHILDREN</b> Read the assigned research articles and lecture notes on the education of African American children. Write a two-three-page paper summarizing key points regarding the literacy education of African American children	<b>Sequence of the Standards</b> Examine the Preschool Foundations (including ELD), California's Common Core State Standards for English Language Arts, and ELD Standards. Write a paper, discussing the progression of skills in Reading Comprehension that students, including English learners, are expected to attain.	<b>Site Based Data Analysis and Presentation</b> Analyze the data concerning literacy assessments for the students in a classroom and across grade levels.	<b>Intervention Program Review &amp; Presentation</b> Select a research-based program designed to address reading difficulties. Provide a description of the program, including its research base, key instructional methods, placement within the RTI <sup>2</sup> process, sample materials, documented outcomes, feasibility, your own evaluation of program effectiveness.	<b>Research Project</b> Implement a research project based on the 5- minute vocabulary test with your class and analyze the results with the class, using SPSS. Write a paper describing the study, results, and implication of the research.	<b>Research Paper:</b> Write a statement of the research question or project effort; a draft review of the literature; draft method section; draft data analysis section	<b>Action Research Final Paper:</b> Write Data Analysis, Findings Section, Conclusions  Professional Development Plan
ILO COM Communication	<b>Reparable Harm Response</b> Download the article, <i>Reparable Harm</i> and write a summary and a reflection on the challenges of teaching English	<b>NATIVE LANGUAGE REPORT</b> Give an <u>Oral Presentation</u> of your report, emphasizing problems that NL students have learning to read in English and ways	<b>Field Experience Report</b> Write a detailed report describing the instructional unit and analyzing how the student responded to instruction based on an analysis of pretest/posttest data.	<b>Two Assessment Reports</b> Complete two in depth analysis of students' literacy skills. Analyze the data and prepare a letter to the student's parents and one to the teacher or literacy specialist.	<b>Intervention Program Review &amp; Presentation</b> Present a 15- minute overview of your program, using visual aids. Post copies of your paper in advance of the presentation.	<b>Research Study Report</b> (Oral presentation) Select a literacy study from the What Works Clearinghouse ( <a href="http://ies.ed.gov/nce/e/wwc/">http://ies.ed.gov/nce/e/wwc/</a> ). Present the following key points to the class: What was the study about?	<b>Research Paper:</b> Write a statement of the research question or project effort; a draft Review of the literature; draft method section; draft data analysis	<b>Write a Proposal or Grant</b>  <b>Class Presentation Action Research Paper</b>

	Learners. Post to the Discussion Board. Then read and respond substantively to five (5) other posts.	that teachers can help NL students acquire English language literacy.	Write field experience reports for parents and teachers of your clinic student,			What was the setting (grade, location, type of students, duration) What was the intervention? What did the researchers find out?	section	
ILO DIV Diversity UAO 1 Equitable Learning Outcomes  ILO SUS Sustainability (Act Responsibly)  UAO 2 Equitable Environments	<b>Reparable Harm Response</b> Download the article, <i>Reparable Harm</i> and write a summary and a reflection on the challenges of teaching English Learners. Post to the Discussion Board. Then read and respond substantively to five (5) other posts.	<b>NATIVE LANGUAGE REPORT</b> Work with 3-4 classmates and select one of the native languages other than English (NL) spoken by children in California schools. Investigate the characteristics of the NL and compare the language to English. Identify problems that native speakers of the language may experience as they learn English and suggest methods that teachers can use to help students acquire English language literacy	<b>Culture of Literacy Paper</b> Write a paper describing the culture of literacy you have created in your classroom and school. Describe how you honor students' diverse knowledge, skills, abilities, and backgrounds. Discuss your high expectations for student literacy achievement and how you increase student motivation to read.	<b>Informal Interview</b> Conduct an interview to learn about how your student perceives himself as a person and as a reader. What does the student like about school, dislike? What are the student's interests and abilities? Where does the student see him/herself in 2-3 years?	<b>Instructional Strategy Presentation</b> Choose an instructional strategy that you will incorporate into your intervention plan. Locate a theoretical reference or foundation for the strategy. Identify the components of the strategy and the target area/skills for use. Learn the strategy so you are able to teach it in your class. Bring materials to demonstrate the strategy if possible, student work			
ILO COL Collaboration UAO 3 Working Collaboratively	<b>Reparable Harm Response</b> Download the article, <i>Reparable Harm</i> and write a summary and a reflection on the challenges of teaching English	<b>NATIVE LANGUAGE REPORT</b> Work with 3-4 classmates and select one of the native languages other than English (NL) spoken by children in California schools.	<b>Text Analysis and Strategy Selection:</b> Work in a group of 3-4. Analyze several passages from each of three texts. Identify text features that might impede students' comprehension, and select strategies to	<b>Standardized Reading Assessment Instrument Evaluation and Implementation</b> In groups of four review and use a standardized test that is distributed in class. These assessments will be available to	<b>Professional practice discussion circle</b> Work in teams of 4. Locate a professional article or chapter in a book or monograph on a topic of interest. Post the article on Blackboard for	<b>Research Project</b> Implement a research project based on the 5-minute vocabulary test with your class and analyze the results with the class, using SPSS. Write a paper describing the study, results, and implication of the	<b>Peer Review and Feedback of Research Paper</b>	

	Learners. Post to the Discussion Board. Then read and respond substantively to five (5) other posts.		support comprehension.	you during your enrollment in the RLAA program. The evaluation will begin in class and will be concluded in the field. Prepare one report per group for presentation to the class.	colleagues to read. Lead a small group discussion on your article. After small group discussion, convene whole class discussion on implications for practice.	research.		
ILO SED Demonstrate expertise  UAO 4 Candidate Knowledge, Skills, and Professional Dispositions  SLO 2 Research-based practices  SLO 3 Balanced Literacy Environment	<b>Fluency Assessment and Lesson Plan Project Project</b> Design, implement, and assess research-based fluency lesson plans for primary level students.	<b>Field Experience</b> Plan and implement lessons for one or more English learners (ELs) in the Clinic. The assignment can be completed with students at any grade level, Prek-12. The students must be designated English language learners (ELs) by their school district at a level less than proficient	<b>Field Experience</b> Plan and implement a five-lesson unit for a struggling reader, focusing on reading comprehension  Professional Development Workshop: Review school-wide assessment data on reading at your school site. Evaluate school literacy achievement and identify an area of need for the school. Design a professional development workshop for teachers at the school site.	<b>Two Assessment Reports</b> Complete two in depth analysis of students' literacy skills. Analyze the data collected. Provide a detailed analysis to the reader. Then discuss student's reading strengths and difficulties based on specific information derived from the assessment battery and provide recommendations for reading instruction designed to improve achievement.	<b>Intervention Project</b> Implement a Reading/Language Arts intervention plan with one student based on the results of an IRI (expository) and phonics survey or case study from last quarter. Intervention will take place for a minimum of 10 hours over the course of the quarter.	<b>Mini Literature Review</b> Develop a research question about a literacy topic that you might want to investigate in your own classroom. Read six or more peer-reviewed research studies about the topic. Identify themes and write a <u>synthesis</u> of the research Point out the need for your proposed study.	<b>Research Paper:</b> Write a statement of the research question or project effort; a draft review of the literature; draft method section; draft data analysis section	<b>Action Research Final Paper:</b> Write Data Analysis, Findings Section, Conclusions  Professional Development Plan
SLO 4 Action Research			.				<b>Research Paper:</b> Write a statement of the research question or project effort; a draft review of the literature; draft method section; draft	<b>Action Research Final Paper:</b> Write Data Analysis, Findings Section, Conclusions  Professional Development

							data analysis section	Plan
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**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 Reading Instruction (SLOs)**

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

- (1) Demonstrate a thorough understanding of theory and research on an effective culture of literacy for diverse prekindergarten through high school students, their families, and communities;
- (2) Demonstrate knowledge of research-based instructional practices in each component of literacy and the ability to assess, instruct, and provide intervention for each component of literacy instruction, including phonemic awareness, phonics, fluency, oral language development, reading and listening comprehension, and vocabulary development, and writing;
- (3) Successfully plan and implement a balanced literacy environment, including the selection and use instructional materials, technology, routines, and strategies that are appropriately aligned with students' assessed language and literacy needs; and
- (4) Complete an action research project in the field of literacy, including a review of the research literature, planning and implementing an instructional unit, and an analysis of student learning and research results

**Supporting Data**

**CAPR Table 1  
California State University, East Bay**

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