



COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT

College	Education and Allied Studies
Department	Teacher Education
Program Unit	MS in Education: Option in Curriculum MS in Education: Option in Early Childhood
Reporting for Academic Year	2015-16
Department Chair	Dr. Eric Engdahl
Date Submitted	11/2/15

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

Cluster Improvement Plan: Curriculum and Early Childhood Cluster Goal

1. Create a series of elective classes that offer support to students on the research and academic writing of a graduate synthesis.
2. Provide students stronger support and a venue for clarifying and articulating their research.
3. Provide access to additional resources for professional and academic writing.

B. Five-year Review Planning Goals Progress

1. The four new classes TED 6002, 6003, 6004, and 6005 were implemented during the 2015-16 academic year. Their purpose was to support the research sequence classes for students in both graduate programs. Students were surveyed at the end of each quarter for general feedback regarding the seminars. Positive remarks, and suggestions for topics were gathered from students for the subsequent quarters. Overwhelmingly, students commented that they felt more "in control" of their education because of the feedback they provided and the immediacy of their needs being met.
2. Students were also surveyed and results demonstrated that they wanted additional seminars from the CEAS appointed librarian. The additional sessions were made available and over 85 percent of the students chose to attend the non-mandated presentations. This indicated to us that students perceived their need for additional

bibliographic information beyond what was presented in class and took advantage of what was offered. In the past, this has not been the case. The ECE group (do not have classes in the summer) also chose to attend the sessions.

3. Students continue to voice that they want a choice in the delivery of the consultation conference during the quarter. The choices remain: face-to-face on-campus, small group on-campus, SKYPE, telephone, and off-campus. No students during this time period chose the telephone as the preferred means of communication.
4. Support was also a consideration and topic explored for experimentation during the academic year. During the program, these cohorted students were consistently asked to critique one another, work with a partner, and in small groups. To facilitate trust and support within the classes, students engaged in small study groups, peer editing, and each group (ECE and Curriculum) both held Holiday and end of program events for networking and building camaraderie. These student-led events were well-received and honored (all students freely participated) by both groups. The intent was for them to perceive one another as another means of support.
5. It was noted that the total score recorded on the TaskStream rubric for the signature assignment in TED 6700 scores dropped considerably. We are keenly aware that topic selection/clarification for the action-research has been problematic for graduate students. Several strategies (Fishbowl Exercise, Structural Overview, and Individual Meeting) were implemented to discern their effectiveness with students.

C. Program Changes and Needs

1. Currently, our major recruitment efforts are with our graduating Single and Multiple Subject Credential Students. While we want to continue our efforts to capture this market (students already know the system, complete just two forms to enroll, and know our faculty and programs), we want a more diverse program that caters to both new and veteran teachers. We need to attract more practicing teachers so that they can sharpen their knowledge and skills and integrate them with teachers who are newer to the field.
2. We need to continue to explore partnerships and specialized Master's degrees and house them in the field—school districts, for example.
3. We need to look more carefully at our students (while they are in the program) as potential instructors for future classes in the Master's program. Perhaps we could consider having them co-teach a lesson as an assignment. This is especially true for the Early Childhood Education program, where the average teacher in the program has been in the field for at least 12 years.
4. We need to continue to adhere and discuss the 8 basic Tenets of Graduate Education that the TED graduate faculty agreed to last year. They include: be grounded in research practice and theory, account for all sessions, flexibility in delivery, model

best practices and cross-curricular activities, integrate the use of State and National documents, integrate skills and concepts from research classes into curriculum classes, use practical, project-based assignments to teach concepts rather than tests, and no duplication from credential classes.

5. We need to continue to be receptive to student and community input with respect to the content of our classes, taking special note from our community partners. During an advisory board meeting, it was suggested that students from both the Curriculum and Early Childhood Education programs be integrated with one another to view the perspective from the other group. The common element from both courses is the sequence of research classes. We will explore how to make this happen in the 2016-17 academic year.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

Program Specific Learning Outcomes

Common to both programs:

Students who graduate with a Master of Science in Education, will be able to:

1. Develop an in-depth understanding of contemporary issues in curriculum and instruction in an area of professional interest.
2. Use a variety of bibliographic tools to write a comprehensive review of the literature for a topic of professional interests.
3. Complete an action research project investigating a topic as it relates to the field of Education.

*For both the Curriculum and Early Childhood Education 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.

B. Program Student Learning Outcome(s) Assessed

Students in both Curriculum and Early Childhood Education both take a series of four research classes which enable them to complete a comprehensive review of the literature dealing with contemporary issue, implement a classroom-based research project analyze their findings, and make recommendations for future research. Student Learning Outcomes are analyzed by looking at student achievement during each of research classes during the four quarters of the program.

C. Summary of Assessment Process

As previously stated, students appear to experience difficulties in narrowing their topic to implement a research-based project during the final quarter of their program. This academic year, we focused on implementing a series of activities in TED 6003 which accompanies the research class, TED 6700. TED 6700 is the second class taken in the series of the 4 research classes. All research classes contain a signature assignment. All signature assignments are completed and assessed via TaskStream. Analytic reports are provided to faculty to help make changes and program/class modifications. To note the effectiveness of the activities in TED 6003, we looked at the total score of the signature assignment (Literature Review) for TED 6700.

D. Summary of Assessment Results

Results from the Signature Assignment in TED 6700 Literature Review yielded the following results:

Fall, 2014	Fall, 2015
2.76	3.96

These results indicated to us that students did a much better job in this signature Assignment than in the past year. We hypothesize that it is a direct result of the instruction and specific activities conducted with the students in TED 6003. We intend to standardize these activities in all TED 6003 syllabi.

We remain committed as a college and department to improvement in our programs and student satisfaction. Below are the results of the 2016 exit survey of the Curriculum and Early Childhood Education students. This is important to the Department as the results help shape future improvements and considerations for our programs.

Survey Results for CSUEB PreK-12 Professional Education Unit Exit Survey

This East Bay Education Unit (TED, EDLD, EPSY and CSD) survey is used to gather "common" data from it's credential and master's students Svcs, Curr/ECE, Ed Tech, PPS, Reading, Spec Ed, Speech, and optionally include a supplemental exit survey

Close Print Report

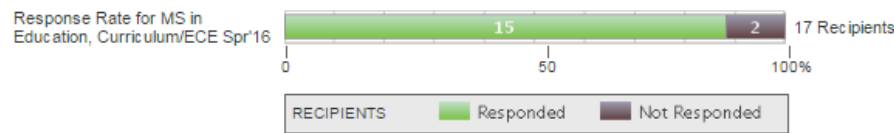
Printable View
Printable View with Comments

Included Response Periods: MS in Education, Curriculum/ECE Spr'16
Compare Results By: No Grouping

Overall Summary

Question Response Summary

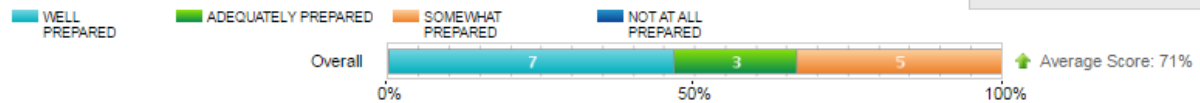
Total Survey Recipients: 17



Detailed Question Results

1. How well prepared are you to: Provide services that help English Learners succeed?

OVERALL AVERAGE: 71%
(0%) (45-55%) (100%)



2. How well prepared are you to: Provide services that help children who receive special education services succeed?

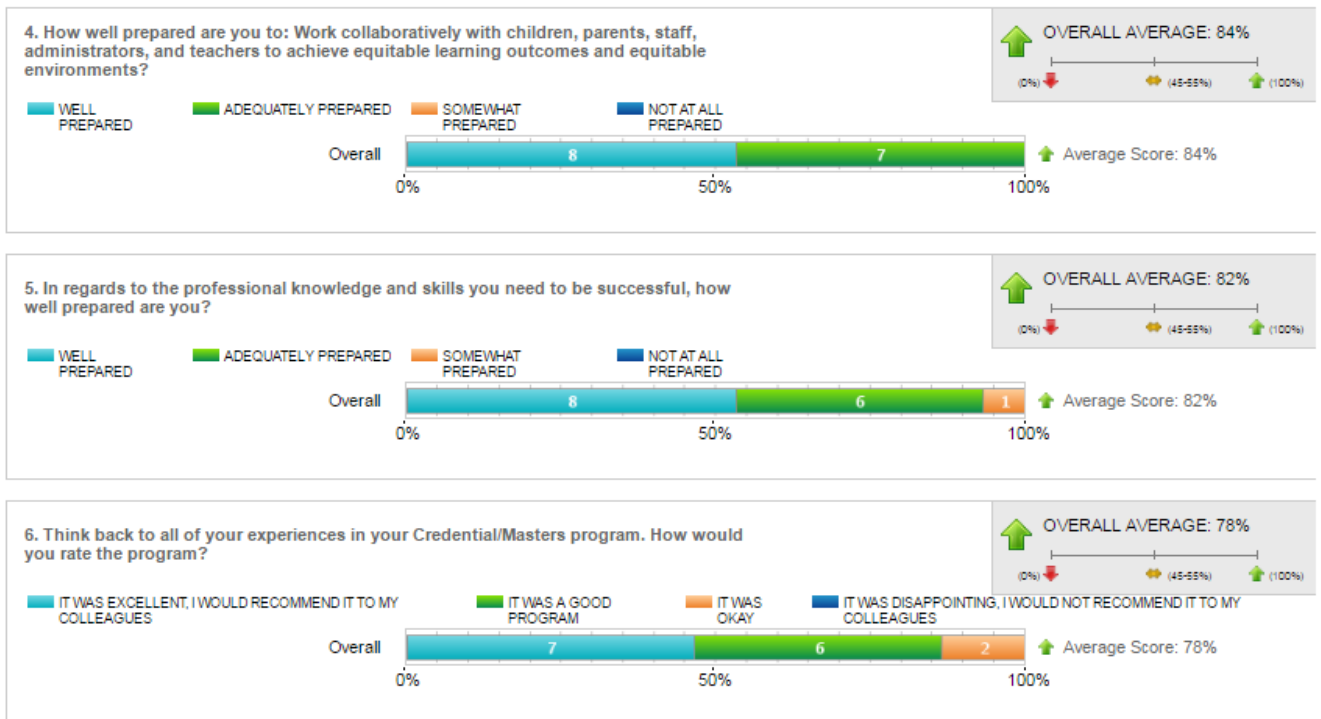
OVERALL AVERAGE: 58%
(0%) (45-55%) (100%)



3. How well prepared are you to: Create a school environment in which all individuals are treated with respect, dignity, trust, and fairness?

OVERALL AVERAGE: 84%
(0%) (45-55%) (100%)





In summary, we were pleased with student response:

- 84% stated they believed that they were well prepared/adequately prepared to work with students, parents and staff for equitable outcomes,
- 93% stated they believed that they were well prepared/adequately prepared to have the professional knowledge and skills for the field., and
- 50% believed the program was excellent and they would recommend it; 40% believed it was a good program and they would recommend it; 10% stated it was okay and would recommend it.
- While we remain pleased with the results, we would like to improve on several areas including English Language Learners and Students with Special Needs. Scores in these two areas were below the college mean by 8-10 points.
- In the comment section of the exit survey more than half of the students included praise for the support given to them by the faculty. One comment included more information on differentiation and one comment requested additional strategies for English Language Learners. These comments were consistent with the general survey.

In an independent exit survey conducted by the program coordinator of the Curriculum and Early

Childhood Education programs, students indicated the following:

1. Students believed that they received “outstanding support” from the professors, coordinator, office staff and all administrative staff in the program.
2. They appreciated the cohort model and believe that it contributed to their success in the program.
3. Enjoyed the flexibility in delivery, assignments, and content of the classes.
4. Stated that the program influenced changes in their classroom practice.
5. Requested that additional options be available for electives in the program.

3. STATISTICAL DATA

Program:
Curriculum and Assessment Map

COURSES	TR	COM	DIV COL	ILO	SUS	SED	1	UAO		1	2	I CTC STANDAR D (or PSLO)	TPD MULTIPLE & SINGLE ONLY
								2	3				
												3 4 5 6 7 8 9 10 11 12 13 14 15	1 2 3 4 5 6 7 8 9 10 11 12 13
													x x x x x x
													xxx
													xx
TED 6072: MS in Ed, Option in ECE	X	X	X	X	X	X	X	X X	X	X	X		
TED 6074: MS in Ed, Option in ECE	X	X	X	X	X	X	X	X X	X	X	X		
TED 6020: MS in Ed, Option in ECE	X	X	X	X	X	X	X	X X	X		X	X	
TED 6901: MS in Ed, Option in ECE	X	X	X	X	X	X	X	X X	X		X	X	
ASSESSMENTS													
TED 6072: Reader Responses	X	X	X		X	X	X	X	X		X		
TED 6072: Lesson Plans/ Video Pres.	X	X	X		X	X				X			
TED 6072: Informational booklets	X	X	X	X	X	X	X	X X	X	X	X		
TED 6072: Observations	X	X	X		X	X	X	X	X	X			
TED 6074: Program Inter. and Obs.	X	X	X		X	X	X	X X	X	X			
TED 6074: Curr. Modification	X	X	X		X	X	X	X	X	X			
TED 6074: Community Resource Plan	X	X	X	X	X	X	X	X X	X				
TED 6074: Lesson Modification	X	X	X		X	X	X	X	X				
TED 6020: MS in Ed, Option in ECE: paper submissions, including final	X	X	X	X	X	X	X	X X	X		X	X	

TED 6020: MS in Ed, Option in ECE: IRB	X	X	X	X	X	X	X	X X	X		X	X	
TED 6901: MS in Ed, Option in ECE: paper submissions, including final	X	X	X	X	X	X	X	X X	X		X	X	
TED 6901: MS in Ed, Option in ECE: Proposal or Grant	X	X	X		X	X	X	X	X	X			
TED 6901: MS in Ed, Option in ECE: Exit Interview	X	X	X		X	X	X	X	X	X			
TED 6901: MS in Ed, Option in ECE: Professional Development Plan	X	X	X	X	X	X	X	X X	X	X			
TED 6901: MS in Ed, Option in ECE: Presentation	X	X	X	X	X	X	X	X X	X	X	X	X	

California State University, East Bay
APR Summary
Data Fall 2011 -
2015

Teacher Education					
Item	Fall Quarter				
	2011	2012	2013	2014	2015
A. Students Headcount					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate (Credential)	273	271	273	273	309
3. Graduate	119	75	76	73	55
4. Total Number of Majors	392	346	349	346	364
College Years					
B. Degrees Awarded					
	10-11	11-12	12-13	13-14	14-15
1. Undergraduate	0	0	0	0	0
2. Graduate	149	107	131	80	110
3. Total	149	107	131	80	110
Fall Quarter					
	2011	2012	2013	2014	2015
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	14	13	11	11	12
2. Part-Time	3	2	4	3	1
3a. Total Tenure Track	17	15	15	14	13
3b. % Tenure Track	42.5%	31.3%	31.9%	28.6%	22.8%
Lecturer Headcount					
4. Full-Time	1	0	0	0	0
5. Part-Time	22	33	32	35	44
6a. Total Non-Tenure Track	23	33	32	35	44
6b. % Non-Tenure Track	57.5%	68.8%	68.1%	71.4%	77.2%
7. Grand Total All Faculty	40	48	47	49	57
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	9.1	9.3	9.4	6.7	6.7
9. Lecturer FTEF	2.5	1.8	1.8	4.3	4.5
10. Total Instructional FTEF	11.6	11.1	11.2	10.9	11.1
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	215.0	207.2	193.8	149.0	152.6
11b. % of FTES Taught by Tenure/Track	76.2%	81.0%	86.5%	62.2%	59.7%
12a. FTES Taught by Lecturer	67.2	48.5	30.3	90.5	103.2
12b. % of FTES Taught by Lecturer	23.8%	19.0%	13.5%	37.8%	40.3%
13. Total FTES taught	282.2	255.7	224.1	239.5	255.8
14. Total SCU taught	4233.0	3836.0	3362.0	3593.0	3837.0
D. Student Faculty Ratios					
1. Tenured/Track	23.8	22.2	20.6	22.3	23.0
2. Lecturer	26.8	26.7	17.3	21.3	23.0

3. SFR By Level (All Faculty)	24.4	23.0	20.1	21.9	23.0
4. Lower Division
5. Upper Division	28.1	9.4	18.0	25.4	21.4
6. Graduate	24.1	24.6	20.2	21.8	23.0
E. Section Size					
1. Number of Sections Offered	59.0	58.0	51.0	63.0	70.0
2. Average Section Size	31.4	21.6	20.3	20.5	21.1
3. Average Section Size for LD	0.0	0.0	0.0	0.0	0.0
4. Average Section Size for UD	24.4	17.2	17.6	20.4	20.5
5. Average Section Size for GD	32.2	22.0	20.7	20.5	21.2
6. LD Section taught by Tenured/Track	0	0	0	0	0
7. UD Section taught by Tenured/Track	2	3	4	4	4
8. GD Section taught by Tenured/Track	41	44	38	39	36
9. LD Section taught by Lecturer	0	0	0	0	0
10. UD Section taught by Lecturer	3	2	1	1	0
11. GD Section taught by Lecturer	13	9	8	19	30

Source and definitions available at:

<http://www.csueastbay.edu/ira/apr/summary/definitions.pdf>

Degrees Conferred

Education	CY10-11				CY11-12				CY12-13				CY13-14				CY14-15			
	Degree Level			Total	Degree Level			Total	Degree Level			Total	Degree Level			Total	Degree Level			Total
	Bcalaureate	Master	Ed Doctor		Bcalaureate	Master	Ed Doctor		Bcalaureate	Master	Ed Doctor		Bcalaureate	Master	Ed Doctor		Bcalaureate	Master	Ed Doctor	
Female	Black, non-Hispanic		5		5	10		10	10		10		1		1	6		6		
	American Indian or Alaska Native												1		1					
	Asian		15		15	13		13	13		13		2		2	15		15		
	Hawaiian/Other Pacific Island					1		1												
	Hispanic		21		21	7		7	9		9		7		7	7		7		
	White		53		53	36		36	39		39		23		23	31		31		
	Multiple ethnicity		4		4	2		2	1		1		1		1	3		3		
	Race/ethnicity unknown		17		17	13		13	19		19		20		20	15		15		
	Nonresident aliens		2		2	3		3	1		1		1		1	3		3		
Male	Black, non-Hispanic		2		2				1		1		2		2	2		2		
	American Indian or Alaska Native																			
	Asian		2		2				5		5		1		1	2		2		
	Hawaiian/Other Pacific Island		1		1				1		1									
	Hispanic		5		5	5		5	3		3		2		2	2		2		
	White		15		15	10		10	22		22		8		8	13		13		
	Multiple ethnicity		1		1								2		2					
	Race/ethnicity unknown		6		6	6		6	7		7		9		9	10		10		
	Nonresident aliens					1		1								1		1		
Total	Black, non-Hispanic		7		7	10		10	11		11		3		3	8		8		
	American Indian or Alaska Native												1		1					
	Asian		17		17	13		13	18		18		3		3	17		17		
	Hawaiian/Other Pacific Island		1		1	1		1	1		1									
	Hispanic		26		26	12		12	12		12		9		9	9		9		
	White		68		68	46		46	61		61		31		31	44		44		
	Multiple ethnicity		5		5	2		2	1		1		3		3	3		3		
	Race/ethnicity unknown																			
	Nonresident aliens		23		23	19		19	26		26		29		29	25		25		
		2		2	4		4	1		1		1		1	4		4			

Course History Table 10.1c
 California State University, East Bay
 COURSE HISTORY
 By Quarter from Summer 2011 through Spring 2016

TED

		Summer					Fall					Winter					Spring				
		2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Upper Division	Number Sections						5.0	5.0	5.0	5.0	4.0	5.0	4.0	5.0	5.0	3.0	3.0	3.0	2.0	2.0	1.0
	Total Enrollment						122	86	88	102	82	78	88	56	76	55	49	25	19	14	16
	Avg Section Size						24.4	17.2	17.6	20.4	20.5	15.6	22.0	13.8	18.5	18.3	16.3	8.0	9.5	7.0	16.0
Undergraduate	Number Sections						5.0	5.0	5.0	5.0	4.0	5.0	4.0	5.0	5.0	3.0	3.0	3.0	2.0	2.0	1.0
	Total Enrollment						122	86	88	102	82	78	88	56	76	55	49	25	19	14	16
	Avg Section Size						24.4	17.2	17.6	20.4	20.5	15.6	22.0	13.8	18.5	18.3	16.3	8.0	9.5	7.0	16.0
Graduate	Number Sections	61.0	67.0	53.0	49.0	52.0	54.0	53.0	46.0	58.0	66.0	45.0	51.0	39.0	54.0	48.0	53.0	55.0	52.0	77.0	73.0
	Total Enrollment	1,571	1,608	1,387	1,146	1,172	1,521	1,151	1,011	1,061	1,341	1,315	1,057	931	1,057	1,377	1,189	1,440	1,493	1,551	1,607
	Avg Section Size	29.5	27.9	28.2	23.9	24.3	32.2	22.0	20.7	20.5	21.2	29.8	20.3	21.7	20.3	24.2	26.6	28.1	29.8	21.7	23.3
DISCIPLINE TOTAL	Number Sections	61.0	67.0	53.0	49.0	52.0	59.0	58.0	51.0	63.0	70.0	50.0	55.0	44.0	59.0	51.0	56.0	58.0	54.0	79.0	74.0
	Total Enrollment	1,571	1,608	1,387	1,146	1,172	1,643	1,237	1,099	1,163	1,423	1,393	1,145	987	1,133	1,432	1,238	1,465	1,512	1,565	1,623
	Avg Section Size	29.5	27.9	28.2	23.9	24.3	31.4	21.6	20.3	20.5	21.1	28.1	20.4	20.9	20.1	23.7	25.9	27.7	29.0	21.5	23.2

SFR

		Total SCU					term_ftes					term_ftef					term_sfr				
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
TED	Tenured &	3225	3108	2907	2235	2289	221.9	213.22	201.78	155.27	155.88	9.05	9.32	9.41	6.67	6.65	24.53	22.88	21.44	23.28	23.44
	Lecturer	1008	728	455	1358	1548	71.73	51.47	31.85	93.57	105.98	2.51	1.82	1.75	4.25	4.49	28.59	28.26	18.17	22.01	23.58
	Upper	373	174	157	199	142	28.3	11.6	10.47	14.67	10.47	0.88	1.23	0.58	0.52	0.44	32.01	9.42	17.95	28.04	23.63
	Graduate	3860	3662	3205	3394	3695	265.33	253.08	223.17	234.17	251.4	10.67	9.91	10.58	10.4	10.7	24.86	25.55	21.09	22.52	23.5
	Total	4233	3836	3362	3593	3837	293.63	264.68	233.63	248.83	261.87	11.56	11.14	11.17	10.92	11.14	25.41	23.76	20.92	22.79	23.5

Source: CSU Academic Planning Data Base (APDB); Section Master File (BKPD SMF) and Faculty Master File (BKPD FMF)
 Office of Institutional Research, Analysis & Decision Support | Cal State East Bay