



ANNUAL PROGRAM REPORT

Table with 2 columns: Category and Value. Rows include College (College of Education and Allied Studies), Department (Teacher Education), Program (M.S. in Education: Option in Curriculum, MS in Education: Option in Early Childhood Education), Reporting for Academic Year (2016-17), Last 5-Year Review (2010-2011), Next 5-Year Review (2019-20), Department Chair (Dr. Eric Engdahl), and Date Submitted (November 6, 2017).

I. SELF-STUDY (suggested length of 1-3 pages)

A. Five-Year Review Planning Goals

Cluster Improvement Plan: Curriculum and Early Childhood Education Cluster Goals

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

B. Progress Toward Five-Year Review Planning Goals

The MS in Education, Option in Curriculum and MS in Education, Option in Early Childhood Education share a common research pathway for all students in both programs. This pathway consists of a set of four research courses and an accompanying seminar. Therefore, the goals dealt with the research sequence which prepares students to do a review of the literature on a topic of interest, write a research proposal, submit an on-campus IRB, conduct and implement an experiment in an educational setting, and write up the results and implications of the study completed. The goals set for program improvement for these programs continue to make progress and during this time period have met their goals.

In particular, data was collected after each quarter (2016-17) on the four new classes (TED 6002, 6003, 6004, 6005) to ascertain their effectiveness and to make improvements. This seminar sequence was first implemented in 2015, and created to supplement and reinforce the ideas and concepts taught in their accompanying research classes. Students overwhelmingly noted their effectiveness and provided feedback to the instructor on how to make minor adjustments. The following were suggested:

Provide the hours of the Student Center for Academic Achievement (SCAA) each quarter, along with the purpose of the Online Writing Lab (OWL). Make sure graduate students know that there is no charge for the service and that it may be staffed with undergraduate English majors.

Introduce the CEAS research librarian sooner to graduate students, along with contact information for easy access. Alert students to the other services that the library affords students if their college librarian is not available.

Provide Skype sessions earlier in the quarter so that students can get clearance and begin to focus on their research topic sooner.

C. Program Changes and Needs

Overview: During the 2016-17 academic year, the MS in Education, Option in Curriculum and MS in Education, Option in Early Childhood Education applied to the Chancellor's office to be elevated to their own degrees, rather than as options. This process included revisions of classes, a lengthy completion of forms, meetings of faculty, and was approved by the faculty, department, college, CIC, Academic Senate and Chancellor's office.

This extremely rigorous process yielded two major developments. The first was the approval of the Master of Science Degree in Early Childhood Education. The educational community in Early Childhood is extremely pleased and satisfied that the emphasis of the degree is now contained directly in the title. Further, the perception is that the qualifications of the degree holder is stronger and more obvious to potential hiring agencies.

The second result was that the MS in Education, Option in Curriculum degree did not fit the approved MS in Curriculum and Instruction definition/code found in the documents put forth by the CSU Chancellor's Office. The current and rewritten (for the purpose of semesters) degree appeared to be more of a generalist degree in Curriculum rather than focusing on the historical, social, and pedagogical principles of the development of Curriculum and Instruction. Therefore, the current MS in Education, Option in Curriculum will be offered during the 2017-18 academic year and then discontinued.

Curriculum: As written, the ECE degree will move forward and remain as one of the graduate pathways for students seeking a graduate degree from the Department of Teacher Education. However, the MS in Curriculum will need to be redesigned to meet the regulations and definitions from the Chancellor's office. Plans will be put in place to explore the Curriculum & Instruction and other degrees from our CSU sister institutions, combining the teaching credential and the Master's degree simultaneously (SJSU), and revisiting the concept of a Master's degree with a specific concentration (Urban Teaching, Inquiry-Based Teaching, etc.). The department is fully aware that this will take time and effort. Additionally, we will need to keep in mind the expertise of the current faculty so that it can be staffed accordingly. Lastly, the following guidelines of the degree should include:

- a. It must be appropriate for both the single and multiple subject teacher (TK-12)
- b. Be able to be completed in one academic year, and

- c. Use units (no older than 5 yrs) from an accredited credential program towards the degree.

Students: The majority of the students (over 90%) in the MS in Education, Option in Curriculum have received their teaching credential in the past 5 years from CSU East Bay and over 95% of our students are employed as full-time teachers. We are noticing changes in the demographics of students including the rise in number of Single Subject teachers as well as the number of males and students of color for this program. We still need to work on advertising the program beyond our own former credential candidates.

The students in the MS in Education, Option in Early Childhood Education are primarily preschool teachers working full-time in Early Childhood Education centers from 6:30 a.m. to 7:00 p.m. They work in State Preschools located in the public schools, private daycare organizations, HeadStart, and other state and federally funded programs. Our new candidates are all female, over the age of 30 and the composition of the class is minority majority. This cohort reflects the diverse population of students served in the Bay Area. We are also excited to note that our advertising efforts are working since we have 5 public school teachers enrolled in the program representing Transitional Kindergarten (TK), Kindergarten, ROP, and a behavioral therapy.

Additionally, we are working to get our teachers stipends from the Local Planning Council (LPC) of Alameda which was allocated state funds for the training of TK teachers. If LPCs have additional funds not used by TK teachers, they may be distributed to preschool teachers seeking advanced degrees or training at colleges and universities. We are working directly working to make sure students apply for these funds.

We remain constant in numbers for both programs, serving approximately 20 students in each Master's programs.

Faculty: Unfortunately, we lost a faculty member who had been teaching the research sequence for both programs for over 7 years. This faculty member also taught in the Early Childhood Education program. The Department is currently searching for a tenure track faculty member whose primary role will be teaching the research sequence in the Master's program. We also hope that this new faculty member will have the competencies to fully participate in other graduate offerings in the Department.

Faculty will play a major role in the creation of the new Master's program and be invited to participate in the direction and choice of the degree to be offered. Faculty will help conceptualize and create syllabi for the new program.

We have met another goal in this area of the program. Several years ago, we decided to pursue the use of former graduate students as instructors in the content areas of Early Childhood Education. During the 2017-18 academic year, we are employing two former students from our Graduate ECE program. They will be teaching 4 of the classes in the program. They also receive mentoring from the graduate coordinator. We employ a model whereby the class is co-taught by a former

and new instructor the first time it is taught. We have found it to be very successful for both the students and the professors involved.

Staff: The program continues to benefit from the staff in the Cooperative, Room AE250. They remain an integral part in the paperwork and processing of applications, graduations and all things “graduate” in nature.

Resources: The program would benefit greatly from materials that support the teaching of the content area classes. In particular, children’s literature, sample materials in the area of Science, Mathematics, Language, the Arts, Movement, and other content specific materials specific to the field of Early Childhood Education.

Assessment: Both programs use signature assignments in each of the research classes. Data is collected, analyzed and given to the program coordinator. Additionally, and at the end of the quarter, students complete a survey requiring them to evaluate themselves and the content of the class taken. Finally, and at the end of the program, students complete an anonymous Exit Survey administered by the college and participate in a one-on-one interview about their experiences in the program with the program coordinator.

Other: As an experiment during the 2016-2017 academic year, we allowed students from both programs to take the series of research classes closest to their personal residences. This meant that we had students from the Curriculum group take the sequence of research classes in Concord with the ECE group and vice versa. Interestingly, when the groups reflected, we noted that the students from the ECE group spoke highly of the Curriculum group and how much they learned about the public schools when their classmates spoke about their classrooms. However, the secondary teachers in the Curriculum group reported that the ECE students tended to ask too many questions and detracted from their personal learning in the graduate classroom.

As a faculty, we hypothesized that the two groups (multiple and single subject teachers) and ECE (preschool, toddler, and infant teachers) would appreciate and learn from each other. This was not the case. Perhaps it was unique to the group of students. The experiment lead us to believe that we may not do this in the future.

Another thing we tried this year was to survey students and build an elective in their program based on their needs. This is possible because we have a course titled, *Using Research to Improve Instruction*. The course was designed so that the emphasis in research could change based on the topic. After surveying the students, it was determined that they wanted to improve the social and emotional practices in their classrooms. So, using the topic of social and emotional learning, students were taught the best research-based practices to improve classroom instruction

II SUMMARY OF ASSESSMENT

A. Program Learning Outcomes Specific to Both Programs

1. Develop an in-depth understanding of contemporary issues in curriculum and instruction in an area of professional interest.
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 education.

Program Learning Outcomes (PLOs)	<i>ILO 1 Think & Reason</i>	<i>ILO 2 Communi- cation</i>	<i>ILO3 Diversity</i>	<i>ILO 4 Collabora- tion</i>	<i>ILO5 Sustain- ability</i>
Develop an in-depth understanding of contemporary issues in curriculum and instruction in an area of professional interest	X	X	X	X	X
Use a variety of bibliographic tools to write a comprehensive review of the literature	X	X	X	X	
Complete an action research project investigating a topic as it related to the field of Education	X	X	X	X	X

Institutional Learning Outcomes (ILOs)	PLO 1	PLO 2	PLO 3
Thinking and Reasoning: think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.	X	X	X
Communication: communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.	X	X	X
Diversity: apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.	X	X	X
Collaboration: work collaboratively and respectfully as members and leaders of diverse teams and communities.	X	X	X
Sustainability: act responsibly and sustainably at local, national, and global levels.	X	X	

B. Summary of Assessment Process

Instrument(s): We have been using signature assignments accompanied by a rubric for each of the four research classes offered in both programs: TED 6300, 6700, 6020, and 6901 for over 8 years. These signature assignments deal with research concepts which are directly related to the student performance of the directly tied to the Program Learning Outcomes (PLOs). We use a group interview and reflection activity at the end of each quarter during the seminar class to gather qualitative data. We also use a form titled, **KSD** (knowledge, skills, and dispositions) for students to complete for each class taken. They comment on the new **K**nowledge they have, the **S**kills they acquired from the class, and how the class influenced their **D**ispositions about the topic studied. Lastly, and at the end of the program, students complete an individual interview and the students complete a college (CEAS) Exit Survey.

Data Collection: Because the 4 classes are required in the program, we are able to collect the data on student performance of the assignment each quarter. Students also complete the KSD reflection as an assignment for the Seminar class as well as participate in the open and one on one discussions with the program coordinator each quarter. Students are fully aware that the professor is taking notes and the information will be used for program modification and future classes to be offered.

Data Analysis:

Data was gathered from each cohort and combined. Using a 4.0 scale the results were:

Signature Assignment # 1	3.43
Signature Assignment #2	3.42
Signature Assignment #3	3.69
Signature Assignment #4	3.72

Data from the Exit Survey which asked about preparation. The percentages indicate the level of satisfaction. The chart below compares this year to last year's results.

As a result of the program, how well prepared are you to:

<u>Area of Preparation</u>	<u>2016</u>	<u>2017</u>
Provide services to ELL students	71%	78%
Help students in Special Education	58%	67%
Create a Fair School Environment	84%	92%
Work Collaboratively with Others	84%	92%
Professional Knowledge & Skills	82%	93%

How Would You Rate Program	78%	86%
Overall Positive Responses	82%	91%
Overall Negative Responses	18%	9%

C. Summary of Assessment Results

Main Findings:

Recommendations for Program Improvement: We believe that no major changes are needed at this time. The Signature Assignments appear to be a good way to collect the data. The qualitative data also serves to inform us if immediate changes need to be made/and or long term considerations should be taken into account. As we move to semesters, content and data collection will change.

Next Step(s) for Closing the Loop: None needed at this time. We will continue to use the Signature assignments and end of quarter reflections to address students concerns and be receptive to suggestions. However, it should be noted that these are minor in nature.

Other Reflections:

We were pleased with the data from the Exit Survey. Relative to last year results indicated a higher satisfaction overall with the program as well as the perception of students believing that they had a higher skill level. This is good progress.

Our KSD reflection form appears to be yielding responses from students indicating that they are learning and appreciate the new knowledge obtained in the university classroom. Even more importantly, they consistently reported that the class has had a direct effect on creating a more positive attitude about what was taught in class as well as what they do with their students. We have many teachers who reported that they thought they knew much more than they did prior to taking the class. They reported that the “learned so many things they didn’t know even existed.”

We will continue with the one-on-one interviews at the end of the program. Students reported that it was nice to “bounce ideas” around about what to do with the degree and to “be heard.”

We will continue to encourage students to use technology more in their academic lives. Simple as it sounds, there was a great resistance on the part of the students to Skype the coordinator in the beginning. However, as time progress and students were offered the face-to-face meeting, they tended to opt for Skyping as the alternative. We want to encourage this more.

Lastly, cohorts appear to be the most popular part of the program. They talked endlessly about the support not only from the coordinator, but from each other. They like the idea that they have a “friend and professional community combined into each other.”

D. Assessment Plans for Next Year

During the 2017-18 academic year, we will not create a new assessment plan for the MS in Education, Option in Curriculum since it will no longer be offered after this year. We will continue to collect and report data since we hypothesize that the new degree to be created will utilize the research sequence. With respect to the assessment plan for the MS in Education, Option in Early Childhood Education, it will remain the same. With respect to the qualitative data, we may look at the organization of the program and transition issues for the students. In studying the new cohort for Fall, 2017, we noted that over 75 percent of the students in the ECE program are returning back to the college classroom after more than 10 years. Students in the past have reported having trouble with the technology requirements and navigating the university system. We will look at ways to help students gain the confidence and knowledge to function in the university classroom. In other words, we will strive to help the returning student assimilate back into the academic world.

II. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A Discussion of Trends & Reflections

Notable Trends: The most notable trend with respect to the two programs is the student feedback we have received regarding the level of service students now receive while in the program. When we created an accompanying seminar for each quarter of attendance, students now state that they feel they have a person they can go to for all concerns. In addition to the academic support they receive with their research each quarter, they are able to provide feedback about classes, contribute to the cohort experience through social events, and receive constant communication and information about the program. Just 4 years ago, over 70 percent of students wrote a negative comment about the lack of support in the program. The most recent end of quarter evaluations appeared to be positive about the student experience. Students expressed that they felt supported in all aspects of the program. Another interesting note is that we have less than 10% of students who drop out or do not complete the program. We consider this a success.

Reflections on Trends and Program Statistics:

Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.

A. Request for Resources:

No formal requests at this time.

