



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 (2017-18), Last 5-Year Review (2010-2011), Next 5-Year Review (2019-20), Department Chair (Dr. Eric Engdahl), and Date Submitted.

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 students in both programs. This pathway consists of a set of four research courses and an accompanying seminar. The goals for this time period deal 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. Data is gathered for the goals from two sources. The first is a set of common assessments in the research sequence (summative) and the second is from the accompanying seminars where students complete surveys to note their Knowledge, Skills and Dispositions about each of the classes taken during the academic period. Further, students are encouraged to engage in an in-class discussion (formative) about any concerns, compliments, and curiosities they have regarding their education and the program. During this time period, data was collected for only one program—the Master’s in Curriculum which was discontinued after graduation in June of

2018. The ECE cohort is scheduled to take their research sequence during the 2018-2019 academic year and will be reported in next year's CAPR report. Additionally, this is the academic year when we will be writing new goals for graduate programs.

C. PROGRAM CHANGES AND NEEDS

Overview: As stated in the 2016-17 CAPR report, 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 be offered as options. This extremely rigorous process yielded two major developments. The first was the approval of the Master of Science in Early Childhood Education. The second 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 rewritten (for the purpose of semesters) degree appeared to be more of a generalist degree in Curriculum rather than focusing on the historical, social, pedagogical, creation and assessment principles of the development of Curriculum and Instruction. Therefore, the MS in Education, Option in Curriculum graduated its last students in June of 2018 and was discontinued. A new program following the structure outlined by the Chancellor's office and in accordance with code is in process of development and will go through Department, College, and University committees. We anticipate a start date of Summer or Fall of 2019.

Curriculum: The MS in Curriculum is currently being redesigned to meet the regulations and definitions from the Chancellor's office. Degrees in Curriculum & Instruction were explored from our CSU sister institutions and end-of-program data (formative and summative) from our graduates from the past 8 years. In particular, the following tenets were used to influence the degree's creation:

Total: 30 semester units

- 15 units (or half of degree) specifically devoted to C & I
- Degree can be completed in 3 terms/semesters, which is one calendar year
- Have a culminating experience/capstone course - TED 693 Master's Project
- Relevant for Transitional Kindergarten (TK) through High School teachers
- Consist of Core Courses, Culminating Experience, and Electives
- Demonstrate a commitment to social justice, diversity, and inquiry based learning
- Provide theory, knowledge and pedagogy applicable to teachers, programs, grade levels, and students
- Students come to campus two nights a week maximum
- Employ a hybrid format
- Use units from credential program no older than 5 years
- Offer 8 units each semester so the students are full-time and can receive financial aid
- Provide a seminar each semester for cohort support and additional learning
- Share the research sequence from the MS in Early Childhood Education and align with the PLOs for the purpose of end of program evaluation data

The ECE degree continues to move forward and remains one of the graduate pathways for students seeking a graduate degree from the Department of Teacher Education. However, minor modifications will be made to the program in the research sequence since both programs use the sequence.

Students: The majority of the students (over 95%) in the last class of the MS in Education, Option in Curriculum 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. These recent June graduates represented the largest group of minority of students to date and the largest number of males and students of color for this program. We hope that the new degree will attract students and will increase our efforts to advertise the new degree 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 second year 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 also 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 therapist.

We continue to work 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. Additionally, students from this program have begun to apply and receive scholarships from the Department of Teacher Education. These monies range from \$1000-\$3000 for the year.

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

Faculty: During the 2017-18 academic year, the faculty underwent a rigorous search for a tenure-track faculty member to specifically teach the research sequence in the graduate program. The search was successful, and the new professor is fully participating in creating courses for the new degree and teaching the semester-based courses that were converted for the ECE program.

The department continues to meet the other goal in this area, which is to use former graduate students as instructors for the ECE master's degree. TED continues to employ a model whereby the class is co-taught by a former and new instructor. The mentoring received by the novice professor by both the former professor and graduate program appears to be successful as demonstrated by the end of class evaluations. Lastly, one of the graduate instructors in the ECE master's degree is in her third year of her Doctoral program, and she continues to teach in the program. This woman of color serves as an inspiration and role model to her students.

Staff: The program continues to benefit from the staff in the Educational Cooperative, Room AE 250. 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. The new MS in Curriculum & Instruction would also benefit greatly from classroom materials. These materials and supplemental texts would support what is being taught, rather than instructors providing only a reference to their existence.

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: During the 2016-2017 academic year the department started a process in which students were surveyed in January to determine the content of their last class. This process was extremely well-received by the students, and we did this again during the 2017-18 academic year. Interestingly, they decided on the topic of social emotional learning across grade levels with an emphasis on examining their own biases and cultures to determine best classroom practices for their students.

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 Commu- nication</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	X	X	X	X	X

curriculum and instruction in an area of professional interest					
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 9 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 **Knowledge** they have, the **Skills** they acquired from the class, and how the class influenced their **Dispositions** 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 collect the data on CAPR 2017-18

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 only from the Curriculum cohort. Using a 4.0 scale the results were:

	2016-17	2017-18
Signature Assignment # 1	3.43	3.40
Signature Assignment #2	3.42	3.33
Signature Assignment #3	3.69	3.60
Signature Assignment #4	3.72	3.65

The table below provides data from the College of Education Exit Survey. The percentages indicate the level of satisfaction and compare results over the past 3 years. We had 100% participation from the students in the MS in Education, Option in Curriculum.

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

<u>Area of Preparation</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Provide services to ELL students	71%	78%	74%
Help students in Special Education	58%	67%	69%
Create a Fair School Environment	84%	92%	91%
Work Collaboratively with Others	84%	92%	86%
Professional Knowledge & Skills	82%	93%	82%
How Would You Rate Program	78%	86%	77%
Overall Positive Responses	82%	91%	86%
Overall Negative Responses	18%	9%	14%

C. Summary of Assessment Results

Main Findings: We believe that the Signature Assignments were consistent between years and they are serving us well. We were disappointed to learn that the exit survey administered to all CEAS students (Credential, graduate, and other departments) for Program satisfaction was not able to be disaggregated to note the program satisfaction from the students graduating

from the MS in Education, Option in Curriculum. Our surveys, exit interviews, and informal data all indicate a high level of satisfaction and willingness to recommend the program to their colleagues.

Recommendations for Program Improvement: None at this time since the program is undergoing revision and the ECE students did not participate in the evaluation.

Next Step(s) for Closing the Loop: We will be examining the Program Learning Objectives, writing an elevated Master's program in Curriculum and Instruction, and creating new 5 year program planning goals. We will continue to use Signature Assignments and end-of-course reflections to address students concerns and be receptive to suggestions.

Other Reflections:

During this academic year, the research (4 class) sequence was taught by a professor who delivered the majority of instruction (over 70%) online. While our students were receptive to the idea during the first quarter and were asked if they had a preference, most responded that they were excited to see how the process would unfold. As the academic year progressed, they became more vocal about wanting to “see” the professor face-to-face rather than online, or through blackboard collaborative, Google hangout, or any other virtual delivery of lessons. It reinforced the idea, that for the most part, we have a student who wants those “touches” and is willing to drive to campus for the interaction that cannot be provided virtually. We will keep this in mind when creating the new program. The same is true with the ECE cohort. They readily report that coming to campus is the way they are forced to interact with other teachers and form a community. Other data indicated that cohorts remain a popular element of the program as well as the support from the program coordinator on a consistent basis. They reported that it helps connect themselves to each other and the University. However, we will continue to have students experience technology and alternative ways to deliver curriculum other than direct seat time in a physical classroom.

D. Assessment Plans for Next Year

During the 2017-18 academic year, we did not create a new assessment plan for the MS in Education, Option in Curriculum since the program is no longer in existence. We will be forming a committee for the new assessment plan for both programs during the 2018-19 academic year.

II. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A Discussion of Trends & Reflections

Notable Trends:

The most notable trend with respect to the two programs continues to be the student feedback we receive regarding the level of service students now receive while in the program. When we created an accompanying seminar for each quarter of attendance, students continue to 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. Additionally, students continue to report that their idea of an ideal hybrid is 70% face-to-face and 30% online. Those percentages are what we have used in the past and continue to use in the semester conversion courses. Students are very verbal regarding their preference for using Skype during office hours rather than coming to campus to have conversations about personal concerns, the program, or any other issue. They have also reported that they appreciate being able to text the professor for a quick question or something that can be answered in less than 10 words. Lastly, students in both programs comment on the idea of having some “say” in the content of their classes. In the past we did this in the Curriculum program by allowing students to choose the content of their last class. We tried it this year in the ECE program. Students had come to the coordinator to request a class so that students would be eligible for financial aid. We agreed that the entire cohort would take the class to make sure the class would be offered. The students were surveyed and asked what they wanted. Students agreed (95%) wanted a class in the social/emotional learning of young children. Because this was so popular with students we want to explore how we can build this into both programs each year. While it will be challenging and require a course modification, we are willing to see how it can work since this was valued so much by students during their exit interview and end of quarter surveys.

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.