College of Education and Allied Studies
Department of Teacher Education

M.S. in Education
Educational Technology Leadership Option

Committee on Academic Planning and Review (CAPR) Annual Report
July 23, 2012

1.0 Program Status

Responding to the demand of the market and students, the graduate program in Educational Technology Leadership has created new courses. These courses include EDUI 6250 iPad Application Development, EDUI 6002 Animation for the Web, EDUI 6005 Digital Graphics, EDUI 6420 Math Science and Technology, EDUI 6220 Introduction to Web Database Design for Educators, EDUI 6230 Advanced Web Database Design for Educators. Other changes in the program include curriculum road map and exit survey.

Curriculum road map for the students starts upon notification of acceptance; candidates are invited to a personal and a general orientation to the program. First, each candidate sets up a meeting with the coordinator of the program to plan the courses and the activities in which they will be involved during their graduate work in the program. Furthermore, students are given an advising form and they are asked to complete the form with their advisors. A copy of the form is given back to them for their records and the other copies are kept in their files. This form specifies that the student will take:

- Initial Courses: Complete from the Core: EDUI 6110, EDUI 6200, and electives (Electives vary depending on the area of specialization approved by advisor)
- In the Middle Courses: Complete from the Core: EDUI 6300, EDUI 6500, and electives (Electives vary depending on the area of specialization approved by advisor)
- Pre-Culminating Course: Complete from the Core: EDUI 6400, and electives (Electives vary depending on the area of specialization approved by advisor)
- Culminating Course: Complete from the Core: EDUI 6600 and MS Project EDUI 6899 or
- Thesis EDUI 6909

Exit survey is a form that students complete assessing the program in such a aspects of their education that includes but not limited to Classroom facilities,
Facilities (e.g., Computer lab, classrooms), Classroom instruction, Faculty expertise, Faculty devotion, Innovation in teaching, Responding to my individual needs as a student, Availability of advisor, Availability of faculty, Safety and security, Overall quality.

Because of budget cuts there have been significant curricular changes since March of 2009. We offer a lot less elective courses. In general we have tried to offer all core courses and work individually with students to complete their Master Degree Project or thesis. Furthermore, the computer labs that we used in the past are now closed. This has resulted in students spending

time on their projects. The program has lost one faculty (Dr. Razo) and the other two faculty are now teaching introductory courses in Teacher Education programs. The program has had no faculty retirements or move to FERP since March of 2009

2.0 Summary of Assessment Results

In the area of assessment, Educational Technology Program candidates must demonstrate in-depth knowledge of the content knowledge through their performance on the "key assignment" associated with the required courses in their specialty areas. These "key assignment" are ones that program faculty have identified as essential to courses, in that they allow candidates to demonstrate their understanding of the major concepts of the course. The key assignments and rubrics on which the instructors evaluate the key assignments and provide feedback to the candidates are posted on the unit-wide electronic assessment tool, TaskStream. This tool allows faculty to access individual and program information regarding candidates' progress at specific points in time, across and within programs**.**

Our program candidates demonstrate knowledge of their content area when they achieve a rating of "accomplished" or "exemplary" on the "subject area knowledge" category of the key assignment evaluation forms. The evaluation forms follow the Educational Technology Standards listed by International Society for Technology in Education (ISTE) as the standards that must be reached.

The educational technology leadership master program's assessment system is a carefully designed and functional system for collecting, organizing, maintaining, analyzing and utilizing meaningful information. The system has been developed for (a) measuring progress for the candidates, (b) identifying strengths and issues of the program, (c) internal planning and analysis of the program (d) measuring candidate performance, and (e) continuous improvement. The assessment system:

- Represents the coordination of data and accountability measures;
- Is based on the shared values reflected in the program's conceptual framework;
- Is a comprehensive system that is congruent with the College of Education and Allied Studies strategic plan and NCATE Unit standards
- Reflects the capability of addressing multiple demands for data (current and over time) to enhance program planning and improvement.

The assessment system have been developed and confirmed by faculty in the program and the department chair of Teacher Education. The specific system includes initial, midpoint and pre-culminating, and culminating assessment: Decisions about candidate performance are based on multiple assessments made at multiple points before program completion. The models focus on student performance; with early, mid-point and summative measures. Authentic assessments are a focal point for program assessment.

Program data are being collected, analyzed and used for the primary purpose of improvement at program level. SharePoint and TaskStream are used to input, store, analyze and generate data. The attached implementation plan delineates the annual framework for the use of data for program improvement.

The Program advisor and the Chairperson of the Department of Teacher Education provide reports to College of Education on the data produced through assessments. Program faculty and advisory council members review these results and recommend improvements based on the analyses.

California State University, East Bay

APR Summary Data

Fall 2006 - 2010

Education Interdisciplinary					
	Fall Quarter				
Item	**2006**	**2007**	**2008**	**2009**	**2010**
A. Students Headcount	No student enrollment				
1. Undergraduate					
2. Postbaccalaureate					
3. Graduate					
4. Total Number of Majors					
	College Years				
B. Degrees Awarded	**05-06**	**06-07**	**07-08**	**08-09**	**09-10**
1. Undergraduate					
2. Graduate					
3. Total					
	Fall Quarter				
	2006	**2007**	**2008**	**2009**	**2010**
C. Faculty					
Tenured/Track Headcount	No faculty appointments				
1. Full-Time	0	1	0	0	0
2. Part-Time	1	0	0	0	0
3a. Total Tenure Track	1	1	0	0	0
3b. % Tenure Track	100.0%	16.7%	0.0%	0.0%	0.0%
Lecturer Headcount					
4. Full-Time	0	0	0	0	0
5. Part-Time	0	5	5	6	0
6a. Total Non-Tenure Track	0	5	5	6	0
6b. % Non-Tenure Track	0.0%	83.3%	100.0%	100.0%	0.0%
7. Grand Total All Faculty	1	6	5	6	0
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	4.1	1.4	1.5	2.0	1.2
9. Lecturer FTEF	1.9	7.5	2.5	0.0	0.0
10. Total Instructional FTEF	6.0	8.9	3.9	2.0	1.2
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	21.8	7.0	10.0	19.9	16.5
11b. % of FTES Taught by Tenure/Track	67.6%	22.9%	28.0%	100.0%	100.0%
12a. FTES Taught by Lecturer	10.5	23.6	25.7	0.0	0.0
12b. % of FTES Taught by Lecturer	32.4%	77.1%	72.0%	0.0%	0.0%

13. Total FTES taught	32.3	30.6	35.7	19.9	16.5
14. Total SCU taught	484.0	459.5	536.0	298.0	247.0
D. Student Faculty Ratios					
1. Tenured/Track	5.3	5.0	6.9	9.9	13.9
2. Lecturer	5.5	3.1	10.4	0.0	0.0
3. SFR By Level (All Faculty)	5.4	3.4	9.1	9.9	13.9
4. Lower Division	0.0	0.0	0.0	0.0	0.0
5. Upper Division	0.0	0.0	0.0	0.0	0.0
6. Graduate	5.4	3.4	9.1	9.9	13.9
E. Section Size					
1. Number of Sections Offered	14.0	15.0	23.0	12.0	7.0
2. Average Section Size	11.9	8.9	9.2	14.4	26.0
3. Average Section Size for LD	0.0	0.0	0.0	0.0	0.0
4. Average Section Size for UD	0.0	0.0	0.0	0.0	0.0
5. Average Section Size for GD	11.9	8.9	9.2	14.4	26.0
6. LD Section taught by Tenured/Track	0	0	0	0	0
7. UD Section taught by Tenured/Track	0	0	0	0	0
8. GD Section taught by Tenured/Track	10	6	14	12	7
9. LD Section taught by Lecturer	0	0	0	0	0
10. UD Section taught by Lecturer	0	0	0	0	0
11. GD Section taught by Lecturer	4	9	9	0	0