



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

College	CEAS
Department	Teacher Education
Program Unit	Multiple Subject Teaching Credential Program and Single Subject Teaching Credential Program
Reporting for Academic Year	2012-2013
Department Chair	Dr. Jeanette Bicais
Date Submitted	2/5/2014

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

For purposes of national (CAEP) and state (CTC) accreditation, these two programs, like all programs in our PreK-12 Professional Education Unit, 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 during the 13-14 year..

Cluster Improvement Plan: Teaching Credentials Cluster
January 18, 2011

1. Unit Goal 1: Improve candidate competence in teaching English Learners and students with special needs.

Teaching Credentials Objective 1.1: Reconsider coursework and field experience requirements and placements for working with English Learners and students with special needs.

2. Unit Goal 4: Define and create data sources to determine effectiveness of candidates in working collaboratively with students, parents/guardians, and other professionals.

Teaching Credentials Objective 4.1: Examine all existing data sources to identify sources of information on the effectiveness of candidates in working collaboratively: TPA, field experience evaluations, CSU Exit Survey, CSU Graduate Survey. If needed, create a candidate survey to determine their level of collaboration in their field practicum and course assignments.

3. Unit Goal 11: Hire tenure-track faculty to replace those who have either resigned, retired, or entered our early retirement program.

Teaching Credentials Objective 11.2: Complete search for one new tenure-track faculty member in 11-12, new hire to begin work in 12-13.

4. Teaching Credentials Cluster Goal 1: Expand Field Experience Residency model to include three more elementary schools and one high school.

Teaching Credentials Objective TC1.1 Evaluate efficacy of Field Experience Residency model at Roosevelt School in San Leandro.

Teaching Credentials Objective TC2: Develop a set of policies and candidate expectations for the Field Experience Residency model.

B. Five-year Review Planning Goals Progress

1. Unit Goal 1: Improve candidate competence in teaching English Learners and students with special needs. Teaching Credentials Objective 1.1: Reconsider coursework and field experience requirements and placements for working with English Learners and students with special needs.

Objective Met. The following changes were implemented: (1) Changed requirement to two placements for field practicum; (2) Changed the TED Credential Handbook for the 2011 Summer Entry; (3) Informed field supervisors of new requirement in September 2011 meeting; (4) Reviewed candidates' first placement scores on TPE 7 (January 2012) and discussed in the next Supervisors' meeting (February 2012); (5) Reviewed candidates' TPA scores on EL and SN (February 2012); (6) Reviewed CSU Exit Survey data.

2. Unit Goal 4: Define and create data sources to determine effectiveness of candidates in working collaboratively with students, parents/guardians, and other professionals. Teaching Credentials Objective 4.1: Examine all existing data sources to identify sources of information on the effectiveness of candidates in working collaboratively: TPA, field experience evaluations, CSU Exit Survey, CSU Graduate Survey. If needed, create a candidate survey to determine their level of collaboration in their field practicum and course assignments.

Objective Met. (1) TPA. There were no sources of data here – we don't want candidates to collaborate on the TPA. (2) Field Experience Evaluations. Source of data – evaluations for TPE 13 (Professional Growth). (3) CSU Exit Survey. Two items are good sources of data for both Multiple Subject and Single Subject candidates, under our SharePoint system, from "Effectiveness of Preparation of Teachers 1". (4) CSU Survey of Graduates. Sources of data in Multiple Subject File 06-EB-2B MS; Single Subject file 06-EB-3B SS.

3. Unit Goal 11: Hire tenure-track faculty to replace those who have either resigned, retired, or entered our early retirement program. Teaching Credentials Objective 11.2: Complete search for one new tenure-track faculty member in 11-12, new hire to begin work in 12-13.

Objective Met. Search Committee for 11-12 (Davenport, Engdahl, Ramirez). Dr. Diane Mukerjee was hired in April of 2012.

4. Teaching Credentials Cluster Goal 1: Expand Field Experience Residency model to include three more elementary schools and one high school. Teaching Credentials Objective TC1.1 Evaluate efficacy of Field Experience Residency model at Roosevelt School in San Leandro. Teaching Credentials Objective TC2: Develop a set of policies and candidate expectations for the Field Experience Residency model.

Objective Met. Evaluation of the Field Experience Residency model consisted of interviews with candidates, principal, master teachers, support staff, and University supervisors. The responses were uniformly positive, with suggestions for improvement included in the policy stated next. Policy Recommendations: (1) Need strong relationship with district office/ district liaison - individual Point of Contact (such the current model at NHUSD,

Antioch USD, and the past model at WCCUSD); (2) Need to ensure/ establish support from Superintendent or Assistant Superintendent to determine the liaison who will be the contact to assist in attaining quality student teaching placements (to avoid personnel turnover issues); (3) Try to connect the Residency models at Linked Learning Sites; (4) It is important to involve the local Administration in the development of the Residency Model; (5) Better to establish these Residency sites at the district level where 30 – 40 students can be placed (as opposed to individual sites); (5) San Leandro USD is a potential residency site as it is piloting at Roosevelt Elementary and San Leandro HS is showing interest.

C. Program Changes and Needs

(1) PACT. The Multiple Subject and Single Subject Programs must have a CTC-approved assessment completed by all program candidates. Prior to the 2012-2013 academic year, candidates took the California Teacher Performance Assessment (Cal-TPA). Effective the 2012-2013 academic year, program faculty approved the adoption of the Performance Assessment of California Teachers (PACT). This required several adjustments, including revision of some program course assignments and the re-training of assessors.

(2) The number of Department of Teacher Education (TED) faculty in FERP status continues to increase with the decision in 2013 of two additional TED faculty to enter FERP status. Effective for the 2013-2014 academic year, a total of 6 TED faculty will be in FERP status.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

The Multiple Subject and Single Subject Credential have two sets of Program Student Learning Outcomes: (1) The four Unit Assessment Outcomes (UAOs) shared by all programs in our PreK-12 Professional Education Unit; unit outcomes are required by the California Commission on Teacher Credentialing (CTC) and our national accrediting agency, the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE); and (2) the 13 Teaching Performance Expectations defined by the CTC

Unit Assessment Outcomes

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.

CTC Teaching Performance Expectations

- 1 Specific Pedagogical Skills for Subject Matter Instruction
- 2 Monitoring Student Learning During Instruction
- 3 Interpretation and Use of Assessments
- 4 Making Content Accessible
- 5 Student Engagement
- 6 Developmentally Appropriate Teaching Practices
- 7 Teaching English Learners
- 8 Learning About Students
- 9 Instructional Planning
- 10 Instructional Time
- 11 Social Environment
- 12 Professional, Legal, and Ethical Obligations
- 13 Professional Growth

*** Attached as Appendix A: Correlation (Curriculum) Map: ILOs and UAOs

*** Attached as Appendix B: Correlation (Curriculum) Map: ILOs and SLOs (CTC TPEs)

B. Program Student Learning Outcome(s) Assessed

As required by CTC, data is gathered every year on the four shared UAOs and the 13 CTC TPEs.

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 and “Implementation Year,” in which program modifications are made to achieve goals/objectives. The Multiple Subject and Single Subject programs continue to use TaskStream for data collection and analysis.

D. Summary of Assessment Results

Each year, a mountain of data is collected on the candidates (University students) who complete the Multiple Subject and Single Subject Teaching Credential Programs, including: (1) the results of the CTC-mandated TPA or PACT exam; (2) results of field work (student teaching or internship) evaluations completed by University field supervisors and School District master teachers; (3) exit surveys required by CTC of every program completer; and (4) surveys of graduates and their employers two years after program completion.

Below are the some of the data for (2) the results of field work (student teaching or internship) evaluations completed by University field supervisors and School District master teachers. Analytic systems developed by CEAS staff allow for disaggregation by (a) cohort, (b) gender, and (c) ethnicity. Overall, the trend of the results is what we want – candidates doing better in their second placement than they did in their first placement. Scores are consistent across cohorts, though Single Subject Team 10 struggled in their first placement. Scores by gender have consistent over the years, females do better than males. In regards to ethnicity, we are particularly pleased with the strong showing of our Hispanic/Latino candidates.

Multiple Subject Credential Program

Single Subject Credential Program

Field Work Results

2013-2013 Cohorts

Mean scores of measures of separate scores for each of the 13 CTC TPEs; 4 highest

Cohort

1	Team 06 Summer 12 (n=25)	3.07	3.26	3.62	3.56
2	Team 10 Summer 12 (n=25)	2.86	2.99	3.59	3.67
3	Team 25 Summer 12 (n=28)	3.41	3.52	3.73	3.72
4	Team 30 Summer 12 (n=27)	3.13	3.22	3.58	3.51
5	Team 40 Summer 12 (n=26)	3.35	3.49	3.53	3.86
6	Team 91 Summer 12 (n=24)	3.10	3.23	3.78	3.54
7	Team 92 Summer 12 (n=22)	3.55	3.59	3.67	3.65

Gender

1	Female (n=107)	3.34	3.45	3.68	3.72
2	Male (n=70)	3.14	3.27	3.62	3.52

Ethnicity

1	Asian (n=26)		3.24	3.47	3.55	3.64
2	Black/African American (n=6)	3.04	3.24	3.18	2.65	
3	Hispanic/Latino (n=16)		3.29	3.35	3.70	3.70
4	Native Hawaiian/Oth Pac Island (n=1)		2.85	2.46	3.54	3.00
5	Not Specified (n=61)		3.27	3.44	3.62	3.61
6	White (n=67)		3.30	3.34	3.71	3.73

First number = University Field Supervisor, First Placement

Second number = District Master Teacher, First Placement

Third number = University Field Supervisor, Second Placement

Fourth number = District Master Teacher, Second Placement

3. STATISTICAL DATA

See data attached to end of document, after Appendices A and B.

Appendix A: Correlation (Curriculum) Map: ILOs, UAOs

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)

Correlation (Curriculum) Map

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)

	T&R	COM	DIV	ILO to UAO COLL	SUS	SE
1			x			
2			x			
3				x		
4	x	x	x			x
6	x	x	x	x	x	x

ILO

T&R, Thinking and Reasoning; COM, Communication; DIV, Diversity; COLL, Collaboration;
SUS, Sustainability; SE, Specialized Education

UAO

1, Equitable Learning Outcomes; 2, Equitable Environments; 3, Working Collaboratively;
4, Candidate Knowledge, Skills, and Professional Dispositions; 6, Field Experience and Clinical Experience

Appendix B: Correlation (Curriculum) Map: ILOs and SLOs (CTC TPEs)

Department of Teacher Education
Multiple Subject Teaching Credential Program and Single Subject Teaching Credential Program

Correlation (Curriculum) Map CSU East Bay Institutional Learning Outcomes (ILOs) and CTC Teaching Performance Expectations

	T & R	COM	ILO DIV	COLL	SUS	SE
1	X					X
2	X	X		X		X
3	X					X
4	X	X		X		X
5	X	X	X	X		X
6	X	X				X
7	X		X	X	X	X
8	X	X	X	X	X	X
9	X					X
10	X	X		X		X
11	X	X	X	X	X	X
12	X	X		X	X	X
13	X			X	X	X

Institutional Learning Outcomes (ILOs)

T & R, Thinking and Reasoning; COM, Communication; DIV, Diversity; COLL, Collaboration; SUS, Sustainability; SE, Specialized Education

CTC Teaching Performance Expectations

- 1 Specific Pedagogical Skills for Subject Matter Instruction
- 2 Monitoring Student Learning During Instruction
- 3 Interpretation and Use of Assessments
- 4 Making Content Accessible
- 5 Student Engagement
- 6 Developmentally Appropriate Teaching Practices
- 7 Teaching English Learners
- 8 Learning About Students
- 9 Instructional Planning
- 10 Instructional Time

- 11 Social Environment
- 12 Professional, Legal, and Ethical Obligations
- 13 Professional Growth

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CAPR Table 1

California State University, East Bay

Credential Program		Fall 2007			Fall 2008			Fall 2009			Fall 2010			Fall 2011		
		Degree Level		TOT AL	Degree Level		TOT AL	Degree Level		TOT AL	Degree Level		TOT AL	Degree Level		TOT AL
		Bachel or	PostBaccalaur eate		Bachel or	PostBaccalaur eate		Bachel or	PostBaccalaur eate		Bachel or	PostBaccalaur eate		Bachel or	PostBaccalaur eate	
Female	Black, non-Hispanic		14	14		17	17		6	6		5	5		4	4
	American Indian or Alaska Native		2	2					1	1		1	1		2	2
	Asian		37	37		43	43		22	22		20	20		21	21
	Pacific Islander		2	2		1	1									
	Hispanic		41	41		39	39		15	15		22	22		25	25
	White		138	138		138	138		137	137		86	86		86	86
	Multiple ethnicity											5	5		8	8
	Race/ethnicity unknown		55	55		41	41		43	43		17	17		18	18
	Nonresident aliens		3	3		1	1								2	2
Male	Black, non-Hispanic		6	6		7	7		4	4		2	2		5	5
	American Indian or Alaska Native		2	2		3	3		2	2					1	1

Credential Program	Fall 2007			Fall 2008			Fall 2009			Fall 2010			Fall 2011			
	Degree Level		TOT AL	Degree Level		TOT AL	Degree Level		TOT AL	Degree Level		TOT AL	Degree Level		TOT AL	
	Bachel or	PostBaccalaur eate		Bachel or	PostBaccalaur eate		Bachel or	PostBaccalaur eate		Bachel or	PostBaccalaur eate		Bachel or	PostBaccalaur eate		
	Asian		16	16		10	10		10	10		10	10		14	14
	Pacific Islander					2	2									
	Hispanic		23	23		17	17		12	12		13	13		8	8
	White		62	62		62	62		58	58		56	56		61	61
	Multiple ethnicity											4	4		6	6
	Race/ethni city unknown		34	34		24	24		22	22		15	15		12	12
	Nonresiden t aliens															
Total	Black, non-Hispanic		20	20		24	24		10	10		7	7		9	9
	American Indian or Alaska Native		4	4		3	3		3	3		1	1		3	3
	Asian		53	53		53	53		32	32		30	30		35	35
	Pacific Islander		2	2		3	3									
	Hispanic		64	64		56	56		27	27		35	35		33	33
	White		200	200		200	200		195	195		142	142		147	147
	Multiple ethnicity											9	9		14	14
	Race/ethni city unknown		89	89		65	65		65	65		32	32		30	30

Credential Program	Fall 2007			Fall 2008			Fall 2009			Fall 2010			Fall 2011		
	Degree Level		TOT AL	Degree Level		TOT AL	Degree Level		TOT AL	Degree Level		TOT AL	Degree Level		TOT AL
	Bachel or	PostBaccalaur eate		Bachel or	PostBaccalaur eate		Bachel or	PostBaccalaur eate		Bachel or	PostBaccalaur eate		Bachel or	PostBaccalaur eate	
Nonresiden t aliens		3	3		1	1							2	2	

Produced by SAS 9.2 on Wednesday, 29AUG2012, jzhang

b) Degrees Conferred by the Program: Not Applicable; Not a Degree

Course History Table 10.1c
California State University, East Bay COURSE HISTORY
By Quarter from Summer 2007 through Spring 2012

TED

		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
Upper	Number Sections	7.0	5.0	1.0	2.0	.	5.0	4.0	2.0	2.0	5.0	7.0	7.0	5.0	1.0	5.0	5.0	5.0	5.0	4.0	3.0
	Total Enrollment	132	43	26	30	.	69	36	26	66	122	94	107	83	11	78	79	84	71	44	49
	Avg Section Size	18.9	11.3	26.0	15.0	.	13.8	9.0	13.0	33.0	24.4	13.5	15.3	20.0	11.0	15.6	15.8	16.8	17.5	11.0	16.3
Graduate	Number Sections	103.0	118.0	96.0	64.0	61.0	129.0	174.0	106.0	65.0	54.0	103.0	162.0	83.0	57.0	45.0	94.0	97.0	76.0	49.0	53.0
	Total Enrollment	2,203	2,376	2,018	1,479	1,571	2,497	2,495	2,418	1,757	1,521	2,181	2,390	1,821	1,363	1,315	1,833	1,815	1,649	1,147	1,189
	Avg Section Size	24.1	21.8	22.6	27.4	29.5	20.0	19.4	21.5	27.3	32.2	22.2	21.5	24.2	27.1	29.8	21.6	20.8	23.4	26.0	26.6
DISCIPLINE TOTAL	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
	Total 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

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

TED	Tenured & Tenure Track	2864	3376	3552	3225	3108	190.9	225.1	237	215	207	11.8	11	9.7	9.1	9.3	16.2	21.4	24.4	23.8	22.2	
	Lecturer	5907	3263	1240	1008	728	393.8	217.5	82.7	67.2	48.5	22	10	3	2.5	1.8	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	0.4	0.2	0.9	1.2	9.39	9.1	35.9	28.1	9.42	
	Graduate	8658	6587	4693	3860	3662	577.2	439.1	313	257.3	244	33	20	13	11	9.9	17.5	21.8	24.9	24.1	24.6	
	Total	8771	6639	4792	4233	3836	584.7	442.6	319	282.2	256	33.8	20	13	12	11	17.3	21.6	25.1	24.4	23	

Source: CSU Academic Planning Data Base (APDB); Section Master File (BKPD SMF) and Faculty Master File(BKPD FMF)

TOTAL FTES will differ slightly between ERSS and APDB. ERSS FTES is the official figure for CSU System reporting.

TERM FTES: Student Credit Units/15; FTEF: Instructional Faculty FTE only. Administrative and Other support fractions excluded.

Student Faculty Ratio(SFR) = TERM FTES / TERM FTEF

FTES generated is assigned to the department of record for the course subject area.

Document: Cal State East Bay Fact Book

California State University, East Bay
APR Summary Data
Fall 2009 - 2013

Teacher Education					
Item	Fall Quarter				
	2009	2010	2011	2012	2013
A. Students Headcount					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate (Credential)	332	256	273	271	273
3. Graduate	138	159	119	75	76
4. Total Number of Majors	470	415	392	346	349
College Years					
B. Degrees Awarded					
	08-09	09-10	10-11	11-12	12-13
1. Undergraduate	0	0	0	0	0
2. Graduate	162	138	149	107	131
3. Total	162	138	149	107	131
Fall Quarter					
	2009	2010	2011	2012	2013
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	20	14	14	13	11
2. Part-Time	1	1	3	2	4
3a. Total Tenure Track	21	15	17	15	15
3b. % Tenure Track	27.3%	34.9%	42.5%	31.3%	31.9%
Lecturer Headcount					
4. Full-Time	2	1	1	0	0
5. Part-Time	54	27	22	33	32
6a. Total Non-Tenure Track	56	28	23	33	32
6b. % Non-Tenure Track	72.7%	65.1%	57.5%	68.8%	68.1%
7. Grand Total All Faculty	77	43	40	48	47
Instructional FTE Faculty (FTEF)					

8. Tenured/Track FTEF	10.5	9.7	9.1	9.3	9.4
9. Lecturer FTEF	10.0	3.0	2.5	1.8	1.8
10. Total Instructional FTEF	20.5	12.7	11.6	11.1	11.2
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	225.1	236.8	215.0	207.2	193.8
11b. % of FTES Taught by Tenure/Track	50.9%	74.1%	76.2%	81.0%	86.5%
12a. FTES Taught by Lecturer	217.5	82.7	67.2	48.5	30.3
12b. % of FTES Taught by Lecturer	49.1%	25.9%	23.8%	19.0%	13.5%
13. Total FTES taught	442.6	319.5	282.2	255.7	224.1
14. Total SCU taught	6639.0	4792.0	4233.0	3836.0	3362.0
D. Student Faculty Ratios					
1. Tenured/Track	21.4	24.4	23.8	22.2	20.6
2. Lecturer	21.8	27.5	26.8	26.7	17.3
3. SFR By Level (All Faculty)	21.6	25.1	24.4	23.0	20.1
4. Lower Division	0.0	0.0	0.0	0.0	0.0
5. Upper Division	9.1	35.9	28.1	9.4	18.0
6. Graduate	21.8	24.9	24.1	24.6	20.2
E. Section Size					
1. Number of Sections Offered	108.0	67.0	59.0	58.0	51.0
2. Average Section Size	21.3	27.5	31.4	21.6	20.3
3. Average Section Size for LD	0.0	0.0	0.0	0.0	0.0
4. Average Section Size for UD	13.0	33.0	24.4	17.2	17.6
5. Average Section Size for GD	21.5	27.3	32.2	22.0	20.7
6. LD Section taught by Tenured/Track	0	0	0	0	0
7. UD Section taught by Tenured/Track	2	2	2	3	4
8. GD Section taught by Tenured/Track	36	53	41	44	38
9. LD Section taught by Lecturer	0	0	0	0	0
10. UD Section taught by Lecturer	0	0	3	2	1
11. GD Section taught by Lecturer	73	14	13	9	8

Source and definitions available at:

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