



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

College	CEAS
Department	Department of Educational Leadership
Program Unit	Tier I, Tier II, MS
Reporting for Academic Year	2013-2014
Department Chair	Dr. Ray Garcia (Report submitted by Dr. Peg Winkelman, Program Coordinator)
Date Submitted	6/30/2014

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

For purposes of national (CAEP) and state (CTC) accreditation, Educational Leadership programs 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 and the analysis was completed. The CTC was scheduled to approve revised program standards for the Preliminary Administrative Services (Tier 1) as well as Tier II programs were approved as Action Items on February 13, 2014. Transition plans for both programs are scheduled for review in September 2014.

Relevant for this report are the goals/objectives defined in 2011 and revised 2013:
2013 Administrative Services Cluster Goal 1 - Unit Assessment Outcomes: Continue to reduce the number of graduates of the Tier I Program who consider themselves to be only somewhat prepared to help teachers design and implement an instructional program that allows all students, including English Learners and students with special needs, to succeed. While students reported feeling prepared to serve EL students, comments indicated concerns about serving special education students. We have added a question to the exit survey.

Objective UAO/ADM 1.1: Continue to build coursework and field experience requirements that prepare candidates to help teachers design and implement an instructional program that allows all students, including students with special needs, to succeed.
NCATE/CAEP Standards 1, 3, and 4; CTC Preliminary Administrative Services Credential Program Standards 4, 7, 8, and 13

2013 Administrative Services Program Standard Goal 1: Evaluate the expectations for authentic and significant field experiences at a variety of school levels for candidates in the Preliminary

Administrative Services Tier I Program

Objective ADM/PSG 1.1: Develop a revised set of options for cross-level field experiences for Tier I candidates. Cohort leaders and University Fieldwork Supervisors need to continue monitoring and adjusting experiences for individual candidates.

NCATE/CAEP Standards 3; CTC Preliminary Administrative Services Credential Program Standards 7&8

B. Five-year Review Planning Goals Progress

1. 2013 Administrative Services Cluster Goal 1 - Unit Assessment Outcomes: Continue to reduce the number of graduates of the Tier I Program who consider themselves to be only somewhat prepared to help teachers design and implement an instructional program that allows all students, including English Learners and students with special needs, to succeed.

Objective UAO/ADM 1.1: Continue to build coursework and field experience requirements that prepare candidates to help teachers design and implement an instructional program that allows all students, including English Learners and students with special needs, to succeed.

NCATE/CAEP Standards 1, 3, and 4; CTC Preliminary Administrative Services Credential Program Standards 4, 7, 8, and 13.

Objective Partially Met: While the program has further developed support for leadership in the area of English language Learners, faculty need to continue to focus on leadership for students with special needs and further develop curriculum for leadership in Special Education

2. 2013 Administrative Services Program Standard Goal 1: Evaluate the expectations for authentic and significant field experiences at a variety of school levels for candidates in the Preliminary Administrative Services Tier I Program

Objective ADM/PSG 1.1: Develop a revised set of options for cross-level field experiences for Tier I candidates. Cohort leaders and University Fieldwork Supervisors need to continue monitoring and adjusting experiences for individual candidates.

NCATE/CAEP Standards 3; CTC Preliminary Administrative Services Credential Program Standards 7 & 8.

Objective Met: The faculty have developed a revised set of options for cross-level field experiences for Tier I candidates. Cohort leaders and University Fieldwork Supervisors continue monitoring and adjusting experiences for individual candidates.

C. Program Changes and Needs

1) Based on the positive responses from candidates and school districts, more district partnerships have been developed.

(2) In 2011-12 District Partnerships continued with Pleasanton, Oakland, New Haven, and

Hayward unified school districts.

(3) During the 2012-2013 academic year a department team including the Department Chair and Tier 1 Coordinator met with Superintendents, Assistant Superintendents, and other district leaders representing 17 Bay Area school districts.

(3) During the 2012-2013 academic year the Tier 1 Coordinator attended CTC meetings to provide input and receive updates on proposed changes in the credentialing requirements and expectations.

(4) There are 185 new students enrolled for the 2013-2014 academic year. The program has established partnerships with 20 school districts in 6 geographic areas.

(6) Like all programs in the CTC/CAEP PreK-12 Professional Education Unit (except Multiple Subject and Single Subject), the Educational Leadership Program abandoned Taskstream in 2013-2014 - and moved to Blackboard Rubrics and a CEAS in-house Analytic Tool.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

Below is an alignment between the recently adopted California Administrator Performance Expectations (2/14), CAPEs and the Department of Educational Leadership Mindscapes.

Instructional Leadership & School Improvement Leadership (CAPE B & C)

Mindcape 1: Teaching and Learning for Equity & High Achievement

Desired Impact: Race, class, language, culture, income, gender and sexual identity are no longer good predictors of academic success (or failure). All students are producing high quality work and achieving at high levels.

Essential Questions: What difference are we making and for which students? From whose perspective? What skills and support do I need to take risks and lead for equity?

Key Knowledge and Skill Areas include: understanding of and strategies for ensuring: equitable learning outcomes; student/teacher relationships; powerful and equitable teaching; subject matter expertise; best practices and exemplary instruction; inquiry and adjustment of curriculum, pedagogy and assessment; cultural competence.

Visionary Leadership (CAPE A)

Mindcape 2: Systems Thinking & Strategic Approaches to Developing a Learning Community

Desired Impact: All members of the school community (students, parents, teachers, administrators, district staff, school board, and community members) are pulling together in a constant direction toward achieving a shared vision. The norms, beliefs, structures and skills for inquiry, innovation and continuous improvement are part of the day-to-day culture of the school.

Essential Questions: What are powerful ways to include and energize everyone to share responsibility for equity and better results for all students?

Key Knowledge and Skill Areas include: understanding of strategies for ensuring: diversity and inclusion; democratic processes and collaboration; systems thinking; and a culture of inquiry and continuous improvement.

Organizational and Systems Leadership (CAPE E)

Mindcape 3: Building Organizational Capacity Through Resource Coherence

Desired Impact: There is a constancy of effort and progress and a sense of efficacy and accomplishment in the midst of the flurry of daily activity. Values and resources align to support inter-relatedness among decision-making, school programs, the school community, improvement efforts, and outcomes for students.

Essential Questions: How are we doing at focusing resources and energy where they will make the most difference to the quality of teaching and learning?

Key Knowledge and Skill Areas include: understanding of and strategies for ensuring: organizing and managing effectively; building infrastructure including systems, processes and practices; planning backwards; integrating and using technology.

Professional Learning and Growth Leadership (CAPE D)

Mindcape 4: Ethical, Caring & Reflective Practice

Desired Impact: Honest, open discussion of significant—and sometimes difficult— issues and questions is valued in a supportive, caring learning community. Personal reflection results in focused, ethical behavior and practice. Everyone belongs, feels know and cared about as an individual, and feels s/he has the power and skills to change what needs to be changed and to make a difference here.

Essential Questions: Who belongs and has influence—and who doesn't? How does it feel to

work, learn, participate, and live here? From whose perspective?

Key Knowledge and Skill Areas include: understanding of and strategies for ensuring: caring and belongingness; aligning values, behavior and action; and critical friendship and reflection.

Community Leadership

(CAPE F)

Mindscape 5: Engaging and Influencing Forces within the Larger Community

Desired Impact: The school actively engages and influences the context to generate the knowledge, resources and support needed for continuous improvement of teaching and learning.

Two-way learning relationships and partnerships support the creating of new knowledge and help the school community proactively meet new challenges.

Essential Questions: How are we engaging outside resources, forces and relationships to help us learn and change what needs to change to get the results we want?

Key Knowledge and Skill Areas include: understanding of and strategies for ensuring: balancing organizational integrity and adaptation; inside/outside: mutual influence; inside/outside: building learning relationships.

please list all outcomes in the box below, and append a curriculum map showing alignment of the Program Student Learning Outcomes and CSUEB Institutional Learning Outcomes.

B. Program Student Learning Outcome(s) Assessed

It is the Department of Educational Leadership's primary goal that professionals emerge from cohort communities as bold, socially responsible leaders with a skill set to improve schools. The credential and MS programs are structured in cohorts, groups of professional educators who enter a program at the same time and are placed into a group for their core classes. These cohorts are designed to create communities of learners and leaders who can work together collaboratively, supporting each other during rich, intense experiences in professional growth.

Graduate students in the Department of Educational Leadership are required to take the following courses for the Preliminary Services Credential (Year 1) Program: As sequence of foundation courses: EDLD 6000 Introduction to Educational Leadership; EDLD 6400 Instructional Leadership; EDLD 6550 School Site Leadership and Organizational Behavior complimented each quarter by fieldwork courses EDLD 6801, 6802, and 6803 and further strengthened by EDLD 6650 Educational Law for Equity; EDLD 6675 Finance & Human Resources for Equity; and EDLD 6410 Supervision and Staff Development. DEL has developed and implemented a systemic assessment system built around three aligned perspectives on candidate competency:

- (1) A set of five Department Mindscapes that define standards for Bold Socially Responsible Leadership;
- (2) The six recently adopted California Administrator Performance Expectations; and
- (3) CTC Standards 10-15.

C. Summary of Assessment Process

Though signature assignments were created for every course, we have narrowed our standardized data collection to signature assignments in:

- (1) EDLD 6000 – The signature assignment is a series of written reflections, with examples of practice, based on the Mindscapes rubric.

- (2) EDLD 6550 – The signature assignment is the completion of a professional portfolio based on the Mindscapes rubric, with several evidentiary artifacts for each standard.
- (3) First Quarter Field Experience
- (4) Second Quarter Field Experience
- (5) Third Quarter Field Experience

The same 4- point rubric is used for the EDLD 6000 mindscapes reflections and the EDLD 6550 portfolios: 1- Insufficient Evidence; 2- Some Evidence/Shares Beliefs and examples; 3- Sufficient Evidence; 4- Evidence and Application.

Two separate year-long assignments provide the basis for field work assessment: (a) The Fieldwork Activities Plan – with evidence of success in field activities based on the six California Professional Standards for Educational Leaders and CTC Standards 10-15; and (b) The Leadership Project, a year-long effort that could include curriculum assessment, a plan to disaggregate data, or an intervention program.

The three program strands take a developmental and mastery approach with respect to outcomes. Thus, all student work must meet or exceed standards in order for the student to achieve a passing grade. Faculty considers the entire body of work at the student and (if appropriate) cohort level to assess progress toward mastery and to monitor and adjust instruction accordingly.

The department is currently moving to Blackboard to obtain data on student performance of signature assignments. The data has been used to monitor student achievement and program improvement. Moving to the use of Blackboard will allow faculty to better utilize assessment data to inform our teaching. However the transitional use of Blackboard rubric tools has been challenging for faculty and students.

Exit survey responses were collected and analyzed. This survey included one question about current position, six about self-reported level of preparation, and a space to provide any other comments. Based on exit survey comments from 2012-2013 an additional question was added to the survey for 2013-2014: How well prepared are you to: Provide services that help children who receive special education services succeed

D. Summary of Assessment Results

In the 2013-2014 academic year, the exit survey data provided the most important direction to acknowledge accomplishments and plan for improvement. The objective to “Continue to build coursework and field experience requirements that prepare candidates to help teachers design and implement an instructional program that allows all students, including students with special needs, to succeed” is only partially met. While 96% of graduates report being well prepared in regards to their professional knowledge and skills, many feel only somewhat prepared to provide services to special education students. Some cohorts reported being better prepared than others so we will tap into instructor’s knowledge to share across cohorts and we will draw upon the expertise of other departments in the college to improve preparation to serve TK-12 special education students.

3. STATISTICAL DATA

The Annual Report may include one or two pages of supplemental information, as appendices, in the form of graphical presentation (e.g., line graphs), tables, and pertinent discussion which summarize the data of the last several (3-5) years to make changes and trends more apparent

Exit Survey Results on scale of 1-4

4 Well prepared

3 Adequately prepared

2 Somewhat prepared

1 Not at all prepared

Question: How well prepared are you to: Help teachers design and implement a program that allows all children, including English Learners and children with special needs, to succeed?

2011-2012 2012-2013

3.40 3.11

*** Based on exit survey comments from 2012-2013 the following question was modified**

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

2013-2014

3.0

*** Based on exit survey comments from 2012-2013 the following question was added to the survey. Question: How well prepared are you to: Provide services that help children who receive special education services succeed?**

2013-2014

2.0

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

2011-2012 2012-2013 2013-2014

3.74 3.53 3.6

Question: How well prepared are you to: Work collaboratively with children, parents, staff, and teachers to achieve equitable learning outcomes and equitable environments?

2011-2012 2012-2013 2013-2014

3.69 3.44 3.6

Question: In regards to the professional knowledge and skills school administrators need to be successful, how well prepared are you?

2011-2012	2012-2013	2013-2014
3.46	3.44	3.85

Question: Think back to all of your experiences (so far) in the Administrative Services Tier I program. How would you rate the program?

2011-2012	2012-2013	2013-2014
3.46	3.35	3.25

Educational Leadership Graduate Program Curriculum Map:

Institutional Learning Outcome	Program Student Learning Outcomes & Assessments
<p>1. Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems</p>	<p>EDLD graduates are required to engage critically and creatively to address complex challenges in five areas of leadership. For instance, in developing organizational capacity, EDLD students examine the quantitative and qualitative data at their sites and address the question, “How do we focus resources and energy where they will make the most difference to the quality of teaching and learning?”</p>
<p>2. Graduates of CSUEB will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others</p>	<p>In the area of visionary leadership EDLD graduates must develop strategies to address the question, “What are powerful ways to include and energize everyone to share responsibility for equity and better results for all students?” Graduates must demonstrate the capacity to develop the norms, structures and skills for inquiry, innovation and continuous improvement as part of the school culture.</p>
<p>3. Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities</p>	<p>The area of instructional leadership challenges graduates to insure that race, class, language, culture, income, gender and sexual identity are no longer good predictors of academic success (or failure). Graduates address the questions, What difference are we making and for which students? From whose perspective? What skills and support do I need to take risks and lead for equity?</p>
<p>4. Graduates of CSUEB will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities</p>	<p>In the area of professional learning and ethical practice honest, open discussion of significant—and sometimes difficult— issues and questions is valued in a supportive, caring learning community. EDLD graduates must consider, who belongs and has influence—and who doesn’t? How does it feel to work, learn, participate, and live here? From whose perspective? Graduates must demonstrate strategies to develop inclusive communities.</p>
<p>5. Graduates of CSUEB will be able to act responsibly and sustainably at local, national, and global levels</p>	<p>In their community leadership graduates must actively generate knowledge and resources for continuous improvement. They consistently query, How are we engaging outside resources, forces and relationships to help us learn and change what needs to change to get the results we want? Graduates demonstrate the ability to develop two-way learning relationships and partnerships essential to proactively meeting new challenges.</p>
<p>6. Graduates of CSUEB will demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.</p>	<p>EDLD graduates demonstrate their integration of methods, theory and practice in culminating leadership portfolios. Graduates articulate their beliefs, theories of action, and practice and must provide evidence of their work in each area of leadership. Artifacts include meeting notes, analyses of student achievement data, budgets, family involvement, instructional programs, etc. leading to collaboratively- developed improvement plans based on shared data.</p>

Educational Leadership Graduate Program Curriculum Matrix:

I = Introduce P = Practice M = Master

Year I (Tier I Credential)

PLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
Courses					
6000	I	I	I	I	I
6400	P	P	P	P	P
6550	Approach M	Approach M	Approach M	Approach M	Approach M
6801	I	I	I	I	I
6802	P	P	P	P	P
6803	Approach M	Approach M	Approach M	Approach M	Approach M
6410	P	P		P	I
6650			P	P	I
6675			P	P	I

Educational Leadership Year 2 Masters

Students graduating with an M.S. in Educational Leadership from Cal State East Bay will be able to:

1. Demonstrate knowledge, skills, and dispositions aligned with professional standards to implement universal design and research-based programs to achieve equitable learning outcomes;
2. Demonstrate the ability to create environments, systems, and practices in which all individuals are treated with respect, dignity, trust, and fairness;
3. Work collaboratively with students, parents, and professional colleagues to achieve equitable learning outcomes and equitable environments;
4. Know and demonstrate the content knowledge, pedagogical content knowledge and skills, and pedagogical and professional knowledge and skills, as defined by the California Commission on Teacher Credentialing [CTC] Standards for the Preliminary Administrative Services Credential.

Educational Leadership Year 2 Masters

PLOs	PLO 1	PLO 2	PLO 3	PLO 4
Courses				

6020	I	I	P	P
6025	P	P	M	M
6026	P	P	M	M
6027	P	P	M	M
6201(a)	I	I	M	M
6201(b)	P	P	P	P
6201(c)	M	M	M	M
6650	I	P	P	M
6720	Approach M	Approach M	Approach M	M
6999(a)	I	I	I	P
6999(b)	P	P	P	P
6999(c)	M	P	M	M

Educational Leadership Graduate Program ILO Alignment Matrix (place X in appropriate boxes): Tier I Credential and Year 2 Masters Completion

ILO's	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
Critical Thinking	X	X	X	X	X
Communication	X	X	X	X	X
Collaboration	X	X	X	X	X
Social Responsibility (Ethics, Sustainability)			X	X	X
Diversity	X	X	X	X	X
Discipline	X	X	X	X	X

California State University, East Bay

APR Summary Data

Fall 2009 - 2013

Educational Leadership					
Item	Fall Quarter				
	2009	2010	2011	2012	2013
A. Students Headcount					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	158	131	131	109	198
4. Total Number of Majors	158	131	131	109	198
College Years					
B. Degrees Awarded					
	08-09	09-10	10-11	11-12	12-13
1. Undergraduate	0	0	0	0	0
2. Graduate	56	50	46	53	77
3. Total	56	50	46	53	77
Fall Quarter					
	2009	2010	2011	2012	2013
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	7	6	6	7	4
2. Part-Time	0	0	0	0	0
3a. Total Tenure Track	7	6	6	7	4
3b. % Tenure Track	33.3%	42.9%	31.6%	41.2%	15.4%
Lecturer Headcount					
4. Full-Time	2	1	1	1	2
5. Part-Time	12	7	12	9	20
6a. Total Non-Tenure Track	14	8	13	10	22
6b. % Non-Tenure Track	66.7%	57.1%	68.4%	58.8%	84.6%
7. Grand Total All Faculty	21	14	19	17	26
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	6.3	4.1	2.0	4.7	3.2
9. Lecturer FTEF	3.5	2.9	3.3	3.4	5.9
10. Total Instructional FTEF	9.8	7.0	5.4	8.0	9.1
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	56.0	42.3	15.3	32.3	46.4
11b. % of FTES Taught by Tenure/Track	52.9%	47.4%	13.2%	40.2%	25.7%
12a. FTES Taught by Lecturer	49.9	46.9	100.3	48.0	133.9
12b. % of FTES Taught by Lecturer	47.1%	52.6%	86.8%	59.8%	74.3%
13. Total FTES taught	105.9	89.3	115.5	80.3	180.3
14. Total SCU taught	1589.0	1339.0	1733.0	1204.0	2704.0
D. Student Faculty Ratios					
1. Tenured/Track	8.9	10.3	7.5	6.9	14.5
2. Lecturer	14.3	16.3	30.1	14.3	22.6
3. SFR By Level (All Faculty)	10.8	12.8	21.5	10.0	19.7
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	10.8	12.8	21.5	10.0	19.7
E. Section Size					
1. Number of Sections Offered	33.0	32.0	19.0	26.0	32.0
2. Average Section Size	17.6	21.1	26.0	18.4	25.0
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	17.6	21.1	26.0	18.4	25.0
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	18	18	5	9	10

CAPR Table 1

California State University, East Bay

Credential Program	Fall 2009			Fall 2010			Fall 2011			Fall 2012			Fall 2013		
	Degree Level		TOTAL	Degree Level		TOTAL	Degree Level		TOTAL	Degree Level		TOTAL	Degree Level		TOTAL
	Bachelor	PostBaccalaureate		Bachelor	PostBaccalaureate		Bachelor	PostBaccalaureate		Bachelor	PostBaccalaureate		Bachelor	PostBaccalaureate	
Female	Black, non-Hispanic	6	6	5	5	2	2	8	8	12	12				
	American Indian or Alaska Native	2	2	1	1	1	1								
	Asian	23	23	19	19	23	23	31	31	28	28				
	Pacific Islander														
	Hispanic	15	15	22	22	28	28	32	32	22	22				
	White	146	146	87	87	85	85	69	69	87	87				
	Multiple ethnicity	7	7	5	5	13	13	8	8	7	7				
	Race/ethnicity unknown	25	25	17	17	12	12	13	13	20	20				
	Nonresident aliens					2	2	3	3	1	1				
Male	Black, non-Hispanic	4	4	2	2	7	7	7	7	3	3				
	American Indian or Alaska Native	2	2												
	Asian	10	10	10	10	16	16	21	21	10	10				
	Pacific Islander														
	Hispanic	12	12	13	13	9	9	11	11	16	16				
	White	59	59	56	56	63	63	52	52	51	51				
	Multiple ethnicity	7	7	4	4	7	7	3	3	6	6				
	Race/ethnicity unknown	14	14	15	15	5	5	13	13	10	10				
	Nonresident aliens														
Total	Black, non-Hispanic	10	10	7	7	9	9	15	15	15	15				
	American Indian or Alaska Native	4	4	1	1	1	1								
	Asian	33	33	29	29	39	39	52	52	38	38				
	Pacific Islander														
	Hispanic	27	27	35	35	37	37	43	43	38	38				
	White	205	205	143	143	148	148	121	121	138	138				
	Multiple ethnicity	14	14	9	9	20	20	11	11	13	13				
	Race/ethnicity unknown	39	39	32	32	17	17	26	26	30	30				
	Nonresident aliens					2	2	3	3	1	1				

California State University, East Bay
SFR BY COURSE LEVEL: TERM FULL-TIME EQUIVALENT STUDENTS /
ALL FACULTY AND LECTURERS
Fall 2009 through Fall 2013

EDLD	Total SCU					term_ftes					term_ftef					term_sfr				
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Tenured & Tenure Track	840.0	635.0	229.0	484.0	696.0	56.00	42.33	15.27	32.27	46.40	6.30	4.12	2.03	4.67	3.20	8.90	10.28	7.51	6.91	14.51
Lecturer	749.0	704.0	1504.0	720.0	2008.0	49.93	46.93	100.27	48.00	133.87	3.50	2.87	3.34	3.36	5.93	14.28	16.34	30.06	14.31	22.57
Lower Division	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Upper Division	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduate	1589.0	1339.0	1733.0	1204.0	2704.0	105.93	89.27	115.53	80.27	180.27	9.79	6.99	5.37	8.02	9.13	10.82	12.77	21.52	10.01	19.74
Total	1589.0	1339.0	1733.0	1204.0	2704.0	105.93	89.27	115.53	80.27	180.27	9.79	6.99	5.37	8.02	9.13	10.82	12.77	21.52	10.01	19.74

California State University, East Bay

COURSE HISTORY

By Quarter from Summer 2009 through Spring 2013

Discipline Area: EDLD

		Summer					Fall					Winter				Spring			
		Sumr 2009	Sumr 2010	Sumr 2011	Sumr 2012	Sumr 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Wntr 2010	Wntr 2011	Wntr 2012	Wntr 2013	Sprg 2010	Sprg 2011	Sprg 2012	Sprg 2013
Graduate	Number Sections	12.0	8.0	14.0	8.0	8.0	33.0	32.0	19.0	26.0	32.0	34.0	28.0	29.0	29.0	29.0	30.0	32.0	31.0
	Total Enrollment	89	107	129	118	114	447	380	464	358	713	399	354	412	390	376	339	450	405
	Avg Section Size	12.0	13.4	15.4	14.8	14.3	17.6	21.1	26.0	18.4	25.0	16.4	18.8	25.7	17.8	16.1	14.9	21.1	19.5
DISCIPLINE TOTAL	Number Sections	12.0	8.0	14.0	8.0	8.0	33.0	32.0	19.0	26.0	32.0	34.0	28.0	29.0	29.0	29.0	30.0	32.0	31.0
	Total Enrollment	89	107	129	118	114	447	380	464	358	713	399	354	412	390	376	339	450	405
	Avg Section Size	12.0	13.4	15.4	14.8	14.3	17.6	21.1	26.0	18.4	25.0	16.4	18.8	25.7	17.8	16.1	14.9	21.1	19.5

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

Number of Sections may be less than one for cross-listed courses. When Number of Sections is less than 1, Average Size may be invalid

*Average Section Size includes all course classification types except supervised individual study courses per CO APDB reporting definition. Average Section size for cross-listed courses may differ for individual sections due to rounding

Location: Cal State East Bay Course History Report csu/pgm/csusystem/apdb/section.tables.crshis.sas

Office of Planning and Institutional Research

Additional Data can be found at:

<http://www20.csueastbay.edu/ir/academic-program-review/index.html>