



College	CEAS
Department	Teacher Education
Program Unit	MS in Education/Option in Curriculum and MS in Education/Option in Early Childhood Education
Reporting for Academic Year	2012-2013
Department Chair	
Date Submitted	7/11/2014

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

1. SELF-STUDY

A. Five-year Review Planning Goals

Cluster Improvement Plan: Curriculum and Early Childhood Cluster Goals

1. Create a series of elective classes that offer support to students on the research and academic writing of a graduate Synthesis.
2. Provide students stronger support and a venue for clarifying and articulating their research topic.
3. Provide access to additional resources for professional and academic writing.

B. Five-year Review Planning Goals Progress

1. In response to student evaluations and post-quarter focus groups, a series of 4 new classes were created to support the work and assignments in the core research classes that all Master's level students take to earn their degree. These classes were previously offered under a TED 6999 title. TED 6001, 6002, 6003, and 6004 are now campus approved electives for graduate

students to take each quarter to support the research process and include a core course co-requisite. Additionally, the classes can be specific to the Options in either Curriculum or Early Childhood. The following are the new electives in the MS in Education degree to support the research writing in the core courses:

TED 6001: Action Research & Writing: APA Style, Human Subjects, Campus Resources

TED 6002: Action Research & Writing II: Research Synthesis & Topic Definition

TED 6003: Action Research & Writing III: Project Design

TED 6004: Action Research & Writing IV: Reflection & Professional Development

2. The professors of the core course and TED 6999 collaborated to insure that students were able to articulate their research problem/question. The initial draft of the problem/question was completed in class with the core course instructor. Immediately following the class, each student met with the TED 6999 instructor to clarify and explain the problem/question. This process was done twice for two consecutive quarters.

3. Students were provided multiple interactions with the on-campus tutoring center (SCAA) Student Center for Academic Achievement (SCAA) as well as East Bay's On Line Writing Lab (OWL) throughout their program. Over 75% of students in the program utilized the campus services and 50% of those students reported that they used a weekly tutor throughout the program. Additionally, students were instructed to use APA citations in other classes in the program.

C. Program Changes and Needs

(1) We continue to consistently update our program in Curriculum and Early Childhood Education. Specifically, we:

- a. Infused knowledge about Common Core into TED 6015 and it was a mandated elective
- b. Integrated knowledge regarding TK into all courses taught
- c. Integrated new state and national documents into classes when appropriate

(2) In our MS in Education, Option in Early Childhood Education program, we expanded all curricular areas to include grades 1, 2, & 3; meaning the age span is now from birth to third grade.

(3) We also implemented a reflection activity after each quarter for both programs. Students gathered together and spoke about each class taken during the quarter. They wrote about how the class influenced and changed their own knowledge, skills and dispositions. Further, they made recommendations regarding what should stay and what needed revision.

(4) One of the concerns students continue to have is the old information that is on the University and college websites. This needs to be changed. The lag is evident and will be a priority for 2014-2015.

2. SUMMARY OF ASSESSMENT

A. Program Student Learning Outcomes

Program Specific Student Learning Outcomes

Common to both programs is:

Students who graduate with an MS in Education, will be able to:

Students who graduate with the MS in Education, Option in Curriculum, will be able to:

- (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; and
- (3) Complete an action research project investigating a topic as it relates to the field of Education.

*For both the Curriculum Option and the ECE Options: Outcomes Shared with All Programs Accredited by the Council for Accreditation of Educator Preparation (CAEP) – Unit Assessment Outcomes (UAOs)

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.

B. Program Student Learning Outcome(s) Assessed

Students in both the Curriculum and Early Childhood Education both complete a comprehensive review of the literature dealing with a contemporary classroom issue and implement a classroom-based research project. They analyze their findings, and make recommendations for future research. Student Learning Outcomes are analyzed by looking at student achievement in the program's four core courses-TED 6300, 6700, 6020, and 6901. One class is offered each quarter, thus students are assessed each quarter of the program.

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.

For the MS in Education, Options in Curriculum and Early Childhood Education, Signature assignments are in the following courses: TED6020, TED 6300, TED 6700, and TED 6901. All signature assignments are completed and assessed via Taskstream. Analytic reports are run on Taskstream. We use the data from these reports to make changes and study the results for future course and program modifications.

Reported here are the results for the TED 6700, for both the Curriculum and Early Childhood Education Options. Students in this class focus on writing a review of the literature for their research study. This class was chosen because students seemed to be having difficulties articulating a topic and developing their academic writing skills. Further, this class was the focus of this year’s cluster improvement plan. Student submissions are scored on 1-4 rubric scale (4 highest) on the following dimensions: Question, Selection of Articles, Summary of Research, Conclusion, & Quality of Writing.

D. Summary of Assessment Results

TED 6700: Final Paper

Median Scores (4 highest); 2012-2013 n=38 2013-2014 n=21

	2012-2013	2013-14
Question	3.29	3.44
Article Selection	3.55	3.56
Summary	3.47	3.33
Conclusion	3.34	3.33
Quality of Writing	3.55	3.39

Scores in 12-13 and 13-14 are consistent and above average as demonstrated in TED 6700. Scores within each year are also consistent. Of particular note here is how much the scores on “Question,” which measures candidates’ ability to define a clear question. Students appear to have improved in this area. We also believe that the rubrics are working and that of the four core courses, TED 6700 has the lowest scores compared to the other three classes. We also know that TED 6700 appears to be the point in the program where students report that they work harder and need more support.

All Curriculum and ECE SLOs have more than one signature assignment that provides data on candidates’ progress toward meeting that SLO. Scores for 2012-2013 and 2013-2014 for the most recent TED 6901 yielded:

Revisions	3.93	4.0
Analysis	3.86	4.0
Findings	3.79	4.0
Mechanics	3.88	3.86
Structure	3.74	4.0

The data for this class indicates that students have mastered the skills they need and are successfully implementing a classroom-based piece of research as indicated by the 4.0 scores demonstrated in 2014. Even though these scores tell us that students master these skills, by the time they finish the program we believe that we could provide additional instruction sooner or

modify our classes.

Lastly, we are very pleased with our most recent Exit Survey completed by 19 of the graduating students. We noted that on the whole, the program received very good reviews compared to past years. The data showed over 88% positive remarks made by students.

Another indicator of success can be found in the comment section. In years past, students were concerned about the lack of a student advisor for the program. No comments were made regarding this in the most recent survey.

The MS in Education, Option in Curriculum and Option in Early Childhood Education faculty may wish to consider a supplemental survey and will meet to discuss what items could potentially be placed on this.

3. SUPPORTING STATISTICAL DATA

APR Summary Data, Demographics of Majors, Degrees conferred by the program, Student Faculty Ratio, and Course History

All Data in the charts below can be found at:

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

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

Education		CY08-09				CY09-10				CY10-11				CY11-12				CY12-13			
		Degree Level			Total	Degree Level			Total	Degree Level			Total	Degree Level			Total	Degree Level			Total
		Bccalaureate	Master	Ed Doctor		Bccalaureate	Master	Ed Doctor		Bccalaureate	Master	Ed Doctor		Bccalaureate	Master	Ed Doctor		Bccalaureate	Master	Ed Doctor	
Female	Black, non-Hispanic		4		4		9		9		5		5		11		11		9		9
	American Indian or Alaska Native						1		1												
	Asian		14		14		12		12		15		15		12		12		14		14
	Pacific Islander		1		1										1		1				
	Hispanic		10		10		8		8		21		21		7		7		8		8
	White		64		64		57		57		57		57		34		34		44		44
	Multiple ethnicity						1		1		4		4		3		3		1		1
	Race/ethnicity unknown		29		29		23		23		13		13		14		14		15		15
	Nonresident aliens										2		2		3		3		1		1
Male	Black, non-Hispanic		2		2		3		3		2		2						1		1
	American Indian or Alaska Native																				
	Asian		2		2		3		3		2		2						4		4
	Pacific Islander									1		1							1		1
	Hispanic		6		6		1		1		5		5		5		5		3		3
	White		15		15		15		15		15		15		11		11		22		22
	Multiple ethnicity										1		1		1		1				
	Race/ethnicity unknown		15		15		5		5		6		6		4		4		8		8
	Nonresident aliens														1		1				
Total	Black, non-Hispanic		6		6		12		12		7		7		11		11		10		10
	American Indian or Alaska Native						1		1												
	Asian		16		16		15		15		17		17		12		12		18		18
	Pacific Islander		1		1					1		1		1		1		1		1	
	Hispanic		16		16		9		9		26		26		12		12		11		11
	White		79		79		72		72		72		72		45		45		66		66
	Multiple ethnicity						1		1		5		5		4		4		1		1
	Race/ethnicity unknown		44		44		28		28		19		19		18		18		23		23
	Nonresident aliens										2		2		4		4		1		1

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 2009 through Fall 2013

Teacher Education	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	3376.0	3552.0	3225.0	3108.0	2907.0	225.07	236.80	215.00	207.20	193.80	10.50	9.72	9.05	9.32	9.41	21.43	24.35	23.76	22.24	20.59
Lecturer	3263.0	1240.0	1008.0	728.0	455.0	217.53	82.67	67.20	48.53	30.33	9.99	3.01	2.51	1.82	1.75	21.77	27.46	26.78	26.65	17.30
Lower Division	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Upper Division	52.0	99.0	373.0	174.0	157.0	3.47	6.60	24.87	11.60	10.47	0.38	0.18	0.88	1.23	0.58	9.10	35.87	28.13	9.42	17.95
Graduate	6587.0	4693.0	3860.0	3662.0	3205.0	439.13	312.87	257.33	244.13	213.67	20.11	12.55	10.67	9.91	10.58	21.84	24.93	24.11	24.64	20.19
Total	6639.0	4792.0	4233.0	3836.0	3362.0	442.60	319.47	282.20	255.73	224.13	20.49	12.73	11.56	11.14	11.17	21.60	25.09	24.42	22.96	20.07

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
 Planning and Institutional Research

Course History Table 10.1c
California State University, East Bay
COURSE HISTORY
By Quarter from Summer 2009 through Spring 2014

Teacher Education		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
Upper Division	Number Sections	1.0	2.0	0	0	0	2.0	2.0	5.0	5.0	5.0	5.0	1.0	5.0	4.0	5.0	4.0	3.0	3.0
	Total Enrollment	26	30	0	0	0	26	66	122	86	88	83	11	78	88	71	44	49	25
	Avg Section Size	26.0	15.0	0	0	0	13.0	33.0	24.4	17.2	17.6	20.0	11.0	15.6	22.0	17.5	11.0	16.3	8.0
Undergraduate	Number Sections	1.0	2.0	0	0	0	2.0	2.0	5.0	5.0	5.0	5.0	1.0	5.0	4.0	5.0	4.0	3.0	3.0
	Total Enrollment	26	30	0	0	0	26	66	122	86	88	83	11	78	88	71	44	49	25
	Avg Section Size	26.0	15.0	0	0	0	13.0	33.0	24.4	17.2	17.6	20.0	11.0	15.6	22.0	17.5	11.0	16.3	8.0
Graduate	Number Sections	96.0	64.0	61.0	67.0	53.0	106.0	65.0	54.0	53.0	46.0	83.0	57.0	45.0	51.0	76.0	49.0	53.0	55.0
	Total Enrollment	2,018	1,479	1,571	1,608	1,387	2,418	1,757	1,521	1,151	1,011	1,821	1,363	1,315	1,057	1,649	1,147	1,189	1,440
	Avg Section Size	22.6	27.4	29.5	27.9	28.2	21.5	27.3	32.2	22.0	20.7	24.2	27.1	29.8	20.3	23.4	26.0	26.6	28.1
DISCIPLINE TOTAL	Number Sections	97.0	66.0	61.0	67.0	53.0	108.0	67.0	59.0	58.0	51.0	88.0	58.0	50.0	55.0	81.0	53.0	56.0	58.0
	Total Enrollment	2,044	1,509	1,571	1,608	1,387	2,444	1,823	1,643	1,237	1,099	1,904	1,374	1,393	1,145	1,720	1,191	1,238	1,465
	Avg Section Size	22.6	26.9	29.5	27.9	28.2	21.3	27.5	31.4	21.6	20.3	24.0	26.8	28.1	20.4	23.1	24.7	25.9	27.7

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

Additional Data can be found at:

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