



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

College	Education and Allied Studies
Department	Teacher Education
Program Unit	MS in Education: Option in Curriculum and MS in Education: Option in Early Childhood Education
Reporting for Academic Year	2014-15
Department Chair	Dr. Eric Engdahl
Date Submitted	11/2/15

1. SELF-STUDY (about 1 page)

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.
3. Provide access to additional resources for professional and academic writing.

B. Five-year Review Planning Goals Progress

1. The four new classes designed to support students during the research classes, received their official numbers and titles. They are as follows: TED 6002, 6003, 6004, and 6005. These classes will now officially appear in the catalog and students will register for them beginning Fall of 2015.
2. The instructor of the seminar support research classes (TED 6002-6005) worked directly with the instructor of the research sequence of classes (TED 6300, 6700, 6020, and 6901) to create meaningful activities that would complement the research classes. It was agreed that the meaningful activity would be some kind of structural overview, map, journal entry, or chart that students would complete during the course of the quarter and that it would be turned in during finals week.
3. Data was collected each quarter from the students taking the seminar support research classes regarding the mode of delivery. For three years, the instructor experimented with face-to-face meetings, individual and Skype conferences, and met with the total group 3-5 times during the quarter to ascertain the best practices. Students provided feedback and the following was found:
 1. Students prefer to meet face to face three times during the quarter and especially enjoy the final session where students are encouraged to share what they learned, what they struggled with and what the next steps are in the research process.

2. For the first two quarters, students prefer individual conferences using a face-to-face mode. During the next to last and last quarters, students prefer to Skype with the instructor to obtain their feedback on their progress.
3. Students believe that a structural overview/chart/journal/semantic map are the most effective methods to help them with the research process and the seminar class. Lastly, they consistently comment on the end of quarter potluck debriefing session which encourages the camaraderie and builds community that lasts beyond the program.

C. Program Changes and Needs

1. During the summer, the Early Childhood Education faculty worked on making sure that the rest of the classes in the program included the birth to eight-years-old span. After a series of surveys and discussion we agreed that the span would be termed PreSchool through Third grade.
2. Graduate Faculty discussed consistency of rigor in all classes. It was agreed that the following Basic Tenets of Graduate Education would be presented at the Fall 2015 faculty meeting and adopted in the graduate program.

All Graduate classes should:
 - a. be grounded in research practices and educational theory linked to course outcomes. At least one assignment should require students to use, evaluate, and integrate scholarly journals using APA format to cite sources.
 - b. account for all 10 class sessions and the final week in the syllabus.
 - c. convene at least 7 face-to-face sessions. If the class is not meeting as a group, all activities/assignments should be posted on Blackboard. Additionally, if the professor is meeting with students in groups or meeting individually with the professor, the syllabus should indicate these events.
 - d. model best practices in teaching which promote critical thinking and cross-curricular activities to insure graduate students access to the rich knowledge and background of the professor.
 - e. not be an exact (or close to) replication of the credential program in terms of assignments, texts, or content.
 - f. integrate the use of State and National documents (Common Core/State Standards, NGSS, ; etc.) in activities, assignments, and evaluative practices.
 - g. integrate skills and concepts from the core research courses (analysis of curricular models, instructional techniques, historical approaches to particular curriculum, analysis and synthesis of literature on curriculum covered, critical discussion of the implementation of curriculum based on research related to that field) in order to make connections to the students' research thesis and/ or build on their critical thinking skills attained in the research sequence.
 - h. consider using practical, project-based assignments executed in classrooms or learning situations rather than term or research papers for elective classes.
3. We need to make a marketing plan for the MS in Education, Option in Curriculum degree. This plan would be to go beyond our current advertising to our graduating credential students and explore partnerships with neighboring districts for potential cohorts.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

Program Specific Learning Outcomes

Common to both programs:

Students who graduate with an Master of Science in Education, 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;
3. Complete an action research project investigating a topic as it relates to the field of Education.

*For both the Curriculum and Early Childhood Education 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 Curriculum and Early Childhood Education both take a series of four research classes which enable them to complete a comprehensive review of the literature dealing with contemporary issue, implement a classroom-based research project analyze their findings, and make recommendations for future research. Student Learning Outcomes are analyzed by looking at student achievement during each of research classes during the four quarters of the program.

C. Summary of Assessment Process

Professors gathered data from the Signature Assignments (from each of the four research classes) and noted the gains, losses, and no change in the scores in each of the subcategories of the Signature Assignments. We wanted to see if the accompanying seminar had an effect on the student's score in the final assignment which is the Final Research Proposal in TED6020. In particular, we looked at the subheading of Statement of Purpose and Problem since the accompanying seminar dealt with clarifying the topic and importance of the problem.

D. Summary of Assessment Results

Results from the Signature Assignment (Research Proposal) showed the following:

Statement of Purpose and Problem

2013-2014	2014-2015
3.74	3.98

These results indicated to us that students did a much better job in this area than in the past. We believe that it is a direct result of the instruction given to them each quarter since many of the activities center around this component of the research process and thesis.

Listed below is the 2015 exit survey results (reported by program and together) of our most recent graduates. We believe that this will guide us in the next round of revisions and considerations for our programs.

SURVEY QUESTIONS	Early Childhood Education 2015 Mean	Curriculum 2015 Mean	Combined 2015 Mean
How well prepared are you to: Provide services that help English Learners succeed?	3.28	3.12	3.20
How well prepared are you to: Provide services that help children who receive special education services succeed?	3.11	2.71	2.91
How well prepared are you to: Create a school environment in which all individuals are treated with respect, dignity, trust and fairness?	3.78	3.71	3.74
How well prepared are you to: Work collaboratively with children, parents, staff, administrators, and teachers to achieve equitable learning outcomes and equitable environments?	3.61	3.71	3.66
In regards to the professional knowledge and skills you need to be successful, how well prepared are you?	3.61	3.53	3.57
Think back to all of your experiences in your Credential/Masters program. How would you rate the program?	3.33	3.29	3.31

While we are pleased with the results, we believe that our program needs to focus on helping our students provide better services to children/students with special needs. Likewise, we will continue to implement curriculum and assignments to strengthen the competency of our graduates to work with English Language Learners.

3. STATISTICAL DATA

California State University, East Bay
APR Summary Data
Fall 2010 - 2014

Teacher Education					
Item	Fall Quarter				
	2010	2011	2012	2013	2014
A. Students Headcount					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate (Credential)	256	273	271	273	273
3. Graduate	159	119	75	76	73
4. Total Number of Majors	415	392	346	349	346
College Years					
B. Degrees Awarded					
	09-10	10-11	11-12	12-13	13-14
1. Undergraduate	0	0	0	0	0
2. Graduate	138	149	107	131	80
3. Total	138	149	107	131	80
Fall Quarter					
	2010	2011	2012	2013	2014
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	14	14	13	11	11
2. Part-Time	1	3	2	4	3
3a. Total Tenure Track	15	17	15	15	14
3b. % Tenure Track	34.9%	42.5%	31.3%	31.9%	28.6%
Lecturer Headcount					
4. Full-Time	1	1	0	0	0
5. Part-Time	27	22	33	32	35
6a. Total Non-Tenure Track	28	23	33	32	35
6b. % Non-Tenure Track	65.1%	57.5%	68.8%	68.1%	71.4%
7. Grand Total All Faculty	43	40	48	47	49
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	9.7	9.1	9.3	9.4	6.7
9. Lecturer FTEF	3.0	2.5	1.8	1.8	4.3
10. Total Instructional FTEF	12.7	11.6	11.1	11.2	10.9
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	236.8	215.0	207.2	193.8	149.0
11b. % of FTES Taught by Tenure/Track	74.1%	76.2%	81.0%	86.5%	62.2%
12a. FTES Taught by Lecturer	82.7	67.2	48.5	30.3	90.5
12b. % of FTES Taught by Lecturer	25.9%	23.8%	19.0%	13.5%	37.8%
13. Total FTES taught	319.5	282.2	255.7	224.1	239.5
14. Total SCU taught	4792.0	4233.0	3836.0	3362.0	3593.0
D. Student Faculty Ratios					
1. Tenured/Track	24.4	23.8	22.2	20.6	22.3
2. Lecturer	27.5	26.8	26.7	17.3	21.3
3. SFR By Level (All Faculty)	25.1	24.4	23.0	20.1	21.9
4. Lower Division	.	.	.	.	.
5. Upper Division	35.9	28.1	9.4	18.0	25.4
6. Graduate	24.9	24.1	24.6	20.2	21.8
E. Section Size					
1. Number of Sections Offered	67.0	59.0	58.0	51.0	63.0
2. Average Section Size	27.5	31.4	21.6	20.3	20.5
3. Average Section Size for LD	0.0	0.0	0.0	0.0	0.0
4. Average Section Size for UD	33.0	24.4	17.2	17.6	20.4
5. Average Section Size for GD	27.3	32.2	22.0	20.7	20.5
6. LD Section taught by Tenured/Track	0	0	0	0	0
7. UD Section taught by Tenured/Track	2	2	3	4	4
8. GD Section taught by Tenured/Track	53	41	44	38	39

**Academic Program Review SFR Table California State
University, East Bay**

**SFR BY COURSE LEVEL: TERM FULL-TIME EQUIVALENT STUDENTS
/ ALL FACULTY AND LECTURERS**

Fall 2010, 2011, 2012, 2013 and 2014

		Total SCU					term_ftes				term_ftef					term_sfr					
		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2010	Fall 2011	Fall 2013	Fall 2014	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	
TED	Tenured & Tenure Track	3552	3225	3108	2907	2235	236.8	215	193.8	149	9.72	9.05	9.32	9.41	6.67	24.35	23.76	22.24	20.59	22.34	
	Lecturer	1240	1008	728	455	1358	82.67	67.2	30.33	90.53	3.01	2.51	1.82	1.75	4.25	27.46	26.78	26.65	17.3	21.3	
	Lower Division
	Upper Division	99	373	174	157	199	6.6	24.87	10.47	13.27	0.18	0.88	1.23	0.58	0.52	35.87	28.13	9.42	17.95	25.37	
	Graduate	4693	3860	3662	3205	3394	312.87	257.33	213.67	226.27	12.55	10.67	9.91	10.58	10.4	24.93	24.11	24.64	20.19	21.76	
	Total	4792	4233	3836	3362	3593	319.47	282.2	224.13	239.53	12.73	11.56	11.14	11.17	10.92	25.09	24.42	22.96	20.07	21.94	

Course History Table 10.1c
California State University, East Bay
COURSE HISTORY
By Quarter from Summer 2010 through Spring 2015

TED

		Summer					Fall					Winter					Spring				
		2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Upper Division	Number Sections	2.0	.	.	.	.	2.0	5.0	5.0	5.0	5.0	1.0	5.0	4.0	5.0	5.0	4.0	3.0	3.0	2.0	2.0
	Total Enrollment	30	.	.	.	.	66	122	86	88	102	11	78	88	56	76	44	49	25	19	14
	Avg Section Size	15.0	.	.	.	.	33.0	24.4	17.2	17.6	20.4	11.0	15.6	22.0	13.8	18.5	11.0	16.3	8.0	9.5	7.0
Undergraduate	Number Sections	2.0	.	.	.	.	2.0	5.0	5.0	5.0	5.0	1.0	5.0	4.0	5.0	5.0	4.0	3.0	3.0	2.0	2.0
	Total Enrollment	30	.	.	.	.	66	122	86	88	102	11	78	88	56	76	44	49	25	19	14
	Avg Section Size	15.0	.	.	.	.	33.0	24.4	17.2	17.6	20.4	11.0	15.6	22.0	13.8	18.5	11.0	16.3	8.0	9.5	7.0
Graduate	Number Sections	64.0	61.0	67.0	53.0	49.0	65.0	54.0	53.0	46.0	58.0	57.0	45.0	51.0	39.0	54.0	49.0	53.0	55.0	52.0	77.0
	Total Enrollment	1,479	1,571	1,608	1,387	1,146	1,757	1,521	1,151	1,011	1,061	1,363	1,315	1,057	931	1,057	1,147	1,189	1,440	1,493	1,551
	Avg Section Size	27.4	29.5	27.9	28.2	23.9	27.3	32.2	22.0	20.7	20.5	27.1	29.8	20.3	21.7	20.3	26.0	26.6	28.1	29.8	21.7
DISCIPLINE TOTAL	Number Sections	66.0	61.0	67.0	53.0	49.0	67.0	59.0	58.0	51.0	63.0	58.0	50.0	55.0	44.0	59.0	53.0	56.0	58.0	54.0	79.0
	Total Enrollment	1,509	1,571	1,608	1,387	1,146	1,823	1,643	1,237	1,099	1,163	1,374	1,393	1,145	987	1,133	1,191	1,238	1,465	1,512	1,565
	Avg Section Size	26.9	29.5	27.9	28.2	23.9	27.5	31.4	21.6	20.3	20.5	26.8	28.1	20.4	20.9	20.1	24.7	25.9	27.7	29.0	21.5

