



ANNUAL PROGRAM REPORT

College	College of Education and Allied Studies
Department	Teacher Education
Program	M.S. in Education: Option in Curriculum MS in Education: Option in Early Childhood Education
Reporting for Academic Year	2018-19
Last 5-Year Review	2010-2011
Next 5-Year Review	2019-20
Department Chair	Dr. Eric Engdahl
Date Submitted	October 1, 2019

I. **SELF-STUDY** (suggested length of 1-3 pages)

A. **Five-Year Review Planning Goals**

**Cluster Improvement Plan: Curriculum and Early Childhood Education Cluster Goals**

Create a series of classes that offer support to students on the research and academic writing of a graduate synthesis.

Provide students stronger support and a venue for clarifying and articulating their research.

Provide access to additional resources for professional and academic writing.

B. **Progress Toward Five-Year Review Planning Goals**

The MS in Early Childhood Education continued to focus on the research sequence which prepares students to do a review of the literature on a topic of interest, write a research proposal, submit an on-campus IRB, conduct and implement an experiment in an educational setting, and write up the results and implications of the study completed. Data is gathered for the goals from several sources. The first is a set of common assessments with rubrics in the research sequence of classes, and the next is from the accompanying seminars where students complete surveys to note their Knowledge, Skills and Dispositions about each of the classes taken during the academic period. These class and self-reflections are available to professors after each term to note general information about what students learned, how they believe they can apply the ideas/concepts, and if their general attitude about the content has changed. Next, students are encouraged to engage in an in-class discussion after every term about any concerns, successes, and curiosities they have regarding their education and the program. Lastly, students complete a College Exit Survey administered to all graduating credential and Master’s students. All of this data is shared with

appropriate faculty. During this time period, data was collected for only **one** program—the Master’s in Early Childhood Education.

## **C. PROGRAM CHANGES AND NEEDS**

### **Overview:**

During the 2018-19 academic year, the MS in Education, Option in Curriculum was not offered. Instead, it was redone in accordance with the Chancellor’s central definition of a Master’s in Curriculum & Instruction. It received approval by all campus committees and was submitted in May of 2019 to the Chancellor’s office for elevation. We have recently been informed that it is under review as of this writing. We look forward to a positive outcome so that we can begin the newly revised and elevated degree in Summer of 2020. We hope that the new degree will attract students and increase our efforts to advertise the new degree beyond our own former credential candidates. Therefore, this report does not contain information or data on that degree since it was temporarily “on hold” and served no students during this past (2018-19) year.

The MS in ECE degree continues to move forward and remains one of the pathways for students seeking a graduate degree from the Department of Teacher Education. During 2018-19 students were in their final semester of this two-year program. It should be noted that this cohort began the program when the university still employed quarter offerings and then switched to semesters. Every effort was made to make sure that the transition from quarters to semesters did not compromise the students and their learning. In addition to the re-writing of classes from quarters to semesters, program modifications were made in several curricular areas including the research sequence and the course roadmap. Lastly, this will be the year when a faculty committee will convene to create a new 5-year assessment plan. They will take into consideration program modifications, student feedback, faculty feedback, and university and department requirements.

### **Students:**

The students in the MS in Education, Option in Early Childhood Education were primarily preschool teachers working full-time in Early Childhood Education centers or schools from 6:30 a.m. to 7:00 p.m. Our second-year candidates were all female, over the age of 30, and taught for an average of 8 years. The ethnic composition of the class was minority majority. All but three students were classified as “head of household” and self-reported they declared at least 3 dependents on their IRS tax forms. Enrolled in the program were public school teachers, preschool teachers, community college center teachers, an ROP teacher, a behavioral therapist, and ECE center owner. This cohort reflected the diverse population of students served in the Bay Area.

We continued to work closely with our Local Planning Council (LPC) of Alameda County to get our students (TK-3 teachers) the state allocated stipends for tuition reimbursement for the second and final year of the stipend program funded by the state and administered locally. Additionally, four students applied and received scholarships offered by the department based on financial need and merit. These monies ranged from \$1000-\$3000 for the year and 3 of them received the largest award allowed.

We remained constant in number for this program, and attrition rate was less than 10%. We lost one student to an unforeseen family situation and gained a student back into the program (left for a death in the family) to complete her degree.

**Faculty:** During the 2017-18 academic year, a rigorous search yielded a new tenure-track faculty to teach the research sequence in the graduate program. Specifically, the new hire was scheduled to work with the ECE cohort to design and implement their action research in the classroom. When the new faculty member arrived, she met with faculty and encouraged us to consider making some changes to the proposed sequence of classes for the proposed MS in Curriculum and Instruction. She provided a strong rationale and examples of her work from her previous institution that was on the semester system. After careful consideration, and acting in the best interest of students, we decided that the research process should last for two semesters, or one calendar year. Using the content from the previously created 3 quarter classes, we created 2 semester classes (Fall and Spring) and increased the units from 3 to 4 for each class. Thus, a total of 8 semester units of the required 30 units are used for the research classes. In the first class, students complete a review of the literature and design a research study to implement in a learning environment. In the second class, students complete the on-campus IRB process, implement their study and write up their findings, limitations and recommendations for future research. We also aligned the accompanying seminar class to reinforce, but not replace the instruction of the two Research classes. These 1 unit classes offered each semester in the ECE program, introduce students to information about on-campus services, review current events, begin the process of topic selection for their research and offer students cohort support in a variety of areas. Soon after we modified our proposal for the MS in Curriculum and Instruction, program modifications were completed for the MS in Early Childhood Education as well.

We continued to meet the other goal in this area, which is to use former graduate students and working professionals as instructors for the remaining classes in the Master's in ECE degree. One of our instructors (former student and working professional) in the MS in Early Childhood Education, completed her EdD program at CSU East Bay during this time period. This woman of color remains inspirational and continues to teach for us in the program. During annual program evaluations (both formative and summative) students continually noted her achievements and how they can "do it too."

**Staff:** The program continues to benefit from the staff in the Cooperative, Room AE250. They remain an integral part in the paperwork and processing of applications, graduations and all things "graduate" in nature. We are grateful for their student interactions and referrals for the programs.

**Resources:** The program would benefit greatly from materials that support the teaching of the content area classes. In particular, children's literature, sample materials in the area of Science, Mathematics, Language, the Arts, Movement, and other content specific materials specific to the

field of Early Childhood Education. These materials and supplemental texts would support what is being taught, rather than instructors providing only a reference to their existence.

**Assessment:** Both programs use signature assignments in each of the research classes. Data is collected, analyzed and given to the program coordinator. Additionally, and at the end of each term, students complete a survey requiring them to evaluate themselves and the content of the class taken. At the end of the program, students complete an anonymous Exit Survey administered by the college, complete an open-ended narrative about the program, and participate in a one-on-one interview about their experiences in the program with the program coordinator.

**Other:**

During the last term (2017-18) we implemented an anonymous First Year Student Progress Survey for all candidates to complete. We wanted to know about various aspects of their personal and professional progress. We learned quickly that they believed they had access and were familiar with campus services, could approach the faculty with any concerns and were generally satisfied with the program after one year's work. We also held a cohort seminar during that time period to ascertain the content of their TED 697 Special Topics class. This was done because the majority of students were on financial aid and needed the additional 2 units to be full-time during one of the semesters. After a brainstorm of potential topics, the class unanimously voted for the topic of Social and Emotional Development and Strategies for the ECE professional. We were able to secure a former CSU East Bay graduate who currently specializes in dealing with trauma and young children. The class received rave reviews from the students, with many stating that at the end of each session they were able to use the strategies and knowledge immediately in their work with young children. We will again be administering the survey to the current cohort as a "check-in" on their perceptions and as a means to gather information for potential change and student services help for their final year.

Also available for graduate students in the ECE program in 2018-19, was a special opportunity to participate in a Northern California PEACH session. This Packard sponsored organization is an ECE Higher Education collaborative designed to strengthen academic preparation and pathways in the field. All cohort students attended the day-long session at Chabot College and provided input on the topic of Communication and Community with other professors, ECE center directors, and decision-makers from the field. Because CSU East Bay is a partner in this organization, these graduate students took advantage of the special invitation and unique opportunity to be heard and considered. It was textbook classic-professors and graduate students making a difference together in the field while representing CSU East Bay.

II SUMMARY OF ASSESSMENT

### A. Program Learning Outcomes

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.

<b>Program Learning Outcomes (PLOs)</b>	<i>ILO 1 Think &amp; Reason</i>	<i>ILO 2 Communi- cation</i>	<i>ILO3 Diversity</i>	<i>ILO 4 Collabora- tion</i>	<i>ILO5 Sustain- ability</i>
Develop an in-depth understanding of contemporary issues in curriculum and instruction in an area of professional interest	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
Use a variety of bibliographic tools to write a comprehensive review of the literature	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	
Complete an action research project investigating a topic as it related to the field of Education	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>

<b>Institutional Learning Outcomes (ILOs)</b>	PLO 1	PLO 2	PLO 3
<b>Thinking and Reasoning:</b> think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.	X	X	X
<b>Communication:</b> communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.	X	X	X
<b>Diversity:</b> apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.	X	X	X
<b>Collaboration:</b> work collaboratively and respectfully as members and leaders of diverse teams and communities.	X	X	X
<b>Sustainability:</b> act responsibly and sustainably at local, national, and global levels.	X	X	

**B. Summary of Assessment Process Instrument(s)**

We have been using signature assignments accompanied by a rubric for each of the research classes offered in both programs for over 10 years. These signature assignments deal with research concepts directly tied to the Program Learning Outcomes (PLOs). The assignments include: Topic Exploration, Synthesizing Research, Writing a Research Proposal, and Final Synthesis Paper. We used a group interview and reflection activity at the end of each quarter during the seminar class to gather qualitative data. We also used a form titled, **KSD** (knowledge, skills, and dispositions) for students to complete for each class taken. They comment on the new **Knowledge** they have, the **Skills** they acquired from the class, and how the class influenced their **Dispositions** about the topic studied. Lastly, and at the end of the program, students completed an individual interview, wrote an overall critique of the program and participated in completing a college (CEAS) Exit Survey.

**Data Collection:** Because the research classes are required in the program, we collected the data on student performance each term. Students also completed the KSD reflection as an assignment for the Seminar class (held each term) as well as participated in the open and one on one discussions with the program coordinator each quarter. Students were fully aware that the professor was taking notes and the information would be used for program modifications and future classes to be offered. Our plan this coming academic year is to have students once again complete the First Year Student Progress Survey. In addition to asking the candidates about their satisfaction and personal progress in the program, we will have an area on the survey for them to comment.

**Data Analysis:**

Data was gathered from the Early Childhood Education cohort. Using a **4.0** scale the results were:

	2016-17	2017-18	2018-19
Signature Assignment # 1	<b>3.43</b>	<b>3.40</b>	<b>3.49</b>
Signature Assignment #2	<b>3.42</b>	<b>3.33</b>	<b>3.52</b>
Signature Assignment #3	<b>3.69</b>	<b>3.60</b>	<b>3.70</b>
Signature Assignment #4	<b>3.72</b>	<b>3.65</b>	<b>3.63</b>

The table below provides data from the **College of Education Exit Survey**. The percentages indicate the level of satisfaction and compare results over the past 3 years. The average scores (college wide) are reported in the chart below. We had 100% participation from the students in the MS in Education, Option in Curriculum.

**As a result of the program, how well prepared are you to:**

<b><u>Area of Preparation</u></b>	<b><u>2016</u></b>	<b><u>2017</u></b>	<b><u>2018</u></b>	<b><u>2019</u></b>
Provide services to ELL students	71%	78%	74%	76%
Help students in Special Education	58%	67%	69%	72%
Create a Fair School Environment	84%	92%	91%	95%
Work Collaboratively with Others	84%	92%	86%	90%
Professional Knowledge & Skills	82%	93%	82%	83%
How Would You Rate Program	78%	86%	77%	77%
Overall Positive Responses	82%	91%	86%	91%
Overall Negative Responses	18%	9%	14%	9%

**C. Summary of Assessment Results**

**Main Findings:** We believe that the Signature Assignments remain consistent between years and served us well in measuring our student success. Students are completing the research and assignments in a satisfactory manner. We continue to use the model of one instructor for both classes whereby the same professor takes students through the entire research process and a set of standardized syllabi which include course assignments and rubrics.

We will continue to use our end of semester self-reporting tool where students write about the Knowledge, Skills, and Dispositions for each class taken during the semester. We believe that it is another way for the professor to gauge the course effectiveness in terms of student perception and potential for future revision of content. We will also continue our end of semester meetings where students are asked to comment on their progress and the program. They may also make academic requests and ask questions that pertain to the program. Additionally, they are provided an advanced organizer for the next semester's classes and workload.

We were once again extremely disappointed to learn that the exit survey administered to all CEAS students (Credential and Graduate from all departments) was not broken out or disaggregated by program. Despite the fact that prior to its administration (and 100% participation) we were told that the CEAS administrator would be able to provide individual results by program within the department and college, this did not happen. However, the results tended to indicate an upward trend of satisfaction in the areas measured. Also of note were several positive mentions of specific professors and assignments in the comment section.

The results of our end of program evaluations (written and group meeting) were extremely positive. Students reported that they felt they had learned a great deal of content for their field, became life-long learners, developed leadership skills, surprised themselves in their abilities, and learned things about themselves that could have only happened through experiencing the program. They also talked about the professors by name and were extremely impressed with their dedication and commitment to students to help them learn. They also appreciated the seminars and constant communication with the program coordinator who made changes based on their needs and recommendations. Lastly, over 85% of the students mentioned (not solicited in any question) they would recommend the program to others in the field.

### **Recommendations for Program Improvement:**

**Next Step(s) for Closing the Loop:** First, we will convene a committee of faculty to create a new 5-year assessment plan since based on the semester conversion and course revisions made last year. Included in this plan will be the concept of staggering the assessment over the years in order to insure all PLOs are measured. It may also reveal needs not yielded by past analysis. It may also allow us to focus on fewer outcomes and go more into depth in the data collection and analysis since we have currently been measuring 3 of the 5 PLOs. We will look at signature assignments and rubrics and make modifications if needed since these 2 classes were taught last year. Examining these two classes will afford us an opportunity to also reflect on their effectiveness.

We will also look at the effectiveness of the new roadmap for the ECE program implemented for 2019-20. One of the concerns of students from the most recent cohort was the sequencing of classes during the first semester. We changed it to reflect a better balance and workload during the first year of classes. Additionally, we offered a 1-unit Special Topics class in Social and Emotional strategies for ECE professionals during the first semester since that was one of the top two positive comments stated by the most recent graduating cohort. We will assess the changes made through a questionnaire as well as during the informal gathering in seminar at the end of each semester.

We will revise the First Year Student Progress Survey and administer it in the last week of classes at the end of the first year for potential modifications for the 2020-21 academic year.

### **Other Reflections:**

We want our students to continue to be familiar and have working knowledge of technology. This year students will be asked to participate both in a Skype (1 on 1) and Zoom (small group) meetings.

### **D. Assessment Plans for Next Year**

As previously written, we have already begun to form a committee for the new assessment plan for the MS in Early Childhood Education, as well as the impending MS in Curriculum and

Instruction. Two tenure-track professors have agreed to serve on the committee. We will begin the work of writing a new 5 year program assessment and complete it prior to the next academic year.

We will continue to administer our **K**nowledge, **S**kills and **D**ispositions (KSD) Survey at the end of each semester where the students will reflect on all courses taken during that time period. This survey will be due during finals week and returned to the program director as part of an end of semester wrap-up and reflections for seminar each semester.

We will administer our Student Progress Survey at the end of the first year of our ECE program in May, of 2020.

We will take our concerns about the CEAS Exit Survey and will negotiate participation based on the ability to get our scores disaggregated from the rest of the other programs, and our ability to add our own comment and question section specific to our programs.

## **II. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**

### **A Discussion of Trends & Reflections**

The most notable trend with respect to the program, continues to be the student feedback we receive regarding the level of service students receive. They appreciate the quick responses to their questions and believe they have influence on their own education despite the fact that they must take a prescribed list of courses for the degree.

Students continue to comment positively about the use of the cohort model and the diversity of peers and professors. They believe it reflects the local geographical area and enjoy the personal and professional relationships they experience beyond their own workplace.

Students continue to report that their idea of an ideal hybrid is 70% face-to-face and 30% online. Those percentages were what we have used in the past and continue to use in the semester conversion courses. While the research classes employ more of a 50-50 format, they still preferred the rest of their classes meeting more in-person than online.

Students were also very verbal again about the use of Skype for office hours or check-in by the program coordinator. They very much preferred using technology rather than driving to campus. They consistently commented on the intimacy and strengthening of the relationship with the program coordinator since “we are literally in each other’s homes.” They also mentioned the use of texting for a quick response from professors and the coordinator. We will add small group Zoom meetings as an additional way to communicate.

#### **A. Request for Resources :**

No formal requests at this time.