

# Annual Report 2009

## College of Education

### Section A: College Goals and Priorities for 2009-10

2009-10 College Goals & Priorities	Relation to University Mission & Goals	Assessment of Productivity & Quality
<p><b>1. Fully implement the College assessment system and continue to use assessment results for ongoing program improvement at both post-baccalaureate and graduate program levels.</b></p>	<p>I. C. Assess student learning collegially and continually use the evidence to improve programs.</p>	<p>Evidence of effectiveness will include:</p> <ul style="list-style-type: none"> <li>a) Development of a Master's post program survey instrument that is aligned with national accreditation standards</li> <li>b) Consistent &amp; systematic collection of master's mid and exit surveys</li> <li>c) Consistent &amp; systematic collection of credential programs' performance evaluations, exit and post-program surveys</li> </ul> <p>The College has developed and is implementing "Improvement and Accountability Plans" for credential programs. These plans specify ways that we use assessment data to improve program outcomes. A separate and comprehensive report is submitted annually to the Chancellor's Office.</p>
<p><b>2. Develop and implement new programs and program delivery options (including online and hybrid programs) to meet the needs of our students, community, and region.</b></p>	<p><b>II. To provide high quality programs that meet the evolving needs of our students, community, and region, we will</b> A. Support undergraduate and graduate programs in professional and preprofessional studies and in the arts and sciences.</p> <p><b>V. To create an environment where all students have the opportunity to succeed, we will:</b> B. Ensure that students of varying age, ethnicity, culture, academic experience, and economic circumstances are well served.</p> <p>VII. C. Develop community-centered programs and activities, consistent with our mission and goals, that serve the needs of our external communities.</p>	<p>Data regarding student and community needs are obtained through department and college advisory boards as well as more formal assessment measures such as exit and follow-up surveys.</p> <p>Indicators of productivity will include the number and quality of new programs developed and approved. Examples include:</p> <ul style="list-style-type: none"> <li>a) New online and hybrid program options/conversions</li> <li>b) New programs such as the MS Clear Credential program, MS Master's/Credential combination program, Education Specialist Instruction: Communication Development Credential Program, and selected new Ed Specialist authorizations.</li> </ul>
<p><b>3. Continue to expand faculty and student knowledge and utilization of educational technologies.</b></p>	<p>I. G. Integrate advances in information technologies into learning environments.</p> <p>III. E. Provide students, faculty, and staff access to and training in the use of advanced technologies supportive of research, scholarly, and creative activity.</p>	<p>Indicators of productivity will include the faculty development activities offered to support readiness for expanded implementation of educational technologies such as whiteboards and laptop cohorts. The College Technology Committee plans an annual evaluation process to monitor faculty use of technology, and regular data collection conducted via the education unit assessment system. The College Curriculum Committee will continue to review, approve and forward courses for online teaching that meet the Colleges' specified high quality guidelines for effective online instruction.</p>
<p><b>4. Increase grant activity to provide opportunities for student and faculty involvement in research, expand the capacity of the College's academic centers., and strengthen the research culture of the College. Special areas of focus include research on educational access and diversity, local and global educational partnerships, educational</b></p>	<p><b>III. To enhance scholarly and creative activity, we will:</b> A. Support faculty research and grant activity that leads to the generation, integration and dissemination of knowledge.</p> <p>VI. D. Convey a clear message to the public that we are essential to the cultural, intellectual, and economic development of the region.</p> <p><b>VII. To expand connections and partnerships with our region, we will:</b> A. Develop mutually</p>	<p>Indicators of quality and productivity will include the number of programs hosted, dollars secured from external sources, number of faculty and students involved, collaborative faculty research programs, expanded connections and partnerships with local schools and community organizations, and dissemination of products/deliverables.</p>

<p><b>leadership at all levels, and 21<sup>st</sup> century learning and literacy.</b></p>	<p>beneficial working partnerships with public and private sectors within our region. B. Serve as a regional center for intellectual, cultural, athletic and life-long learning activities. C. Develop community-centered programs and activities, consistent with our mission and goals that serve the needs of our external communities.</p>	
<p><b>5. Expand college outreach, and increase student access to university and community resources.</b></p>	<p>II.B. Integrate knowledge with the development of values, professional ethics, and the teamwork, leadership, and citizenship skills necessary for students to make meaningful contributions to society. IV.A. Create opportunities in and out of the classroom for collaborative activities for students, faculty and staff. VI.B. Strengthen links with our alumni that optimize an on-going commitment to the success of the University.</p>	<p>Indicators of productivity will include the number and quality of faculty/student/alumni co-curricular activities and successful implementation of alternative outreach efforts. Examples include: a) Collaboration with student clubs/organizations to develop student-centered events that promote leadership, encourage teamwork and build relationships with the local community, especially local schools. b) Co-curricular relationships with faculty/staff/alumni and students, including advising opportunities with student clubs, collaborative research or special projects, and mentorships. c) Networking opportunities that foster mentorships with alumni and current students. d) Use of intentional student feedback to improve outreach and access to university and community resources. e) Continued website upgrades and Hobson's software to support outreach and recruitment. Consider alternative outreach efforts.</p>
<p><b>6. Expand advancement efforts to increase the financial support and engagement of alumni and emeriti as well as individuals, businesses, and organizations external to the college.</b></p>	<p>VIA. VI.A. Increase the proportion of campus resources generated by private giving. VI.B. Strengthen links with our alumni that optimize an on-going commitment to the success of the University. VII.D. Involve alumni as valued participants in the on-going life of the university.</p>	<p>Indicators of productivity will be: a) The amount of external funds raised (targeted goal is 10% greater than funds raised in 08-09) b) Involvement of the business community, including small regional businesses and larger corporate entities c) Involvement of alumni &amp; emeriti, particularly in reunion type events centered around departments d) The expansion of the number of members on the Leadership Council and their effectiveness in "opening doors" to individuals and the business community.</p>

**Educational Leadership Department Goals and Priorities for 2009-10**

<p><b>Department Goals and Priorities</b></p>	<p><b>Relation to University Mission and Goals</b></p>	<p><b>Assessment of Productivity &amp; Quality</b></p>
<p>Develop a system to collect the data necessary for the Program Review of the MS in Higher Education and the EDD Community College Specialization</p>	<p>IA Assess student learning collegially and continually use the evidence to improve programs.</p>	<ul style="list-style-type: none"> <li>• Define specific data to be collected</li> <li>• Define the process for continuous review of data and application to program improvement</li> <li>• Define specific responsibilities of the program coordinator and staff related to the assessment process</li> <li>• Define ways to involve students and practitioners in this process</li> <li>• Implement data collection and analysis for 2008-2010</li> </ul>
<p>Examine the diversity of our students and identify under-represented communities not reflected in our applicant pools.</p>	<p>2F Capitalize on the uniqueness of our region...its rich ethnic diversity....</p>	<ul style="list-style-type: none"> <li>• Gather data about the demographic characteristic of our applicants and students</li> <li>• Compare those data to the institution in general and the communities we serve</li> <li>• Identify under-represented groups and develop a plan for expanding their participation in our programs</li> </ul>

Conduct a study of the Research Support Seminar courses	IA Assess student learning collegially and continually use the evidence to improve programs.	<ul style="list-style-type: none"> <li>Develop a research plan to assess the effectiveness of the Research Support Seminars</li> <li>Collect and analyze the data</li> <li>Make enhancements/changes base on the analysis</li> <li>Publish the results</li> </ul>
Increase our focus on faculty development and research support, including involvement of faculty from across the university on dissertation committees.	IVA Create opportunities in and out of the classroom for collaborative activities for students, faculty, and staff.	<ul style="list-style-type: none"> <li>Continue monthly support meetings for dissertation chairs</li> <li>Gather feedback from chairs about their on-going needs</li> <li>Recruit potential chairs from across the university</li> <li>Develop a feedback instrument to gather students' and chairs' perspectives on the role of dissertation chairs</li> </ul>
Complete the revision of the research/project sequence of courses and the fieldwork sequence in the MS in Educational Administration.	IA Assess student learning collegially and continually use the evidence to improve programs.	<ul style="list-style-type: none"> <li>Update the Master's Project Guidelines for the department</li> <li>Explore ways to increase coordination between the 510 and 597 courses</li> <li>Update the Fieldwork Handbook to reflect the changes in the CTC Standards</li> </ul>
Implement the use of Atlas TI and Zoomerang in our courses and for faculty research.	IIIA Support faculty research and grant activity that leads to the generation, integration and dissemination of knowledge.	<ul style="list-style-type: none"> <li>Provide orientation for EDD faculty on the use of these programs</li> <li>Install the programs and orientation materials in the EDD seminar room (CP550)</li> <li>Integrate use of these programs in EDD Research Courses</li> </ul>

### **Elementary and Bilingual Education Department Goals and Priorities for 2009-10**

<b>Department Goals and Priorities</b>	<b>Relation to University Mission and Goals</b>	<b>Assessment of Productivity &amp; Quality</b>
<p>1. Effectiveness of Student Learning</p> <p>a. Continue CA TPAs in MSCP</p> <p>b. Faculty will continue to partake in CA TPA training and recalibration as needed</p> <p>c. Continue to use CSU data survey results, end of program survey results, and advisory board feedback to improve, change, or maintain programs</p> <p>d. Continue to use and improve survey systems for gathering evaluation information for fieldwork students, student teachers, and our graduate students</p>	<p>I.C. Assess student learning collegially and continually use the evidence to improve programs.</p> <p>VIII A. Assess university activities and programs to ensure that they fulfill our mission and to identify areas of needed improvement, change, or elimination.</p>	<p>Collect and assess student scores based on pass rate; use data to further refine CA TPA implementation and coursework.</p> <p>Faculty will attend trainings as necessary and get recalibrated for assessing CA TPAs. More part-time faculty and master teachers will become versed in the CA Teaching Performance Assessments (TPA), as defined by the CTC, and attend training sessions.</p> <p>Present reports of these analyses to the department and/or dean so that the information can be used to revise/improve our programs.</p> <p>Analyze and use data to examine areas of needed improvement in our MSCP program, as well as provide block leaders, coordinators, and the Chair with reports related to candidates' progress.</p>
<p>2. Graduate and MSCP Recruitment and Outreach</p> <p>a. Meet or exceed COE enrollment targets</p> <p>b. Continue to support and develop off-campus graduate cohorts</p> <p>c. Increase online class opportunities to attract more students.</p> <p>d. Increase advertising through website, orientations, school communications, etc.</p> <p>e. Continue weekly MSCP meetings to examine program issues.</p> <p>f. Continue outreach to potential BCLAD students</p> <p>g. Provide online program option for graduate degree</p> <p>h. Continue to offer innovative program options like our technology-rich block</p>	<p>VII A. Develop mutually beneficial working partnerships with public and private sectors within our region.</p> <p>I. G. Integrate advances in information technologies into learning environments.</p> <p>VIII. F. Integrate advances in information and communication technologies into work environments.</p> <p>V.B. Ensure that students of varying age, ethnicity, culture, academic experience, and economic circumstances are well served.</p>	<p>Use FTES/FTEF project spreadsheet and past history to accurately provide FTES goals for department.</p> <p>Add a technology cohort.</p> <p>Approval of online graduate degree program.</p> <p>Use website to advertise our program, continue master's orientations, share program at advisory board and other meetings.</p> <p>Distribute BCLAD brochures and flyers; provide BCLAD specific orientations.</p> <p>Work with College to expand our outreach and recruitment efforts (i.e., faculty serve on outreach and other COE ad-hoc committees).</p>

<p>and new visual and performing arts-rich block.</p> <ul style="list-style-type: none"> <li>i. Get WASC approval to start online Master's degree program in Educational Technology</li> <li>j. Prepare combined credential/master's program for fall 10 start.</li> </ul>		<p>Receive necessary approvals, curriculum updates, and enrollment for combined credential/master's program.</p>
<p>1. Curricular Review</p> <ul style="list-style-type: none"> <li>a. Continue monthly meetings with the department's graduate committee to review and provide recommendations to faculty for improving graduate program.</li> <li>b. Continue Course Custodian roles and responsibilities for MSCP courses; Course Custodians will meet in person or "virtually" at least once a semester with faculty teaching "their" course to ensure department and accreditation standards are met.</li> <li>c. Continue Grad Course Custodian roles and updates to Grad Committee Site.</li> <li>d. Use CSU Data, school needs data, other program data, and collaborative efforts with special education department to help us review/modify current assignments.</li> <li>e. Review technology integration assignments in MSCP to ensure they are aligned with 21 century learning skills.</li> <li>f. Strengthen special needs, technology, and EL components of our MSCP courses.</li> <li>g. Participate in course custodian and block leader meetings focusing on school needs and inclusive education, as well as attend the COE fall retreat focusing on technology and special education.</li> </ul>	<p>III. E. Provide students, faculty, and staff access to and training in the use of advanced technologies supportive of research, scholarly, and creative activity.</p> <p>VIII A. Assess university activities and programs to ensure that they fulfill our mission and to identify areas of needed improvement, change, or elimination.</p> <p>V.C Facilitate a timely graduation through class availability and effective retention, advisement, career counseling, and mentoring.</p>	<p>Minutes from Graduate Committee meetings will reflect progress toward stated goals.</p> <p>Block leaders will gather their block syllabi and work with Course Custodians to ensure standards are being met; updates will be made to MSCP Community site.</p> <p>Updates will be made to Grad Community site and Custodians will work with faculty teaching courses to ensure objectives are being met.</p> <p>Course syllabi will identify technology assignment reflecting 21<sup>st</sup> century learning skills.</p> <p>Course assignments will reflect "high impact," authentic learning experiences and will reflect the needs of schools (assessment data from TQP grant meetings)</p> <p>Program assessments will document improvements in candidate's strengths in tech, Sped, and EL.</p>
<p>2. Faculty Support</p> <ul style="list-style-type: none"> <li>a. Continue recognizing faculty successes</li> <li>b. Continue keeping faculty informed</li> <li>c. Continue providing untenured faculty with faculty mentors, Chair support, and publishing and presentation opportunities</li> <li>d. If the College budget allows, provide travel support for faculty presenting at an international or national conference</li> <li>e. Revise our Department Personnel Standards to reflect new UPS 210.000 standards and language, as well as incorporate clarifying language based on use.</li> <li>f. Provide technology tools and training to support faculty and student learning.</li> </ul>	<p>VIII G. Enhance a sense of community to ensure that faculty, students, and staff have as a common purpose the achievement of the overall goals of the University.</p> <p>VIII. D. Provide a good work environment with effective development and training programs that assist employees in meeting their job requirements and in preparing for advancement.</p> <p>III.A. Support faculty research and grant activity that leads to the generation, integration and dissemination of knowledge.</p> <p>I.D. Affirm the university's commitment to freedom of thought, inquiry, and speech.</p> <p>VIII.C Strengthen shared collegial governance in order to build community and acknowledge our collective responsibility to achieve the University's goals.</p>	<p>Faculty meetings and bulletins boards will be used to share faculty successes.</p> <p>In addition to faculty meetings, KYUTD email newsletters and informal emails will be used to keep faculty informed of department business</p> <p>New faculty will be assigned faculty mentors; the Chair will meet with new faculty at least twice a year to check on their progress; untenured faculty will be encouraged to continue to work with their faculty mentors; current publication/presentation opportunities will be posted in faculty workroom; if available, travel funds will be provided for presenters.</p> <p>Faculty will continue to vote and provide input on matters that concern the department.</p> <p>If required, submit and receive approval for updated Department Personnel Standards per UPS 210.000.</p> <p>Faculty check-out of department technology resources; department technology shares (minutes); program assessments</p>
<p>3. Service to Campus and Community</p> <ul style="list-style-type: none"> <li>a. Representatives from the Elementary faculty will serve on at least two university and two college committees.</li> </ul>	<p>IV. A. Create opportunities in and out of the classroom for collaborative activities for students, faculty, and staff.</p>	<p>Faculty will report their service contributions at the university, college, and department levels at the end of the school year.</p>

<ul style="list-style-type: none"> <li>b. Multiple service opportunities will be provided at the department level.</li> <li>c. Faculty will make contributions to the community.</li> </ul>		
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## Reading Department Goals and Priorities for 2009-10

Department Goals and Priorities	Relation to University Mission and Goals	Assessment of Productivity and Quality
<b>1. Graduate Program</b> <ul style="list-style-type: none"> <li>a. Implement the department recruitment and restructuring plan</li> <li>b. Implement the department assessment system and continue to use assessment results for ongoing program improvement as an extension of this Unit goal</li> <li>c. Continue to offer at least three cohorts a year</li> <li>d. Develop a plan to offer the Reading Certificate and Masters degree online</li> <li>e. Maintain a strong partnership with Orange County Reading Association (OCRA)</li> <li>f. Maintain partnerships with local districts and provide authentic learning experiences for masters students by holding READ 516 at school sites</li> <li>g. Maintain partnerships with community colleges related to READ 581 clinician placement</li> </ul>	<ul style="list-style-type: none"> <li>II. Provide high quality programs that meet the evolving needs of our students, community, and region</li> <li>VII. Expand connections and partnerships with our region</li> <li>I. To ensure the preeminence of learning</li> </ul>	<ul style="list-style-type: none"> <li>a. Recruitment materials distributed, and program restructuring plans implemented</li> <li>b. Use assessment system results to make program improvement decisions</li> <li>c. Three cohorts a year offered</li> <li>d. Written plan for offering the Reading Certificate and Masters degree online</li> <li>e. Department participation in OCRA</li> <li>f. READ 516 held on-site in local school districts</li> <li>g. Placement of READ 581 clinicians in community college settings</li> </ul>
<b>2. Undergraduate Program</b> <ul style="list-style-type: none"> <li>a. Continue to market READ 340, Promoting Language and Literacy in Young Children, to students in CAS, Liberal Studies, and Elementary and Bilingual Education</li> <li>b. Continue strong working relationship with EOP, the University Learning Center, FDC, and Freshman Programs</li> <li>c. Continue an emphasis on student writing throughout the program</li> </ul>	<ul style="list-style-type: none"> <li>II. Provide high quality programs that meet the evolving needs of our students, community, and region</li> <li>V. Create an environment where all students have the opportunity to succeed</li> </ul>	<ul style="list-style-type: none"> <li>a. READ 340 marketed to CAS, Liberal Studies, and Elementary and Bilingual Education, and the University Advisement Program.</li> <li>b. Meetings with EOP related to student issues; sections of READ 201 and READ 202 offered to EOP students; presentations to FDC and Freshmen Programs on successful critical thinking practices</li> <li>c. Use and refinement of the undergraduate critical writing rubric</li> </ul>
<b>3. Instructional Technology</b> <ul style="list-style-type: none"> <li>a. Incorporate instructional technology into graduate and undergraduate courses</li> <li>b. Support faculty development in emerging instructional technologies</li> </ul>	<ul style="list-style-type: none"> <li>II. Provide high quality programs that meet the evolving needs of our students, community, and region</li> </ul>	<ul style="list-style-type: none"> <li>a. Faculty make regular use of PowerPoint presentations, BlackBoard functions, and emerging instructional technology</li> <li>b. Faculty attend training sessions on emerging instructional technologies</li> </ul>
<b>4. Faculty Scholarly Activity</b> <ul style="list-style-type: none"> <li>a. Support faculty scholarly efforts,</li> </ul>	<ul style="list-style-type: none"> <li>III. Enhance scholarly and creative activity</li> </ul>	<ul style="list-style-type: none"> <li>a. Faculty produce scholarly publications and/or</li> </ul>

including development of grant applications for grants that would support scholarly and creative activity		grant applications
b. Promote graduate students' professional involvement	VIII. Strengthen institutional effectiveness, collegial governance and our sense of community	b. Provide professional organization enrollment information in READ 501 and READ 585 and strongly motivate students to join; recommend graduate students and alumni as presenters at professional conferences

## **Secondary Education Department Goals and Priorities for 2009-10**

<b>Department Goals and Priorities</b>	<b>Relation to University Mission and Goals</b>	<b>Assessment of Productivity and Quality</b>
<b>GRADUATE PROGRAMS</b>		
1. Grow our Graduate Programs a. Meet or exceed COE enrollment targets.	VII Expand connections and partnerships with our region	Compare FTES over 3-year period. Present findings to graduate program committee, department, SECTEP, and Dean for program revision.  Target: Begin full cohort of MSE students in Fall 2009.
2. Insure the quality of our Graduate Programs a. Expand and analyze Assessment System data collection, including exit data. b. Collect and analyze graduate student evaluation data. c. Increase the number of candidates pursuing national board certification as their culminating experience. d. Increase the number of graduate courses that are approved as online courses so that we can offer our program with maximum flexibility.	VIII Strengthen institutional effectiveness, collegial governance and our sense of community	Analyze graduate student survey data and identify program improvements. Present findings to department and Dean for program revision.  Target: 95% MSE students score "at expectation" or above on the Writing Assessment.
<b>CREENTIAL PROGRAMS</b>		
3. Measure effectiveness of Credential Student learning a. Continue implementation of Teaching Performance Assessment (TPA) as required by California Commission on Teacher Credentialing b. Continue implementation of COE's Assessment System. c. Continue department's credential student annual survey	II Provide high quality programs that meet the evolving needs of our students, community, and region,	Analyze credential student survey and TPA data to identify program improvements. Present findings to department, SECTEP, Advisory Committee, and Dean for program revision.  Target: 95% of Single Subject Credential program completers for 2009-10 will successfully pass (score of 12 or above) the TPA.
4. Improve course delivery by part-time faculty. a. Continue Course Custodian meetings. b. Insure all part-time faculty use Blackboard, appropriately implement the approved curriculum, and address TPEs and TPA tasks as appropriate.	V Create an environment where all students have the opportunity to succeed.	Collect minutes of course custodian meetings.
5. Expand and enhance efforts to prepare teachers to engage and support all students in learning with an emphasis on special needs students	V Create an environment where all students have the opportunity to succeed.	Monitor implementation of program-wide textbook with SPED emphasis. Continued implementation of activities and strategies that prepare teachers to support students with special needs in the secondary classroom.  Target: All instructors of the required courses will use the Teaching Adolescents With Disabilities: Accessing the General Education Curriculum

		textbook. Course custodians will take the lead on meeting with all part time instructors of our prerequisite classes to ensure that they are using the SPED text book well.
<b>FACULTY and DEPARTMENT</b>		
6. Support and induct the new Chair and leadership in the Department.	III Enhance scholarly and creative activity.	Determine mentor for new Chair
7. Search and hire a new faculty member in the department.	III Enhance scholarly and creative activity.	Target: One new tenure-track faculty member will be hired for 10-11.
8. Continue to induct and mentor new faculty into department.	III Enhance scholarly and creative activity.	New faculty will continue to be mentored by full time faculty. All new faculty will be invited to join the ULO.
9. Support faculty scholarship and teaching through development of technology skills.	III Enhance scholarly and creative activity. V Create an environment where all students have opportunity to succeed	Track technology use and productivity by faculty.  Target: Each full-time faculty member will advance their use of technology to improve teaching and learning through the use of podcasting, audience response systems, Smart tablets, Promethean boards, science probes, math education software, Producer or Articulate presentations, online discussions, and online resources.

### Special Education Department Goals and Priorities for 2009-10

Department Goals and Priorities	Relation to University Mission and Goals	Assessment of Productivity and Quality
<b>GRADUATE PROGRAMS</b>		
1. Insure the quality of our Graduate Programs a. Continue Assessment System data collection. Collect and analyze graduate student evaluation data.	I. Assess student learning collegially and continually use the evidence to improve programs.	Compare FTES over 3-year period. Analyze data and identify program improvements. Present findings to department, advisory councils, and Dean for program revision.
2. Incorporate new credential authorizations into existing master's degree program to create multiple tracks.	II Provide high quality programs that meet the evolving needs of our students, community, and region.	Approval of new authorizations. Development of new master's study plans.
<b>CREDENTIAL PROGRAMS</b>		
3. Increase student and faculty use of technology.	I. Integrate advances in information technologies into learning environments. III. Provide students, faculty, and staff access to and training in the use of advanced technologies supportive of research, scholarly, and creative activity.	All instructors use Blackboard effectively. Continued instructor training on Blackboard system.
4. Continue implementation of COE Assessment System.	I. Assess student learning collegially and continually use the evidence to improve programs.	Analyze data and identify program improvements. Present findings to department, advisory councils, and Dean for program revision.
5. Increase recruitment and expand enrollment in SPED credential and courses through partnerships across campus and in the community.	II Provide high quality programs that meet the evolving needs of our students, community, and region.	Partner with EDEL, EDSC, READ, and EDAD in recruitment for Ed Specialist credentials. Communication with CAS and LS through EASEUP meetings. Use of Hobson's for recruitment.
6. Develop new Communication Development Credential	II Provide high quality programs that meet the evolving needs of our students, community, and region.	Approval of all courses by Curriculum Committee.
7. Develop new preliminary and professional clear Education Specialist credentials based on newly adopted	II Provide high quality programs that meet the evolving needs of our students, community, and region.	Web course approvals and recruitment systems for students into the online Level I program.

state standards.		
<b>FACULTY</b>		
8. Induct and mentor new faculty into department.	VII Strengthen institutional effectiveness, collegial governance and our sense of community	Assign new faculty to a course custodian. Chair to meet regularly with all three new faculty members.
9. Expand relationships across the COE through department collaborations.	II Provide high quality programs that meet the evolving needs of our students, community, and region.	Committee meetings with departments in COE such as Inclusive Ed Committee.

### **MSIDT Program Goals and Priorities for 2009-10**

*Note that this is an interdisciplinary program under the COE with the MSIDT faculty team from both on and off campus including JoAnn Carter-Wells, Coordinator, Reading; Shariq Ahmed, IT; Doug Boynton, Knowledge Relay; Cynthia Gautreau, EDEL; Barbara Glaeser, SPED; Karen Ivers, EDEL; Joyce Lee, EDAD; Carl Renold, HUSER;el Jim Schools, Zinsser USA.*

<b>Program Goals and Priorities</b>	<b>Relation to University Mission and Goals</b>	<b>How to Assess</b>
<b>1. GRADUATE PROGRAM</b> a. Continue to work with alumni association and involve President in monthly MSIDT Team meetings b. Expand scholarship options and award first two scholarships c. Continue with MSIDT interdisciplinary team model with monthly meetings d. Interact with other 2 campus online MS degree programs e. Work with Coast Learning Systems on online curriculum development options for final projects f. Continue with cohort co-captain liaison structure g. Continue to respond to regional and national audience and workplace needs h. Continue to recruit via website and other PR means i. Continue to revise website content j. Review 2 Student Program Handbooks for the boot-up camp and midpoint symposium orientations k. Continue to expand pool of PT faculty from within and outside university l. Continue to review and revise curriculum and textbooks m. Continue to refine program infrastructure-policies, faculty, team meetings n. Consider development of an international cohort to be offered through UEE which would also impact the orientation programs	II. Provide high quality programs that meet the evolving needs of our students, community, and region  VII. Expand connections and partnerships with our region  I. To ensure the preeminence of learning	a. Meet with VP of Finance or other new officer and invite to monthly meetings; attend MSIDT Alumni Association meetings and webinars b. Continue to award Scholarships and develop strategic plan for long term funding from graduate employers; work with Bobbee Cline, COE Development Director c. Monthly MSIDT Team meetings to be held with scheduled time for MSIDT Faculty Community of Learners Research model d. Coordinator to continue to meet on annual basis with AVP of Graduate Studies Dorota Huizinga regarding refinement of online MS degrees e. Coordinator to contact Bob Nash from Coast Learning Systems f. Cohort co-captains to be selected for cohort #8 g. Involvement with CSU Academic Technologists and alumni meetings about workplace needs h. Update outgoing FAQ message linked to website inquiry form i. Revise website content-with MSIDT Alumni Association, additional TECHED powerpoints, and online assessment tool-new READI – <u>Readiness for Education At a Distance Indicator</u> through ELearning Consortium involvement by MSIDT Coordinator j. Handbook to be revised for both orientation programs k. Faculty to be added from business community and CSUF campus l. Dedicate Spring MSIDT Team meeting to review of curriculum and updated textbooks and online resources m. Update program infrastructure with cohort co-captains and scholarship strategic plan n. Work with MSIDT Team and UEE on implications for international cohort implementation.
<b>2. CERTIFICATE PROGRAM</b> a. Continue to work Nursing Department on protocol for IDT certificate incorporation/ implementation with MS in Nurse Administration program begun in spring, 2009, with IDT 525 per funded grant with Kaiser Permanente in California.	II. Provide high quality programs that meet the evolving needs of our students, community, and region  V. Create an environment where all students have the opportunity to succeed	a. Review IDT certificate offerings and revise brochure for new Kaiser program implementation  b. Continue to meet regularly with JoAnne Andre from Nursing and with MSIDT Team to review MS in Nurse Administration program implementation status and timeline for IDT certificate implementation; do additional marketing with Nursing students; invite JoAnne Andre to future MSIDT Team meetings.
<b>3. Instructional Technology</b> a. Continue to refine and revise web presence; use new Macromedia/Adobe software as	I. To ensure the preeminence of learning	a. Faculty to incorporate webconferencing software in program as part of research protocol expansion



<p>appropriate-CS 4 Web Premium.</p> <p>b. Continue to update software matrix for program refinement to meet needs of professional field and workplace environment;</p> <p>c. Review new course templates in BB;</p> <p>d. Continue to work with library on student access and special program resources ; purchase additional software for faculty;</p> <p>e. Participate in campus workshops related to new web conferencing software</p> <p>f. Refine Community site in BB for alumni use</p> <p>g. Continue to keep faculty current in instructional technologies and secure additional technology resources</p>	<p>II. Provide high quality programs that meet the evolving needs of our students, community, and region</p>	<p>b. Discuss new software implementation and refine matrix and update website accordingly</p> <p>c. Review course templates</p> <p>d. Work with Susan Tschabrun from the library at boot-up camp and midpoint symposium</p> <p>e. Participate in CSU systemwide Academic Technologist conferences</p> <p>f. Continue to expand community site on BB for current cohorts.</p> <p>g. Secure additional technology funding/support</p>
<p><b>4. Faculty Scholarly Activity</b></p> <p>a. Continue to foster and expand of learners research project among MSIDT Team members</p> <p>b. Continue to promote attendance at conferences and make conference presentations – TOHE, TECHED, NECC, AERA, etc</p> <p>c. Continue to work on articles on program elements and community of learners research</p> <p>d. Review outline of coedited book for faculty participation</p> <p>e. Continue to use Community IDT Research site for assessment protocol, for sharing and discussing research and grant activity/ideas/efforts</p> <p>f. Continue to promote graduate student/faculty joint scholarly efforts and professional development</p>	<p>I. To ensure the preeminence of learning</p> <p>III. Enhance scholarly and creative activity</p> <p>VIII. Strengthen institutional effectiveness, collegial governance and our sense of community</p>	<p>a. BlackBoard Community used for research and discussion of faculty scholarly activity</p> <p>b. Faculty presentations to be made at two national conferences</p> <p>c. Faculty to expand goals for research focus under direction of Cynthia Gautreau-videoconferencing theme</p> <p>d. Coedited book outline to be refined</p> <p>e. BB Community site to be updated with research on instructional practices</p> <p>f. Additional students to become involved with joint faculty research efforts and presentation opportunities.</p>

## **Section B. Other Topics to be Addressed**

### **1. College Progress Reports on Goals for the Past Academic Year**

<b>2008-09 College Goals &amp; Priorities</b>	<b>Results/Outcome</b>	<b>How Have These Results Been Used for Improvement?</b>
<p><b>1. To meet current and future community needs for well-prepared educators, develop an enrollment management plan and supporting marketing strategies and material.</b></p>	<p>Program coordinators and advisors met several times and shared best practices and ideas for enrollment management. Strategies included recruitment at conferences, use of the student portal to encourage applications to our graduate programs, and advertisements in the Daily Titan and other local publications. We launched COE use of the Hobson's graduate data base, with an interest page, communication plans and a VIP "portal" website for each COE program. Marketing/recruitment efforts also included a brochure, updated program viewsheets, and creation of a large poster display in the TSU. We created podcasts so that program overviews could be provided online, and collected student testimonials for the COE website. In collaboration with NSM and funding from the CSU, we have increased efforts to recruit math and science teachers (see CESME, below).</p>	<p>Results of this effort have led to a more coordinated and broad-based outreach to the community and to potential students, as well as an improved web presence. The College exceeded its enrollment target in 2008-09, and has an increased application pool for fall 2009.</p>
<p><b>2. Enhance existing points of excellence as embodied in the College's centers.</b></p>	<p><u>SchoolsFirst Center for Creativity and Critical Thinking in Schools:</u> The Center was approved in fall 2008, and Dr. Teresa Crawford was appointed as Director. Accomplishments include: development of a strategic plan; design of an identifying logo; construction of a formal charter for the Advisory Board; a naming ceremony and recognition event for 300 elementary school students, parents, teachers and community members; a visual arts institute for 20 teachers and CSUF faculty; and research on visual arts integration in elementary classrooms. The Center received \$82,000 in external funding, and a gift pledge by Schools First Credit Union for \$250,000 over 5 years.</p>	<p>The three academic centers have served as a focal point and catalyst for increased research and grant writing in the college. Their activities have promoted collaboration among faculty and with the external community including schools, businesses and organizations. In addition, C-REAL provides opportunities for student involvement in research. The SchoolsFirst Center for Creativity and Critical Thinking in Schools has resulted in changes in the Multiple Subjects Credential Program, enabling faculty and school partners to integrate visual arts</p>

	<p><u>Center for Educational Access and Leadership (C-REAL):</u> C-REAL was established to emerge as a hub for effective educational research that is practical in nature and supports the mission and goals of the EDD program. Dr. Dawn Person is the Center's Director. A launch event in December of 2008 featured a lecture by Dr. David Berliner, a noted educational researcher at Arizona State University, and attendance by local education and business leaders. To date, \$72,000 has been pledged in contracts and gifts, and the Center is providing support to grant proposals in several colleges and units.</p> <p><u>Center for Excellence in Science and Math Education:</u> CESME is undergoing a change in direction and name due to new congressional funding (\$238,00 for 2009-2011) for the new Center for Advancement of Teaching and Learning in Math and Science. Under the directorship of Victoria Costa, the Center is reorganizing around five themes: Teaching and Learning in Math and Science, Cyberlearning to Improve Math and Science Teaching and Learning, Recruitment and Preparation of Math and Science Teachers, Enriching the Professional Development and Experience of Teachers, and Program Evaluation on Math and Science Education.</p> <p><u>Community Learning and Literacy Center (CLLC):</u> JoAnn Carter-Wells serves as Director, supported by an active 23 member external advisory board. Accomplishments in 2008-09 include: a contract with Fullerton Union school district for summer and fall, 2009; continued formation of partnerships with educational organizations, businesses, public and private agencies; availability of materials at Irvine campus; approval of charter for Advisory Board; two Advisory Board meetings; co-hosting of a Business Roundtable at the Irvine Campus-March 9, 2009 and presentation on <i>Workplace Literacy Redefined</i>; and successful completion of Self-Study Report under CSUF Program Review of Centers and Institutes.</p>	<p>and technology into the curriculum.</p>
<p><b>3. Complete the development and implementation of graduate programs with community college specialization (Ed.D and MS concentration).</b></p>	<p>All campus, system, and WASC approvals have been granted for both the Master's and doctoral degree programs. Both programs have been launched, with the following enrollments: 19 students are enrolled in the MS in Education/Higher Education in spring of 2009 and 19 students are enrolled in the EDD in Community College Leadership.</p>	<p>The launch of both the MS with the concentration in Higher Education and the EDD concentration in Community College Leadership has resulted in new faculty being added to the department who have added significant new perspectives and skills. It has also significantly raised the visibility of the University among community college and four-year institutions in our area and will lead to participation in collaborative research focused on post-secondary education.</p>
<p><b>4. Continue to expand faculty and student knowledge and utilization of educational technologies.</b></p>	<p>a) A college-wide assessment of faculty readiness to utilize educational technologies was conducted. Results show a wide array of readiness across departments to integrate educational technologies.</p> <p>b) Nine Promethean boards were installed in dedicated college classrooms, making CSUF the only large teacher preparation institution in the region that utilizes them. Faculty workshops were conducted to develop their knowledge and utilization to enhance student instruction.</p> <p>c) A Mission and Goals funded e-learning consortium provided distance educator assessment and preparation via campus-wide workshops</p> <p>d) The College Technology Committee worked throughout the year to write a technology strategic plan for the college. The draft will be reviewed and refined with input from college faculty.</p>	<p>Given significant differences across departments for faculty readiness to incorporate technology, they have been provided with peer support to increase their knowledge and skills on the basis of their needs, and to help them enhance their students' use of educational technologies</p> <p>Credential graduates are prepared to serve as educational technology leaders in their schools and faculty are becoming increasingly able to use the Promethean boards to maximum use.</p> <p>The Mission and Goals work has resulted in Softchalk software use by several campus departments as faculty expand their online teaching abilities.</p> <p>The completed Technology Strategic Plan will guide the college's future educational technology endeavors and serve as a guide and a benchmark for determining progress toward the college's growth and development concerning educational technologies.</p>
<p><b>5. Expand college outreach and increase student access to university and community resources.</b></p>	<p>a.) Student leadership retreat was held in August 2008 and will become an annual event for student leaders. Student clubs held monthly meetings throughout the year and all students and faculty/staff were invited to become active members, make suggestions or give feedback. Student clubs invited guest</p>	<p>Results of this objective have led to more organized efforts to engage potential and current students in co-curricular activities. The College's student clubs and organizations have seen an increase in membership and participation in leadership roles.</p>

	<p>speakers, hosted conferences/events, and organized fundraisers to promote student access to university and community resources.</p> <p>b.) As of September 2008 the Alumni Association officially approved the College of Education as an official chapter. Six officers were elected to serve for the 2008-2009 year. The officers attended several university events, created a website and Facebook page, and developed several marketing pieces to promote the Chapter.</p> <p>c.) Held Credential resource fair each semester to expose incoming students to various campus resources. Hosted a CSET workshop for incoming credential students. Held Education Night for CSUF future teachers and current College of Education students-to promote COE programs and provide job-search resources to current students.</p>	<p>Also, increased use of technology was implemented as alternative means of communicating various university and community resources to our students.</p>
<p><b>6. Fully implement assessment system and continue to use assessment results for ongoing program improvement at both post-baccalaureate and graduate program levels.</b></p>	<p>a) State-mandated Teacher Performance Assessments (TPA) were embedded into the Multiple Subject Credential Program beginning in the fall semester.</p> <p>b) Credential Program leadership in the Secondary Education Department has been trained on how to use an existing database to electronically capture student teacher assessments from both master teachers and field supervisors. Master teachers and field supervisors will be trained on this process and use of the system this summer in preparation for use beginning in the fall semester, thus expanding the system's implementation and use.</p> <p>c) The Improvement and Accountability Plan (IAP) was submitted to the CO in January that included data analysis from a seven-year period (2000-2007) in six areas across two credentials.</p> <p>d) Results from all college-wide key assessments used in the college's credential and graduate programs have been electronically recorded up through December 2008. A review is in process to check on the completeness of the college-wide data gathered in the spring (09) semester.</p> <p>e) Plans are under development to create a post-program survey (year-out) to be used for all graduate program completers. The survey will be aligned with national accreditation standards</p>	<p>TPA pass rates are at nearly 100% for all four tasks, however results reveal the need to help credential candidates improve instruction for individual students (inclusive instruction). Full time and part time faculty have been trained and now meet strict state-regulated assessor requirements. Electronically captured data will permit quantitative analysis of student teacher field performance. Further, since the assessment system has been in use by Elementary Education (F07-SP09) and Special Education (F08-SP09), additional data will permit comparison of student progress across all three departments, and be used to improve programs and student field performance.</p> <p>In regard to the IAP, each department established a plan of actions with specific expected outcomes in order to improve teacher candidate preparation in four areas of the credential programs. The dean appointed a Blue Ribbon Committee that began meeting in the spring semester and will continue to examine ways in which to improve credential candidate performance in the area of special education.</p> <p>Once complete, graduate program data will be analyzed across programs and the college to note areas of strength and areas for improvement in the program curricula.</p> <p>Once the post-graduate survey is complete and in use, graduates who have been working in the field will provide data regarding strengths and weaknesses of preparation provided by programs that will be used for curriculum improvements as appropriate.</p>
<p><b>7. Develop Asian Pacific Islander student, campus and community outreach</b></p>	<p>a) Five \$1,000 scholarships are being awarded for the 09-10 year to secondary credential candidates who show promise as bilingual / bicultural teachers and who will foster bilingual skills with their students to promote necessary 21<sup>st</sup> Century skills and abilities.</p> <p>b) Center for Careers in Teaching personnel made 14 presentations to student organizations and to classes of students enrolled in the Asian American Studies Program to promote careers in teaching.</p> <p>c) Four visits were made to Asian Pacific Islander community members and a school district to discuss the promotion of teaching careers among Asian and Asian Pacific Islander students and to explore the possibility of a student teacher exchange with a Korean university.</p>	<p>Bilingual / bicultural teachers will serve as role models in their school communities, foster positive school – parent relations, and serve to encourage their students to consider careers in teaching. Campus-wide and community-wide outreach has built a base on which to continue to seek effective ways to promote teaching careers among this growing segment of our community, and to develop international professional exchanges to enhance our students' readiness for careers as bilingual / bicultural teachers.</p>
<p><b>8. Expand advancement efforts.</b></p>	<p>a) Advancement funds raised exceeded the targeted goal of \$150,000 by approximately \$2,000. (Actuals will be known in late July.)</p> <p>b) Alumni Association chapter was established with six officers elected. Officers attended university events, created a website and Facebook page, and developed marketing pieces to promote the Chapter.</p> <p>c) Three new members were added to the Council. Two</p>	

	fundraising /planned giving workshops were held. Members actively 'opened doors' for individuals and businesses to become familiar with the college	
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## Educational Leadership Department

Department Goals and Priorities	Results/Outcomes	How Have These Results Been Used for Improvement?
Launch the new degree programs in Community College Leadership Ed.D. and the Higher Education MS.	<ul style="list-style-type: none"> <li>• 19 students are enrolled in the MS in HE in spring of 2009.</li> <li>• 19 students are enrolled in the EDD in Community College Leadership</li> <li>• All campus, system, and WASC approvals have been granted</li> </ul>	<p>These programs have opened a new field of study on our campus.</p> <p>The programs have increased FTES for the department.</p>
Develop and/or revise department procedures to accommodate the inclusion of two new programs (Community College Leadership in the Ed.D. and Higher Education MS). Build a department culture that is inclusive of the new faculty working in these programs.	<ul style="list-style-type: none"> <li>• Four new faculty have been added to the department to support the Community College and Higher Education degrees.</li> <li>• Faculty worked together to revise the SOQ form used in both MS programs.</li> <li>• A revised pattern of faculty meetings was developed to accommodate the need to focus on separated degree programs.</li> </ul>	The addition of new faculty has provided an opportunity to explore new ways of doing the work of the department.
<i>Effectiveness of student learning</i> Review and consider revisions to the course coordinator responsibilities and who is assigned to coordinate each course in the MS in Educational Administration.	<ul style="list-style-type: none"> <li>• A revised list of which faculty are assigned as course coordinators has been developed.</li> <li>• The responsibilities have been specified in greater detail.</li> <li>• Every course including the EDD now has a coordinator.</li> </ul>	Having course coordinators assures continuous focus on the quality of each course and provides greater support for part-time faculty who teach in the programs.
<i>Effectiveness of student learning</i> Focus on the results of COE and department assessments; and consider revisions of courses, fieldwork, and master's projects for the MS in Education Administration.	<ul style="list-style-type: none"> <li>• Discussion of assessment data is a regular part of faculty meetings.</li> <li>• Analysis of the data has led to projects to revised handbooks and expectations.</li> </ul>	New guidelines are being developed for student work in the Project and fieldwork.

## Elementary and Bilingual Education Department

Department Goals and Priorities	Results/Outcome	How Have These Results Been Used for Improvement?
1. Effectiveness of Student Learning a. Provided state funding, implement CA TPAs in MSCP b. Faculty will continue to partake in CA TPA training and recalibration as needed c. Continue to use CSU data survey results, end of program survey results, and advisory board feedback to improve, change, or maintain programs d. Continue to use and improve survey systems for gathering evaluation information for fieldwork students, student teachers, and our graduate students	<ol style="list-style-type: none"> <li>a. Without state funding, TPAs have been integrated into the MSCP. Results are being used to inform our instructional practice.</li> <li>b. All faculty have been trained in at least one TPA task; recalibration is conducted prior to TPA assessment.</li> <li>c. CSU and other data is being use to improve programs, create special work groups, and define retreat/meeting topics and workshops.</li> <li>d. Online evaluation system is in place and updates have been made to strengthen the assessment system. Data is being used to examine areas of needed improvement in our MSCP program, as well as provide block leaders, coordinators, and the Chair with reports related to candidates' progress.</li> </ol>	<ol style="list-style-type: none"> <li>a. Results have been used to improve instruction, especially in the areas of lesson planning, EL instruction, and working with special needs students. TPA pass rates have improved.</li> <li>b. The department has a sufficient amount of faculty who are well trained to score TPAs.</li> <li>c. Special work groups have been created and institutes have been offered to support inclusive education; portfolio guidelines and new activities are being implemented into fall 09 method courses.</li> <li>d. Data assessment is quicker and more efficient; findings are used to guide MSCP meetings and program improvements.</li> </ol>
2. Graduate and MSCP Recruitment and Outreach a. Meet or exceed COE enrollment	<ol style="list-style-type: none"> <li>a. Yearly target was met.</li> <li>b. Cohorts are ongoing; faculty are working toward adding an online technology</li> </ol>	<ol style="list-style-type: none"> <li>d. Meeting our target helps as to ensure we maintain our programs.</li> <li>e. Additional outreach was provided for online cohorts.</li> </ol>

<p>targets</p> <ul style="list-style-type: none"> <li>b. Continue to support and develop off-campus graduate cohorts</li> <li>c. Increase online class opportunities to attract more students.</li> <li>d. Increase advertising through website, orientations, school communications, etc.</li> <li>e. Increase outreach to potential BCLAD students</li> <li>f. Provide online program option for graduate degree</li> <li>g. Continue to offer innovative program options like our technology-rich block and new visual and performing arts- rich block.</li> </ul>	<p>cohort for fall 09.</p> <ul style="list-style-type: none"> <li>c. More classes have been approved to be offered online</li> <li>d. Outreach efforts continue through updated websites, video clips (website), orientations, school communications and partnership meetings, Hobson’s trial</li> <li>e. BCLAD coordinator continues to hold overviews and respond to student questions in regard to BCLAD</li> <li>f. Online degree program was written and submitted for WASC approval.</li> <li>g. Tech and art blocks continue; potential partnership with Qualcomm to expand technology in BCLAD program</li> </ul>	<ul style="list-style-type: none"> <li>f. Online classes are attracting more students.</li> <li>g. The department is expanding its outreach efforts to improve enrollment.</li> <li>h. The department is expanding its outreach efforts to potential BCLAD students.</li> <li>i. Program will be assessable to more students and reflect 21<sup>st</sup> century learning and skills.</li> <li>j. The department is expanding its technology efforts.</li> </ul>
<p>4. Curricular Review</p> <ul style="list-style-type: none"> <li>a. Continue bi-weekly meetings with the department’s graduate committee to review and provide recommendations to faculty for improving graduate program.</li> <li>b. Continue Course Custodian roles and responsibilities for MSCP courses; Course Custodians will meet in person or “virtually” at least once a semester with faculty teaching “their” course to ensure department and accreditation standards are met.</li> <li>c. Continue Grad Course Custodian roles and updates to Grad Committee Site.</li> <li>d. Establish a technology assignment that reflects 21<sup>st</sup> century learning goals in each master’s course.</li> <li>e. Review technology integration assignments in MSCP to ensure they are aligned with 21 century learning skills.</li> <li>f. Strengthen special needs components of our MSCP courses.</li> </ul>	<p>Minutes from Graduate Committee meetings reflect progress toward stated goals; combined credential/master’s degree is moving forward; online degree is moving forward; student issues are being addressed</p> <p>Block leader and Course Custodian meetings are ongoing and have been used to address school needs and CSU Data results; Block leaders continue to work with their Block faculty to ensure standards are being met; Course Custodians continue to update the MSCP Community site.</p> <p>Updates continue to be made to Grad Community site and Custodians continue to work with faculty teaching courses to ensure objectives are being met.</p> <p>Technology integration reflecting 21<sup>st</sup> century learning skills is evident on syllabi and continues to be a department focus via grants, presentations, and purchases.</p> <p>COE fall retreat focused on special education; faculty are part of or participating in an Inclusive Education Institute this summer; a IE portfolio will be piloted in fall 09; TPA results (on of several program assessments) indicate candidates are improving in their ability to meet the needs of special needs children.</p>	<ul style="list-style-type: none"> <li>a. New pathways for completing a credential and master’s degree have been developed to address student need.</li> <li>b. Greater communication and collaboration is taking place among instructional faculty.</li> <li>c. Current information is available.</li> <li>d. Faculty are more aware of technology integration and technology is being integrate into more master’s courses; more online courses have been developed.</li> <li>e. Faculty are more aware of technology integration and technology is being integrate into more methods courses.</li> <li>f. Portfolio guidelines have been established; new assignments have been adopted; new strategies for teaching students with special needs will be used in fall 09.</li> </ul>
<p>5. Faculty Support</p> <ul style="list-style-type: none"> <li>a. Continue recognizing faculty successes</li> <li>b. Continue keeping faculty informed</li> <li>c. Continue providing untenured faculty with faculty mentors, Chair support, and publishing and presentation opportunities</li> <li>d. Continue to provide travel support for faculty presenting at an international or national conference</li> <li>e. Revise our Department Personnel Standards to reflect new UPS 210.000 standards and language, and what we learned using them for the first time this year.</li> <li>f. Provide technology tools and training to support faculty and student learning.</li> </ul>	<p>Faculty meetings, email, and bulletins boards are used to share faculty successes.</p> <p>In addition to faculty meetings, KYUTD email newsletters and informal emails are used to keep faculty informed of department, college, and university concerns.</p> <p>New faculty are assigned faculty mentors; the Chair has met formally and informal to check on their progress; untenured faculty continue to work with their faculty mentors; current publication/presentation opportunities are posted in faculty workroom and shared via email; with budget cuts, travel funds were limited to untenured faculty to present.</p> <p>Faculty continue to share their voice and vote on matters that concern the department.</p> <p>The DPC submitted revisions for the Department Personnel Standards; faculty will</p>	<ul style="list-style-type: none"> <li>a. A sense of “team spirit,” collaboration, and appreciation of others continue to be strong within the department.</li> <li>b. Faculty are appraised of current issues that directly affect them.</li> <li>c. Untenured faculty are provided with multiple opportunities to help them progress through the RTP, including having awareness of their strengths and weakness; more are positioned to be successful in RTP.</li> <li>d. Limited travel funds were provided due to budget constraints; faculty have been encouraged to apply for grants to support their travel.</li> <li>e. Improvements were made to the clarity of the language in our standards; more work will take place fall 09.</li> <li>f. More faculty are using technology to support student learning.</li> </ul>

	<p>continue to examine these and new UPS 210.000 standards fall 09.</p> <p>Through department lottery funds, the purchase and installation of two Promethean boards was completed; faculty attended Promethean training, FDC workshops, etc.; faculty continue to support each other with technology integration; faculty are pursuing grants to support technology integration; A PORT community website was established to enable COE faculty to post and share technology resources; lottery funds were used to purchase faculty requested technology for checkout, which documentation shows is being used on a regular basis.</p>	
<p>6. Service to Campus and Community</p> <p>a. Representatives from the Elementary faculty will serve on at least two university and two college committees.</p> <p>b. Multiple service opportunities will be provided at the department level.</p> <p>c. Faculty will make contributions to the community.</p>	<p>Faculty service on various university, college, and department committees.</p> <p>Faculty continue to support their community (evident in minutes and COE Connected)</p>	<p>a. Results will be used to improve communication from faculty members representing committees or replacements will be used to ensure the department is kept up-to-date on issues that directly affect it.</p> <p>b. The department continues to engage in shared leadership.</p> <p>c. Improved and expanded relationships with our local schools and community partners are being used to increase our potential for collaboration, grants, etc.</p>

## Reading Department

<b>Department Goals and Priorities</b>	<b>Results/Outcomes</b>	<b>How Have These Results Been Used for Improvement?</b>
<p><b>1. Graduate Program</b></p> <p>a. Develop enrollment management plan, marketing strategies, and materials for the department, as an extension of this Unit goal</p> <p>b. Fully implement the department assessment system and continue to use assessment results for ongoing program improvement as an extension of this Unit goal</p>	<p>a. In Fall, 2008, Bartle-Angus developed and gave a survey in week 1 of all sections of READ 501 to gather profile information on incoming students for recruitment purposes. Based on these data, recruitment plans were discussed at department meetings in the Fall. Manzo &amp; Bartle-Angus attended the COE Retreat on Recruitment January 22. In Spring, 2009, a Recruitment and Restructuring Committee was set up and met monthly. Ordenez-Jasis chaired the committee, maintaining agendas and minutes. Recruitment and restructuring priorities were set. A change in course unit distribution was recommended for better curriculum alignment, and to permit students to complete the masters program in 2 years. The unit change was approved by the department, proposed, and implemented. Feasibility of offering National Board certification was explored. Recruitment materials were included in the April 2 OCRA Tea materials. Recruitment flyers were prepared and included in the May REG mailing. An article about the graduate programs was accepted for publication in the June OCRA newsletter. A recruitment flyer was distributed to current students for posting in their home schools. A recruitment flyer was prepared for TESOL students with a cover letter to that program advisor. A recruitment bulletin board in the Education Classroom Building was requested, secured, and created.</p> <p>b. Midpoint and Exit Survey results reviewed and discussed at the COE faculty retreat in August. The Program Exam was revised and given in READ 501 in Fall and Spring. The graduate program evaluation was completed by students in READ 595. The Midpoint survey was taken by READ 516 students and the Ext survey was taken by READ 581 students in Fall and</p>	<p>a. Meeting the department enrollment target each semester is essential to maintaining strong and effective programs. The unit change that was proposed and approved will support needed curriculum restructuring and, in addition, permit us to market our masters degree as a 2-year program.</p> <p>Results of additional recruitment efforts will not be known until Fall 2009 enrolment is complete. These data will be used to inform 2009-2010 recruitment plans.</p> <p>b. No evident needs for improvement were identified in the review of these assessments.</p>

Department Goals and Priorities	Results/Outcomes	How Have These Results Been Used for Improvement?
<p>c. Continue to offer at least three cohorts a year</p> <p>d. Offer READ 520 as a WEB course</p> <p>e. Develop additional graduate courses as online courses</p> <p>f. Maintain a strong partnership with Orange County Reading Association (OCRA)</p> <p>g. Maintain partnerships with local districts and provide authentic learning experiences for masters students by holding READ 516 at school sites</p> <p>h. Maintain partnerships with community colleges related to READ 581 clinician placement</p> <p>i. Continue to support graduate student writing across all programs</p>	<p>Spring.</p> <p>c. Ordonez-Jasis served on the AAPI Committee – looking at Garden Grove as a possible cohort site. A new cohort was started in El Rancho in Fall, 2008, with 19 students. Bartle-Angus held information meetings for the new Paramount cohort on February 16 and March 16. Preliminary discussions were initiated with administrators at Roland to begin planning for a cohort there in Spring, 2010. Ordonez-Jasis’s work with teachers and parents at El Rancho, and Bowers’ year-long professional development services at Paramount were instrumental to securing these districts as cohort sites.</p> <p>d. READ 520-WEB was approved by Academic Affairs. 3 sections were offered in Fall, 2008, and 1 section in Spring, 2009.</p> <p>e. READ 07-WEB was approved by Academic Affairs. 2 sections were offered in Spring, 2009. READ 560-WEB and READ 570-WEB were approved by Academic Affairs. Reading is included on the recently submitted WASC Fast Track proposal for development as an online degree during the next four years.</p> <p>f. Bowers took on a leadership role as president-elect of OCRA, and planning and implementing the October 25 OCRA conference and the April 2 OCRA Tea. Faculty distributed promotional materials for these events in their classes.</p> <p>g. In the Fall, READ 516 was offered at Edison Elementary in Fullerton and Glen Yermo Elementary in Lake Forest. In the Spring, READ 516 was offered at Orangethorpe Elementary in Fullerton.</p> <p>h. In the Fall, 5 clinicians were placed at Saddleback, and Fullerton community colleges. In the Spring, 6 clinicians were placed at Mt SAC, Fullerton, Riverside, and Saddleback community colleges.</p> <p>i. Writing tutor Michelle Turchie made presentations at the COE Fall Retreat and at a meeting of new Ed.D students. She provided 82.5 hours of individual tutoring in writing to graduate students in Reading, Elementary Education, Educational Administration, and Special Education.</p>	<p>c. These results have been used to begin a cohort program in Paramount in Fall, 2009 and a cohort in Roland in Spring 2010.</p> <p>d. The READ 520-WEB option has been used to market the masters program to potential masters students and potential cohort school districts (Paramount and Roland).</p> <p>e. READ 507-WEB, and plans for offering the masters degree online also have been used to market the masters program to potential students and cohort districts. These options make our graduate programs increasingly available by removing obstacles related to time and travel.</p> <p>f. A visible partnership with OCRA has been another means of generating awareness of our graduate programs. Faculty participation in OCRA leadership and events also heightens graduate students’ awareness of the role of professional organizations.</p> <p>g. Offering READ 516 at school sites continues to provide authentic learning experiences for masters students. The presence of the course in local schools also has been a means of attracting potential students to the masters program.</p> <p>h. Placing READ 581 clinicians at community colleges continues to meet the needs of masters students with this career objective. This option also has been a means of attracting potential students to the masters program.</p> <p>i. Students needing assistance in academic writing have had the option of working individually with Ms. Turchie.</p>
<p><b>2. Undergraduate Program</b></p> <p>a. Offer at least one section each semester of READ 290 as a WEB course</p> <p>b. Continue to market READ 340, Promoting Language and Literacy in Young Children, to students in CAS, Liberal Studies, and Elementary and Bilingual Education</p>	<p>a. In the Fall, 3 sections of READ 290 were offered; in the Spring, 4 sections were offered. All sections filled rapidly.</p> <p>b. Read 340 flyers were prepared and distributed to Liberal Studies and CAS instructors and advisors. The course was included in informational literature provided to CAS students in Fall and Spring. READ 340 flyers were distributed to all EDEL faculty who teach undergraduate courses in that department. Flyers</p>	<p>a. The option to take READ 290 makes the course available to students who might not have been able to take it due to obstacles related to time and travel.</p> <p>b. Results of these marketing efforts will not be known until Fall 2009 enrolment is complete. These data will be used to inform 2009-2010 plans to market READ 340.</p>

Department Goals and Priorities	Results/Outcomes	How Have These Results Been Used for Improvement?
<p>c. Continue strong working relationship with EOP, the University Learning Center, FDC, and Freshman Programs</p> <p>d. Continue an emphasis on student writing throughout the program</p>	<p>were also distributed to interested READ 290 students and posted in the Education Classroom Building. READ 340 was listed and described in the new 2009 print course catalog. Ordonez-Jasis met with the University Advisement Program's director and counselors/advisors to discuss and promote the course.</p> <p>c. To maintain partnerships for READ 201 and 202 Bartle-Angus met with Javier Ramirez in Freshman Programs, and is scheduled to meet with EOP counselors in June.</p> <p>d. The READ 290 writing rubrics were revised to provide additional support to students. Turchie's tutoring schedule was posted and distributed to READ 290 students</p>	<p>c. Results of these marketing efforts will not be known until Fall 2009 enrolment is complete. These data will be used to inform 2009-2010 plans to market READ 201 and 202.</p> <p>d. The revised writing rubrics were used in Read 290 courses. 32 hours of individual tutoring in writing were provided to undergraduate students in 2008-09.</p>
<p><b>3. Instructional Technology</b></p> <p>a. Incorporate instructional technology into graduate and undergraduate courses</p> <p>b. Support faculty development in instructional technologies made available from lottery fund allocations: podcasting, audience response systems, and interactive whiteboards</p>	<p>a. As evidenced in 3b below, faculty have made a concentrated effort to develop their ability to incorporate instructional technology into their courses.</p> <p>b. August 12, 13, &amp; 14, Ordonez-Jasis and Manzo attended 3-day training on Intel Web 2.0 technologies. July 23, Crick and Manzo attended COE podcasting workshop. August 22, Bowers, Crick, Greenbaum and Manzo attended Turning Points audience response system training. Prometheus Board training sessions were attended by Bowers, Ordonez-Jasis and Lovett on September 17, and by Bartle-Angus, Padgett and Manzo on January 23. In January, Greenbaum pursued Wiki training in individual sessions at the Faculty Development Center. In March, Carter-Wells &amp; Greenbaum attended a webinar hosted by the e-learning consortium on READI. Bowers' application for the summer FDC course on online instruction was accepted, and she attended the preliminary sessions in May. Carter-Wells had a major leadership role in the May 1 "TARP" Technology Day, which was also attended by Greenbaum and Bowers. Carter-Wells has been fieldtesting the Readiness for Education At a Distance Indicator (READI) as a member of the newly formed campuswide elearning consortium. READI indicates the degree to which an individual student possesses attributes, skills and knowledge that contribute to success in online learning.</p>	<p>a. Most faculty use their course BlackBoards extensively, and many have developed PowerPoints and other IT-based activities to enhance instruction.</p> <p>b. Faculty have begun to incorporate these instructional technologies into their instruction.</p>
<p><b>4. Faculty Scholarly Activity</b></p> <p>a. Set up a section of a department BlackBoard Community for faculty to share and discuss research and grant activity/ideas /efforts</p> <p>b. Promote graduate student/faculty joint scholarly efforts</p>	<p>a. A BlackBoard Community was set up. Manzo and Bowers submitted a grant proposal (\$15,000) to Verizon for development of podcasts for remediation of reading difficulties. Bartle-Angus made 4 FDC presentations to faculty on Instructional Strategies for Critical Thinking: one group of Chinese, one group of Vietnamese, and 2 groups of Japanese scholars.</p> <p>b. In February 2009, Ordonez-Jasis &amp; Bowers attended the graduate faculty orientation to the EdD program. Ordonez-Jasis was selected to serve as chair of an Ed.D Committee beginning Fall 2009. Manzo provided feedback to masters student Maureen</p>	<p>a. The faculty's research and scholarly work have been incorporated to their instruction.</p> <p>b. Student/faculty joint scholarly efforts have been incorporated into faculty instruction.</p>



Department Goals and Priorities	Results/Outcomes	How Have These Results Been Used for Improvement?
c. Promote graduate students' professional involvement	<p>Provenzano on a draft article that the student is considering submitting for publication. Bowers helped masters student Heather Howerton to submit an ING grant proposal in May 2009. 6 graduate students presented poster sessions on their Masters Projects at the Spring REG breakfast. A record high of 12 students will be doing the Project instead of the Comprehensive Exam in 2009, providing opportunities for joint scholarly efforts.</p> <p>c. Professional organization enrollment information was provided in READ 501 and READ 585 and students are encouraged to join. REG alumni association Spring Luncheon provided connections among current students, alumni, and current and former faculty. Alumnus Annie Steinbrink was accepted as a new council member for OCRA.</p>	c. Graduate students' involvement has enhanced their development as professionals in the field.

## Secondary Education Department

Department Goals and Priorities	Results/Outcomes	How Have These Results Been Used for Improvement?
<b>Graduate Programs</b>		
1. Grow our Graduate Programs a. Meet or exceed COE enrollment targets.	One full cohort of 25 students was started Fall 2008.	The cohort size of 25 has been determined to be the optimal size. Considerable research regarding online learning was consulted—along with several faculty discussions—to reach this conclusion.
2. Insure the quality of our Graduate Programs a. Expand and analyze Assessment System data collection, including exit data. b. Collect and analyze graduate student evaluation data. c. Increase the number of candidates pursuing national board certification as their culminating experience. d. Increase the number of graduate courses that are approved as online courses so that we can offer our program with maximum flexibility.	COE Assessment System has been fully implemented. Program evaluation data is analyzed and reviewed on a periodic basis. A member of the Graduate Programs Committee now serves on the College Assessment Committee.	<p>The number of candidates pursuing national board certification as their culminating experience has improved markedly. This has caused us to devote even more attention and resources to the support of teachers pursuing NB certification as a way to exit our graduate program.</p> <p>Having a graduate faculty member serve on the College Assessment Committee will continue. This has greatly helped in the coordination of evaluation data.</p>
<b>Credential Programs</b>		
3. Measure effectiveness of Credential Student learning a. Continue implementation of Teaching Performance Assessment (TPA) as required by California Commission on Teacher Credentialing b. Continue implementation of COE's Assessment System. c. Continue department's credential student annual survey	Implementation of TPA has been completed. Candidates now complete all four tasks. Exit survey and Program Evaluation surveys have continued. Assessment data continues to be analyzed and reviewed each semester.	Results from the TPA have been analyzed and discussed by faculty in order to strengthen our credential program. Remediation processes have been implemented for students who do not pass all areas of the TPA. Annual survey data has been used to drive program improvements, especially in the area of meeting the needs of students with special needs.
4. Improve course delivery by part-time faculty. a. Continue Course Custodian meetings. b. Insure all part-time faculty use Blackboard, appropriately implement the approved curriculum, and address TPEs and	<p>Minutes of meetings document attendance of part-time faculty at Course Meetings.</p> <p>Part-time faculty have expanded their use of Blackboard and met in meetings by the course custodian to insure curriculum alignment.</p>	Course custodians are now offering more support to P/T faculty through the use of technology. For example, electronic resources are shared through Black Board course sites.

TPA tasks as appropriate.		
5. Expand and enhance efforts to prepare teachers to engage and support all students in learning with an emphasis on special needs students	<p>All required prerequisite classes use the SPED textbook, Teaching Adolescents With Disabilities: Accessing the General Education Curriculum. Part time faculty have access to the textbook and also use it in all required prerequisite courses.</p> <p>All full time faculty participated in college-wide retreat on supporting students with special needs.</p> <p>Pod cast available on a simulated IEP parent-teacher conference.</p> <p>Full day of training provided for all supervisors on strategies to work with special education students.</p> <p>Faculty Blackboard site that houses links and resources for teaching students with special needs.</p> <p>A guest speaker with an expertise in working with children with special needs presents to each student within their Professional Development Districts.</p>	The results from this continuing effort has raised awareness in all course and among all faculty that meeting the needs of students with special needs is best approached holistically and from my vantage points. Our multi faceted approach is working well and we plan to continue our efforts in this area.
<b>Faculty and Department</b>		
6. Support and induct the new Chair and leadership in the Department.	<p>The EDSC faculty fully supported the new chair amid a difficult budget scenario.</p> <p>The former chair and others mentored the new chair.</p>	The mentoring process for the chair this year has been refined and improved, especially in the area of budget planning. The next chair will benefit from this improved mentoring process.
7. Search and hire a new faculty member in the department.	Two new TT faculty members have been hired for 09-10.	The Personnel Committee has improved the process for attracting and hiring qualified full time faculty. The use of a Black Board site to house all hiring related documents proved especially helpful.
8. Continue to induct and mentor new faculty into department.	The requirement for new faculty to be mentored has been discontinued by the university. However, continued informal mentoring of new faculty is continuing within the department.	The ULO has emerged as a dependable resource for all new faculty members. New faculty view this organization as an asset. This faculty group will continue to provide crucial support to new faculty.
9. Support faculty scholarship and teaching through development of technology skills.	Full time faculty continue to expand their use of educational technologies, especially in the area of podcasting.	Faculty in this department continue to find innovative ways to integrate technologies into their teaching. Our high number of approved online courses is one indication of the ways in which faculty are demonstrating their leadership in the use of educational technologies. Dr. Randall continues to provide leadership and support in this area. Her most recent Mission and Goals initiative allowed faculty to further develop their online teaching skills.

## Special Education Department

Department Goals and Priorities	Results/Outcome	How Have These Results Been Used for Improvement?
<b>Graduate Programs</b>		
1. Insure the quality of our Graduate Programs a. Continue Assessment System data collection. Collect and analyze graduate student evaluation data.	<p>a. Identified assessment coordinator within the department with the dissolution of the college assessment coordinator.</p> <p>b. Analyzation, discussion and reflection of scores at faculty meetings for program improvement.</p> <p>c. Use of assessment data to write new program</p>	The Graduate Program Committee has met on a monthly basis to discuss and implement new standards based on these findings. SPED 596 was created so that graduate students receive more support while writing the project/thesis. SPED 595 (Exam) was added as students wanted this as an exit option as well.

2. Increased modeling of effective use of technology and better defined technology integration into assignments.	Faculty evaluated one assignment per course taught which focused on technology application and effectiveness.	Supervisors were trained on a monthly basis and all have shown improvements in conducting the online assessments of candidates. In addition, faculty attended technology workshops offered through the FDC.
<b>Credential Programs</b>		
3. Increase student and faculty use of technology	Faculty evaluated one assignment per course taught which focused on technology application and effectiveness.	Supervisors were trained on a monthly basis and all have shown improvements in conducting the online assessments of candidates. In addition, faculty attended technology workshops offered through the FDC.
4. Continue implementation of COE Assessment System.	Analyze data and identify program improvements. Present findings to department, advisory councils, and Dean for program revision.	A department assessment coordinator was assigned to continue to collect data. The credentials committee met on a monthly basis to discuss program outcomes. Results were presented to the Advisory Board.
5. Increase recruitment and expand enrollment in SPED credential and courses (i.e., SPED 110, SPED 371) through partnerships, GE approval, and conversion to WEB	SPED 371 was approved for WEB. Advisement sheets for CAS was developed and meetings were held between the two departments. Hobson's is currently being implemented to improve recruitment techniques.	Interest in special education credential programs continues to be strong. Collaborations with other departments across campus has increased enrollment.
6. Improve course delivery by part-time faculty. a. Continue Course Custodian meetings. b. Encourage part-time faculty use of Blackboard through incentives and policies.	Course custodians continued open communication with part-time faculty. Part-time faculty documented trainings and workshops attended. Syllabi were reviewed within the part-time faculty performance reviews.	Course custodians met regularly with part-time faculty to align syllabi and to increase technology use. The department has received favorable ratings from students due to this increase in the alignment of assignments and collaborations between faculty members.
7. Develop Online Level I Program with the EDEL faculty.	Development of new state standards for Education Specialist credentials require the Department of Special Education to develop a new preliminary credential.	This will increase enrollment once the new program is implemented.
<b>Faculty</b>		
8. Induct and mentor new faculty into department; conduct searches for three new faculty members.	Three new faculty were hired to begin in August.	Three new faculty members will strengthen the department as all three bring additional specializations.
9. Support faculty scholarship and teaching through development of technology skills.	College and university support enabled faculty to participate in the podcast studio, Faculty Development Center workshops, etc.	This has improved student ratings of courses and of faculty. Students and faculty members are more knowledgeable and accountable to innovative teaching strategies.

## MSIDT Program

Department Goals and Priorities	Results/Outcomes	How has this led to improvements in productivity &/or quality?
<b>1. MS Degree Program</b> a. Continue to work with alumni association and involve President in monthly MSIDT Team meetings b. Expand scholarship options and award first two scholarships c. Continue with MSIDT interdisciplinary team model with monthly meetings d. Interact with other 2 campus online MS degree programs e. Work with Coast Learning Systems on online curriculum development options for final projects f. Continue to implement cohort co-captain liaison pilot g. Continue to respond to regional and national audience and workplace needs h. Continue to recruit via website and other PR means i. Revise website content j. Refine 2 Student Program Handbooks for the boot-up camp and midpoint	a. Met with Kevin Cole on regular basis who attended the MSIDT Team meetings; faculty also attended MSIDT Alumni Association meetings and webinars b. \$500 Scholarships were awarded to 2 members of cohort #6 according to MSIDT Team developed nomination and selection procedures c. Monthly MSIDT Team meetings were held with scheduled time for MSIDT Faculty Community of Learners Research model d. Coordinator met with Dorota Huizinga, AVP for Graduate Studies, and Barry Pasternack and Jim Hightower from MS in Information Technology e. Coordinator contacted Bob Nash from Coast Learning Systems f. Cohort co-captains were selected and process was refined. g. Involvement with CSU Academic Technologists and alumni meetings about workplace needs h. Updated outgoing FAQ message linked to website inquiry form as well as interview protocol related to problem solving scenarios.	a and b. There was expanded communication with MSIDT alumni association and infrastructure stability with scholarships. c. Faculty continued to maintain the quality of their longitudinal research study on an online community of learners. d. The MSIDT Coordinator gleaned some additional infrastructure components that might prove to be useful for the MSIDT program –particularly the use of an External Program Council with annual meetings. e. There is continued collaboration with an employer for student project development options. f. Cohort cocaptains protocol has strengthened the community amongst the cohort and with the MSIDT faculty team. g. Systemwide issues were discussed that might be included in the IDT 535-Emerging Technologies – course. h. and i. – Refinement of PR which is based on evolution of program design and common

<p>symposium orientations</p> <ul style="list-style-type: none"> <li>k. Continue to expand pool of PT faculty from within and outside university</li> <li>l. Continue to review and revise curriculum and textbooks</li> <li>m. Continue to refine program infrastructure-policies, faculty, team meetings</li> </ul>	<ul style="list-style-type: none"> <li>i. Revised website content-added MSIDT Alumni Association, additional TECHED powerpoints, and online assessment tool</li> <li>j. Handbooks were revised for both orientation programs</li> <li>k. Faculty were added from business community and CSUF IT unit</li> <li>l. Spring MSIDT Team meetings devoted to review of curriculum and updated textbooks and online resources</li> <li>m. Updated program infrastructure with cohort co-captains, scholarships, and interview protocol with problem solving scenarios related to team work and projects.</li> </ul>	<p>questions from interested/ potential applicants.</p> <ul style="list-style-type: none"> <li>i. The refinement of program handbooks helped to solidify student involvement and expectations and programmatic components.</li> <li>k. Additional business and IT perspectives help to strengthen the professional nature of the program overall.</li> <li>l. Currency as well as innovation in the program overall is maintained.</li> <li>m. Infrastructure refinements helps to strengthen program quality overall.</li> </ul>
<p><b>2. Certificate Program</b></p> <ul style="list-style-type: none"> <li>a. Work with Nursing Department on protocol for IDT certificate incorporation/ implementation with proposed MS in Nurse Administration program to begin in AY 08-09 per funded grant with Kaiser Permanente in California.</li> </ul>	<ul style="list-style-type: none"> <li>a. JoAnne Andre from Nursing regularly met with MSIDT Team to review MS in Nurse Administration program design and use of 3 IDT courses for certificate program to be offered as follow-up to MS in NS program; Nursing will do all the PR and marketing for the IDT certificate and curriculum will be refined with nursing focused independent project options; IDT 525 was offered in spring, 2009, to first cohort of Nursing students.</li> </ul>	<ul style="list-style-type: none"> <li>a. This collaboration represents the implementation of an agreement made among the Dean of the COE, the Nursing Department and Kaiser about 5 years ago... This should help expand the IDT program offerings to a specialized population.</li> </ul>
<p><b>3. Instructional Technology</b></p> <ul style="list-style-type: none"> <li>a. Continue to refine and revise web presence; use new Macromedia/Adobe software as appropriate;</li> <li>b. Develop software matrix for program refinement to meet needs of professional field and workplace environment;</li> <li>c. Refine new course templates in BB;</li> <li>d. Work with library on student access and special program resources ; purchase additional software for faculty;</li> <li>e. Participate in campus web conferencing demos, etc.;</li> <li>f. Consider adoption of Community site in BB for alumni and student server</li> <li>g. Continue to support faculty development in instructional technologies.</li> </ul>	<ul style="list-style-type: none"> <li>a. Faculty made expanded use of BlackBoard functions with the emerging instructional technology in ID field; Carl Renold gave demo of Articulate use in IDT 510</li> <li>b. Discussed new software implementation and secured training from Shariq Ahmed with web conferencing and new ILinc module.</li> <li>c. Revised course templates</li> <li>d. Worked with Susan Tschabrun from the library</li> <li>e. Participated in FDC videoconferencing demos</li> <li>f. Set up community site on BB for cohort #7.</li> <li>g. Updated to CS4 Web Premium through maintenance program purchased through Titan Shops.</li> </ul>	<p>a-g. Continued use of current technology linked to ongoing professional development for the faculty and the MSIDT students helps to maintain a cutting-edge program which is linked to the professional requirements in the field. The MSIDT faculty also like to be early-adopters of new technology to better enhance their work with practical instructional strategies applicable to the work environment of the primarily corporate/business student population in the program.</p>
<p><b>4. Faculty Scholarly Activity</b></p> <ul style="list-style-type: none"> <li>a. Continue to foster and expand of learners research project among MSIDT Team members</li> <li>b. Continue to promote attendance at conferences and make conference presentations – TOHE, TECHED, NECC, AERA, etc</li> <li>c. Continue to work on articles on program elements and community of learners research</li> <li>d. Outline co-edited book on online degree programs</li> <li>e. Continue to use Community IDT Research site for assessment protocol, for sharing and discussing research and grant activity/ideas/efforts</li> <li>f. Promote graduate student/faculty joint scholarly efforts and professional development</li> </ul>	<ul style="list-style-type: none"> <li>a. BlackBoard Community section set up and used discussion of faculty scholarly activity</li> <li>b. Faculty presentations at two national conferences</li> <li>c. Faculty outlined individual goals for videoconferencing research focus and reviewed literature for community of learners research project.</li> <li>d. Co-edited book will become focus for next AY</li> <li>e. BB Community site updated with research on instructional practices</li> <li>f. Students worked with faculty on some ideas for conference presentations; graduate presented at WASC Academic Resources Conference.</li> </ul>	<p>a-f. The MSIDT Program faculty continue to enhance the quality of the program through the maintenance of an active scholarly program. This program was developed solely by the faculty themselves without any external requirements or mandates. The opportunity to present the ongoing outcomes and evaluation of the first online MS degree program at CSUF provides added profile and visibility to the program in return and also provides opportunities for national leadership in the rapidly emerging online learning environment.</p>

## 2. a. Compilation of Student Learning Goals and Outcomes

The College of Education student learning goals are as follows:

### Student Outcomes and Indicators

After successful completion of a program of study, our credential recipients and program graduates are:

#### Outcome 1: Knowledgeable and Competent Specialists

- demonstrate strong foundation in subject matter or field of study
- demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- demonstrate ability to use technology as a resource

#### Outcome 2: Reflective and Responsive Practitioners

- promote diversity
- make informed decisions
- engage in collaborative endeavors
- think critically

#### Outcome 3: Committed and Caring Professionals

- become change agents
- maintain professional and ethical standards
- become life-long learners
- 

## 2. b. Student Learning Outcomes Assessment Measures/Strategies

These student learning outcomes are assessed throughout all masters and basic credential programs in a variety of systematic ways across the college at specific transition points, as well as in individual courses and programs of study. Common college-wide assessment at the masters level include the following:

Common College of Education assessments providing data on what candidates know and are able to do Master's Programs	Who gathers and analyzes the data?	How are the findings used?	Date of the last program review
<p><b>Diversity Survey</b>  <a href="http://ed.fullerton.edu/Current/mastersStudents.html">http://ed.fullerton.edu/Current/mastersStudents.html</a>            This assignment enables the College of Education and related programs to compile data about our graduate student experiences in working with students of diverse backgrounds. The questions in this 10 to 15 minute survey requires students to use California Ed-Data (<a href="http://www.ed-data.k12.ca.us">www.ed-data.k12.ca.us</a>) to identify their work site and to describe recent experiences teaching or working with PreK-12 students of diverse backgrounds.</p>	College staff gather data; College assessment committee and department faculty analyze	Data are reported to accrediting bodies, the college assessment committee, and department faculty. The August 2007 faculty retreat included departmental examination of the midpoint and exit survey to determine areas of strength and areas to strengthen.	National and state re-accreditation visit November 2007
<p><b>Diversity Assignment</b> This assignment requires that college graduate students demonstrate their knowledge and skills in teaching and supporting diverse student learners. An assignment in each graduate program sequence has been identified as the Diversity Assignment. Students complete the assignment as required in the course and the assignment is evaluated according to the instructor's criteria.</p>	Individual department rubric used to assess. College staff gather data; College assessment committee and department faculty analyze		
<p><b>Writing Assessment</b> This assignment requires that students demonstrate graduate-level writing skills. A writing assignment early in the graduate program sequence has been selected for additional evaluation via a common rubric for assessing writing. This rubric is available at <a href="http://ed.fullerton.edu/Current/mastersStudents.html">http://ed.fullerton.edu/Current/mastersStudents.html</a>. Students complete the assignment as required in the course. The assignment is evaluated according to the instructor's criteria as well as according to the common college writing rubric. Student improvement plans are developed for candidates who do not meet the minimum level of</p>	College staff gather data; College assessment committee and department faculty analyze	The midpoint and exit survey ask the same questions, allowing for a comparison as students move through the program	

competence.			
<b>Midpoint Survey</b> <a href="http://ed.fullerton.edu/Current/mastersStudents.html">http://ed.fullerton.edu/Current/mastersStudents.html</a> This assignment enables the College of Education and related programs to compile data regarding student experiences in our graduate programs at the midpoint. There are 25 questions in this 10-15 minute survey; questions ask for student opinions of coursework, faculty, support, and content on a Likert scale rating	College staff gather data; College assessment committee and department faculty analyze		
<b>Exit Survey</b> <a href="http://ed.fullerton.edu/Current/mastersStudents.html">http://ed.fullerton.edu/Current/mastersStudents.html</a> This assignment enables the College of Education and related programs to compile data regarding student experiences in our graduate programs after they have completed the program. There are 25 questions in this 10-15 minute survey; questions ask for student opinions of coursework, faculty, support, and content on a Likert scale rating.	College staff gather data; College assessment committee and department faculty analyze		

<b>Common College of Education assessments providing data on what candidates know and are able to do Basic Credential Programs</b>	<b>Who gathers and analyzes the data?</b>	<b>How are the findings used?</b>	<b>Date of the last program review</b>
<b>Candidate Dispositions</b> are assessed during the interview for program admission. <a href="http://coeonline.fullerton.edu/Accreditation2007/ConceptualFramework/ConceptFramework.htm">http://coeonline.fullerton.edu/Accreditation2007/ConceptualFramework/ConceptFramework.htm</a>	Admission to Teacher Education faculty	As one measure to establish applicant suitability for the teaching profession	State re-accreditation visit November 2007
Midpoint assessment on the California Teaching Performance Expectations occurs at program midpoint and upon completion of credential program.	Field supervisor and master teacher	To determine program continuation and program completion	
CSU Exit Survey queries students upon program exit of their perceptions of the quality of the teacher preparation program and self-perceptions of their readiness to teach.	Survey are electronically gathered, and analyzed by College of Education staff and college assessment coordinator	Faculty, college assessment committee, and departments examine data and compare to "year out study" (see Chancellor's Office Assessment below) and utilize for programmatic improvement	
CSU Chancellor's Office Credential Graduates Self Assessment of Preparation to Teach upon the completion of their first year of teaching and their supervisors' perceptions of that first year teacher preparation to teach.	Data analysis conducted by the Chancellor's Office Center for Teacher Quality	Each campus receives annually a detailed report of results which are reviewed by the dean, chairs, and college faculty. Results are used for programmatic improvement	

A complete detailed description of both the College of Education Assessment System and data analysis of student performance of knowledge, skills, and dispositions are available at <http://coeonline.fullerton.edu/Accreditation2007/>.

### **Educational Leadership Department**

<b>ED.D. PROGRAM</b>	
<b>Program Objectives &amp; Student Learning Outcomes</b>	
<b>Graduates of the Program will be:</b>	
<b>I. Experts in Educational Leadership</b>	<b>Program Objective</b>
<b>Student Learning Outcomes</b>	
<i>a. Who possess a deep understanding of the complex nature of learning and teaching so that they are able to guide and assist</i>	

<p><i>instructional practice.</i></p> <p>b. <i>Who understand the needs of adult learners and can apply the theories found in the androgogy<sup>1</sup> literature to the process of educational reform.</i></p> <p>c. <i>Who are skilled users of techniques for forecasting, planning, and management of change processes in education including use of technology as a resource.</i></p> <p>d. <i>Who are aware of cutting-edge technologies and how they can be used to enhance teaching, learning, and leadership of the educational enterprise.</i></p>
<p><b>II. Professionals Whose Practice is Informed by Scholarly Literature</b></p> <p>a. <i>Who will critique informal ideas about best practice on the basis of the literature.</i></p> <p>b. <i>Who will have a sense of the limits of the literature, as to its applicability to the work of educational professionals, its fundamental validity and reliability, and as to questions of which groups are empowered or marginalized by what is implied in the literature.</i></p> <p>c. <i>Who will foster and encourage best practices within their organizations, based on critical analysis of scholarly literature.</i></p> <p>d. <i>Who can develop with their colleagues and subordinates the ability to participate in communities of learning based on reflective practice and critique of the scholarly literature.</i></p> <p>e. <i>Who can define, contrast, and evaluate the multiple perspectives presented in the scholarly literature regarding education.</i></p> <p>f. <i>Who can critique proposals for research and/or program implementation.</i></p> <p>g. <i>Who can broker consultants and researchers in pursuit of organizational goals, independently assessing organizational needs and matching consultant / researcher skills and proposals to those needs.</i></p>
<p><b>III. Reflective Practitioners</b></p> <p>a. <i>Whose professional experience is systematically engaged, compared, and critiqued in classroom and other learning experiences.</i></p> <p>b. <i>Whose professional experience will be brought to bear on the areas of their study, finding relevance and application for principles derived from the literature.</i></p>
<p><b>IV. Critical Thinkers</b></p> <p>a. <i>Whose thinking is probabilistic, recognizing the indeterminacy of educational and social contexts.</i></p> <p>b. <i>Whose professional thinking is marked by hypothetical reasoning, meaning that conclusions are remorselessly yet robustly tentative, open to falsification on the basis of new valid and reliable data.</i></p> <p>c. <i>Who exhibit a bias for evidence in decision-making, preferring strongly evidence that is systematic and gathered from multiple sources and via sound means of collection, which are tested against the scholarly literature, and the realities of changing circumstances.</i></p>
<p><b>V. Change Agents</b></p> <p>a. <i>Whose knowledge of research enables them to interpret findings, make judicious applications of research, and advise others in policy positions.</i></p> <p>b. <i>Who are able to undertake first-hand investigations of local problems using applied research and appropriate methods for generating valid and reliable results.</i></p> <p>c. <i>Who are able to select applied research that addresses significant questions and ground it within the general framework of the scholarly literature.</i></p> <p>d. <i>Who use research results and a sophisticated understanding of organizational structures, cultures, and institutional networks to foster positive reform efforts within their organizations and across educational institutions.</i></p>
<p><b>VI. Self-Aware and Ethical Professionals</b></p> <p>a. <i>Who will seek contexts and means for professional-life-long learning and connections with scholarly literature.</i></p> <p>b. <i>Who will demand sophisticated feedback on their own performance and that of others, informed by scholarly understandings.</i></p> <p>c. <i>Who understand that education is embedded in a network of social and political structures that can be influenced and also will exert powerful influences on the educational process at all levels.</i></p> <p>d. <i>Who understand and support the ethical expectations of the education profession and strive to make their professional practice serve the needs of students and the community.</i></p>
<p><b>VII. Professionals Who Value Diversity</b></p> <p>a. <i>Who understand how their life histories shapes their views about the literature, organizations, and groups and who understand how to create collaborative environments that welcome and serve diverse members—cultural/linguistic diversity, gender, ableness, and age-span differences.</i></p> <p>b. <i>Who work to shape learning communities at their sites that are more humane and responsive to all students and are open to</i></p>

<sup>1</sup> As distinguished from *pedagogy*, the Greek root [ped] makes reference to children, *androgogy* references the art and science of teaching adults.

the wider community.

Degree name	How are student learning outcomes assessed?	Who interprets the evidence? What is the process?	Assessment infrastructure
MS in Education with a Concentration in Educational Administration	Students provide evidence in the capstone course, EDAD566, that they have met all of the seven standards for competence. Students are also assessed using College of Education writing rubric, a mid-point assessment of progress, and they complete a master's project.	Every 5-7 years NCATE and CCTC visit our campus to determine how well our program meets the accreditation standards. They review evidence that the education unit and the department aggregates student assessment and program evaluation data and that the department takes steps to implement improvements based on the analysis of these data.	The data is reported to the department and to the Council of Educational Leadership Students which provides feedback to the department. The department then makes on-going adjustments to the program base on the analysis of the data and student feedback.
EDD	Qualifying Examination; Proposal Defense; Dissertation Defense	Every 5-7 years NCATE visits our campus to determine how well our program meets the accreditation standards. They review evidence that the education unit and the department aggregates student assessment and program evaluation data and that the department takes steps to implement improvements based on the analysis of these data.	The degree proposal sets up a detailed assessment and program improvement process that includes the Ed.D. Program Advisory Board, the Ed.D. Faculty Group and the Executive Board. An Annual Evaluation Report is developed each year. In addition Education Code Section 66040.7 requires specific data to be collected each year and reported to the Legislature and the Governor.

Degree name	How are student learning outcomes assessed?	Who interprets the evidence? What is the process?	Assessment infrastructure
MS in Education with a concentration in Higher Education	Class projects and Comprehensive Examination as well as self-assessment and student evaluations of class instruction and program activities	Faculty, Higher Education Advisory Board and Program Review	Assessment is done through an on-going internal mechanism of annual review and program assessment and student assessment along with external review every five to seven years. <b>Program Evaluation Documents</b> The faculty collect the following documents and review them annually as a part of ongoing program evaluation and improvement efforts: <ul style="list-style-type: none"> <li>• Orientation <ul style="list-style-type: none"> <li>○ Self-Assessment</li> </ul> </li> <li>• Coursework <ul style="list-style-type: none"> <li>○ Self-Assessments</li> </ul> </li> <li>• Culminating documents <ul style="list-style-type: none"> <li>○ Comprehensive exam</li> <li>○ E-Portfolios</li> <li>○ Final Student Self-Assessment</li> </ul> </li> </ul>



## Elementary and Bilingual Education Department

<b>Degree name</b>	<b>Formal student learning outcomes developed?</b>	<b>Other than GPA, what data is used to determine that graduates have achieved stated outcomes for the degree? (eg. capstone courses, portfolio, licensure examinations)</b>	<b>Who interprets the evidence? What is the process?</b>	<b>How are the findings used?</b>
Multiple Subject Credential	<p><u>Outcome 1: Knowledgeable and Competent Specialists</u></p> <p>a) demonstrate strong foundation in subject matter or field of study</p> <p>b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field</p> <p>c) demonstrate ability to use technology as a resource</p> <p><u>Outcome 2: Reflective and Responsive Practitioners</u></p> <p>a) promote diversity</p> <p>b) make informed decisions</p> <p>c) engage in collaborative endeavors</p> <p>d) think critically</p> <p><u>Outcome 3: Committed and Caring Professionals</u></p> <p>a) become change agents</p> <p>b) maintain professional and ethical standards</p> <p>c) become life-long learners</p>	<p>Credit on all coursework to date (CR = Grade of B or better)</p> <p>Passage of VA TPAs.</p> <p>Passing score on fieldwork evaluations by master teacher and supervisor.</p> <p>Passing score on student teaching evaluations by master teacher and supervisor.</p> <p>Verification of EL teaching requirement.</p> <p>Verification of GATE/SPED teaching requirement (signature sheet).</p> <p>Verification of completion of U.S. Constitution requirement.</p> <p>Verification of reading/language arts competencies. (signature sheet)</p> <p>CPR training certificate.</p> <p>Successful completion of Bachelor's degree.</p>	<p>Block leaders, MSCP and TPA Coordinators interpret the data and share findings with faculty and the Department Chair.</p> <p>Students, supervisors and master teachers complete necessary forms and submit to block leader. MSCP and TPA coordinator oversees assessment process. Forms and other information is available at <a href="http://faculty.fullerton.edu/edel/">http://faculty.fullerton.edu/edel/</a></p>	<p>Findings are used to assist students in future placements and/or remediation; make program/course refinements; and reported to accrediting agencies.</p>
Curriculum and Instruction	<p><u>Outcome 1: Knowledgeable and Competent Specialists</u></p> <p>a) demonstrate strong foundation in subject matter or field of study</p> <p>b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field</p> <p>c) demonstrate ability to use technology as a resource</p> <p><u>Outcome 2: Reflective and Responsive Practitioners</u></p> <p>a) promote diversity</p> <p>b) make informed decisions</p> <p>c) engage in collaborative endeavors</p> <p>d) think critically</p> <p><u>Outcome 3: Committed and Caring Professionals</u></p> <p>a) become change agents</p> <p>b) maintain professional and ethical standards</p> <p>c) become life-long learners</p>	<p>Pass writing proficiency requirements and capstone class</p>	<p>EDEL 511 instructor, Graduate Writing Committee, and capstone instructor. If a student does not meet writing proficiencies in EDEL 511, student must present evidence of meeting writing requirements to Graduate Writing Committee before he/she is allowed to enroll in capstone class. Capstone class instructor evaluates final project.</p>	<p>Findings are used to improve students' writing skills, individual courses (e.g., course content, rigor, objectives, instructional strategies, requirements, and materials)</p>
Educational Technology	<p><u>Outcome 1: Knowledgeable and Competent Specialists</u></p> <p>a) demonstrate strong foundation in subject matter or field of study</p> <p>b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field</p> <p>c) demonstrate ability to use technology as a resource</p> <p><u>Outcome 2: Reflective and Responsive Practitioners</u></p> <p>a) promote diversity</p> <p>b) make informed decisions</p> <p>c) engage in collaborative endeavors</p> <p>d) think critically</p> <p><u>Outcome 3: Committed and Caring Professionals</u></p>	<p>Pass writing proficiency requirements and capstone class</p>	<p>EDEL 511 instructor, Graduate Writing Committee, and capstone instructor. If a student does not meet writing proficiencies in EDEL 511, student must present evidence of meeting writing requirements to Graduate Writing Committee before he/she is allowed to enroll in capstone class. Capstone class instructor evaluates final project.</p>	<p>Findings are used to improve students' writing skills, individual courses (e.g., course content, rigor, objectives, instructional strategies, requirements, and materials)</p>

	<ul style="list-style-type: none"> <li>a) become change agents</li> <li>b) maintain professional and ethical standards</li> <li>c) become life-long learners</li> </ul>			
Bilingual/Bicultural Education	<p><u>Outcome 1: Knowledgeable and Competent Specialists</u></p> <ul style="list-style-type: none"> <li>a) demonstrate strong foundation in subject matter or field of study</li> <li>b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field</li> <li>c) demonstrate ability to use technology as a resource</li> </ul> <p><u>Outcome 2: Reflective and Responsive Practitioners</u></p> <ul style="list-style-type: none"> <li>a) promote diversity</li> <li>b) make informed decisions</li> <li>c) engage in collaborative endeavors</li> <li>d) think critically</li> </ul> <p><u>Outcome 3: Committed and Caring Professionals</u></p> <ul style="list-style-type: none"> <li>a) become change agents</li> <li>b) maintain professional and ethical standards</li> <li>c) become life-long learners</li> </ul>	Pass writing proficiency requirements and capstone class	EDEL 511 instructor, Graduate Writing Committee, and capstone instructor. If a student does not meet writing proficiencies in EDEL 511, student must present evidence of meeting writing requirements to Graduate Writing Committee before he/she is allowed to enroll in capstone class. Capstone class instructor evaluates final project.	Findings are used to improve students' writing skills, individual courses (e.g., course content, rigor, objectives, instructional strategies, requirements, and materials)

**Notes:** The education unit at CSUF was last accredited in fall of 2007. NCATE sets unit standards which now require the collection of similar data across programs in the education unit. The assessment system includes pre-admission assessment, writing assessment, mid-point and exit assessments. CCTC sets standards for each of the education credential programs. The education unit at CSUF has developed an assessment plan and has begun to collect data. Data is available from the COE.

## Reading Department

<b>GRADUATE PROGRAMS</b>
<p><b>Student Learning Goals:</b> The MS in Education with a concentration in Reading program is designed to help qualified individuals gain the technical knowledge and scholarship requisite to becoming reading/language arts specialists. This professional program is based on and combined with sound preparation in the liberal arts and sciences. The curriculum proposes an interdisciplinary approach to the preparation of the professional specialist in reading/language arts who can attain a leadership role in public and private schools.</p>
<p><b>How Assessed:</b> Graduate students are assessed through coursework starting with an entry course, READ 501, Self-Assessment of Professional Competencies, which is carefully aligned to our mission and with the NCATE and CTC standards. READ 501 includes multiple assessment protocols along with instructional activities that satisfy the graduate writing requirement. We have established an assessment system to evaluate student success and persistence in our graduate programs in two ways. First, the College-wide assessments include a diversity assignment, a writing assessment, a diversity survey, a midpoint survey and an exit survey. Second, the department collects scores on key course assignments that have been identified and tailored to meet professional standards, and conducts a department-specific exit survey. College-wide assessments are collected by the College assessment coordinator. Department assessments are collected within the department. Assessment results are reviewed at department faculty meetings to identify areas of strength and needs.</p>

## Secondary Education Department

Degree name	Formal student learning outcomes developed? (y/n)	Other than GPA, what data is used to determine that graduates have achieved stated outcomes for the degree? (eg. capstone courses, portfolio, licensure examinations)	Who interprets the evidence? What is the process?	How re the findings used?
MSE EDSC	<p><b>KNOWLEDGEABLE &amp; COMPETENT SPECIALISTS</b> Demonstrate a strong foundation in subject matter knowledge or field of study Demonstrate strong understanding and implementation of pedagogical skills or skills in their field Demonstrate ability to use technology as a resource</p> <p><b>REFLECTIVE &amp; RESPONSIVE PRACTITIONERS</b> Promote diversity Make informed decisions Engage in collaborative endeavors Think Critically</p> <p><b>COMMITTED &amp; CARING PROFESSIONALS</b> Become change agents Maintain professional and ethical standards Become life-long learners</p>	<p><b>Diversity Survey</b> <a href="http://ed.fullerton.edu/Current/mastersStudents.html">http://ed.fullerton.edu/Current/mastersStudents.html</a> This assignment enables the College of Education and related programs to compile data about our graduate student experiences in working with students of diverse backgrounds. The questions in this 10 to 15 minute survey will require students to use California Ed-Data (<a href="http://www.ed-data.k12.ca.us">www.ed-data.k12.ca.us</a>) to identify their work site and to describe recent experiences teaching or working with PreK-12 students of diverse backgrounds.</p>	College of Education staff analyze survey data.	<p>Data is reported to accrediting bodies and department committees for interpretation and use for program improvement.</p> <p>Students who fail to meet the minimal competence must repeat or select an alternate plan; at this time, we have not yet aggregated or analyzed data.</p>
		<p><b>Diversity Assignment</b> This assignment requires that secondary education graduate students demonstrate their knowledge and skills in teaching and supporting diverse student learners. An assignment in the graduate program sequence has been identified as the Diversity Assignment. Students complete the assignment as required in the course and the assignment is evaluated according to the instructor's criteria.</p>	Department rubric is used for evaluation by EDSC 540 instructor	
		<p><b>Writing Assessment</b> This assignment requires that secondary education graduate students demonstrate graduate-level writing skills. A writing assignment in the graduate program sequence has been selected for additional evaluation via a common rubric for assessing writing. This rubric is available at <a href="http://ed.fullerton.edu/Current/mastersStudents.html">http://ed.fullerton.edu/Current/mastersStudents.html</a>. Students complete the assignment as required in the course. The assignment is evaluated according to the instructor's criteria as well as according to the writing rubric. Student Improvement Plans are developed for candidates who do not meet the minimum level of competence.</p>	College-wide rubric is used for evaluation by EDSC 536 instructor	
		<p><b>Midpoint Survey</b> <a href="http://ed.fullerton.edu/Current/mastersStudents.html">http://ed.fullerton.edu/Current/mastersStudents.html</a> This assignment enables the College of Education and related programs to compile data regarding student experiences in our graduate programs at the midpoint. There are 25 questions in this 10-15 minute survey; most ask for student opinions of coursework, faculty, support, and content on a Likert scale rating</p>	College of Education staff analyze survey data	
		<p><b>Exit Survey</b> <a href="http://ed.fullerton.edu/Current/mastersStudents.html">http://ed.fullerton.edu/Current/mastersStudents.html</a> This assignment enables the College of Education and related programs to compile data regarding student experiences in our graduate programs after they have completed the program. There are 25 questions in this 10-15 minute survey; most ask for student opinions of coursework, faculty, support, and content on a Likert scale rating.</p>	College of Education staff analyze survey data	

		<p><b>Culminating Experience Options</b> Options for candidates include comprehensive examination, project, or thesis. Project options include a curriculum project, journal article, NBPTS submission, or grant application. Rubrics and detail on options are found at <a href="http://ed.fullerton.edu/SecEd/Gradprgm/MSE_Guide/Index.htm">http://ed.fullerton.edu/SecEd/Gradprgm/MSE_Guide/Index.htm</a></p>	Two graduate faculty review each product	
Single Subject Credential Program	<p><b>KNOWLEDGEABLE &amp; COMPETENT SPECIALISTS</b> Demonstrate a strong foundation in subject matter knowledge or field of study Demonstrate strong understanding and implementation of pedagogical skills or skills in their field Demonstrate ability to use technology as a resource</p> <p><b>REFLECTIVE &amp; RESPONSIVE PRACTITIONERS</b> Promote diversity Make informed decisions Engage in collaborative endeavors Think Critically</p> <p><b>COMMITTED &amp; CARING PROFESSIONALS</b> Become change agents Maintain professional and ethical standards Become life-long learners</p>	<p><b>Candidate Dispositions</b> are assessed during the interview for program admission. This form is found at <a href="http://ed.fullerton.edu/SecEd/STHandbook/Forms/PRE-5.doc">http://ed.fullerton.edu/SecEd/STHandbook/Forms/PRE-5.doc</a>.</p>	The interviewing team completes the form; data is aggregated and analyzed by Department Chair.	<p>Data is reported to accrediting bodies and department committees for interpretation and use for program improvement.</p> <p>Students who fail to meet the minimal competence must repeat or select an alternate plan; at this time, we have not yet aggregated or analyzed data.</p>
		<p>Midpoint assessment on the Teaching Performance Expectations is assessed via the <b>TPE: Extern Level of Proficiency</b>, found at <a href="http://ed.fullerton.edu/SecEd/STHandbook/Forms/EI-3.doc">http://ed.fullerton.edu/SecEd/STHandbook/Forms/EI-3.doc</a> and also the <b>First Semester Final Evaluation</b> found at <a href="http://ed.fullerton.edu/SecEd/STHandbook/Forms/EI-4.doc">http://ed.fullerton.edu/SecEd/STHandbook/Forms/EI-4.doc</a>.</p>	University supervisors, master teachers, and program advisors complete the evaluations; data is aggregated and analyzed by Department Chair	
		<p>Assessment on the Teaching Performance Expectations are completed via the <b>TPE Level of Proficiency: Student Teacher Midterm Evaluation</b>, found at <a href="http://ed.fullerton.edu/SecEd/STHandbook/Forms/STI-1.doc">http://ed.fullerton.edu/SecEd/STHandbook/Forms/STI-1.doc</a> and the <b>Student Teacher Final Evaluation</b>, found at <a href="http://ed.fullerton.edu/SecEd/STHandbook/Forms/STI-2.doc">http://ed.fullerton.edu/SecEd/STHandbook/Forms/STI-2.doc</a>.</p>	University supervisors, master teachers, and program advisors complete the evaluations; data is aggregated and analyzed by Department Chair	
		<p><b>Teaching Performance Assessment</b> consists of four tasks. Details on this assessment is found at <a href="http://ed.fullerton.edu/SecEd/TPA/Index.htm">http://ed.fullerton.edu/SecEd/TPA/Index.htm</a>.</p>	Tasks are assessed by state-certified assessors; data is aggregated and analyzed by Department Chair	

## Special Education Department

Degree name	Formal student learning outcomes developed? (y/n)	Other than GPA, what data is used to determine that graduates have achieved stated outcomes for the degree? (eg. capstone courses, portfolio, licensure examinations)	Who interprets the evidence? What is the process?	How re the findings used?
Education Specialist Credential Program	<b>KNOWLEDGEABLE &amp; COMPETENT SPECIALISTS</b> Demonstrate a strong foundation in subject matter knowledge or field of study Demonstrate strong understanding and implementation of pedagogical skills or skills in their field Demonstrate ability to use technology as a resource <b>REFLECTIVE &amp; RESPONSIVE PRACTITIONERS</b> Promote diversity Make informed decisions Engage in collaborative endeavors Think Critically <b>COMMITTED &amp; CARING PROFESSIONALS</b> Become change agents Maintain professional and ethical standards Become life-long learners	<b>Candidate Dispositions</b> are assessed during each fieldwork experience.	The interviewing team completes the form; data is aggregated and analyzed by Department Chair.	Data is reported to accrediting bodies and department committees for interpretation and use for program improvement.  Students who fail to meet the minimal competence must repeat or select an alternate plan; at this time, we have not yet aggregated or analyzed data.
		<b>General Education Fieldwork Competencies</b> assessment is based on the Teaching Performance Expectations.	University supervisors, master teachers, and program advisors complete the evaluations; data is aggregated and analyzed by Department Chair	
		<b>Reading/RICA Competencies</b> are assessed during associated coursework and the general education fieldwork experience.	University supervisors, course instructors, master teachers, and program advisors complete the evaluations; data is aggregated and analyzed by Department Chair	
		<b>Special Education Fieldwork Competencies</b> assessment is based on the CACTC, CEC, and Department competencies. They are specific to four speciality areas: Mild/Moderate, Moderate/Severe, ECSE Infant/Toddler, and ECSE Preschool.	University supervisors, master teachers, and program advisors complete the evaluations; data is aggregated and analyzed by Department Chair.	

## MSIDT Program

<b>GRADUATE PROGRAMS</b>
<p><b>Student Learning Goals:</b> The College of Education’s mission statement highlights the focus of the MS in Instructional Design and Technology program on its preparation of graduates who have a deep understanding of the concepts, issues, and practices of learning and curriculum issues in an information age. Specifically, the MSIDT program helps prepare professionals to design, evaluate and manage learner-centered curriculum and professional training in a variety of educational settings (pre-K, K-12, community college, higher education, or extended education) and workplace environments-corporate, social services, government, military, etc. The program enables instructional design professionals to identify and analyze problems and to use advanced technology tools appropriately to generate instructional solutions in a way that is meaningful and effective in order to improve learning and performance. The program also prepares professionals who are leaders in their field aware of current trends and technologies, who can manage and respond to rapid change in their workplace environments, and who are effective problem-solvers in team settings to accomplish learning and training focused tasks. Thus, incorporated within every course of the MSIDT degree structure is a variety of instructional strategies and learning opportunities. These common program elements include:</p> <p><u>Assessment/Evaluation</u>- ability to critically discriminate, compare, and select appropriate criteria, and effectively implement methodology for developing an effective instructional product.</p> <p><u>Collaboration</u> - ability to work productively in team or collaborative settings to achieve common goals or purposes.</p> <p><u>Critical Thinking and Problem Solving</u> -ability to critically analyze, evaluate and synthesize information as well as effectively generate, select, and apply appropriate solutions to solve problems in the development and implementation of the instructional product based on reasoned rationale.</p> <p><u>Media Literacy</u> - ability to compare, discriminate, design, implement and assess various media sources in the development and implementation of the instructional product.</p> <p><u>Research</u>-advanced ability to conduct, evaluate, interpret, and synthesize research and apply theoretical ideas to the development and implementation of an instructional product in a practical setting.</p> <p><u>Written Communication</u> – advanced ability to effectively and critically present ideas in a logical framework in a variety of written forms with proper language structure and mechanics.</p>
<p><b>How Assessed:</b> The MSIDT Program has developed a comprehensive assessment plan based on the nine principles of best practice as presented by the American Association of Higher Education Assessment Forum (1992). Basically, we utilize both formative and summative evaluation methodologies along with authentic assessment. As described below, there are course specific assessments linked to the instructional strategies and the Common Program and Course Elements, along with an ongoing CD portfolio after each term segment, a community of learners outcome survey (data utilized by the faculty team as part of their own research study), and a culminating capstone assessment in the final project and practicum expectations. We believe that assessment requires</p>

attention to outcomes but, also, equally to the experiences that lead to those outcomes. We also espouse that assessment works best when it is ongoing not episodic. Indeed some of the faculty in this program focused part of their Ph.D. work on evaluation research and have been on national committees related to assessment with both the AAHE Assessment Forum and the National Center for Postsecondary Teaching and Learning. One has also served as the co-director of the Western Region Assessment conference for 10 years sponsored by CSU Fullerton each March.

As mentioned above, each course makes use of multimodal assessment methodologies to document learning. For example, students prepare and submit individual and team-designed projects, prototype projects, online and group discussions, demonstrations, discussion papers and readings, research and learning application activities, research papers, annotated bibliographies, software, web-based or Beta prototype evaluations, midterm and final exams, and self assessments. Students are required to compile a cumulative electronic portfolio (on CD) of their selected coursework for final evaluation. The electronic portfolio is submitted by the student at the end of each 16-week segment and again at the conclusion of the program for evaluation and is included in their individual file folder in the MSIDT program office. The portfolio serves as a cumulative indicator of student progress and as another vehicle for authenticating student work and is the framework for a formal Reflection Prompt during the Midpoint Symposium.

The faculty play a critical role in defining the expected outcomes of student learning. Our MSIDT Team faculty are willing to accept responsibility for this role and to work toward effective assessment practices, collaboratively and continuously. Throughout all these assessment methodologies, students are given ongoing feedback about their work along with their own reflections through rubrics, written feedback, emails and phone conversations, if necessary. Indeed one of the purposes of the Midpoint Symposium is to meet with a faculty point person to discuss the work to date over 3 term segments and make adjustments for their learning goals and lay the groundwork for the specialized outcome assessment strategy which is the culminating project and practicum. The Program Coordinator regularly checks with the faculty team about student progress and assists in the feedback to individual students about specific courses –expectations, achievement, outcomes -as necessary. Specific student learning needs are also part of the meeting agenda for the MSIDT Team. The faculty have made presentations about the assessment data on a regular basis at a variety of local and national conferences and have developed a Collaborative Research Team and Community of Learners model with an hour of each MSIDT Team meeting devoted to our research and a variety of publications and pragmatic scholarship over the years.

#### Summary of Research-2007-08:

MSIDT faculty participated in a self evaluation study to assess their instructional and community building strategies. The purpose of this research was to understand and identify the strategies that continue to be integrated into online instruction. The quality of the MSIDT program is exceptional and identifying the exemplary practices of the faculty is necessary to inform and educate others about effective online instruction. The results of this research were presented at TechEd International Conference in spring 2008. The conference session was well attended and positive attendee feedback about our instructional practices and the presentation were noted by TechEd administration. The research was presented by Cynthia Gautreau, Barbara Glaeser and Chris Street. Furthermore, an article is being written about the research findings. The article will be a collaborative effort among each of the MSIDT faculty.

#### Future Research Goals:

A future research goal for the MSIDT faculty will be to continue to self evaluate instructional practices. Furthermore, faculty will assess the use of innovative instructional strategies, namely video conferencing opportunities to provide students with a robust and high quality education. As faculty readily apply the use of video conferencing into their instruction, they will assess its effectiveness, benefits, and potential disadvantages

Finally, as we continue to work through each aspect of this program, we have been in a continual process of ongoing refinement each year and with each new cohort similar to one of the best practices in assessment as presented by the AAHE Assessment Forum. Each spring the MSIDT team members review the curriculum, the software and our orientation programs to make refinements and adaptations as necessary. For example, we have added more assistive technology to the program, updated the software protocol with each cohort based on currency in the field and with universal protocols such as through Macromedia or Adobe, expanded our faculty team membership, refined our BB course templates, revised our interview protocol with some problem solving questions (due to a couple student experiences we had observed), the MSIDT website and outgoing email inquiry response. We created expectations for student interaction in the discussion forums, online communications, emails, etc. to more fully recognize cultural and gender differences.

## **2. c. How Student Learning Outcome Results are Used for Improvement of Teaching and Learning**

Please see details in 2.b.

## **2. d. College Assessment Infrastructure and Process**

Please see details in 2.b.

## **3. Distance/Off-Campus Education Inventory**

### **Educational Leadership Department**

- a. No classes are offered online at this time.
- b. We offer the full MS/Credential in Educational Administration at off-campus sites:

- Fall 08: Fountain Valley School District, Capistrano Unified School District, Santa Ana Unified School District, Paramount Unified School District, and Fullerton Joint Union High School District.
  - Spring 09: Fountain Valley School District, Capistrano Unified School District, Santa Ana Unified School District, Paramount Unified School District, and Fullerton Joint Union High School District, Placentia-Yorba Linda Unified School District.
- c. We are now recruiting for off-campus cohorts in the MS/Credential in Educational Administration in these districts: Corona-Norco USD, Whittier ESD, and Walnut USD.

### **Elementary and Bilingual Education Department**

- a. Online programs (50% or more of a program is delivered online or through a distance modality): None. One is planned to start spring 10, pending WASC approval.
- b. Off campus programs (50% or more of a program is delivered off campus): Two district cohorts – Anaheim and Walnut Valley. Classes are taught at school campuses.
- c. Blended programs (combination of a. & b.): None
- d. Proposed online, off campus programs, and blended programs: One online program is currently under review. Two more will be submitted (Curriculum and Instruction and Bilingual/Bicultural Education) once WASC Fast Track is approved (all are currently face-to-face programs with fewer than 50% online classes).

### **Reading Department**

- a. Online programs - No graduate reading programs are online programs.
- b. Off-campus programs - The graduate reading programs are offered in 3 off-campus locations in addition to the main campus.
- c. Blended programs - The graduate reading programs at the 3 off-campus locations and the main campus are offered as blended programs.
- d. Proposed online, off campus programs, and blended programs - One of the 3 off-campus cohorts will be completing in December, 2009, and another will be started in January, 2010 (maintaining 3 off-campus cohorts); the January 2010 program will be offered as a blended program.

### **Secondary Education Department**

- a. Online programs - We offer many of our classes online in both our credential and graduate programs, but neither program reaches the 50% threshold. Neither of these programs is an online program, as defined by the 50% threshold.
- b. Off campus programs - We offer portions (9 units) of our credential program at off campus district sites but these are not off campus programs.
- c. Blended programs - The EDSC credential program is a blended program, offering students both face to face and online prerequisite courses, as well as some off campus courses. The graduate program (MSE) has no off campus offerings but does use a hybrid delivery model, with portions of coursework being completed online.
- d. Proposed online, off campus, and blended programs – We have no new proposed programs.

### **Special Education Department**

- a. Online programs – Professional Clear Education Specialist Credential
- b. Off campus programs – NA
- c. Blended programs – NA

- d. Proposed online, off campus, and blended programs – Preliminary Education Specialist Credential (Fall 2010 start date)

### **MSIDT Program**

- a. Online Programs- MSIDT is the first totally online MS degree at CSUF begun in 2001.
- b. Off-campus Programs – NA
- c. Blended Programs – NA
- d. Proposed online or off-campus programs – NA

Note that the proposed online MS degree - MS in Adult and Lifelong Learning- will be developed as an interdisciplinary degree housed under the COE and offered through UEE and was listed on the recent Fast Track proposal sent to WASC.

## **4. a. Faculty and Student Scholarly and Creative Activities**

### **Educational Leadership Department**

#### **Books and Monographs**

Adler, L. (2008) Curriculum challenges in schools. In Provenzo, E. (ed.), *Encyclopedia of social and cultural foundations of education*. Sage Publications.

Person, D., Alonzo, J., Holland, A., Paek, C. (in press). Member Institution Enrollment Management Initiatives: *What We Know and What We Have Accomplished*. Atlanta: United Negro College Fund.

#### **Book Chapters**

Choi, D. (2009). New Possibilities for Critical Education Research: Uses for Geographical Information Systems (GIS) in Apple M. W. & Au, W. (2009). *International Handbook for Critical Education*. New York: Routledge.

Hoffman, L., Hoffman, J. L., Hoffman, J. L. S., & Cleare-Hoffman, H. P. (in press). Culture, religion, and spirituality: How spirituality saved religion. In J. H. Ellens (Ed.), *The healing power of religion* (Vol. 2). Westport, CT: Praeger.

#### **Refereed Articles**

Choi, D. (2008) “Integrating a Research-Based Approach in a Comprehensive School Improvement Plan” *International Journal of Educational Leadership Preparation*. 3(2).

Choi, D. (in press) “The Impact of Competing Definitions of Quality on the Geographical Distribution of Teachers” *Education Policy*

Hoffman, L., Hoffman, J. L., Dillard, K., Clark, J., Acoba, R., Williams, F., & Jones, T. T. (2008). Diversity and the God Image: Examining cultural difference in the experience of God for a college-age population. *The Journal of Psychology and Theology*, 36(2), 26-41.



## **Elementary and Bilingual Education Department**

### **Books and Monographs**

- Donoghue, M. R. (2009). *Language arts: Integrating skills for classroom teaching*. Thousand Oaks, CA: Sage.
- Ivers, K.S. (2009). *A teacher's guide to using technology in the classroom (2<sup>nd</sup> ed.)*. Portsmouth, NH: Libraries Unlimited,
- Yopp, R. H., & Yopp, H. K. (2010). *Literature-based reading activities (5<sup>th</sup> ed.)*. Boston: Allyn and Bacon.
- Yopp, H. K., Yopp, R. H., & Bishop, A. (2009). *Vocabulary instruction for academic success*. Huntington Beach, CA: Shell Education.

### **Book Chapters**

- Donovan, L. (2009). Teacher educator standards through and educational technology lens. In Klecka, C.L., Odell, S., McBee, R., & Houston, R. (eds.). *Standards for teacher educators: Establishing a vision for the profession*. Rowman and Littlefield.
- Mason, T. & Ponder, J. (2009). Preparing teachers and educating citizens: The simulated Congressional hearing. In E. Heilman (Ed.), *Social studies and diversity education: What we do and why we do it (pp. 173-179)*. New York, NY: Routledge.

### **Refereed Journal Articles**

- Crawford, T. (2008). Winning the epistemological struggle: Constructing a cultural model of shared authority in an elementary classroom. *Teachers College Record, 110(8)*, 1706-1736.
- Donovan, L., & Green, T. (2009). Two-way mirror: Technology-rich K-8 and teacher education programs. *Action in Teacher Education*.
- Fitts, S., Winstead, L., Weisman, E., Flores, S., Valenciana, C. (2008) Coming to voice: Preparing bilingual-bicultural teachers for social justice. *Equity and Excellence in Education, 40*, 357-371.
- Gautreau, C. & Humes, C. (2009). Online learning spaces: Beyond the text. *Educause Quarterly, 32(1)*.
- Gautreau, C., Street, C. & Glaeser, B. (2008). Best practices in graduate online teaching: Faculty perspectives. In G. Richards (Ed.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2008 (pp. 816-833)*. Chesapeake, VA: AACE.

- Gautreau, C., & Ahmed, A. (2008). Blackboard management and professional development strategies to augment teaching and learning. *Journal of Online Learning and Teaching*, 4(3), 374-380.
- Heinhorst, S., Thames, D. G., Boyce, J., & Morgan, S. (2008). Summer science: Enhancing high school science through polymers. *Polymer Reviews* 48 (4), 622-632.
- Kirtman, L. (2008). Pre-service teachers and mathematics: The impact of service-learning on teacher preparation. *School Science and Mathematics*, 108(3) 94-102.
- Kirtman, L. (2008). Reflections on teaching online: The myths and realities of one instructor's journey. *Diverse: Issues in Higher Education*, 25 (22) 48.
- Klecka, C.L., Donovan, L., Venditti, K., & Short, B. (2008). Who is a teacher educator? Performance of teacher educator identity through portfolio development. *Action in Teacher Education* 29 (4), 83-91.
- Lopez, C., & Donovan, L. (2009). Getting Latino parents involved with mathematics through Family Math Nights: A review of literature. *Latinos and Education*.
- Patchen, T., & Cox-Petersen, A. (2008). Constructing cultural relevance in science: A case study of two elementary teachers. *Science Education*, (92), 994-1014.
- Ponder, J., Vander Veldt, M., & Lewis-Ferrell, G. (2009). Lessons from the journey: Exploring citizenship through active civic involvement. *The Sophist Bane* 5(1), 37-44.
- Ponder, J. & Lewis-Ferrell, G. (2009). The butterfly effect: The impact of citizenship education. *The Social Studies*, 100 (3), 129-135.
- Renne, C. G. (2008). Is a rectangle a square? Developing mathematical vocabulary and conceptual understanding. In J. M. Bay-Williams & K. Karp (Eds.), *Growing professionally: Readings from NCTM publications for grades K-8* (pp. 207-213). Reston, VA: National Council of Teachers of Mathematics.
- Street, C., Stang, K., Gautreau, C. & Kaplowitz, H. (2008). Creating Online Learning Communities: A Cross Disciplinary Examination of Student Perceptions and Engagement. In K. McFerrin et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2008* (pp. 3170-3172). Chesapeake, VA: AACE.
- Yopp, H. K., & Yopp, R. H. (2009). Phonological awareness is child's play! *Young Children*, 64, 12-21. [Expanded Version. *Beyond the Journal*, [www.journal.naeyc.org/btj/200901](http://www.journal.naeyc.org/btj/200901).]

## **Reading Department**

### **Books and Monographs**

- Manzo, U.C. & Manzo, A.V. (2009). *Content area literacy: A framework for text-based instruction*, 5<sup>th</sup> ed. NY: John Wiley & Sons.

## **Book Chapters**

Manzo, U.C., & Manzo, A.V. (2008). Teaching vocabulary-learning strategies: Word consciousness, word connection, and word prediction. In Farstrup, A., & Samuels, S.J. (Eds). *What research has to say about vocabulary instruction*. Newark, NJ: International Reading Association (80-105).

## **Refereed Conference Presentations**

Bartle-Angus, K. (October, 2008). *Keeping our eye on the prize: Teaching with the goal of developing critical thinkers*. Cleveland, OH.

Bowers, E., & Fitts, S. (December, 2008). *Academic language and literacy: A conceptual review*. Paper accepted for presentation at the annual meeting of the National Reading Conference. Tampa, Florida.

Carter-Wells, J. & Gautreau, C. (April, 2009). *Best Practices in Online Teaching and Learning: Faculty Perspectives*. Paper accepted for presentation at the Academic Resources Conference, Western Association of Schools and Colleges. Hollywood, CA.

Jasis, P. & Ordonez-Jasis, R. (October, 2008). *Cosechando Esperanza/Harvesting hope: Migrant children and their academic identities*. Annual Conference of the American Educational Studies Association. Savannah, GA.

Ragusa, G., Unrau, N., Bowers, E., & Rueda, R. (December, 2008). *Teachers' beliefs about students' motivation for reading: Teachers respond to a focus group*. Paper accepted for presentation at the annual meeting of the National Reading Conference. Tampa, Florida.

## **Secondary Education Department**

### **Books and Monographs**

Au, W. (2009). *Unequal by design: High-stakes testing and the standardization of inequality*. Routledge: New York.

Apple, M.W., Au, W., and Gandin, L. (2009). *The Routledge international handbook of critical education*. Routledge: New York.

Au, W. (2009). *Rethinking multicultural education: Teaching for racial and cultural justice*. Rethinking Schools Ltd.: Milwaukee.

Ellis, M. W. (Ed.) (2009). *Mathematics for All Students: Responding to Diversity, Grades 6-8*. Reston, VA: NCTM.

Grant, M., & Fisher, D. (in press). *Reading and Writing in Science: Tools to Develop Disciplinary Literacy*. Thousand Oaks, CA: Corwin Press.

Kottler, J.A. & Kottler, E. (2009). *Students who drive you crazy: Succeeding with resistant, unmotivated, and otherwise difficult young people* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.

Kottler, E. & Costa, V.B. (2009). *Secrets to Success for Science Teachers*. Thousand Oaks, CA: Corwin Press.

Pahl, Ron H. June 2009. *Breaking Away from the Textbook: Creative Ways to Teach World History, Volume I, Second Edition*. Lanham, MD: Rowland & Littlefield.

### **Book Chapters**

Au, W. & Apple, M. W. (2009). Neo-Marxism in critical educational theory. In M.W. Apple, W. Au, and L. Gandin (Eds.), *The Routledge international handbook of critical education* (pp. 83-95). Routledge: New York.

Apple, M. W., Au, W., & Gandin, L. (2009). Mapping critical education. In M.W. Apple, W. Au, and L. Gandin (Eds.), *The Routledge international handbook of critical education* (pp. 3-20). Routledge: New York.

Au, W. (2009). Fighting with the text: Critical issues in the development of Freirian pedagogy. In M.W. Apple, W. Au, and L. Gandin (Eds.), *The Routledge international handbook of critical education* (pp. 221-231). Routledge: New York.

Au, W. (2009). Introduction: Rethinking multicultural education. In W. Au (Ed.), *Rethinking multicultural education: Teaching for racial and cultural justice* (pp. 1-5). Rethinking Schools Ltd.: Milwaukee.

Chang, B. & Au, W. (2009). You're Asian. How could you fail math?: Unmasking the myth of the model minority. W. Au (Ed.), *Rethinking multicultural education: Teaching for racial and cultural justice* (pp. 207-215). Rethinking Schools Ltd.: Milwaukee.

Au, W. (2009). Decolonizing the classroom: Lessons in multicultural education. W. Au (Ed.), *Rethinking multicultural education: Teaching for racial and cultural justice* (pp. 247-254). Rethinking Schools Ltd.: Milwaukee.

Au, W. (2009). High-stakes testing and curriculum control: A qualitative metasynthesis. In Flinders, D. & Thornton, S. (Eds.), *The curriculum studies reader* (3<sup>rd</sup> Edition, pp. 286-302).

Au, W. (2008). Remembrance: Keeping kids at the center of education policy. In B. Ayers, G. Ladson-Billings, G. Michie, & P. Noguera (Eds.), *City kids, city teachers II* (pp.305-309). The New Press: New York.

Ellis, M. W. (2008). Preparing secondary teachers of mathematics with and for democratic practice. In M. Lutz (Ed.), *Secondary Mathematics Methods Courses in California, Monograph of the California Association of Mathematics Teacher Educators* (pp. 39-49). Available online <http://edweb.csus.edu/projects/camte/monograph1.pdf>

- Ellis, M. W. (2009). Moving from deficiencies to possibilities: Some thoughts on labeling students in the mathematics classroom. In A. Flores (Ed.), *Mathematics for All Students: Responding to Diversity, Grades 9-12*. Reston, VA: NCTM.
- Grant, M. (in press). Comprehension connections to science. In K. Ganske & D. Fisher (Eds.), *A Comprehensive Look at Reading Comprehension K-12*. New York: Guilford Press.
- Grant, M. (in press). Reading a science experiment: Deciphering the language of scientists. In D. Lapp, & B. Moss (Eds.), *Teaching the Texts Children Need to Succeed on High Stakes Tests and in the Classroom, grades K-3*. New York: Guilford Press.
- Grant, M. (in press). Reading a science experiment: Deciphering the language of scientists. In D. Lapp, & B. Moss (Eds.), *Teaching the Texts Children Need to Succeed on High Stakes Tests and in the Classroom, grades 4-6*. New York: Guilford Press.
- Grant, M., Cantell, P., & Lapp, D. (in press). Designing science/literacy lessons with accommodations for English learners. In C. Brock, D. Lapp, R. Salas, & D. Townsend (Eds.), *Learning to converse, conversing to learn: Instruction that helps English language learners develop academic language proficiency*. TC Press: New York.
- Fisher, D., Frey, N., & Grant, M. (in press). A diploma that matters: Schoolwide efforts to improve high school teaching and learning. In S. R. Parris, D. Fisher, & K. Headley (Eds.), *Adolescent literacy: Research-based best practices*. Newark, DE: International Reading Association.
- Fisher, D. & Grant, M. (2008). Understanding Yourself Through Literature: Lessons From Adolescents. In C. S. Rhodes, L. B. Wolf, & J. Darvin (Eds.), *From contemplation to Action: Promoting Social Justice Through Children's Literature*. East Rockaway, NY: Cummings & Hathaway Publishers.

### **Referred Journal Articles**

- Ambrosetti, D., Costa, V., and Hodges, C. (Eds.) (In Press). Teaching Performance Assessment [Special Issue]. *Issues in Teacher Education*.
- Au, W. (2008). Devising inequality: A Bernsteinian analysis of high-stakes testing and social reproduction in education. *British Journal of Sociology of Education*, 29(6), 639-651.
- Au, W. (2008). Between education and the economy: High-stakes testing and the contradictory location of the new middle class. *Journal of Education Policy*, 23(5), 501-513.
- Au, W. (In Press). Obama, where art thou?: Hoping for change in U.S. education policy. *Harvard Educational Review*. (forthcoming June 2009).
- G. Cho (Fall, 2008). Bridging the Cultural Divide: Korean Americans Visit their Heritage Homeland. *The international journal of Foreign Language Teaching*, p.4-11.
- G. Cho & S. Krashen (Spring, 2009). Personal theories of language acquisition among heritage language speakers. *The international journal of Foreign Language Teaching*, p. 12-16.

- Ellis, M. W., Contreras, J., & Martinez-Cruz, A. M. (2009). The mathematical preparation of prospective elementary teachers: Reflections from an interesting problem. *Issues in the Undergraduate Mathematics Preparation of School Teachers: The Journal, 2 (Pedagogy)*.
- Grant, M., Fisher, D., & Frey, N. (April 2009). Science is > Strategies. *The Clearinghouse*.
- Lapp, D., Fisher, D., & Grant, M. (2008). "You can read this text--I'll show you how": Interactive comprehension instruction. *Journal of Adolescent & Adult Literacy, 51, 372-382*.
- Fisher, D., Grant, M., Frey, N., & Johnson, C. (Dec 2007/Jan 2008). Taking formative assessment schoolwide. *Educational Leadership, 65(4), 64-69*.
- Pahl, Ron H. January 2009. The First Issue of The Social Studies – September 1909. *The Social Studies*.
- Pahl, Ron H. March, 2009. The Social Studies Committee of Eight – 1909. *The Social Studies*.
- Pahl, Ron H. May, 2009. The Social Studies Blackboard 1910. *The Social Studies*.
- Randall, L. & DeCastro Ambrosetti, D. (2009). Analysis of Student Responses to Participation in Literature Circles in Higher Education. *Journal of Excellence in College Education*
- Shand, K.L. (in press). The interplay of graph and text in the acquisition of historical constructs. *Theory and research in social education*.
- Street, C., Fletcher, J., Merrill, M., Katz, M., & Cline, Z. (2008). The Expository Reading and Writing Curriculum (ERWC): Preparing All Students for College and Career. *The California Reader, 42(1), 34-41*.
- Street, C. & Stang, K. (in press). In What Ways Do Teacher Education Courses Change Teachers' Self-Confidence as Writers? *Teacher Education Quarterly*.
- Street, C. & Stang, K. (2008). Using Writing to Learn about Leni Riefenstahl and Nazi Germany: Using Technology to Access Information. *The Social Studies, 99(2), 94-96*.
- Street, C. & Stang, K. (2008). Improving the Teaching of Writing Across the Curriculum: A Model for Teaching Inservice Secondary Teachers to Write. *Action in Teacher Education, 30(1), 37-49*.
- Street, C., Stang, K., Gautreau, C. & Kaplowitz, H. (2008). Creating Online Learning Communities: A Cross Disciplinary Examination of Student Perceptions and Engagement. In K. McFerrin et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2008* (pp. 3170-3172). Chesapeake, VA: AACE.

### **Refereed Conference Presentations**

- Au, W. (2009). Fighting with the text: Critical issues in the development of Freirean pedagogy. Paper presented at the *American Education Research Association Annual Meeting*, San Diego, CA, April 15, 2009.

- Costa, V., and Andrews, S. (February, 2009). *U.S. Intel(R) Teach Program*. Presentation for the 2009 Annual Meeting of the American Association for Colleges of Teacher Education (AACTE), Chicago, IL.
- Costa V., Ambrosetti, D., Cho, D., and Ellis, M. (July, 2008). *Project TP2: Technology-Permeated Teacher Preparation*. Poster presented at the Annual National Education Computing Conference, San Antonio, Texas.
- Costa, V., D. Ambrosetti; G. Cho & M. Ellis (April, 2009). Project TP2 Technology-Permeated Teacher Preparation. Presented at National Educational Computing Conference, San Antonio Texas.
- Ellis, M. & Au, W. (2008). My students are level 1's: Examination, curricular control, and the stratification of students through mathematics education and testing. *Advancing Democracy and Equity in Today's Schools: The 4<sup>th</sup> Annual Summer Institute on Leadership for Educational Justice*. University of Redlands. Redlands, CA. July 29, 2008.
- Gautreau, C., Street, C. & Glaeser, B. (November, 2008). Best Practices in Graduate Online Teaching: Faculty Perspectives. E-Learn 2008 -- World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education, Las Vegas, NV.
- Grant, M., & Rothenberg, C. (2009, May). *Vocabulary, grammar, fluency, and comprehension: Cornerstones of proficiency*. Presented at the International Reading Association conference, Minneapolis, Minnesota.
- Grant, M., & Rothenberg, C. (2008, May). *Supporting English learners across the content areas: Using language and literacy to implement standards-based curricula*. Presented at the International Reading Association conference, Atlanta, Georgia.
- Grant, M., & Rothenberg, C. (2008, May). Oral Language: Building Academic Discourse for English Language Learners. Presented at the International Reading Association conference, Atlanta, Georgia.
- Frey, N., Grant, M., Goodwin, J. (2008, Feb). *Moves that Matter*. PEAK Conference on Inclusive Education: Designing Classrooms for Success!
- Randall, L.E. Promotive Active Learning in Online Instruction. Conference on Innovations in Technology, October 2009. Salt Lake City
- Shand, K.L., The interplay of text and graph in acquiring social-science constructs. Presented at the National Council for the Social Studies, November 2008.
- Ramirez, A. & Shand, K.L. Pre-service teachers' conception of race. Presented at the Hawaii International Conference on Education, January 2009.
- Street, C. & Stang, K. (July, 2008). Adapting the National Writing Project Model for In-Service Teacher Education Courses. 22nd World Congress on Reading. San José, Costa Rica.

## **Special Education Department**

### **Books and Monographs**

Pierson, M.R., Stang, K.K., & Varner, B. (2009). *Sound Instruction - Ready to Use Classroom Practice*. New York: Rapid Intellect.

### **Book Chapters**

Myck-Wayne, J. & Chen, D. (2008). Hearing loss. In D. Chen (Ed.), *Early intervention in action. Working across disciplines to support infants with multiple disabilities and their families* [CD]. Baltimore: Paul H. Brookes Publishing Co.

Stang, K.K. (2008). Supporting middle school students with disabilities in the mathematics classroom. In Malloy, C.W. (Series Ed.) & Ellis, M.W. (Vol. Ed.), *Mathematics for every student responding to diversity, Grades 6-8*. Reston, VA: National Council for the Teachers of Mathematics.

### **Refereed Journal Articles**

Carter, E. W., Lane, K. L., Pierson, M. R., & Stang, K. K. (2008). Promoting self-determination for transition-age youth: Views of high school general and special educators. *Exceptional Children, 75*, 55-70.

Ferko, D., & Jung, W. (2008). Beliefs about early intervention services for students with disabilities among Taiwanese and Taiwanese Americans. *Journal of International Special Needs Education, 11*, 51-60.

Jung, W. (2008). Cultural influences on ratings of behavioral and emotional problems, and school adjustment for Korean, Korean American, and Caucasian American Children: Are there gender differences? *The Journal of Educational Research, 69*(1), 73-84.

Lasky, B. & Karge, B. (2009). Twenty Ways to strengthen your principal's resource library. *Intervention in School and Clinic, 44*(4), 250-254.

Skokut, M., Robinson, S., Openden, D., & Jimerson, S. R. (2008). Promoting the social and cognitive competence of children with autism: Interventions at school. *The California School Psychologist, 13*, 93-107.

Street, C. & Stang, K.K. (2008). Improving the teaching of writing across the curriculum: A model for teaching in-service secondary teachers to write. *Action in Teacher Education, 30*(1), 37-49.

## **MSIDT Program**



### **Refereed Conference Presentations**

Carter-Wells, J. & Gautreau, C. (April, 2009). Best Practices in Online Teaching and Learning: Faculty Perspectives. Paper accepted for presentation at the Academic Resources Conference, Western Association of Schools and Colleges. Hollywood, CA.

Glaeser, B., Gautreau, C. & Street, C. (November, 2008). Online Instructional Practices. Paper accepted for presentation at the Association for Advancement of Computing in Education. Las Vegas, NV.

## **4.b. Newly-Awarded Externally Funded Grants and Contracts**

### **Educational Leadership**

Hoffman, J. L., & Williams, H. B. (2009). *Pepperdine University - Intercultural Affairs (ICA): External review report* (\$3,000 contracted report). Fullerton, CA: California State University Fullerton, Center for Research in Educational Access and Leadership.

### **Elementary and Bilingual Education**

Bautista, S., Renne, C., & Rose, K. (2008). *Project GPS<sup>2</sup> – Guiding and Preparing STEM Students*. Funded by the U.S. Department of Education, CCRAA-Hispanic-Serving Institutions Cooperative Arrangement. (\$2.1 million ~\$650,000 for CSUF for 2008-2010).

Cox-Petersen, A., Grant, M., Kisiel, J., & Ross, D. (2007-2009). CSU/ISI collaborative for professional development for educators. Funded by the Boeing Corporation. (\$35,000).

Ellis, M., Costa, V., Yopp-Edwards, R., & Yopp Slowik, H. (2008). *Math and Science Teacher Initiative (MSTI) Toolkit*. Funded by the CSU Chancellor's Office. (\$49,500).

Gautreau, C., Guillaume, A., & Kirtman, L. (2008). *Promoting mathematical confidence among Latina pre-service teachers*. Funded by AAUW. (\$5,200).

Kantardjieff, K., Cox-Petersen, A., Costa, V. (2008). Promoting Resources on Science Education and PRISMM. Funded by the Boeing Corporation (\$45,000).

Yopp-Edwards, R., & Guillaume, A. M. (2008). *Beginning Teacher Support and Assessment Program*. Funded by the California Commission on Teacher Credentialing and California Department of Education. (\$260,416 for 2008-2009).

### **Reading Department**

Ordenez-Jasis, R. (October, 2008). Contracted by Ball Foundation to offer a workshop, *Understanding your families' sociocultural context: Mapping community needs and resources*.

Ordonez-Jasis, R. (October, 2008). Contracted by Ball Foundation to write a chapter for their upcoming book (Fall 2009) to be published by the International Reading Association. The chapter is entitled, *Rethinking family literacy through a critical lens: A focus on culturally and linguistically diverse families*.

Ordonez-Jasis, R. (May, 2009). A four-year contract to work on the newly funded "I: DREEM" granted to Janice Myck-Wayne in SPED: *Inclusion: Developmentally responsive to educational experiences that are accessible and meaningful*.

## **Secondary Education**

Costa, V. (Co-PI), Grant, M., and Baker, R. (2009). *The Ocean Rocks! Whale Tail Grants Program*, California Coastal Commission (Funded, \$41,500)

Costa, V. and Ellis, M. (Project Directors) (2009). *Mathematics and Science Teacher Initiative (MSTI) Toolkit Dissemination Project*, CSU Chancellor's Office (Funded, \$16,464).

Costa, V. (Co-PI), Cox Peterson, A., and Kantijardiff, K. (2008). *Southern California Science Education Collaborative (SCSEC)*. Boeing Foundation (Funded, \$45,000).

Costa, V. (Project Director) (2008). *Mathematics and Science Teacher Initiative (MSTI) Toolkit*. CSU Chancellor's Office (Funded, \$50,000).

Costa, V. (Project Director) (2009, 2008, 2007, 2006). *Mathematics and Science Teacher (MAST) Project*. CSU Chancellor's Office (Funded, \$330,000 total).

Cox-Peterson, A., Grant, M., Kisiel, J., Ross, D. (2007-2008). CSU/ISI Collaborative for Professional Development for Educators. Funded by Boeing Corporation, \$35, 000.

Costa (Principal Investigator, with Orange County Department of Education and Anaheim Union High School District) (2007-2011). *Collaborating for Excellence in Middle School Science*. California Math and Science Partnership Grant, California Department of Education (Funded, \$1.5M).

Ellis, M., Bonsangue, M., & Guillaume, A. (2008). *Creating a Mathematics Education Collaborative*. California State University at Fullerton Mission and Goals Initiative (Funded, \$25,000).

Ellis, M. W., & Barnhart, T. (2008). *California Professional Teaching Development Center*. National Board for Professional Teaching Standards (Funded, \$108,000). Pahl, Ron H.: FIRST (Fullerton International Resources for Schools and Teachers), a CISP (California International Studies Program) grant for \$125,000

Grant, M. Street, C., Leuer, M., Melendez, X., & Glasser, B. (2008). Reading Institute for Academic Preparation (RIAP), funded by the CSU Chancellor's Office. \$21,250.

Randall, L.E. University-Wide Consortium on E-Learning. \$48,000 from Mission and Goals Initiative.

Ross, D., Grant, M., Hentschel, B. (2009). *SEAWARD: Stewardship, Education, and Advocacy through Wetlands Research Data*. Funded by COAST Collaborative Incentive Award Program, \$500 and 11 total units of release time.

Taylor, Helen P., Principal Investigator (2008-2009). Single Subject Intern Grant, California Commission on Teacher Credentialing, Sacramento, CA. \$106,500.

## **Special Education**

Karge, B.D. Transition to Teaching, On Track Scholar Program\_(\$241,049) U.S. Department of Education. To fund scholarships and support paraprofessionals, mid-career changers and recent graduates to teach in Santa Ana Unified School District, a high need district. Awarded October, 2008.

Karge, B.D. *Regional Special Education Program Network*. California Commission on Teacher Credentialing (\$95,000). To bring together the leaders in special education internships in the state and to be part of the leadership team for CCTC intern programs. Awarded September, 2008.

Karge, B.D., & Pierson, M.R. *CSU Fullerton Special Education Intern Program*. California Commission on Teacher Credentialing Intern Grant Funds (\$520,000). To support the intern program at CSU Fullerton during 2008-09 school year. Awarded September, 2008.

Karge, B. D. *US Centers for Disease Control and Prevention*. (\$38,000) To provide professional development conference for General Education and Special Education Teachers, Administrators and Families in the Area of Autism. Awarded July, 2008.

Myck-Wayne, J, (\$760,000 over 4 years) OSEP Grant H325K090416 *Personnel Preparation Grant. I:DREEAM in ECSE-Inclusion: Developmentally Responsive to Educational Experiences that are Accessible and Meaningful*.

Myck-Wayne, J. (\$1,000) *Faculty Development Center Grant*, California State University, Fullerton.

## **5. Activities of Research Centers, Specialty Centers & Institutes**

### **SchoolsFirst Center for Creativity and Critical Thinking in Schools Annual Report AY 2008-2009**

#### **Name of Center and Contact Information**

SchoolsFirst Center for Creativity and Critical Thinking in Schools (CCCTS)  
Teresa Crawford, Ph.D., Director  
College Park 570-18  
Phone: 657.278.8668

## **List of Major Projects Undertaken during 2008-2009**

The following projects were either partially or fully implemented during this academic year.

**Strategic Planning Sessions:** Four strategic planning sessions were held Oct.-Dec. 2008 to identify and define Center goals. These sessions were planned in partnership with the Orange County Department of Education (OCDE) and facilitated by Jim Thomas, Visual and Performing Arts Coordinator and Helena Hanna, California Art Project. Other members of the planning team included the College of Education Dean, Associate Dean, Assistant Dean, the Center Director and multi-disciplinary faculty from colleges across CSUF.

**IDEO Visitation:** January 26-27 the Center Director and three members of the OCDE visited IDEO- a creative and critical thinking consultant firm in San Jose-to learn how “design thinking” methods are used in to enhance learning in elementary schools. The visit included a tour of an elementary school using these methods.

### **Infrastructure Development**

***Physical Space:*** CP 570-18 was designated as the Center’s office which has an adjoining conference room used for meetings. ***CCCTS Logo Development:*** An identifying logo was developed in collaboration with Dr. Wang’s graphics arts class in the College of Arts. Dr. Wang assigned students to develop a logo and one student’s design was selected and a signed release obtained. ***Public Relations Materials:*** A brochure is under development with the Strategic Communications department to serve marketing and promotional purposes. ***Steering Committee/Advisory Board Development:*** A formal charter was constructed defining membership requirements, purpose, and policy for the establishment and work of the committee. Potential Advisory Board members were identified and a charter is under development. ***Steering 2009 Steering Committee meetings:*** Meetings were held March 9, April 20, May 11.

### **Professional Development Training for Educators**

***Visual Art Institute:*** A collaborative two-day institute was held in August 2008 providing training in visual arts methods and integration of art with the California State Standards. The institute was facilitated by Ginger Geftakys and Teresa Crawford, faculty from the Elementary & Bilingual Education Department. Participants included 20 K-6 teachers from five Orange County elementary schools and seven Elementary Education instructors from CSUF. ***Institute follow-up:*** During the fall and spring semesters, Institute facilitators provided school site follow-up sessions assisting teachers with classroom integration of visual arts in content area study.

**Naming Ceremony/Visual Art Recognition Event:** In April, a formal naming ceremony was hosted officially naming the Center in honor of the donation made by SchoolsFirst Credit Union. The event also included an art display of selected student work from the classrooms of the teachers that participated in the summer Art Institute. Parents, students, teachers, student teachers and CSUF faculty were honored with certificates for their participation in the Visual Arts program.

**Research/Grant Development:** Research was conducted on the implementation of the visual arts integration in elementary classrooms as part of the Art Institute activities. Publications are being written as a result of this research, including a book for publication and use in the Visual and Performing Arts course for the EDEL Multiple Subject Program. The Center Director has been working with COE faculty on two grant proposals: A multi-million dollar federal grant proposal (Teacher Quality Partnership Grant) for the development and implementation of a residency

credential/masters program for pre-service teacher candidates; and, a proposal to QualComm for the integration of technology into elementary curriculum through the use of wireless devices. The Center would receive funding to provide professional development for these proposed projects.

### **Funds Received**

SchoolsFirst Credit Union: \$250,000 (\$50,000 per year/5 years) – General Operating Funds  
Boeing: \$20,000—Visual Art Professional Development Institute (Summer 2008)  
Dixie Shaw, Community Arts Advocate: \$12,000—Music and Movement Professional Development Institute (Summer 2009)

### **Planned Projects or major activities anticipated for 2009-2010**

#### Professional Development Training for Educators

*Music and Movement Institute and School-Site Follow-up:* Following the same model as the Art Institute, the Center will offer professional development for the integration of music and movement into classroom content area study (August 2009). The institute and follow-up assistance for implementation will be facilitated by Dennis Siebenaler, Professor of Music Education, College of the Arts. Participants will include 20 teachers from six Placentia/Yorba Linda District elementary schools and three Visual and Performing Arts methods faculty from CSUF. *Advanced Visual Arts:* Ginger Geftakys will offer advanced visual arts workshops and school site implementation support to participants from the 2008 Art Institute. *Potential Future Institutes:* Work is underway to develop professional institutes in the integration of civic responsibility in social studies curriculum, and the integration of technology.

Music and Arts Recognition Event: An event honoring families, students, teachers, and student teachers from the Music and Advanced Visual Arts Institutes will highlight student work through music performances and an art display.

#### Continued Infrastructure Development:

*Website Development:* In collaboration with the Strategic Communications Department an interactive website will be designed that will enable teachers to network and share their innovative curriculum and pedagogy, promote and report on Center activities, and highlight research in the field of creativity and critical thinking in education. *Advisory Board:* Board membership will be defined, formal charter developed, and charter implementation begun.

Expansion of Community Relations: Continued work with the OCDE instructional services department will be expanded to include collaborative projects in technology, math and science. Participation in the OC *Imagination Celebration 2010* event is under development. Collaboration with OC school districts and schools will remain a priority. Other partnerships will continue to be sought and developed.

Fellowships/Scholarship Program Development: The Center will develop a program offering fellowships for CSUF faculty that provide professional development activities or conduct research that promotes the Center's mission and goals. A scholarship program for graduate student research in the field is will also be developed.

Continued Research/Grant Work: Publication opportunities will be sought for the results of research from the Art and Music Institutes. In addition conference proposals will be submitted for

dissemination of research and teacher resources. Grant writing will continue to seek both intramural and extramural funding for Center activities.

**Community Learning and Literacy Center**  
*Irvine Campus*  
**Annual Report**  
**AY 2008-09**

**Name of Center and Contact information**

Community Learning and Literacy Center  
Irvine campus  
JoAnn Carter-Wells, Ph.D., Director

**List of Major Projects undertaken during 2008-09**

The following goals developed with the 23 member external advisory board were either partially or fully implemented or continued from AY 2006-07:

Individual Literacy Assessment and Tutoring: available for all people of all ages based on successful MAPS (Mobile Assessment Protocol) program.

Professional Development Training for Educators (non-credit): collaborating with schools to provide professional development courses and in-services; additional comprehensive contract with Fullerton Union school district for summer and fall, 2009.

Educational Linkage between Educational Organizations, Businesses, Public and Private Agencies: partnerships with a variety of agencies have been established and will continue to form as the Center develops including Science @OC, a division of the California Science Center, Orange County Social Services with a funded project in the Newport Mesa Unified School District, Court Appointed Special Advocates, OCSS Emancipation services, Scholastic Publishing with donations of books and other materials, and Teacher Created Materials with donations of samples of materials.

Resource Facility: availability of materials at Irvine campus new administrative office.

Public Relations infrastructure: additional information such as organizational chart and approval of formal charter for Advisory Board focus and membership requirements.

Fall and Spring Advisory Board meetings: January 15, 2009 and May 5, 1009.

Business Roundtable-Irvine Campus-March 9, 2009-“Retraining, Redeployment and Workplace Literacy Redefined”- developed first collaborative outreach with Dr. Chuck Moore (Enrollment Management), Dr. Favid Falconer (VPAA Assignment) and Dr. Julie Chan (Project Director-K-12-CLLC) and made presentation on *Workplace Literacy Redefined*.

Completion of Self-Study Report under CSUF Program Review of Centers and Institutes - April 28, 2009 - Summary and Recommendation(s):

*The Community Learning and Literacy Center (CLLC) was established in 2006 as a part of the Department of Reading in the College of Education, it is now connected with the college via the*

*office of the dean. CLLC 's purpose is clearly stated: to provide educational support and services for the community, the workplace, governmental agencies and private organizations serving all ages, families and secondary and postsecondary institutions. The center has a strong organizational structure that includes a twenty-five member Community Advisory Board and Campus Task Force Group. There was recently a director and co-director, the director retired and the co- director has now become the director. CLLC is a service oriented organization as indicated in its many sponsored activities including a summer literacy and math camp; CSUF's Community Literacy Festival, and ongoing literacy assessment and tutoring. The Center has acquired a number of grants since its founding the largest of which is \$130,000 from Orange County Social Services for pilot project implementation with literacy support for foster children in school districts. A goal of the center is to continue to seek funding for continuing and developing programs. CLLC has dedicated leadership an engaged advisory board, well articulated goals and along with college support from the dean is well positioned to continue its mission and purposes.*

Reviewed by Council of Deans - May 6, 2009

Action taken – Continuation

*Gerald W. Patton*

*Director of Assessment and Educational Effectiveness*

#### **Funds Received --- amounts and sources**

1. Finished funding from Orange County Social Services - \$132,000- pilot project implementation with literacy support for foster children in Newport Mesa Unified School District and submitted report-October, 2008.
2. Applying for various grants including Institute of Education Sciences, under Interventions for Struggling Adolescent and Adult Readers and Writers, LOI submitted, \$420,000, April, 2009.
3. Meetings with new office of collaboration and partnerships for grant development under Jeannie Kim-Han as well as Paulina Tagle in Grants and Contracts.

#### **Planned projects or major activities anticipated for 2009-10**

At the January 15, 2009 meeting of the Advisory Board several goals for the next three years were identified including development of literacy workshops for parents and children during year along with the Summer Literacy and Math camp possibly including Science. Also, an upcoming goal is K-12 assessment and tutoring as a Supplemental Service Provider under the California Department of Education in co-sponsorship with the Reading Department. An overarching goal is to seek external support for center programs and projects. The CLLC will have a key role in future Business Roundtable meetings including the second event scheduled for September 11, 2009. Additional plans include advisory board meetings in fall, 2009 and spring, 2010, as well as a possible move during summer, 2010, when/if the Irvine campus is relocated.

## **Center for Research on Educational Access and Leadership (C-REAL)**

### **Annual Report**

### **AY 2008-09**

#### **Name of the center and contact information**

Center for Research on Educational Access and Leadership (C-REAL)

Director, Dawn R. Person, Professor of Educational Leadership

**List of major projects undertaken during 08-09**

<b>Organization</b>	<b>Funded/ Non-funded</b>	<b>Scope of Work/Product</b>
Cerritos College: Career Tech Education National Science Foundation	NF	Survey / Interviews - Report
United Negro College Fund	NF	Monograph Publication/Report
Gear-Up Evaluation Grant	\$40,000 – 09-10	Evaluations / Mix Methods
Leadership LA	proposed	Program Assessment / Evaluation
P-16 Leadership Study mid-level managers	proposed	Research study
CREAL Website		Send Information
Administrator Efficacy	proposed	
Teacher Quality Project	proposed	\$5 M
Child Center	Submitted Grant	\$13,000
Anaheim After School	Grant submitted/Denied	1.5 Grant Proposal
Access to Grad Studies		Proposal
Rosi – Russian Exchange	Continuing Ed Funded	Speaker Identification
South Africa		Grant Proposal / Curriculum Development
ACE – Long Beach Unified School District	\$20,000 - Funded	Climate and Teacher Ed Study
CSUF- Engaging	Grant Proposal - Funding	\$500,000

**Intellectual product and/or special presentations and events**

The Center was launched this fall with a publicity campaign to introduce the Center to CSUF and community partners in an effort to establish C-REAL as a viable component of the College of Education, the University, and the greater Orange and LA counties. Dr. David Berliner was the Keynote Speaker for a day-long program that included a brown bag luncheon, afternoon session with the RACE Group of CSUF, a dinner with donors and local educational leaders, and an evening lecture and reception. The program was an overwhelming success and supported by both internal and external sponsors.

**Funds received—amounts and sources**

A total of \$10,000 was pledged by the four Orange county community college districts and an additional \$62,000 from other donors and granting agencies. The total amount pledged thus far is \$72,500. \$10,000 has been received in the C-REAL account to date.



**Planned projects or major activities anticipated for 2009-10**

Most of the above mentioned projects are on-going and depending upon funding, will be implemented in 09-10. The Center will continue to pursue grants, support evaluation activities for grants, and engage in research for publication purposes.