

# Annual Report 2010 College of Education

## Section A: College Goals and Priorities for 2010-2011

2010-2011 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:            a) The College's first Biennial Report, to be developed and submitted to the Commission on Teacher Credentialing (CTC);            b) Continued use of assessment data to monitor progress toward goals stated in the Improvement and Accountability Plan (IAP) required by the Chancellor's Office for basic credential programs;            c) In collaboration with the CSU Center for Teacher Quality, preliminary identification of indicators that link credential candidate success with prek-14 student learning.</p>
<p><b>2. Implement newly approved program options:</b></p> <ul style="list-style-type: none"> <li>• <b>fully-online Master's degree programs in Elementary, Secondary and Reading Education;</b></li> <li>• <b>combined credential/Master's degree in Elementary Education;</b></li> <li>• <b>Education Specialist Program and Autism Authorization; and</b></li> <li>• <b>Online Teaching and Learning Certificate.</b></li> </ul>	<p>II. A. Support undergraduate and graduate programs in professional and preprofessional studies and in the arts and sciences.            V. B. Ensure that students of varying age, ethnicity, culture, academic experience, and economic circumstances are well served.            VII. C. Develop community-centered programs and activities, consistent with our mission and goals, that serve the needs of our external communities.</p>	<p>Indicators of productivity and quality will include:            a) Student enrollment, retention, progress toward program completion, and learning (as measured through College Assessment System);            b) Graduate and faculty satisfaction with program as measured by exit surveys.</p>
<p><b>3. Finalize and implement the College Technology Strategic Plan and top five technology goals to guide student learning, faculty training, support, collaboration/communication, and resource management.</b></p>	<p>I. G. Integrate advances in information technologies into learning environments.            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 and quality will include:            a) Development of an annual evaluation process to monitor faculty use of technology,            b) Regular data collection conducted via the education unit assessment system, and            c) Budget decisions that support the College's commitment to learning and teaching with technology.            d) 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. Continue to strengthen the culture of research throughout all programs.</b></p>	<p>III. A. Support faculty research and grant activity that leads to the generation, integration and dissemination of knowledge.            VI. D. Convey a clear message to the public that we are essential to the cultural, intellectual, and economic development of the region.            VII. A. Develop mutually 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>Indicators of quality and productivity will include:            a) The extent of faculty and student participation in research projects sponsored through C-REAL; b) The extent of faculty and graduate student participation and presentations in C-REAL research colloquia and learning communities;            c) Expanded connections and partnerships with local schools and community organizations;            d) Increased grant proposals and externally funded projects; and            e) Dissemination of products/deliverables.</p>
<p><b>5. Continue to strengthen global and international partnerships and collaborations to support research and teaching.</b></p>	<p>II. D. Provide experiences in and out of the classroom that attend to issues of culture, ethnicity and gender and promote a global perspective.            II.F. Capitalize on the uniqueness of our region, with its economic and cultural strengths, its rich ethnic diversity, and its proximity to Latin America and the Pacific Rim.            VII. A. Develop mutually beneficial working partnerships with public and private sectors</p>	<p>a) The extent of faculty and student participation in professional activities - workshops, presentations, collaborative research, visitations, etc. – with international students and faculty.            b) Expanded connections and partnerships with countries or regional consortia with similar educational missions and goals; and            c.) Dissemination of products-curriculum development, articles, etc., in international journals.</p>

	<p>within our region.</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><b>6. Expand college outreach, increase student access to university and community resources, and develop student learning outcomes assessment plan in collaboration with the officers of each student organization.</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.</p> <p>IV.A. Create opportunities in and out of the classroom for collaborative activities for students, faculty and staff.</p> <p>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:</p> <p>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.</p> <p>b) Co-curricular relationships with faculty/staff/alumni and students, including advising opportunities with student clubs, collaborative research or special projects, and mentorships.</p> <p>c) Networking opportunities that foster mentorships with alumni and current students.</p> <p>d) Use of intentional student feedback to improve outreach and access to university and community resources.</p> <p>e) Continued website upgrades and expanded use of technology (e.g., twitter, facebook, podcasts) to enhance outreach and recruitment.</p> <p>f) Use of student learning outcomes to assess co-curricular learning with student leaders.</p>
<p><b>7. 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>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:</p> <p>a) The amount of external funds raised (targeted goal is \$225,000)</p> <p>b) Expanded involvement of alumni, emeriti, and friends of the college, particularly through increased giving to scholarships. Goal is 10% increase in \$ amount of scholarships awarded</p> <p>b) Expanded involvement of the business community, including small regional businesses and larger corporate entities</p> <p>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> <p>e) Increase in the number of grant proposals to corporations &amp; foundations</p>

### Educational Leadership Department Goals and Priorities for 2010-11

Department Goals and Priorities	College Goals and Priorities	Relation to University Mission and Goals	Assessment of Productivity and Quality
<p><b>1. Complete implementation of pre &amp; post assessments in EDAD567 Fieldwork.</b></p> <p><b>2. Analyze data from the end-of-program surveys of EDD students to identify areas where the faculty can collaborate to make improvements in the program.</b></p>	<p>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.</p>	<p>I. C. Assess student learning collegially and continually use the evidence to improve programs.</p>	<ul style="list-style-type: none"> <li>EDAD567: Create reports based on the assessment data that will be discussed by the faculty and presented to advisory groups—Council of Educational Leadership Students and Executive Board of the EDD.</li> <li>EDD: Identify specific changes to be implemented.</li> </ul>
<p><b>3. Implement the Community College Certificate Program.</b></p>	<p>2. Implement newly approved program options:</p> <ul style="list-style-type: none"> <li>fully-online Master’s degree programs in Elementary, Secondary and Reading Education;</li> <li>combined credential/Master’s degree in Elementary Education;</li> <li>Education Specialist Program and Autism Authorization; and</li> <li>Online Teaching and Learning Certificate.</li> </ul>	<p>II. To provide high quality programs that meet the evolving needs of our students, community, and region, we will</p> <p>A. Support undergraduate and graduate programs in professional and preprofessional studies and in the arts and sciences.</p> <p>V. To create an environment where all students have the opportunity to succeed, we will:</p> <p>B. Ensure that students of varying age, ethnicity, culture, academic experience, and economic circumstances are well served.</p> <p>VII. C. Develop community-centered</p>	<ul style="list-style-type: none"> <li>Student recruitment and enrollment data.</li> <li>Preliminary data from students in the program.</li> <li>Feedback about the program from the Higher Education Advisory Committee.</li> </ul>

		programs and activities, consistent with our mission and goals, that serve the needs of our external communities.	
<b>4. Each faculty member will use resources such as OASIS to offer up to one-third of the class sessions in a course in a distance modality.</b>	3. Finalize and implement the College Technology Strategic Plan and top five technology goals to guide student learning, faculty training, support, collaboration/communication, and resource management.	I. G. Integrate advances in information technologies into learning environments. III. E. Provide students, faculty, and staff access to and training in the use of advanced technologies supportive of research, scholarly, and creative activity.	<ul style="list-style-type: none"> <li>• Presentations in department meetings about on-line resources.</li> <li>• Each faculty member will turn in a syllabus that shows on-line instruction.</li> </ul>
<b>5. Adopt a computer program to support SNA (social network analysis) and continue to support the use of Atlas ti (for qualitative analysis) and Zoomerang (for survey research).</b>	4. Continue to strengthen the culture of research in support of the doctoral program.	III. To enhance scholarly and creative activity, we will: A. Support faculty research and grant activity that leads to the generation, integration and dissemination of knowledge.	<ul style="list-style-type: none"> <li>• Identify “faculty experts” on each of these programs.</li> <li>• Provide orientation for faculty and EDD students.</li> <li>• Make the programs available in the C-REAL office.</li> <li>•</li> </ul>
<b>6. Explore ways to increase involvement of our graduates in the on-going activities of the department.</b>	6. Expand college outreach, and increase student access to university and community resources.	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.	<ul style="list-style-type: none"> <li>• Add a sections to our web pages about our alumni and their accomplishments.</li> <li>• Involve alumni in research Colloquiums.</li> <li>• Update the Shadowing program for EDAD567.</li> <li>• Explore ways to use graduates as mentors and guest speakers.</li> </ul>
<b>7. Explore the possibility of setting up alumni chapters for graduates of the master’s programs and the EDD.</b>	7. 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.	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.	<ul style="list-style-type: none"> <li>• Assess the interest in alumni groups among our graduates.</li> <li>• Identify goals for such groups.</li> <li>• Establish an advisory group of graduates for the MS in Ed. Admin.</li> </ul>

### **Elementary and Bilingual Education Department Goals and Priorities for 2010-11**

<b>Department Goals and Priorities</b>	<b>College Goals and Priorities</b>	<b>Relation to University Mission and Goals</b>	<b>Assessment of Productivity and Quality</b>
<b>GRADUATE PROGRAMS</b>			
<b>1. Grow our Graduate Programs</b> a. Meet or exceed COE enrollment targets. b. Launch cohort in online C and I program. c. Increase our online Ed Tech program from one to two cohorts.	2. Implement newly approved program options. 7. Expand college outreach, increase student access to university and community resources, and develop student learning outcomes assessment plan in collaboration with the officers of each student organization.	VII. Expand connections and partnerships with our region.	Compare FTES over 2-year period. Present findings to graduate program committee and department for program revision. Targets: <ul style="list-style-type: none"> <li>• Begin full cohort of online C and I students in fall 2010 pending WASC approval.</li> <li>• Begin Second Ed Tech online cohort fall 2010.</li> </ul>
<b>2. Ensure the quality of our Graduate Programs</b> a. Expand and analyze Assessment System data collection, including exit data. b. Collect and analyze graduate student evaluation data. c. Use common rubrics of online course to discuss online courses and share “best practices.”	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.	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: <ul style="list-style-type: none"> <li>• Administer survey to gauge students’ perceptions of online programs courses.</li> </ul>

<b>CREDENTIAL PROGRAMS</b>			
<p><b>3. Measure effectiveness of Credential Student learning and performance in classroom</b></p> <p><b>a. Continue implementation of Teaching Performance Assessment (TPA) as required by California Commission on Teacher Credentialing.</b></p> <p><b>b. Continue implementation of COE's Assessment System.</b></p> <p><b>c. Review Exit Survey information to inform and improve courses.</b></p>	<p>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.</p>	<p>II. Provide high quality programs that meet the evolving needs of our students, community, and region.</p>	<p>Targets:</p> <ul style="list-style-type: none"> <li>95% of the Credential candidates for 2010-11 will successfully pass the TPA.</li> <li>Have annual course custodian meetings include analysis from exit survey and TPA to improve courses.</li> <li>We will conduct a qualitative analysis of the instructional adaptations candidates make to support English Learners and students who pose instructional challenges or have identified special needs in relation to data from TPA and exit survey results.</li> </ul>
<p><b>4. Recruitment, outreach and preparation</b></p> <p><b>a. Meet or exceed COE enrollment targets.</b></p> <p><b>b. Launch combined (credential/masters) program.</b></p>	<p>2. Implement newly approved program options.</p> <p>7. Expand college outreach, increase student access to university and community resources, and develop student learning outcomes assessment plan in collaboration with the officers of each student organization.</p>	<p>V. Create an environment where all students have the opportunity to succeed.</p>	<p>Targets:</p> <ul style="list-style-type: none"> <li>Begin Combined program; two cohorts fall 2010.</li> <li>Begin next combined cohort admissions summer 2011.</li> <li>Update department Websites and develop other recruitment materials/ strategies.</li> <li>Administer survey to gauge students' perceptions of combined program.</li> </ul>
<p><b>5. Expand and enhance efforts to prepare teachers to engage and support all students in learning of All students through technology and Art.</b></p>	<p>3. Finalize and implement the College Technology Strategic Plan and top five technology goals to guide student learning, faculty training, support, collaboration/communication, and resource management.</p>	<p>V. Create an environment where all students have the opportunity to succeed.</p>	<p>Targets:</p> <ul style="list-style-type: none"> <li>Hold at least two course custodian meetings per year with a focus on integrating art and technology. Collect minutes.</li> <li>Provide a Technology Boot Camp each semester for all new credential cohorts.</li> <li>Increase the integration of art and technology in all blocks though providing professional development for all faculty.</li> </ul>
<b>FACULTY and DEPARTMENT</b>			
<p><b>6. Continue to induct and mentor new faculty into department.</b></p>	<p>3. Finalize and implement the College Technology Strategic Plan and top five technology goals to guide student learning, faculty training, support, collaboration/communication, and resource management.</p> <p>4. Continue to strengthen the culture of research throughout the College.</p>	<p>III. Enhance scholarly and creative activity.</p>	<p>Targets:</p> <ul style="list-style-type: none"> <li>New faculty will continue to be mentored by full time faculty.</li> <li>Hold at least one meeting for untenured faculty per year to discuss RTP issues.</li> </ul>
<p><b>7. Increase number of faculty comfortable teaching online and teaching and in the area of literacy.</b></p>	<p>2. Implement newly approved program options.</p> <p>4. Continue to strengthen the culture of research throughout the College.</p>	<p>II. Provide high quality programs that meet the evolving needs of our students, community, and region.</p>	<p>Target:</p> <ul style="list-style-type: none"> <li>Hold a search for two new faculty members.</li> </ul>
<p><b>8. Increase use of technology and art in all courses.</b></p>	<p>3. Finalize and implement the College Technology Strategic Plan and top five technology goals to guide student learning, faculty training, support, collaboration/communication, and resource management.</p>	<p>V Create an environment where all students have opportunity to succeed.</p>	<p>Targets:</p> <ul style="list-style-type: none"> <li>Hold faculty development events during fall retreat.</li> <li>Hold optional additional trainings in art and technology throughout year.</li> <li>Require all block leaders to participate in at least one technology boot camp.</li> </ul>

## Reading Department Goals and Priorities for 2010-11

Department Goals and Priorities	College Goals and Priorities	Relation to University Mission and Goals	Assessment of Productivity and Quality
<b>Program Quality Control</b>			
1. <b>Gather and analyze graduate and undergraduate assessment data to make program improvement decisions.</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.	I. To ensure the preeminence of learning, we will: C. Assess student learning collegially and continually use the evidence to improve programs.	Implementation of all components of the College and department graduate assessment systems, including the Mid-Point Survey, Exit Survey, Diversity Assignment, Writing Assignment, documented in College reports; Key Assignment data posted on Community Blackboard; Review of these data, and undergraduate program assessment data to make program improvement decisions reflected in department meeting minutes.
2. <b>Maintain accreditation of graduate programs.</b>		II. To provide high quality programs that meet the evolving needs of our students, community and region, we will: 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.	Development of Reading Department components for inclusion in the Biennial Report to the Commission on Teacher Credentialing (CTC).
<b>Teaching</b>			
3. <b>Continue to support faculty development in knowledge and use of educational technologies.</b>	3. Finalize and implement the College Technology Strategic Plan and top five technology goals to guide student learning, faculty training, support, collaboration/ communication, and resource management.	I. To ensure the preeminence of learning, we will: G. Integrate advances in information technologies into learning environments.	Faculty participation in organizations, training sessions and other opportunities to enhance skills in emerging instructional technologies.
4. <b>Continue to deliver graduate courses aligned with professional standards and the College learning outcomes.</b>		II. To provide high quality programs that meet the evolving needs of our students, community, and region, we will: A. Support graduate and undergraduate programs in professional studies; and 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.	Offering the newly approved READ 536 curriculum course (previously offered through EDEL).  Revisions to the aligned curriculum and the course custodian system in the graduate programs as needed, and continued implementation, as reflected in course syllabi.
5. <b>Maintain quality instruction in undergraduate courses.</b>		II. To provide high quality programs that meet the evolving needs of our students, community, and region, we will: A. Support graduate and undergraduate programs in professional studies; and 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.	Beginning-of-semester meetings of undergraduate faculty, for collaborative review of current course instructional practice and assessment documented in department meeting minutes.
6. <b>Collaborate with regional school districts and community colleges to enhance learning opportunities in the graduate program.</b>		IV. To make collaboration integral to our activities, we will: D. Promote collaborative and innovative exchanges with other educational institutions at all levels to maximize the efficient use of resources and enhance opportunities for all learners.	Offering the graduate program to cohorts at three sites reflected in department schedule of classes. Holding the READ 516 Assessment course on-site in local school districts reflected in course syllabi. Placing interested graduate students taking the READ 581 Clinic course in community college settings reflected in course syllabi.

7. <b>Recruit for and implement the newly approved fully-online master's program option.</b>	2. Implement newly approved program options: fully-online Master's degree programs in Elementary, Secondary and Reading Education.	V. To create an environment where all students have the opportunity to succeed, we will: A. Develop an innovative outreach system that enhances recruitment of qualified students.	Distribution of flyers for the online master's program via current graduate students, REG, and OCRA Maintenance of the department website.
8. <b>Maintain enrollment in undergraduate courses.</b>		V. To create an environment where all students have the opportunity to succeed, we will: A. Develop an innovative outreach system that enhances recruitment of qualified students.	Marketing of READ 340, Promoting Language and Literacy in Young Children, through continued communication with CAS, Liberal Studies, and Elementary and Bilingual Education, and with the University Advisement Program reflected in department meeting minutes Marketing of READ 201 and 202 through communication with EOP and Freshman Programs reflected in department meeting minutes.  Offer additional sections of READ 290-WEB.
<b>Scholarly and Creative Activity</b>			
9. <b>Support faculty research and faculty/student collaborations.</b>		III. To enhance scholarly and creative activity, we will: A. Support faculty research and grant activity that leads to the generation integration and dissemination of knowledge.	Publications documented in the College Annual Report; other faculty and faculty/student research projects documented in department meeting minutes.
<b>Service</b>			
10. <b>Maintain strong partnerships with the Orange County Reading Association (OCRA) and the Reading Educator's Guild (REG).</b>		VII. To expand connections and partnerships with our region, we will: A. Develop mutually beneficial working partnerships with public and private sectors within our region; D. Involve alumni as valued participants in the on-going life of the university.	Faculty, student, and alumni participation on OCRA and REG activities reflected in department meeting minutes.
11. <b>Support faculty service to the department, college, university, community and profession.</b>		VIII. To strengthen institutional effectiveness, collegial governance, and our sense of community, we will: 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.	Committee notes posted on Community Blackboard.  Faculty service on college and university committees, and involvement in service activities in schools professional organizations, and the community as documented in department meeting minutes.

## Secondary Education Department Goals and Priorities for 2010-11

Department Goals and Priorities	College Goals and Priorities	Relation to University Mission and Goals	Assessment of Productivity and Quality
<b>GRADUATE PROGRAMS</b>			
1. <b>Grow our Graduate Programs</b> a. <b>Meet or exceed COE enrollment targets.</b> b. <b>Launch cohort in online MSE program.</b>	2. Implement newly approved program options.	II. Provide high quality programs that meet the evolving needs of our students, community, and region. VII. Expand connections and partnerships with our region.	Compare FTES over 4-year period. Present findings to graduate program committee, department and Dean for program revision. Target: Begin full cohort of online MSE students in Fall 2010.
2. <b>Insure the quality of our Graduate Programs</b> c. <b>Expand and analyze Assessment System data collection, including exit data.</b> d. <b>Collect and analyze graduate student evaluation data.</b> e. <b>Implement READI assessment for applicants to MSE.</b> f. <b>Increase the number</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.	I. Ensure the preeminence of learning. II. Provide high quality programs that meet the evolving needs of our students, community, and region. 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. Targets: <ul style="list-style-type: none"> <li>95% MSE students score "at expectation" or above on the Writing Assessment.</li> <li>100% of entering students will complete READI assessment and receive report and feedback.</li> </ul>

<p>of candidates pursuing national board certification as their culminating experience.</p> <p>g. Use common rubrics of online course design and regular GPC meeting time to discuss online courses and share “best practices.”</p> <p>h. Design a survey to gauge students’ perception of online course experience.</p>			<ul style="list-style-type: none"> <li>Administer survey to gauge students’ perceptions of online courses.</li> </ul>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-----------------------------------------------------------------------------------------------------------------------

**CREDENTIAL PROGRAMS**

<p><b>3. Measure effectiveness of Credential Student learning and performance in classroom</b></p> <p>d. Implement online TPE evaluations for baseline data.</p> <p>e. Continue implementation of Teaching Performance Assessment (TPA) as required by California Commission on Teacher Credentialing.</p> <p>f. Continue implementation of COE’s Assessment System.</p> <p>g. Continue department’s credential student annual survey.</p> <p>h. Develop initial plan for tracking credential completers into classrooms to examine data related classroom practice.</p>	<p>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.</p>	<p>II. Provide high quality programs that meet the evolving needs of our students, community, and region.</p>	<p>Analyze credential student survey and TPA data to identify program improvements. Present findings to department, SECTEP, Advisory Committee, and Dean for program revision.</p> <p>Targets:</p> <ul style="list-style-type: none"> <li>95% of Single Subject Credential program completers for 2010-11 will successfully pass (score of 12 or above) the TPA.</li> <li>75% pf TPE evaluations will be done through the online system.</li> </ul>
<p><b>4. Improve course delivery by part-time faculty.</b></p> <p>a. Continue Course Custodian meetings.</p> <p>b. Insure all part-time faculty use Blackboard, appropriately implement the approved curriculum, and address TPEs and TPA tasks as appropriate.</p> <p>c. Use standard “shell” for online courses including use of common assessments.</p>	<p>3. Finalize and implement the College Technology Strategic Plan and top five technology goals to guide student learning, faculty training, support, collaboration/communication, and resource management.</p>	<p>I. Ensure the preeminence of learning. V. Create an environment where all students have the opportunity to succeed.</p>	<p>Collect minutes of course custodian meetings (1x per semester).</p> <p>Targets:</p> <ul style="list-style-type: none"> <li>100% of part-time faculty will use Blackboard to distribute course syllabus, calendar, and assignment information.</li> <li>All online courses will use a standard course “shell” approved by the course custodian.</li> </ul>
<p><b>5. Expand and enhance efforts to prepare teachers to engage and support all students in learning with an emphasis on special needs students, English learners, and struggling readers.</b></p> <p>a. List of EDSC 330 &amp; 410 instructional strategies and resources will be shared with SecTEP committee in fall 2010.</p>		<p>I. Ensure the preeminence of learning. V. Create an environment where all students have the opportunity to succeed.</p>	<p>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.</p> <p>Target:</p> <ul style="list-style-type: none"> <li>Each content methods course will identify EL and struggling reader resources.</li> </ul>

<b>FACULTY and DEPARTMENT</b>			
<b>6. Support the Chair and leadership in the Department.</b>		III. Enhance scholarly and creative activity.	Department and program evaluation data.
<b>7. Continue to induct and mentor new faculty into department.</b>	4. Continue to strengthen the culture of research.	III. Enhance scholarly and creative activity.	New faculty will continue to be mentored by full time faculty.
<b>8. Provide mentoring and support for Foreign Language credential program advisement.</b>	2. Implement newly approved program options.	II. Provide high quality programs that meet the evolving needs of our students, community and region..	
<b>9. Continue to collaborate and communicate as a department in monitoring student progress, needs, and dispositions. Function collegially to support one another, personally and professionally, in meeting goals.</b>	3. Finalize and implement the College Technology Strategic Plan and top five technology goals to guide student learning, faculty training, support, collaboration/communication, and resource management.	III. Enhance scholarly and creative activity. V. Create an environment where all students have opportunity to succeed.	
<b>10. Support faculty scholarship and teaching through development of technology skills, particularly in online instruction and use of ActivSlate tablets in classrooms with a Promethean board.</b>	3. Finalize and implement the College Technology Strategic Plan and top five technology goals to guide student learning, faculty training, support, collaboration/communication, and resource management.	I. Ensure the preeminence of learning.	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 2010-11

<b>Department Goals and Priorities</b>	<b>College Goals and Priorities</b>	<b>Relation to University Mission and Goals</b>	<b>Assessment of Productivity and Quality</b>
<b>GRADUATE PROGRAMS</b>			
<b>1. Insure the quality of our Graduate Programs</b> a. <b>Continue Assessment System data collection. Collect and analyze graduate student evaluation data.</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.	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.
<b>2. Incorporate new credential authorizations into existing master's degree program to create multiple tracks.</b>	2. Implement newly approved program options. .	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>CREENTIAL PROGRAMS</b>			
<b>3. Increase student and faculty use of technology and become the university leader in the area of accessible technology.</b>	3. Finalize and implement the College Technology Strategic Plan and top five technology goals to guide student learning, faculty training, support, collaboration/communication, and resource management.	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 make sure course materials are in an accessible format.
<b>4. Continue implementation of COE Assessment System.</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.	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. <b>Increase recruitment and expand enrollment in SPED credential and courses through partnerships across campus and in the community.</b>	2. Implement newly approved program options.	II. Provide high quality programs that meet the evolving needs of our students, community, and region.	Continue partnerships 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. <b>Develop new Communication Development Credential.</b>	2. Implement newly approved program options.	II. Provide high quality programs that meet the evolving needs of our students, community, and region.	Approval of all courses by Curriculum Committee.
7. <b>Develop new clear Education Specialist credential based on newly adopted state standards.</b>	2. Implement newly approved program options.	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 clear credential program.
<b>FACULTY and DEPARTMENT</b>			
8. <b>Expand relationships across the university and the COE through department collaborations.</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.	II. Provide high quality programs that meet the evolving needs of our students, community, and region.	Committee meetings with departments in COE and active involvement on university and college committees.
9. <b>Continue shared leadership model.</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.	II. Provide high quality programs that meet the evolving needs of our students, community, and region.	Coordinators of each program (mild/moderate, moderate/severe, early childhood, On Track, IDREEM, and fieldwork) continue to provide students with strong advisement through the admissions process and throughout the program with consistent reports to the chair for follow through..

### MSIDT Program Goals and Priorities for 2010-11

<b>Department Goals and Priorities</b>	<b>College Goals and Priorities</b>	<b>Relation to University Mission and Goals</b>	<b>Assessment of Productivity and Quality</b>
<b>Program Quality Control</b>			
1. <b>Gather and analyze assessment data to make program improvement decisions.</b>	4. Fully implement the College assessment system and continue to use assessment results for ongoing program improvement at both post-baccalaureate and graduate program levels. 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.	I. To ensure the preeminence of learning, we will: C. Assess student learning collegially and continually use the evidence to improve programs. VII. To strengthen institutional effectiveness, collegial governance and our sense of community, we will: Assess university activities and programs to ensure that they fulfill our mission and to identify areas of needed improvement, change, or elimination.	Continued refinement of implementation and analysis of all components of the program assessment systems- interview protocol, CD portfolio, exit survey, etc.; review of assessment data to make program improvement decisions reflected in department meeting minutes.
2. <b>Develop external program council to help evaluate quality of program and determine future directions.</b>			Exploration of conceptual design including goals and objectives and constituent representation of an external program council.
<b>Teaching</b>			
3. <b>Continue to support faculty development in knowledge and use of educational technologies.</b>	4. Finalize and implement the College Technology Strategic Plan and top five technology goals to guide student learning, faculty training, support, collaboration/communication, and resource management.	I. To ensure the preeminence of learning, we will: G. Integrate advances in information technologies into learning environments.	Faculty participation in organizations, training sessions and other opportunities to enhance skills in emerging instructional technologies; upgrade program and new cohort #9 to CS5 Web Premium and Captivate for authoring tools; curriculum revision with faculty stipends in IDT 505, 520 and 530 accordingly.
4. <b>Continue to deliver and maintain quality instruction in courses aligned with</b>		II. To provide high quality programs that meet the evolving needs of our students, community, and region, we	Annual review of curriculum and software in program; review and revise as warranted course titles and abstracts

<b>emerging standards in field of instructional design.</b>		will: A. Support graduate and undergraduate programs in professional studies; and 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.	for currency in field.
<b>5. Continue to offer new cohort each year as well as certificate to Nursing program.</b>			Continue to refine orientation programs for regular cohort; consider revisions for international cohort; refine curriculum for Nursing certificate and meetings with Nursing point person.
<b>6. Collaborate with MSIDT alumni association and professional associations such as ASTD and with SEAMEO-Southeast Asian Ministers for Education Organization.</b>		IV. To make collaboration integral to our activities, we will: D. Promote collaborative and innovative exchanges with other educational institutions at all levels to maximize the efficient use of resources and enhance opportunities for all learners.	Meetings with MSIDTAA on regular basis.
			Exploration of certificate or other opportunities with local chapter of American Society of Training and Development.
			Summer collaboration and planning activities with SEAMEO for fall, 2011, international online cohort implementation.
<b>7. Continue to offer two scholarships annually; revise website and do additional PR on Google and social networking sites.</b>	2. 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.	V. To create an environment where all students have the opportunity to succeed, we will: A. Develop an innovative outreach system that enhances recruitment of qualified students.	Distribution of scholarship information through cohort community sites; revision of website and program PR/advertising on internet as appropriate.
<b>Scholarly and Creative Activity</b>			
<b>8. Support faculty research and faculty/student collaborations.</b>		III. To enhance scholarly and creative activity, we will: A. Support faculty research and grant activity that leads to the generation integration and dissemination of knowledge.	Publications documented in the College Annual Report; other faculty and faculty/student /alumni research projects and collaboration documented in program and alumni meeting minutes.
<b>Service</b>			
<b>9. Maintain strong partnerships with the MSIDT alumni association and Coast Learning Systems.</b>		VII. To expand connections and partnerships with our region, we will: A. Develop mutually beneficial working partnerships with public and private sectors within our region; D. Involve alumni as valued participants in the on-going life of the university	Faculty, student, and alumni participation in webinars and program meetings; development of external program council with Bob Nash as leading partner
<b>10. Support faculty service to the department, college, university, community and profession.</b>		VIII. To strengthen institutional effectiveness, collegial governance, and our sense of community, we will: 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.	Alumni information and other professional association information posted on program Community site.  Faculty service on college and university committees particularly related to online program development and technology integration.

## Section B. Other Topics to be Addressed

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

2009-10 College Goals & Priorities	Results/Outcome	How Have These Results Been Used for Improvement?
<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>Reinstatement of funding for the part-time Assessment Coordinator to assure the full implementation of the assessment system.</p> <p>Filled the position for a Research &amp; Data Analyst for the College to assist in unit data collection and analysis.</p> <p>Revised and updated unit survey assessments and collection procedures to improve response rates and usefulness of data results toward program improvement.</p> <p>Continued collection and analysis of unit-wide assessments Provided assessment results to programs for analysis and response.</p>	<p>Assessment results are reported annually to all unit programs. Program faculty review results and construct data driven program improvement plans. These plans are submitted and reviewed by the Dean's office to inform unit level improvements.</p> <p>Assessment results, program and unit improvement plans are used to construct annual reports required by NCATE, and biennial reports required by the CTC. Feedback from these accrediting agencies is used for the overall improvement of the assessment system.</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>Bilingual Authorization was written and given approval by CTC.</p> <p>Masters of Science in Education with a concentration in Educational Technology was approved as an online program by WASC and created a "fast track" option for submission of online programs for CSUF.</p> <p>Three additional Masters of Science in Education programs, in Elementary and Bilingual Education, Secondary Education, and Reading, have been submitted to WASC via fast track for online program approval.</p> <p>Certificate for Online Teaching and Learning was created.</p>	<p>The Bilingual Authorization is being used across two programs – EDEL and EDSC – to meet state requirements for a Spanish Bilingual Credential, providing our credential candidates with more options for better serving our community.</p> <p>Online programs have been developed to better serve the needs and demands of our student population. The Certificate for Online Teaching and Learning assists educators with designing and managing effective online teaching environments.</p>
<p><b>3. Continue to expand faculty and student knowledge and utilization of educational technologies.</b></p>	<p>College Technology Committee continued work on College Strategic Plan for Technology and top five goals.</p> <p>Departments utilized faculty meeting time to share technology skills.</p> <p>Four face-to-face master's programs were converted to online with the anticipated start date of fall 10.</p> <p>VAT system introduced and piloted by departments.</p> <p>Technology boot-up camps provided for credential students.</p>	<p>The results of the College Technology Committee are being used to guide decision making in regard to technology purchases, use, and training. The results are also being used to create a technology survey for faculty so we may assess faculty technology use and needs.</p> <p>Sharing of technology skills at faculty meetings has improved faculty knowledge of what technology is available, how their peers are using it, and what is possible.</p> <p>Online programs improve students' utilization of technology as well as improve their access to courses (for example, students are not limited to coming to campus on a specific day).</p> <p>The VAT system – a video analysis tool – improves supervisors' abilities to document and share reviews of teacher candidates' performance online.</p> <p>Boot-up camps have been used to improve students' readiness with a variety of technology tools that they use in their credential program.</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 leadership at all levels, and 21st century learning and literacy.</b></p>	<p>College of Education Research Colloquium Series was held for the first time this year in partnership with the Dean's Office, The Center for Research on Educational Access and Diversity and the RACE group. Each session featured at least two faculty members and one Educational Leadership doctoral student. A total of three formal sessions were held this year as well as a Southern California premiere documentary on a service learning project.</p> <p>The Center for Research on Educational Leadership has employed graduate and undergraduate students to assist in research projects on closing the achievement gap. Students are engaged in data collection, analyses and report writing.</p>	<p>This program has increased discussions about collaborative projects and publications for the future. This program will be revamped for 2010-11 so that one session a month occurs for a total of 7 using the format of two faculty and one doctoral student/alum of the Ed.D. program.</p> <p>The outcome for the doctoral students is increased confidence as a researcher and timely feedback. Faculty have engaged in discussions that would not have normally occurred.</p> <p>Students are gaining research skills, an</p>

	<p>Doctoral students participated in grant writing and prepared four grants that will be submitted this year.</p> <p>Center Director collaborated with nine grant writing projects with other departments/centers across the university and wrote evaluation components to grants that are now under review.</p> <p>Master's students in higher education produced i-Movies on leaders for change that demonstrate different effective leadership styles.</p>	<p>understanding of the achievement gap and solutions, and learning to work in as a team on important educational research problems.</p> <p>The grant writing productions has increased tremendously and the results have led to submission of more grants and developing partnerships and collaborations with more offices, departments, and community agencies.</p> <p>We have taken what we learn from each experience to improve the next grant writing experience. These projects will be placed on the CREAL website for educational purposes. Students learned to use a valuable technology tool and hone their group participation skills.</p>
<p><b>5. Expand college outreach, and increase student access to university and community resources.</b></p>	<p>Co-curricular events/activities including faculty, students and alumni: Annual student leadership retreat was held to promote team building, networking and planning events for the academic year. Student clubs held monthly meetings throughout the year, invited guest speakers, hosted conferences/events, and organized fundraisers to promote student access to university and community resources. Student organizations, like the Student Council for Exceptional Children and the Student California Teachers Association, also worked closely with their professional affiliates to co-host professional development opportunities throughout the year.</p> <p>Co-curricular relationships with faculty/staff/alumni and students, including advising opportunities with student clubs, collaborative research or special projects, and mentorships.</p> <p>Networking opportunities were provided to foster mentorships with alumni and current students and provide additional access to university and community resources. These include Education Night, Autumn Awards Reception, Teaching Tomorrow's Teachers Conference, individual advising sessions with the Assistant Dean, Credential Resource fair, Teacher Job Fair and CSET workshop.</p> <p>Partnered with various on-campus and off-campus programs and local businesses in collaboration with the Director of Development and the COE Alumni Association to bring additional financial aid resources to students. These include partnerships with SchoolsFirst Federal Credit Union, Project GPS<sup>2</sup>, ASI, Project I-DREEM and individual donors.</p> <p>Collected intentional student, faculty and staff feedback at each event or activity to improve outreach and access for students to university and community resources.</p> <p>Continued website upgrades and use/training of Hobson's software to support outreach and recruitment. Consider alternative outreach efforts, including development of Facebook page, promotional videos, advertising, partnerships with state, national and international professional organizations, attendance at conferences and campus events, and involvement in committees whose membership include delegates from various colleges, universities, organizations and businesses.</p>	<p>Results of student, faculty and staff feedback are continuously used to improve upon college outreach and the accessibility to university and community resources. More organized efforts have been designed to engage potential and current students in co-curricular activities, including classroom presentations, word-of-mouth, working with faculty to give extra credit for participation, working with undergraduate programs to encourage student involvement at the lower-classman level and working with alumni to expand efforts outside the campus community.</p> <p>The college's student clubs and organizations have seen an increase in membership and participation in leadership roles (the CSUF Student California Teachers Association was awarded the Outstanding Local Chapter of the Year Award in April 2009).</p> <p>Feedback from students regarding the need for more financial resources fueled efforts to promote scholarships, conference funding, and fundraising.</p> <p>Students concerns around the job market prompted increased partnerships with local professional organizations and the Career Center to provide more events around job placement. Also, increased use of technology was implemented as alternative means of communicating various university and community resources to our students and to promote college programming.</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>The amount of external funds raised (targeted goal is 10% greater than funds raised in 08-09).</p> <p>Involvement and support from the business community, including small regional businesses and larger corporate entities.</p> <p>Involvement of alumni &amp; emeriti, particularly in reunion type events centered on departments.</p> <p>The expansion of the number of members on the Leadership Council and their effectiveness in "opening doors" to individuals and the business community.</p>	<p>Advancement funds raised exceeded the 09-10 targeted goal of \$165,000. As of May 15<sup>th</sup>, total raised was \$890,000. (Actuals will be known in late July.)</p> <p>Good support received as result of corporate/foundation outreach (\$238,000 in gifts), but less success with small regional businesses due to economic downturn.</p> <p>There was increased alumni and emeriti giving in all areas, most significant being the \$600,000 in gifts from Dr. Emma Holmes. Budgetary constraints eliminated planned reunion events.</p>

		Three new members were added to the Council. Two fundraising /events were initiated by the Council, expanding outreach to community members and business owners. Launch of Croy naming campaign with goal of \$25,000 is being lead by Council members.
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## **Educational Leadership Department**

<b>2009-10 Department Goals &amp; Priorities</b>	<b>Results/Outcome</b>	<b>How Have These Results Been Used for Improvement?</b>
<b>1. Develop a system to collect the data necessary for the Program Review of the MS in Higher Education and the EDD Community College Specialization.</b>	The faculty have developed a paper system for collecting the data necessary for the program review of the MS in Higher Education and the Community College specialization of the Ed.D. program. The data include entrance data (demographics and educational/professional qualifications), survey assessments at the beginning, mid-point, and end of the programs, sampling of signature assignments from each course that are mapped to program objectives, and consultations with advisory boards.	Implemented assessment system and continue to use assessment results for ongoing program improvement for the MS in Higher Education and the EDD Community College Specialization.
<b>2. Examine the diversity of our students and identify and under-represented communities not reflected in our applicant pools.</b>	Gathered data about the demographic characteristics of our applicants and students compared those data to the institution in general and the communities we serve and found that we are somewhat reflective of overall institutional demographics as a department with the exception of Native Americans. However, there are some areas of concern to be addressed when data is disaggregated. For example, at the doctoral level, one specialization has far more representation of overall diversity than the other and at the master's level, the underrepresentation of Native Americans is pronounced across all specializations. A strength of diversity representation is the number of African American males at the doctoral level. A similar trend is beginning to emerge at the master's level as well. A plan is being designed to implement for 2010-11 specific to these communities in our outreach and recruitment activities.	Analyzed and expanded college outreach and increased student access to university and community resources.
<b>3. Conduct a study of the Research Support Seminar courses.</b>	A design for the collection of data has been established. It will be implemented next year when data will be collected and analyzed in order to make enhancements in the courses and publish the results.	Enhanced existing points of excellence to support student learning and faculty research..
<b>4. Increase our focus on faculty development and research support, including involvement of faculty from across the university on dissertation committees.</b>	Monthly support meetings for dissertation chairs have been held.  Feedback from chairs about their on-going needs using and end of program survey has been collected.  We continue to use committee members from outside of our department.  Several end-of-program surveys have been implemented to gather students' and chairs' perspectives on the role of dissertation chairs.	Data from all of these sources will be reviewed by the faculty, the Executive Board of the EDD, and the EDD Advisory Committee.
<b>5. Complete the revision of the research/project sequence of courses and the fieldwork sequence in the MS in Educational Administration.</b>	The Fieldwork Manual Revision was completed.  The first cohort under the new guidelines completed in Spring of 2010.  The Pre and Post test "readiness" assessment data is ready for analysis.  The research/project sequence of courses is being revised so far these tasks have been completed: a review of related education leadership programs, identified an "inquiry focused" framework for the redesigning the project, and preliminary development of student outcomes.	Developed and implemented new programs and program deliver options to meet the needs of our students, community, and region.
<b>6. Implement the use of Atlas TI and Zoomerang in our courses and for faculty research.</b>	Orientation for EDD faculty on the use of these programs has been conducted.  The programs and orientation materials are available to EDD students in the C-REAL Office.  EDD students are using these programs in EDD Research Courses and dissertation research.	Enhanced existing points of excellence to support student learning and faculty research.

## Elementary and Bilingual Education Department

2009-10 Department Goals & Priorities	Results/Outcome	How Have These Results Been Used for Improvement?
<p><b>1. Effectiveness of Student Learning</b></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>Collected and analyzed the results of the TPA each semester and use the data to inform instruction in the coursework, fieldwork, and in supporting the TPA.</p> <p>Feedback was shared and discussed at faculty meetings, via e-mail, with course custodians and block leaders. These data will be reported to the CTC in biennial reports which will include our analysis and suggested program improvements based on TPA results.</p> <p>We have a large pool of assessors representing full- and part-time faculty, including tenure-track and tenured faculty. Adhering to CTC requirements, assessors are recalibrated or participate in scoring sessions every six months. Recalibration for the past academic year took place in Fall 2009 and Spring 2010.</p>	<p>Collected and assessed student scores based on pass rate; used data to further refine CA TPA implementation and coursework.</p> <p>Faculty attended trainings as necessary and got recalibrated for assessing CA TPAs. More part-time faculty and master teachers became versed in the CA Teaching Performance Assessments (TPA), as defined by the CTC, and attended training sessions.</p> <p>Presented reports of these analyses to the department and dean, reflecting on the information can to revise/improve our programs.</p> <p>Analyzed and used data to examine areas of needed improvement in our MSCP program, as well as provided block leaders, coordinators, and the Chair with reports related to candidates' progress.</p>
<p><b>2. Graduate and MSCP Recruitment and Outreach</b></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 and new visual and performing arts-rich block.</p> <p>i. Get WASC approval to start online Master's degree program in Educational Technology.</p> <p>j. Prepare combined credential/master's program for fall 10 start.</p>	<p>Fell below Target for Spring 2010 due to the fact that University admission was closed.</p> <p>Focused efforts on increasing enrollment through online masters program instead of off campus programs.</p> <p>Added a second Ed Tech online program to begin fall 2010 and the addition of the first C and I online masters to begin fall 2010 (pending WASC approval).</p> <p>Increased advertising by starting Twitter and Facebook MSCP accounts. Began work on College-wide brochures.</p> <p>Reduced MSCP Overviews to once a month due to furloughs.</p> <p>Obtained approval for the new Bilingual Authorization Program (replacing the former BCLAD Program).</p> <p>Added a new C and I Online program to begin fall 2010 (pending WASC approval).</p> <p>Received WASC approval for Master's Degree in Ed Tech.</p> <p>Added two Combined Credential/Masters cohorts scheduled to begin Fall 2010.</p>	<p>Continue to use FTES/FTEF project spreadsheet and past history to accurately provide FTES goals for department.</p> <p>Added a technology cohort to meet student demand.</p> <p>Added online graduate degree program to meet student demand.</p> <p>Used website to advertise our program, continued master's orientations, shared program at advisory board and other meetings to increase visibility and to help with recruitment.</p> <p>Distributed BCLAD brochures and flyers; provided BCLAD specific orientations – each designed to increase visibility of our program options and to help recruit more bilingual students into our programs.</p> <p>Worked with the College to expand our outreach and recruitment efforts (i.e., faculty serve on outreach and other COE ad-hoc committees).</p> <p>Received necessary approvals, curriculum updates, and enrollment for combined credential/master's program – making us more competitive with other institutions.</p>
<p><b>3. Curricular Review</b></p> <p>a. Continue monthly meetings with the department's graduate committee to review and provide recommendations to faculty for improving graduate program.</p> <p>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.</p> <p>c. Continue Grad Course Custodian roles and updates to Grad</p>	<p>CSU exit and graduate/employer data was analyzed and discussed. Course custodians met with course-alike instructors to discuss changes in practice to address SPED and At-Risk students.</p> <p>The majority of monthly faculty meeting began with a 10 minute faculty development on integration of art or technology into practice.</p> <p>Several Technology trainings (proscopes, digital cameras, flip cameras, Flip chart /promethean board) were offered this academic year.</p> <p>Updated Syllabi and notes from course custodian meets continued to be posted on Blackboard sites.</p>	<p>Minutes from Graduate Committee meetings reflected progress toward stated goals.</p> <p>Block leaders gathered their block syllabi and worked with Course Custodians to ensure standards are being met; updates were made to MSCP Community site.</p> <p>Updates were made to Grad Community site and Custodians continue to work with faculty teaching courses to ensure objectives are being met.</p> <p>Course syllabi identify technology assignment reflecting 21<sup>st</sup> century learning skills.</p> <p>Course assignments reflect "high impact," authentic learning experiences and reflect the needs of schools</p>

<p><b>Committee Site.</b></p> <p>d. Use CSU Data, school needs data, other program data, and collaborative efforts with special education department to help us review/modify current assignments.</p> <p>e. Review technology integration assignments in MSCP to ensure they are aligned with 21 century learning skills.</p> <p>f. Strengthen special needs, technology, and EL components of our MSCP courses.</p> <p>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.</p>	<p>Grad and MSCP committees continued to meet monthly to discuss program changes and improvements. Grad committee minutes were posted on Blackboard.</p>	<p>(assessment data from TQP grant meetings).</p> <p>Program assessments documented improvements in candidate's strengths in tech, Sped, and EL.</p>
<p><b>4. Faculty Support</b></p> <p>a. Continue recognizing faculty successes.</p> <p>b. Continue keeping faculty informed.</p> <p>c. Continue providing untenured faculty with faculty mentors, Chair support, and publishing and presentation opportunities.</p> <p>d. If the College budget allows, provide travel support for faculty presenting at an international or national conference.</p> <p>e. Revise our Department Personnel Standards to reflect new UPS 210.000 standards and language, as well as incorporate clarifying language based on use.</p> <p>f. Provide technology tools and training to support faculty and student learning.</p>	<p>Faculty are acknowledged for scholarship, teaching and service accomplishments at the start of each faculty meeting. Emails are sent recognizing faculty achievements.</p> <p>Faculty Community Blackboard site is continually updated to keep faculty informed and updated on any programmatic changes in the department programs.</p> <p>Revisions of Department Personnel Standards were submitted and approved.</p> <p>New technology was purchased and check-out system revised to provide faculty with technology for use in courses.</p> <p>New faculty are continued to be assigned a faculty mentor.</p> <p>\$500 travel was provided to faculty pending approval of submitted proposals.</p>	<p>Faculty meetings and bulletins boards were used to share faculty successes, increasing communication and collaboration options among faculty.</p> <p>In addition to faculty meetings, KYUTD email newsletters and informal emails were used to keep faculty informed of department business, improving department communication.</p> <p>New faculty were assigned faculty mentors; the Chair met with new faculty at least twice a year to check on their progress; untenured faculty were encouraged to continue to work with their faculty mentors; current publication/presentation opportunities were posted in faculty workroom; the College travel funds were provided for presenters – all designed to maintain an atmosphere of support.</p> <p>Faculty continued to vote and provide input on matters that concern the department.</p> <p>Faculty checked-out department technology resources; participated in department technology shares (minutes) and program assessments – all demonstrating the department's continued efforts to maintain shared governance and access to resources.</p>
<p><b>5. Service to Campus and Community</b></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 served on various university committees, including but not limited to General Education, Faculty Personnel, FDC search, Professional Leaves, and Alumni Association.</p> <p>Faculty served on department standing committees such as the Personnel, MSCP, and Graduate committees. Additionally, several ad hoc committees were formed such as the SOQ revision committee, Personnel Standards revision committee and the online student teaching process and procedure committee.</p> <p>Faculty members participated in service learning activities with elementary schools in the area of art, math, social justice and college aspirations.</p>	<p>Faculty service contributions have played a significant role in helping the university, college, and department achieve specific goals.</p>

## Reading Department

2009-10 Department Goals and Priorities	Results/Outcome	How Have These Results Been Used for Improvement?
<b>Graduate Program</b>		
1. Implement the department recruitment and restructuring plan.	Cohort coordinator Bartle-Angus held numerous "interest sessions," to create a new Special Session cohort in Fullerton for Spring, 2010.	As a result of the recruitment efforts, a Special Session cohort was started in Spring 2010. Results of recruitment efforts for the online masters program will be the final

	<p>Recruitment materials for the masters program were distributed in the OCRA and REG Newsletters.</p> <p>Recruitment flyers were distributed to current graduate students, for placement at their school sites; Flyers were included in the packets distributed at the basic credential completion ceremony.</p> <p>Restructuring plan implemented, with Read 516 assessment course offered for 3 units in Fall 2009, and READ 581 clinic course offered for 5 units beginning Spring 2010.</p>	<p>number of applicants for that program (applications currently in process).</p> <p>As a result of the restructuring plan, the syllabi for these courses are more closely aligned with professional standards.</p>
<p><b>2. Implement the department assessment system and continue to use assessment results for ongoing program improvement as an extension of this Unit goal.</b></p>	<p>The Midpoint Survey was given in READ 516, the Writing Assignment in EDEL 511, the Diversity Survey in READ 501, and the Diversity Assignment in READ 560 each semester. Students scoring A+ and B- or below on Key Assignments were posted on the Community Blackboard, beginning Spring 2010.</p> <p>The Department Exam (100 items, multiple choice) was revised and given in READ 501 and 595, and content items of concern were provided to course custodians.</p> <p>Assessment results indicated a need for a more reading specific curriculum course; READ 536 was proposed and approved to replace EDEL 536 on the Study Plan for the Master's degree.</p>	<p>Adjustments were made to Key Assignments based on these data.</p> <p>A new course, READ 536 was created, proposed, and approved, effective June 15, 2010.</p>
<p><b>3. Continue to offer at least three cohorts a year.</b></p>	<p>Cohorts were offered at Fullerton, Paramount, El Rancho and San Juan Capistrano sites.</p>	<p>Offering the graduate programs at cohort sites continues to contribute to the viability of the program.</p>
<p><b>4. Develop a plan to offer the Reading Certificate and Masters degree online.</b></p>	<p>A proposal to the VP of Academic Affairs was approved for release time to develop Master degree courses as web courses.</p> <p>Faculty developed Course Change proposals to convert traditional courses to Web courses: all were approved at the college and university levels.</p> <p>Faculty developed "shell" Blackboards for all Masters courses reflecting the content and organization of each course syllabus.</p>	<p>Pending WASC approval, the 100% online masters program will begin I Fall 2010. (Sixteen units at the beginning of this program qualify students to apply for the California Reading Certificate.</p>
<p><b>5. Maintain a strong partnership with Orange County Reading Association (OCRA).</b></p>	<p>Dr. Bowers served as President-elect of OCRA in 2009-2010. Faculty distributed information about OCRA events to students in graduate classes.</p>	<p>Department's participation in OCRA provides more visibility for its programs, opportunities for its students and faculty, and currency.</p>
<p><b>6. Maintain partnerships with local districts and provide authentic learning experiences for masters students by holding READ 516 at school sites.</b></p>	<p>READ 516 was offered at Edison Elementary in Anaheim, Glen Yermo Elementary in Mission Viejo, and Magee Elementary in Pico Rivera in Fall 2009 and at Edison Elementary in Spring 2010.</p>	<p>Student evaluations of the site-based READ 516 course continue to be positive, and the course will continue to be offered in this way.</p>
<p><b>7. Maintain partnerships with community colleges related to READ 581 clinician placement.</b></p>	<p>Six students in Fall 2009 and three students in Spring 2010 completed the READ 581 clinic experience under the supervision of Reading program alumni at Saddleback, Fullerton, and Mt. Sac. and Riverside Community Colleges.</p>	<p>Student evaluations indicate that this option offers positive learning experiences resulting from these placements, and this option will continue to be offered.</p>
<p><b>Undergraduate Program</b></p>		
<p><b>8. Continue to market READ 340, Promoting Language and Literacy in Young Children, to students in CAS, Liberal Studies, and Elementary and Bilingual Education.</b></p>	<p>Course Custodian, Dr. Ordonez-Jasis maintained communication with these departments in Spring, 2010, as well as distributing information flyers in READ 290.</p>	<p>Marketing READ 340 to CAS, Liberal Studies, and Elementary and Bilingual Education, and the University Advisement Program, helped to increase awareness and enrollment in the course, nearly doubling enrollment in Fall 09 and Spring 10.</p>
<p><b>9. Continue strong working relationship with EOP, the University Learning Center, FDC, and Freshman Programs.</b></p>	<p>Undergraduate program coordinator, Kathi Bartle-Angus met with EOP regarding READ 201 recruitment two times in Fall and one time in Spring, and regarding READ 202 in Fall and Spring.</p> <p>Kathi presented an FDC-sponsored session on</p>	<p>As a result of these meetings, enrollment in READ 201 and 202 were maintained.</p>

	successful critical thinking practices.	
<b>10. Continue an emphasis on student writing across all sections of READ 290.</b>	The undergraduate critical writing rubric was reviewed at beginning-of-semester sessions for instructors, who shared their individual uses and adaptations of the tool.	Writing components will continue to be a common component of READ 290 course syllabi.
<b>Instructional Technology</b>		
<b>11. Incorporate instructional technology into graduate and undergraduate courses.</b>	Faculty continue to make regular use of PowerPoint presentations, Blackboard functions, and are developing course activities and requirements to incorporate the online teacher supervision website.	Faculty will continue to incorporate instructional technology into graduate and undergraduate courses.
<b>12. Support faculty development in emerging instructional technologies.</b>	<p>Instructional technology notes were included in each month's department meeting agendas.</p> <p>Bartle Angus, Bowers, Crick, Greenbaum, Manzo, and Ordonez-Jasis met once or twice each month to coordinate the development of Web based courses in the Masters program.</p> <p>These faculty attended an overview and a later hands-on training for an innovative website for online teacher supervision.</p> <p>These faculty also participated in 2 sessions to which other faculty members currently teaching online were invited: Loretta Donovan and Lisa Kirtman presented their Blackboard organizations and techniques for instructional online interactions.</p> <p>Reading department faculty worked with OASIS to develop narrated PowerPoints, and attended FDC workshops on SoftChalk and "Wikis and Blogs."</p> <p>Carter-Wells, Crick, Greenbaum and Manzo participated in the university-wide Consortium on Online Instruction.</p> <p>Undergraduate instructors shared effective uses of instructional technology in the beginning-of-semester meetings.</p> <p>The department continues to support the online Postsecondary Reading and Learning Certificate program offered through UEE. The program is coordinated by full-time instructor JoAnne Greenbaum, who mentors part-time faculty in instructional technologies for these online courses.</p>	Faculty applied this knowledge to the development of Web course syllabi, which were approved at the College and University levels, and to creation of "shell" Blackboards for the new online Masters degree program.
<b>Faculty Scholarly Activity</b>		
<b>13. Support faculty scholarly efforts, including development of grant applications for grants that would support scholarly and creative activity.</b>	Faculty scholarly activity is documented in the COE section of the 2009-2010 Annual Report.	Faculty will continue to pursue scholarly activity.
<b>14. Promote graduate students' professional involvement.</b>	<p>Professional organization information added to the Student Handbook, introduced in READ 501, and emphasized in READ 585.</p> <p>Graduate student Mary Bogan presented her Masters Project at CRLA in Fall 2009.</p>	Faculty will continue to encourage graduate student participation in professional organizations, and the Project as their culminating experience in the Masters Program.

## Secondary Education Department

<b>2009-10 Department Goals and Priorities</b>	<b>Results/Outcome</b>	<b>How Have These Results Been Used for Improvement?</b>
<b>GRADUATE PROGRAMS</b>		
<b>1. Grow our Graduate Programs</b> a. Meet or exceed COE enrollment targets.	Full cohort started MSE in Fall 2009.  Enrollment jumped in 2008 but leveled in 2009, primarily due to increased admissions standards for the program.	Compared FTES over 3-year period. Present findings to graduate program committee, department, SECTEP, and Dean for program revision.
<b>2. Insure the quality of our Graduate Programs</b> 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.	More than 95% of MSE students scored at expectation of above on the Writing Assessment.  Eight MSE students completed the National Board exit option in spring 2010, up from 5 in 2009.  All regular MSE courses have been approved for online delivery.  Faculty have shared "best practices" for online instruction and begun to use rubrics to evaluate the quality of online course activities and design.	Analyzed graduate student survey data and identify program improvements. Presented findings to department and Dean for program revision.
<b>CREDENTIAL PROGRAMS</b>		
<b>3. Measure effectiveness of Credential Student learning</b> 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.	Over 95% of SSCP completers passed the TPA.	Analyzed credential student survey and TPA data to identify program improvements. Presented findings to department, SECTEP, Advisory Committee, and Dean for program revision.
<b>4. Improve course delivery by part-time faculty.</b> 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.	Course custodians routinely are added as "instructors" to the Blackboard site of courses taught by part-time faculty and are able to share instructional resources electronically as well as "check in" on how online courses are progressing.	Collected and analyzed minutes of course custodian meetings to help ensure program quality.
<b>5. Expand and enhance efforts to prepare teachers to engage and support all students in learning with an emphasis on special needs students.</b>	Although faculty were unable to attend the Institute, steps have been taken to increase candidates' awareness of strategies to support special needs students. Among these is a mandatory two-week "shadowing" of an Education Specialist teacher at their student teaching site in the first semester.	Monitored 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.
<b>FACULTY and DEPARTMENT</b>		
<b>6. Support and induct the new Chair and leadership in the Department.</b>	Determined mentor for new Chair.	Department and program evaluation data are used to provide feedback to leadership.
<b>7. Search and hire a new faculty member in the department.</b>	Two candidates for Secondary Education tenure-track faculty positions were filled.	Additional fulltime, tenure track faculty will strengthen the department and its ability to better serve student, department, and university needs.
<b>8. Continue to induct and mentor new faculty into department.</b>	Our two new faculty completed their Prospectus document and received feedback from the Chair and Dean. Mentoring for new faculty has been informal (hallway and office conversations) and formal (meetings with the Chair).	New faculty continue to be mentored by full time faculty.

<p><b>9. Support faculty scholarship and teaching through development of technology skills.</b></p>	<p>Due to furlough days mandated in 2009-10, faculty found it difficult to attend formal professional development around instructional technologies. Time was provided in two (2) department meetings for colleagues to demo the use of technology-based tools to enhance instruction.</p>	<p>The results are used to track technology use and productivity by faculty, helping the department support faculty's 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.</p>
-----------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Special Education Department

2009-10 Department Goals and Priorities	Results/Outcome	How Have These Results Been Used for Improvement?
<b>GRADUATE PROGRAMS</b>		
<p><b>1. Insure the quality of our Graduate Programs</b>  <b>a. Continue Assessment System data collection.</b>  <b>b. Collect and analyze graduate student evaluation data.</b></p>	<p>Identified assessment coordinator within the department with the dissolution of the college assessment coordinator.</p> <p>Analyzed, discussed and reflected on scores at faculty meetings for program improvement.</p> <p>Used assessment data to write new program.</p>	<p>Fully implemented assessment system and continue to use assessment results for ongoing program improvement at both post-bac and graduate program levels.</p>
<p><b>2. Incorporate new credential authorizations into existing master's degree program to create multiple tracks.</b></p>	<p>Autism authorization approved. Began development of new master's study plans.</p>	<p>Developed and implemented new programs and program delivery options to meet the needs of our students, community, and region.</p>
<b>CREDENTIAL PROGRAMS</b>		
<p><b>3. Increase student and faculty use of Technology.</b></p>	<p>Two faculty attended the Summer Technology Institute.</p> <p>Three faculty attended the Fall Faculty Technology Institute.</p> <p>One faculty member is working as the Accessible Initiative Technology Coordinator.</p> <p>Full and part-time faculty were trained on a new system for video analysis for supervision.</p> <p>An adaptive technology lab was created in a classroom in EC.</p>	<p>Continued to expand faculty development with and student knowledge of utilization of educational technologies.</p>
<p><b>4. Continue implementation of COE Assessment System.</b></p>	<p>Analyzed data and identified program improvement areas.</p> <p>Presented findings to department, advisory councils, and Dean for program revision.</p> <p>Implemented mandatory assessment collection process in key classes.</p>	<p>Fully implemented assessment system and continue to use assessment results for ongoing program improvement at both post-bac and graduate program levels.</p>
<p><b>5. Increase recruitment and expand enrollment in SPED credential and courses through partnerships across campus and in the community.</b></p>	<p>Partnered with EDEL, EDSC, READ, and EDAD in recruitment for Ed Specialist credentials.</p> <p>Communicated with CAS and LS through EASEUP meetings.</p> <p>Partnered with OCDE and OUSD on the Autism Authorization.</p> <p>Involved with the OCDE Collaborative Preschool Planning Committee.</p>	<p>Developed enrollment management plan and supporting marketing strategies and material.</p>

6. <b>Develop new Communication Development Credential.</b>	Planning began for new credential – waiting on full state approval before implementation.	Developed and implemented new programs and program delivery options to meet the needs of our students, community, and region.
7. <b>Develop new preliminary and professional clear Education Specialist credentials based on newly adopted state standards.</b>	Developed new credential based on state standards. Prerequisites began in June 2010 and the first semester will begin in Fall 2010.	Developed and implemented new programs and program delivery options to meet the needs of our students, community, and region.
<b>FACULTY</b>		
8. <b>Induct and mentor new faculty into department.</b>	New faculty had regular meetings with the chair as well as faculty mentors. Course custodians met with new faculty about specific courses.	Met current and future community needs for well-prepared educators.
9. <b>Expand relationships across the COE through department collaborations.</b>	Committee meetings with departments in COE such as Inclusive Ed Committee were successful.  Faculty involvement in ULO, RACE, IDREEAM (Dept of Reading), collaboration grant with CAS, General Ed/Special Ed Autism Conference.	Met current and future community needs for well-prepared educators.

## MSIDT Program

2009-10 Program Goals and Priorities	Results/Outcomes	How Have These Results Been Used for Improvement?
<b>1. MS Degree Program</b> <ul style="list-style-type: none"> <li>a. Continue to work with alumni association and involve officer or liaison in monthly MSIDT Team meetings.</li> <li>b. Expand scholarship options and continue to award two scholarships.</li> <li>c. Continue with MSIDT interdisciplinary team model with monthly meetings.</li> <li>d. Interact with other 2 campus online MS degree programs.</li> <li>e. Work with Coast Learning Systems on online curriculum development options for final projects.</li> <li>f. Continue to implement cohort co-captain liaison pilot.</li> <li>g. Continue to respond to regional and national audience and workplace needs.</li> <li>h. Continue to recruit via website and other PR means.</li> <li>i. Revise website content.</li> <li>j. Refine 2 Student Program Handbooks for the boot-up camp and midpoint symposium orientations.</li> <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>a. Met with Kevin Cole on regular basis who attended the MSIDT Team meetings; faculty also attended MSIDT Alumni Association meetings and webinars.</li> <li>b. \$500 Scholarships were awarded to 2 members of cohort #7 according to MSIDT Team developed nomination and selection procedures.</li> <li>c. Monthly MSIDT Team meetings were held with scheduled time for MSIDT Faculty Community of Learners Research model.</li> <li>d. Coordinator met with Dorota Huizinga, AVP for Graduate Studies, and Barry Pasternack in MS in Information Technology and Ray Chu in MS in Software Engineering.</li> <li>e. Coordinator contacted Bob Nash from Coast Learning Systems.</li> <li>f. Cohort co-captains were selected and process was refined.</li> <li>g. Involvement with CSU Academic Technologists and alumni meetings about workplace needs.</li> <li>h. Updated outgoing FAQ message linked to website inquiry form as well as interview protocol related to problem solving scenarios.</li> <li>i. Worked on conceptual framework for revised website-complete in summer, 2010; 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; added READI online learner assessment tool to interview protocol.</li> </ul>	<ul style="list-style-type: none"> <li>a and b. There was expanded communication with MSIDT alumni association and infrastructure stability with scholarships.</li> <li>c. Faculty continued to maintain the quality of their longitudinal research study on an online community of learners.</li> <li>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; spoke to Bob Nash about process for recruiting employers for council.</li> <li>e. There is continued collaboration with an employer for student project development options.</li> <li>f. Cohort co-captains protocol has strengthened the community amongst the cohort and with the MSIDT faculty team.</li> <li>g. System-wide issues were discussed that might be included in the IDT 535-Emerging Technologies – course.</li> <li>h. and i. – Refinement of PR which is based on evolution of program design and common questions from interested/ potential applicants.</li> <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>

2009-10 Program Goals and Priorities	Results/Outcomes	How Have These Results Been Used for Improvement?
<p><b>2. Certificate Program</b>  <b>a. Work with Nursing Department on protocol for IDT certificate incorporation/ implementation with proposed MS in Nurse Administration program to begin in AY 09-10 per funded grant with Kaiser Permanente in California.</b></p>	<p>a. Anne Andre from Nursing regularly met with MSIDT Team to review MS in Nurse Administration and MS in Nurse Educator program design and use of 3 IDT courses for certificate program to be offered as follow-up to MS in NS programs; 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; IST 530 to be offered in summer, 2010.</p>	<p>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.</p>
<p><b>3. Instructional Technology</b>  <b>a. Continue to refine and revise web presence; use new Macromedia/Adobe software as appropriate;</b>  <b>b. Develop software matrix for program refinement to meet needs of professional field and workplace environment;</b>  <b>c. Refine new course templates in BB;</b>  <b>d. Work with library on student access and special program resources ; purchase additional software for faculty;</b>  <b>e. Participate in campus web conferencing demos, etc.;</b>  <b>f. Consider adoption of Community site in BB for alumni and student server</b>  <b>g. Continue to support faculty development in instructional technologies.</b></p>	<p>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.  b. Discussed new software implementation and secured training from Shariq Ahmed with web conferencing and new ILinc module.  c. Discussed revision of course templates  d. Worked with Susan Tschabrun from the library.  e. Participated in FDC videoconferencing demos; coordinator was invited to be part of the Mission and Goals funded ELearning Consortium.  f. Set up community sites on BB for cohorts #7 and #8.  g. Updated to CS4 Web Premium through maintenance program purchased through Titan Shops.</p>	<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>  <b>a. Continue to foster and expand of learners research project among MSIDT Team members.</b>  <b>b. Continue to promote attendance at conferences and make conference presentations – TOHE, TECHED, NECC, AERA, etc.</b>  <b>c. Continue to work on articles on program elements and community of learners research.</b>  <b>d. Outline co-edited book on online degree programs.</b>  <b>e. Continue to use Community IDT Research site for assessment protocol, for sharing and discussing research and grant activity/ideas/efforts.</b>  <b>f. Promote graduate student/faculty joint scholarly efforts and professional development.</b></p>	<p>a. Blackboard Community section set up and used discussion of faculty scholarly activity.  b. Faculty presentations at three national conferences.  c. Faculty outlined individual goals for videoconferencing research focus and reviewed literature for community of learners research project.  d. Co-edited book will become focus for next AY.  e. BB Community site updated with research on instructional practices.  f. Students worked with faculty on some ideas for conference presentations; alumni president was co-presenter at WASC Academic Resources Conference-April 22, 2010.</p>	<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 master's 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
<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.	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
<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.	Individual department rubric used to assess. College staff gather data; College assessment committee and department faculty analyze		
<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 competence.	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	
<b>Midpoint Survey</b>	College staff gather data;		

<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 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		

Common College of Education assessments providing data on what candidates know and are able to do Basic Credential Programs	Who gathers and analyzes the data?	How are the findings used?	Date of the last program review
<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.	Surveys 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>
a. <i>Who possess a deep understanding of the complex nature of learning and teaching so that they are able to guide and assist instructional practice.</i>	
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>	
c. <i>Who are skilled users of techniques for forecasting, planning, and management of change processes in education including</i>	

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

*use of technology as a resource.*

- d. Who are aware of cutting-edge technologies and how they can be used to enhance teaching, learning, and leadership of the educational enterprise.*

## **II. Professionals Whose Practice is Informed by Scholarly Literature**

- a. Who will critique informal ideas about best practice on the basis of the literature.*
- b. 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.*
- c. Who will foster and encourage best practices within their organizations, based on critical analysis of scholarly literature.*
- d. 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.*
- e. Who can define, contrast, and evaluate the multiple perspectives presented in the scholarly literature regarding education.*
- f. Who can critique proposals for research and/or program implementation.*
- g. 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.*

## **III. Reflective Practitioners**

- a. Whose professional experience is systematically engaged, compared, and critiqued in classroom and other learning experiences.*
- b. Whose professional experience will be brought to bear on the areas of their study, finding relevance and application for principles derived from the literature.*

## **IV. Critical Thinkers**

- a. Whose thinking is probabilistic, recognizing the indeterminacy of educational and social contexts.*
- b. 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.*
- c. 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.*

## **V. Change Agents**

- a. Whose knowledge of research enables them to interpret findings, make judicious applications of research, and advise others in policy positions.*
- b. Who are able to undertake first-hand investigations of local problems using applied research and appropriate methods for generating valid and reliable results.*
- c. Who are able to select applied research that addresses significant questions and ground it within the general framework of the scholarly literature.*
- d. 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.*

## **VI. Self-Aware and Ethical Professionals**

- a. Who will seek contexts and means for professional-life-long learning and connections with scholarly literature.*
- b. Who will demand sophisticated feedback on their own performance and that of others, informed by scholarly understandings.*
- c. 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.*
- d. 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.*

## **VII. Professionals Who Value Diversity**

- a. 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.*
- b. Who work to shape learning communities at their sites that are more humane and responsive to all students and are open to 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.
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.	<p>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.</p> <p><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:</p> <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

Degree name	Formal student learning outcomes developed?	Other than GPA, what data is used to determine that graduates have achieved stated outcomes for the degree? (e.g. capstone courses, portfolio, licensure examinations)	Who interprets the evidence? What is the process?	How are the findings used?
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. 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>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</p>	<p>Findings are used to improve students' writing skills, individual courses (e.g., course content, rigor, objectives, instructional strategies, requirements, and materials).</p>

	<p><u>Outcome 3: Committed and Caring Professionals</u></p> <p>a) become change agents b) maintain professional and ethical standards c) become life-long learners</p>		instructor evaluates final project.	
Bilingual/Bicultural Education	<p><u>Outcome 1: Knowledgeable and Competent Specialists</u></p> <p>a) demonstrate strong foundation in subject matter or field of study b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field c) demonstrate ability to use technology as a resource</p> <p><u>Outcome 2: Reflective and Responsive Practitioners</u></p> <p>a) promote diversity b) make informed decisions c) engage in collaborative endeavors d) think critically</p> <p><u>Outcome 3: Committed and Caring Professionals</u></p> <p>a) become change agents b) maintain professional and ethical standards c) become life-long learners</p>	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

Degree/ Program 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? (e.g. capstone courses, portfolio, licensure examinations)	Who interprets the evidence? What is the process?	How are the findings used?	
	<b>COE Outcomes</b>	<b>COE Assessments</b>			
<b>The California Reading Certificate, the Masters Degree, and the California Reading/ Language Specialist Credential</b>	<b>1. Knowledgeable &amp; Competent Specialists</b> a. Demonstrate a strong foundation in subject matter knowledge or field of study b. Demonstrate strong understanding and implementation of pedagogical skills or skills in their field c. Demonstrate ability to use technology as a resource	<b>Diversity Survey</b> This assignment is a 10-15 minute survey that requires candidates to report their experiences teaching students from diverse backgrounds, using information from California Ed- Data ( <a href="http://www.ed-data.k12.ca.us">www.ed-data.k12.ca.us</a> ) to report information about their PreK-12 work site. The survey is completed in the introductory course, READ 501. It is available at: <a href="http://ed.fullerton.edu/Current/mastersStudents.html">http://ed.fullerton.edu/Current/mastersStudents.html</a>	College of Education staff aggregate and distribute survey data. Department faculty reviews data in department meeting.	Data are reported to accrediting bodies and reviewed in department committees for interpretation and use for program improvement.	
		<b>Diversity Assignment</b> This assignment requires candidates to demonstrate their knowledge and skills in teaching and supporting diverse student learners. Candidates complete the assignment as required in the READ 560, the Socio-cultural Context of Literacy and Learning, and the assignment is evaluated according to the instructor's criteria.	Department rubric is used for evaluation by READ 560 instructor.	Data are reported to accrediting bodies and reviewed in department committees for interpretation and use for program improvement.	
		<b>Writing Assessment</b> This assignment requires that candidates demonstrate graduate-level writing skills. Candidates complete the Literature Review paper in EDEL 511, and the assignment is evaluated according to the instructor's criteria as well as a COE writing rubric. The rubric is available at <a href="http://ed.fullerton.edu/Current/mastersStudents.html">http://ed.fullerton.edu/Current/mastersStudents.html</a> . Candidates who do not meet the acceptable level of competence are referred to the Graduate Advisor for clearance prior to admission to READ 560. (READ 511 is a prerequisite for READ 560.)	The Department Graduate Advisor meets with candidates who do not meet acceptable levels of competence, to develop and follow up on a plan for improvement.	Faculty review the list of candidates referred to the Graduate Advisor, consider improvement plan alternatives and implications for program improvement.	
		<b>Midpoint Survey</b> This assignment is a 10-15 minute survey designed to collect information about our candidates' experiences in our graduate programs, including opinions of coursework, faculty, support, and course contents. It is completed in READ 516: for graduate Reading Certificate candidates, this is the final semester; for Masters and graduate Credential candidates, it is the midpoint semester. The survey can be found at: <a href="http://ed.fullerton.edu/Current/mastersStudents.html">http://ed.fullerton.edu/Current/mastersStudents.html</a>	College of Education staff analyze survey data.	Data are reported to accrediting bodies and reviewed in department committees for interpretation and use for program improvement.	
		<b>Exit Survey</b> This assignment is a 10-15 minute survey designed to collect information about our candidates' experiences in our graduate programs, including opinions of coursework, faculty, support, and course contents. It is completed in READ 581, taken during the final semester of the Masters and graduate Credential programs. The survey can be found at: <a href="http://ed.fullerton.edu/Current/mastersStudents.html">http://ed.fullerton.edu/Current/mastersStudents.html</a>	College of Education staff analyze survey data.	Data are reported to accrediting bodies and reviewed in department committees for interpretation and use for program improvement.	
	<b>Department Assessments:</b> In addition to the college-wide assessments, the Reading Department has identified 10 Key Assignments for assessment of the COE Outcomes. The first 5 Key Assignments are completed by candidates for the California Reading Certificate. 5 <i>additional</i> Key Assignments are completed by candidates for the Masters Degree and the California Reading/Language Arts Specialist Credential. Candidates in the latter program take 2 courses in addition to the courses for the Masters Degree, which reinforce and extend outcomes expected to be achieved in the courses for the Masters Degree. Key Assignments also are aligned with professional standards of the International Reading Association and the California Council on Teacher Credentialing.				
	<b>Note: Outcome numbers refer to the COE Outcomes listed above.</b>				
	1.a. & 2.d.	<b>Key Assignment: READ 514 Research Paper</b>	Course instructors evaluate assignments.	Model assignments are presented to faculty by course custodians in department meetings, and reviewed for curriculum alignment and program improvement decisions.	
	1.c. & 3.b.	<b>Key Assignment: READ 516 Tutoring Log</b>			
	1.b. & 3.c.	<b>Key Assignment: READ 516 Case Report</b>			
2.a. & 2.b.	<b>Key Assignment: READ 560 Children's Lit. Project</b>				
3.a. & 3.c.	<b>Key Assignment: READ 508 Position Paper</b>				
1.a. & 2.d.	<b>Key Assignment: READ 595 Content Examination</b>				
1.c. & 3.b.	<b>Key Assignment: EDEL Literature Review</b>				
1.b. & 2.c.	<b>Key Assignment: READ 581 Case Report</b>				
2.a. & 2.b.	<b>Key Assignment: READ 560 Case Study</b>				
3.a. & 3.c.	<b>Key Assignment: READ 581 Effect on Student Learning Journal</b>				

## 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? (e.g. capstone courses, portfolio, licensure examinations)	Who interprets the evidence? What is the process?	How are 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>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</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><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>Assessment on the Teaching Performance Expectations is 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="p://ed.fullerton.edu/SecEd/STHandbook/Forms/STI-2.doc">p://ed.fullerton.edu/SecEd/STHandbook/Forms/STI-2.doc</a>.</p>	<p>University supervisors, master teachers, and program advisors complete the evaluations; data is aggregated and analyzed by Department Chair.</p>	<p>competence must repeat or select an alternate plan; at this time, we have not yet aggregated or analyzed data.</p>
	<p><b>Teaching Performance Assessment</b> consists of four tasks. Details on this assessment are found at <a href="http://ed.fullerton.edu/SecEd/TPA/Index.htm">http://ed.fullerton.edu/SecEd/TPA/Index.htm</a>.</p>	<p>Tasks are assessed by state-certified assessors; data is aggregated and analyzed by Department Chair.</p>	

## 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? (e.g. capstone courses, portfolio, licensure examinations)	Who interprets the evidence? What is the process?	How are the findings used?
Education Specialist 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 each fieldwork experience.</p>	<p>The interviewing team completes the form; data is aggregated and analyzed by Department Chair.</p>	<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>General Education Fieldwork Competencies</b> assessment is based on the Teaching Performance Expectations.</p>	<p>University supervisors, master teachers, and program advisors complete the evaluations; data is aggregated and analyzed by Department Chair.</p>	
		<p><b>Reading/RICA Competencies</b> are assessed during associated coursework and the general education fieldwork experience.</p>	<p>University supervisors, course instructors, master teachers, and program advisors complete the evaluations; data is aggregated and analyzed by Department Chair.</p>	
		<p><b>Special Education Fieldwork Competencies</b> assessment is based on the CACTC, CEC, and Department competencies. They are specific to four specialty areas: Mild/Moderate, Moderate/Severe, ECSE Infant/Toddler, and ECSE Preschool.</p>	<p>University supervisors, master teachers, and program advisors complete the evaluations; data is aggregated and analyzed by Department Chair.</p>	

## MSIDT Program

Degree Name	Formal student learning outcomes developed?	Other than GPA, what data is used to determine that graduates have achieved stated outcomes for the degree? (e.g. capstone course, portfolio, licensure examinations)	Who interprets the evidence? What is the process?	How are the findings used?
<b>MS in Instructional Design and Technology</b>	<b>Assessment/Evaluation-</b> ability to critically discriminate, compare, and select appropriate criteria, and effectively implement methodology for developing an effective instructional product.	<p>The six strands are aligned with specific learning outcomes and supported by course assignments. Furthermore, each course makes use of multimodal assessment methodologies to document learning. For example, students will 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. Finally, students will be required to compile a cumulative electronic portfolio (on CD) of their selected coursework for final evaluation. The electronic portfolio will be submitted by the student at the end of each 16-week segment and again at the conclusion of the program for evaluation. The portfolio serves as a cumulative indicator of student progress and as another vehicle for authenticating student work. In addition, exit surveys are administered to all students.</p>	<p><b>The IDT Program Coordinator will thoroughly assess students at the point of admission with GPA and/or TOEFL scores, personal statement, resume, and a technology skills assessment-SMARTERMEASURE (formerly READI-Readiness for Education at a Distance Indicator). The MSIDT faculty in rater teams then evaluate the applications on a 6 item 4 point scale for acceptance rank ordering.</b></p> <p>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.</p> <p>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.</p>	<p>An ongoing research goal for the MSIDT faculty is to continue to self evaluate instructional practices. Furthermore, faculty continue to assess the use of innovative instructional strategies, namely video conferencing opportunities to provide students with a robust and high quality education. 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. We have added more training with APA as part of the Boot-up Camp and Midpoint Symposium and work with Dr. Susan Tschabrun in the library related to resources for student research in the field.</p>
	<b>Collaboration-</b> ability to work productively in team or collaborative settings to achieve common goals or purposes.			
	<b>Critical Thinking and Problem Solving--</b> ability to analyze, evaluate and synthesize information as well as generate and apply appropriate solutions to solve problems based on reasoned rationale.			
	<b>Media Literacy-</b> ability to plan, design, implement and assess various media while considering ethical and equity issues.			
	<b>Research-</b> ability to conduct, evaluate and synthesize research and apply theoretical ideas to practical settings.			
	<b>Written Communication-</b> ability to effectively present ideas in a logical framework in a variety of written forms with proper language structure and mechanics.			

## 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. Online Programs -- None
- b. Off campus programs:

Fall 2009	Spring 2010
<ul style="list-style-type: none"> <li>• Fullerton Joint Union HS District</li> <li>• Corona Unified School District</li> <li>• Placentia-Yorba Linda USD</li> <li>• Fountain Valley School District</li> <li>• Capistrano USD</li> </ul>	<ul style="list-style-type: none"> <li>• Fullerton Joint Union HS District</li> <li>• Corona Unified School District</li> <li>• Placentia-Yorba Linda USD</li> <li>• Fountain Valley School District</li> <li>• Capistrano USD</li> </ul>

- c. Proposed online and off campus programs – Continuing existing off-campus cohorts in Fullerton Joint Union HS District and Corona Unified Scholl District; Begin new, off-campus cohort in Capistrano USD.

### Elementary and Bilingual Education Department

- a. Online programs – Master’s of Science in Education: Concentration in Educational Technology.
- b. Off campus programs -- None
- c. Proposed online and off campus programs – Pending WASC approval: 100% online program for Master of Science in Education: Concentration in Curriculum and Instruction.

### Reading Department

- a. Online programs - Postsecondary Reading and Learning Certificate
- b. Off-campus programs:

Fall 2009	Spring 2010
<ul style="list-style-type: none"> <li>• Fullerton School District</li> <li>• Paramount Unified School District</li> <li>• El Ranch Unified School District</li> <li>• Capistrano USD</li> </ul>	<ul style="list-style-type: none"> <li>• Fullerton School District</li> <li>• Paramount Unified School District</li> <li>• El Ranch Unified School District</li> <li>• Capistrano USD</li> </ul>

- c. Proposed online and off campus programs – Master’s of Science Education in Reading

### Secondary Education Department

- a. Online programs - Online Teaching and Learning Certificate (through UEE)
- b. Off campus programs - None

- c. Proposed online and off campus programs – Pending WASC approval: 100% online program for Master of Science in Education, emphasis in Secondary Education.

**Special Education Department**

- a. Online programs – Professional Level II Education Specialist Credential Program
- b. Off-campus programs – None
- c. Proposed online and off-campus programs – Professional Clear Education Specialist Credential

**MSIDT Program**

- a. Online Programs- MSIDT is the first totally online MS degree at CSUF begun in 2001; Instructional Design and Technology Certificate
- b. Off-campus Programs – None
- d. Proposed online and off-campus programs – None

**4. International Activities**

**Educational Leadership Department**

- a. Number and nature of visiting delegations/individuals to your department: (see table EDAD 1)
- b. Faculty scholarly work aboard (see table EDAD 2)
- c. Value added (see table EDAD 2)

**EDAD 1: Visitors to CSUF**

<b>Dates of Visit</b>	<b>Visiting Delegation From</b>	<b>Number of visitors</b>	<b>Nature of visit (describe)</b>
October 16–30, 2009	Russian Universities: <ul style="list-style-type: none"> <li>· Russian New University (Moscow)</li> <li>· Regional Open Social Institute (Kursk)</li> <li>· Prikamskiy Social Institute (Perm)</li> <li>· Stavropol Institute of Management (Stavropol)</li> </ul>	15 Russian university presidents and vice presidents.	The visitors came to learn about American higher education, its systems and structures, methods of accountability, fund development, etc. and to explore potential collaborative projects.
November 9- December 18	University of the Western Cape, South Africa	1: Vice Rector and Deputy Vice Chancellor. Student Development and Support.	<ul style="list-style-type: none"> <li>· Participate in discussions about the development of graduate studies programs in South Africa and research efforts in global educational leadership.</li> <li>· Speak to graduate students at the master’s and doctoral levels in classes specific to student services, student development, and critical research issues in higher education in South Africa.</li> </ul>

			<ul style="list-style-type: none"> <li>Develop a case study for student development and learning to be used in the doctoral program that has global implications.</li> </ul>
March 25-29	<p>Members of the South African Association of Senior Student Affairs Professionals (SAASSAP), representing the following universities:</p> <ul style="list-style-type: none"> <li>University of South Africa (UNISA)</li> <li>University of Johannesburg</li> <li>University of Fort Hare</li> <li>University of Venda</li> </ul>	4 Executive Directors of Student Affairs and Deans of Students.	<ul style="list-style-type: none"> <li>Initiate plans for creating partnerships and collaborative projects in student affairs administration and graduate studies programs between CSUF and South African universities.</li> <li>Visitors came to explore the history and foundation of student affairs as a profession and best practices in American higher education and CSUF.</li> </ul>

## EDAD 2: International Activities

Dates	Type of Activity (give details)	Place(s) visited	Who participated	Value added benefits of activities
March 27 – April 5, 2010	Delegation sent to Russian universities for the purpose of developing international partnerships.	<p>Russian Universities:</p> <ul style="list-style-type: none"> <li>Russian New University (Moscow)</li> <li>Regional Open Social Institute (Kursk)</li> <li>Prikamskiy Social Institute (Perm)</li> </ul>	<ul style="list-style-type: none"> <li>Dr. Claire Cavallaro, Dean</li> <li>Dr. Dawn Person, Ed. Leadership</li> <li>Dr. John Hoffman, Ed. Leadership</li> <li>Arnold Holland, Ed. Leadership</li> <li>Jeannie Kim-Han, OURIC</li> </ul>	<ul style="list-style-type: none"> <li>Secured signed partnership agreements with each of the three universities.</li> <li>Initiated plans to collaborate with research, faculty exchanges, and student.</li> </ul>

## Elementary and Bilingual Education Department

- Number and nature of visiting delegations/individuals to your department: None
- Faculty scholarly work aboard (see table EDEL 1)
- Value added (see table EDEL 1)

## EDEL 1: International Activities

Dates	Types of Activity (give details)	Place(s) visited	Who Participated	Value-added Benefits of Activity
8/22/09-8/29/09	Two Professional Papers presented at European Association for Reach on learning and Instruction Conference.	Amsterdam, The Netherland	Michelle Vander Veldt	<p>Expanded faculty knowledge of epistemological beliefs based on current research studies conducted in Germany, Israel and Australia. Two papers were reworked for publication.</p> <p>In terms of teaching, connecting epistemological beliefs to classroom practice for faculty member.</p>
9/11/09-9/21/09	The faculty were consultants and ambassadors representing CSUF in Japan. Their role was to	Amagasaki, Japan	Jennifer Ponder and Jeannie Kim-Hahn	<p>Increase reputation.</p> <p>Increase likelihood of an international partnership.</p>

	introduce faculty members from Kansai University to the benefits of service-learning, explain how we use service-learning in the US, model how service-learning experiences can enrich the curriculum, and provide small group and one on one coaching to assist faculty members with implementation and planning.			Increase understanding and importance of service learning at the University, College and department level.
5/20/10-5/22/10	Paper presented: Immigrant Experiences Adjusting To France: A Phenomenology of Three Lived Experiences. CiCe Conference (European Commission on Education)	Barcelona, Spain	Lisa Winstead	Improved understanding of issues regarding immigration that lends itself to US issue. Comments from conference will lead to paper for publication
6/3/10-6/12/10	Attended the Fudan University exchange program. Faculty participate in seminar discussions with faculty on such issues as higher education in China, foreign policy, urban growth and population management, economic transformations and cultural arts.	Shanghai, China	Chris Renne	Improved integrating Chinese and Asian topics and perspectives into the curriculum. Improved campus service to international students based on experiences and knowledge gained. Help internationalizing the campus.

### Reading Department

- a. Number and nature of visiting delegations/individuals to your department: None
- b. Faculty scholarly work aboard: None
- c. Value added: N/A

### Secondary Education Department

- d. Number and nature of visiting delegations/individuals to your department: None
- e. Faculty scholarly work aboard (see table EDSC 1)
- f. Value added (see table EDSC 1)

### EDSC 1: International Activities

Dates	Type of Activity	Place Visited	Who Participated	Value Added
5/29/09-6/5/09	Research	Guadalajara, Mexico	Dr. Marcela de Souza	As the primary instructor for EDSC 410, Teaching English Learners in the Secondary Classroom, Dr. de Souza's visit with teacher education faculty and public school teachers in Mexico provided her with information about the knowledge English learners from Mexico might come with when they enter U.S. schools and fostered a connection with an IHE in Mexico that could lead to further collaborations. Given that the majority of English learners in Orange County schools are of Mexican origin, Dr. de Souza's research will help her to better prepare our teacher candidates to support ELs in their classrooms.

**Special Education Department**

- a. Number and nature of visiting delegations/individuals to your department: None
- b. Faculty scholarly work aboard (see table SPED 1)
- c. Value added (see table SPED 1)

**SPED 1: International Activities**

<b>Dates</b>	<b>Type of Activity</b>	<b>Places Visited</b>	<b>Who Participated</b>	<b>Value Added</b>
March 26-April 6, 2010	Alternate Spring Break Program. South African Tour designed to view historical landmarks and educational systems.	Johannesburg and Cape Town, South Africa	30 students from San Diego State University 10 Adults (5 professors, 5 community workers)	This was a collaborative effort between SDSU faculty in the College of Education and the Department of Africana Studies as well as participation from CSUF. This project provided students/faculty with a unique opportunity to experience educational settings in South Africa that represent various cultural beliefs and traditions. Participants were exposed to a global perspective of education while observing social and academic practices of South African administrators and teachers. Participants debriefed nightly by discussing the daily events. Participants toured historical landmarks representing apartheid and other issues of race and gender. Participants were presented with a socio-cultural framework for analyzing past and current policies and practices. Students and faculty met with government consulate advisors to become aware of current practices to offset the impact of AIDS within the townships. Participants also engaged in dialogue with administrators, teachers, and students to determine how to increase graduation rates, college enrollment and gainful employment.

**MSIDT**

- a. Number and nature of visiting delegations/individuals to your department: (see table MSIDT 1)
- b. Faculty scholarly work aboard: None
- c. Value added (see table MSIDT 1)

**MSIDT 1: Visitors to CSUF**

<b>Dates</b>	<b>Type of Activity</b>	<b>Nature of Visit</b>	<b>Who Participated</b>	<b>Value Added</b>
April 23-May 13, 2010	Visiting delegation from Southeast Asian Ministers of Education Organization	Explore implementation of MSIDT with an international online cohort in Ho Chi Minh	2 representatives from SEAMEO -Dr. Dennis Berg, CSUF and Vice- Provost-Tan Tao	The visitors came to explore the implementation of the online MSIDT program operated through the regional training center in Ho Chi Minh City as of fall, 2011, with an international cohort

	(SEAMEO)	City starting in fall, 2011	University - MSIDT faculty team -Dean Claire Cavallaro	comprised of postsecondary professionals and corporate business students from companies such as Intel, etc. This mixture of students would replicate that in the current cohorts. This partnership would greatly enhance the visibility and recognition of MSIDT in the international arena and provide for collaboration with the US and international cohorts around diversity and language issues in instructional strategies and assessment/evaluation methodology.
--	----------	-----------------------------	--------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## 5. a. Faculty and Student Scholarly and Creative Activities

### Educational Leadership Department

#### **Books and Monographs**

Person, D.R. (2009). *Summit: Addressing the Achievement Gap*. Fullerton, CA: Center for Research on Educational Access and Leadership (C-REAL).

Oliver, R., et al. (2009). *A Collaborative California University Initiative on Congruence of Principal Training to Urban School leadership Practice*. Azusa Pacific University, CA: The Principal's Academy.

Stichter, K. (2009). *Parent, student and staff biennial survey results and executive analysis*. Fullerton Joint Union High School District.

#### **Published Book Chapters**

Hoffman, L., Hoffman, J. L., Hoffman, J. L. S., & Cleare-Hoffman, H. P. (2010). Culture, religion, and spirituality: How spirituality saved religion. In J. H. Ellens (Ed.) *The healing power of spirituality: How faith helps humans thrive* (Vol. 2, pp. 191-206). Santa Barbara, CA: Praeger.

#### **Refereed Journal Articles**

Adler, L. (in press). Dissatisfaction Theory in the 21st Century. *Journal of School Public Relations*.

Choi, D. (2010) "The Impact of Competing Definitions of Quality on the Geographical Distribution of Teachers" *Education Policy*, 24 (2).

Hoffman, J. L. (in press). An organization's search for meaning: A humanistic existential theory of organizational meaning and voice. *The Journal of Psychological Issues in Organizational Culture*.

Hoffman, J. L., & Bresciani, M. J. (in press). Assessment work: Examining the prevalence and nature of learning assessment competencies and skills in student affairs job postings. *The Journal of Student Affairs Research and Practice*.

## Refereed Presentations with Students

Lunceford, C. J., & Belvill, K. (2010, March). Let's talk innovation: Creating model graduate student organizations. Conference presentation conducted at the ACPA-College Student Educators International Annual Convention, Boston, MA

## Elementary and Bilingual Education Department

### Books and Monographs

Cox-Petersen, A. (2010). *Educational partnerships: Connecting schools, families, and the community*. Los Angeles: Sage.

Robinson, L., Brown, B., & Green, T. (2010). *Security vs. access: Balancing safety and productivity in the digital school*. Eugene, Oregon: International Society for Technology in Education (ISTE).

### Book chapters

Brown, A. & Green, T. (2010). Issues and trends in instructional technology: Growth and maturation of Web-based tools in a challenging climate; social networks gain educators' attention. In, Orey, M., Jones, S.A., & Branch, R.M. (Eds). *Educational Media and Technology Yearbook*, 35. 29-44.

Chappell, S. & Barone, T. (in press). Arts-based educational research. In S. Lapan, M. T. Quartaroli & F. J. Riemer, (Eds.), *Qualitative Research: An Introduction to Methods and Designs*. Jossey Bass.

Chappell, S. (December 2009). Young people talk back: Community arts as a public pedagogy of social justice. In J. Sandlin, B. Schultz, & J. Burdick (Eds.), *Handbook on Public Pedagogy*. Routledge.

Donovan, L., Hartley, K., & Strudler, N. (in press). Teacher concerns during initial implementation of a one-to-one laptop initiative at the middle school level. In Schrum, L (Ed.) *Considerations on Technology and Teachers: The Best of JRTE*

Donovan, L. (2009). Teacher educator standards through an 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.

Hansen, L., Donovan, L., & Fitts, S. (2009). Bilingual and ELL Preservice Teachers and Technology Self-Efficacy. In C. Maddux (Ed.) *Research Highlights in Information Technology and Teacher Education 2009*. Chesapeake, VA: Society for Information Technology and Teacher Education (SITE).

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.

Ponder, J. & Cox-Petersen, A. (2010). Action-based science instruction: service-learning, stewardship, and civic involvement. In Tippins, D.J., Mueller, M.P., van Eijck, M., & Adams, J.D. (Eds.), *Cultural studies and environmentalism: The confluence of ecojustice, place-based (science) education, and indigenous knowledge systems*. New York: Springer.

Schraw, G., Vander Veldt, M., & Olafson, L. (2009). Knowledge. In Anderman, E. (Ed.). *Psychology of classroom learning: An encyclopedia*. Detroit: Macmillan References USA.

### Refereed Journal Articles

Brown, A.H., & Green, T. (2009). How much time do students spend reading threaded discussions?: A study of online graduate courses requiring asynchronous participation. *International Review of Research in Open and Distance Learning*.

Donovan, L., & Green, T. (2009). Two-way mirror: Technology-rich K-8 and teacher education programs. *Action in Teacher Education* 30 (4), 45-55.

Fitts, S. & Weisman, E. M. (2009). Exploring questions of social justice in bilingual/bicultural teacher education: Towards a parity of participation. *Urban Review*, 42 (5). doi: 10.1007/s11256-009-0139-9.

Gautreau, C. S., & Edwards, C. (2010). Evaluation of wiki implementation in a teacher education program. *Teacher Education Quarterly, Special Online Edition*, 173-188.

Green, T., Alejandro, J., & Brown, A.H. (2009). The retention of experienced faculty in online distance education programs: Understanding factors that impact their involvement. *The International Review of Research in Open and Distance Learning*, 10(3). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/683/1279>

Green, T., Donovan, L.C., & Bass, K. (2010). Moving from the classroom to a schoolwide one-to-one laptop program: A Professional Learning Community Approach. *Learning and Leading with Technology* 10(6). 51-64. Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/760>

Guillaume, A., & Kirtman, L. (2010). Mathematics stories: Preservice teachers' images and Experiences. *Issues in Teacher Education*. 19(1), 121-144.

Jasis, P., & Marriott, D. (2010). All for our children: Migrant families and parent participation at an alternative education program. *Journal of Latinos in Education*, 9(2), 126-140.

Kirtman, L. (2009). Online versus in-class courses: An examination of difference in learning outcomes. *Issue in Teacher Education*. 19(2), 103-116.

Lopez, C., & Donovan, L. (2009). Getting Latino parents involved with mathematics through family math nights: A review of literature. *Latinos and Education* 8, 219-230.

Nelson, C. & Ponder, J. (2010). The turtle girls: Connecting science content with active civic involvement. *Science and Children* 47 (6), 27-31.

Ordoñez-Jasis, R., Flores, S., & Jasis, P. (2010). En confianza: Co-constructing professional strength and voice with Latina early childhood educators. *Journal of Early Childhood Teacher Education* 31 (1), 1-16.

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.

Vander Veldt, M., & Ponder, J. (2010). Implementing social action curriculum in an elementary classroom: Reflections from the journey. *Social Studies Research and Practice*, 5 (1), 45-57.

### **Refereed Presentations with Students**

Carter-Wells, J., Gautreau, C., & Zuehl, C. (2010). *Sustainability and blended/online learning: Two lenses*. Academic Resource Conference, WASC Conference, Long Beach, CA.

Gautreau, C. & Ahmed, S. (2009). *Using video conferencing to enhance online instruction*. Presentation at the TechEd International Conference, Ontario, CA.

Gautreau, C., Guillaume, A., & Valenzuela, S., G. (2009). *Promoting Mathematical Confidence among Latina Pre-Service Teachers*. Presentation at the American Association of University Women Conference, College Park, MD.

Hansen, L., Donovan, L., & Fitts, S. (2010). *Bilingual pre-service teachers' access to technology, technology competence, and beliefs about technology integration*. 2010 Annual Meeting of American Educational Research Association, Denver, Co.

Vander Veldt, M., Ponder, J., & Lewis-Ferrell, G. (2010). *Implementing Social Action Curriculum: The Journey Begins*. Presentation at the Annual Meeting of American Education Research Association, Denver, Colorado.

## **Reading Department**

### **Books and Monographs**

Manzo, U.C. & Manzo, A.V. (in press). The Informal Reading-*Thinking* Inventory: Assessment formats for discovering specific reading needs – and strengths. In Nilsson, N. (Ed.) Themed Issue, *Reading and Writing Quarterly*.

Ordoñez-Jasis, R. (2010). Rethinking family literacy through critical lens: A focus on culturally and linguistically diverse families (pp. 332-347). In D. Fisher and K. Dunsmore (Eds.), *Bringing literacy home*. International Reading Association: Newark, DE.

### **Refereed Journal Articles**

Bowers, E., Fitts, S., Quirk, M., & Jung, W. (2010). Effective strategies for developing academic English: Professional development and teacher practices. *The Bilingual Research Journal*, 33, 95-110.

Ordoñez-Jasis, R., Flores, S. & Jasis, P. (2010). En confianza: Co-constructing professional strength and voice with Latina early childhood educators. *Journal of Early Childhood Teacher Education*, 31 (1), 1-16.

Quirk, M., Unrau, N., Ragusa, G., Rueda, R., Lim, H., Velasco, A., Loera, G., Bowers, E. (2010). Teacher beliefs about reading motivation and their enactment in classrooms: The development of a survey questionnaire. *Reading Psychology*, 31, 93-120.

## Secondary Education Department

### **Books and Monographs**

Fisher, D., & Grant, M. (2010). *Reading, writing, and thinking like a scientist*. Corwin Press.

### **Book Chapters**

Apple, M. W. & Au, W. (2009). Politics, theory, and reality in critical pedagogy. In A. Kazamias and B. Cowan, (Eds) *International Handbook of Comparative Education (pp. 991-1007)*. Netherlands: Springer.

Apple, M. W. & Au, W. (2009). The curriculum. In R. A. Shweder, et al. (Eds.), *The Chicago companion to the child* (pp. 230-231). Chicago: University of Chicago Press.

Apple, M. W., & Au, W. (2009). Politics, theory, and reality in critical pedagogy (Japanese trans. by Takayama, K.). In Apple, M.W., Whitty, G., & Akio, N., with Takayama, K. (Eds.), *Critical education and the struggle for public schools: Contesting neoliberal education reform and beyond* (pp. 9-39). Tokyo: Akashi.

Au, W. (2009). Not playing around: Teaching role plays in secondary social studies methods. In E. Heilman, R. Fruja, & M. Missias (Eds.), *Social studies and diversity teacher education: What we do and why we do it* (pp. 292-295). New York: Routledge.

Au, W. (2009). The condition of educational equality in U.S. secondary schools. In Cole, M. (Ed.), *Promoting equality in secondary schools* (pp. 3-16). London: Continuum.

Au, W. (2009). Standardized testing. In W. Ng, P. Chua, and E. Chen (Eds.). *The Greenwood encyclopedia of contemporary Asian American issues* (pp. 245-248). Westport, Conn: Greenwood Publishing.

Au, W. & Apple M. W. (2009). The curriculum and the politics of inclusion and exclusion. In E. Tressou, S. Mitakidou, B. Swadener, C. Grant, & W. Secada, (Eds.), *Beyond pedagogies of exclusion in diverse childhood in diverse childhood contexts: transnational challenges* (pp. 101-116). New York: Palgrave Macmillan.

Fisher, D., Frey, N., & Grant, M. (2010). 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.

Grant, M. (2010). Reading a science experiment: Deciphering the language of scientists. In D. Lapp, & B. Moss (Eds.), *Teaching new literacies in grades k-3:Resources for 21st century classrooms*. New York: Guilford Press.

Grant, M. (2010). Reading a science experiment: Deciphering the language of scientists. In D. Lapp, & B. Moss (Eds.), *Teaching new literacies in grades 4-6:Resources for 21st century classrooms*. New York: Guilford Press.

Grant, M. (2009). Comprehension Connections to Science. In K. Ganske & D. Fisher (Eds.). *A comprehensive look at reading comprehension k-12*. New York: Guilford Press.

Grant, M., Cantell, P., & Lapp, D. (2009). 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*. New York: Teachers College Press.

Kwon, H. & Au, W. (2009). Model minority myth. In W. Ng, P. Chua, and E. Chen (Eds.). *The Greenwood encyclopedia of contemporary Asian American issues* (pp. 221-228). Westport, Conn: Greenwood Publishing.

### **Refereed Journal Articles**

Ambrosetti, D., Cho, G., & State J. A (2009). Grassroots approach: Voicing the students' perspective to create a positive school climate. *International journal of Education Leadership Preparation*, 4 (4), 1-12.

Au, W. (2010). The idiocy of policy: The anti-democratic curriculum of high-stakes testing. *Critical Education*, 1(1).

Au, W. (2009). Obama, where art thou?: Hoping for change in U.S. education policy. *Harvard Educational Review*, 79(2), 309-320.

Au, W. (2009). The “building tasks” of critical history: Structuring social studies for social justice. *Social Studies Research and Practice*, 4(2).

Au, W. (2009). High-stakes testing and discursive control: The triple bind for non-standard student identities. *Multicultural Perspectives*, 11(2), 65-71.

Au, W. (2009). Social studies, social justice: W(h)ither the social studies in high-stakes testing? *Teacher Education Quarterly*, 36(1), 43-58.

Cho, G., DeCastro-Ambrosetti, D., & Slate, J. R. (in press). Words that wound: Reports of disrespect from the classroom. *International Journal of University Teaching and Faculty Development*.

de Souza, M. (2009). Examining the role of the library in promoting the academic achievement of English learners. *The CATESOL Journal*, 21(1), 29-44.

Ellis, M. W., & Bryson, J. (in press). A conceptual approach to absolute value equations and inequalities. *Mathematics Teacher*.

Ross, D., Fisher, D., & Grant, M. (2010). Building background knowledge in physical science. *The Science Teacher*, 77(1), 23-26.

Street, C. & Stang, K. (2009). In what ways do teacher education courses change teachers' self-confidence as writers? *Teacher Education Quarterly*, 36(3), 75-94.

### **Special Education Department**

#### **Books and Monographs**

Gautreau, C., Stang, K.K. & Street, C. (2010). Creating Online Learning Communities: A Longitudinal Examination of Student Perceptions and Engagement. In D.

Gibson & B. Dodge (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference 2010 (pp. 2718-2721). Chesapeake, VA: AACE.

### **Refereed Journal Articles**

- Blacher, J., Kraemer, B.R., & Howell, E.J. (2010). Syndrome specificity in young adults with intellectual disability: Relationship to transition outcomes and family experiences. *Advances in Mental Health and Learning Disabilities, 4*(1), 3-16.
- Cote, D., Higgins, K., & Pierce, T. (2010). 5 Ways to Teach Daily-Life Problem Solving. *LD Forum, 2-4*.
- Ferko, D., & Jung, W. (2010). Koreans' perceptions of disabilities. *Journal of International Special Needs Education*.
- Fitts, S., Bowers, E., & Jung, W. (2010). Effective strategies for developing academic English: A pilot study of teacher practices and student achievement. *The Bilingual Research Journal*.
- Howell, E.J., & Pierson, M.R.. (2010). Autism and inclusive Sunday school practices: Family perspectives. *Journal of Religion and Disability, 14*(2), 153-166.
- Jones, V., & Higgins, K. (2010). Consider the constructs of resiliency when planning for students with learning disabilities. *LD Forum, 2-4*.
- Jung, W., Cho, G., & Ambrosetti, D. (2010). Preservice teachers' readiness toward teaching students with special needs: Improvement of teacher education program. *Educational Research Journal*.
- Karge, B. D. & Lasky, B. (2009). Must-reads for administrators. *Spotlight on Special Education, 49-52*.
- Lane, K. L., Pierson, M.R., Stang, K.K., & Carter, E.W. (2010). Teacher expectations of students' classroom behavior: Do expectations vary as a function of school risk? *Remedial and Special Education, 31*, 163-174.
- Myck-Wayne, J. (2010). In defense of play: Beginning the dialog about the power of play. *Young Exceptional Children*.
- Stang, K.K., Carter, E. W., Lane, K. L., & Pierson, M. R. (2009). Perspectives of general and special educators on fostering self-determination in elementary and middle schools. *Journal of Special Education, 43*, 94-106.
- Street, C. & Stang, K.K. (2009). Can teacher education courses change teachers' self-confidence as writers? *Teacher Education Quarterly, 36*, 75-94.

### **MS in Instructional Design and Technology**

#### **Refereed Journal Articles**

- Gautreau, C., & Edwards, C. (2010). An evaluation of wiki implementation in a teacher education course. *Teacher Education Quarterly, Special Online Edition*, Retrieved from <http://teqjournal.org/gautreau.html><<http://www.teqjournal.org/gautreau.html>>

## Refereed Presentations with Students

Gautreau, C, Stang, K. & Street, C. (2010). *Creating online learning communities: A longitudinal examination of student perceptions and engagement*. Society for Information Technology and Teacher Education International Conference, San Diego, CA.

Carter-Wells, J. & Boynton, E. Douglas (2010). *Instructional Practices in Online Programs to Support a Community of Learners*. TECH ED Conference, Pasadena, CA.

Carter-Wells, J., Zuehl, C., & Gautreau, C., (2010). *Sustainability and blended/online learning: Two lenses*. Academic Resource Conference, WASC Conference, Long Beach, CA.

## 6. Activities of Research Centers, Specialty Centers & Institutes

### ***SCHOOLSFIRST CENTER FOR CREATIVITY AND CRITICAL THINKING IN SCHOOLS (CCCTS) ANNUAL REPORT AY 2009-2010***

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

*SchoolsFirst* Center for Creativity and Critical Thinking in Schools (CCCTS)  
Teresa Crawford, Ph.D., Director  
CP 570-18; Phone: 657.278.8668; tcrawford@fullerton.edu

#### **List of Major Projects Undertaken during 2009-2010**

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

***Music and Movement Institute:*** In collaboration with the College of the Arts, a two-day institute was held in August 2009 providing professional development in the use of music skills and activities to enhance content area teaching and learning. The institute was facilitated by Dr. Dennis Siebenaler from the Music Education Department, College of the Arts. Participants included 25 K-3 teachers from eight Yorba-Linda District schools, four community music educators, and three CSUF Elementary Education visual and performing arts methods instructors. *Institute follow-up:* During the school year, Dr. Siebenaler provided school-site follow-up sessions assisting teachers with classroom integration of music and movement in content area study. In addition, all participants returned to CSUF for a follow-up collaboration meeting to share implementation ideas and assess program implementation.

***Advanced Visual Art Institute:*** Ten teachers from four Brea and Fullerton District schools, who attended the Visual Art Institute offered by the CCCTS in 2008, participated in a year-long advanced institute. These teachers received school-site workshops on advanced visual art techniques such as print-making, collage, advanced drawing, and mural making. In addition, they received classroom implementation support to assist in the integration of these art processes into content area study. The institute was facilitation by Ginger Geftakys, CCCTS Project Coordinator.

***Teacher Credential Arts Focused Cohort Support:*** Ginger Geftakys, Project Coordinator, worked with methods faculty serving 94 credential candidates to support the integration of visual arts in content

methods courses across the academic year. Teacher candidates implemented these integrations in their lessons for elementary students in their student teaching classrooms.

*Science and Art Field-Based Learning:* The CCCTS held two field-based learning experiences integrating art and science. These experiences provided learning opportunities for both teacher credential candidates and elementary school teachers and their students. 83 4<sup>th</sup>-6<sup>th</sup> grade students from Fanning Elementary in Brea went to the Long Beach Aquarium to study sea life and 56 students from Woodcrest Elementary in Fullerton visited the CSUF Arboretum to study plants. 26 CSUF teacher credential candidates served as art docents for these experiences, planning and implementing art focused lessons for the children that attended.

*Creativity in Music and Art Recognition Event:* In June, a formal recognition event was hosted to honor the work of teachers and students that participated in the Music and Art Institutes. The event included an art display of selected student work from the classrooms of the teachers that participated in the Advanced Art Institute as well and musical performances by classes of the teachers that participated in the Music Institute. Parents, students, teachers, student teachers and CSUF faculty were honored with certificates for their participation in these programs.

*Muckenthaler Collaboration:* In collaboration with the *Muckenthaler Center*, the CCCTS held a children's art event at the annual Spring Festival. The event was co-sponsored by Arts Orange County, Imagination Celebration.

*Conference Presentation:* Research highlighting the professional development model used by the CCCTS and results showing the impact of arts on the development of creative and critical thinking skills was presented at the annual meeting of the *California Council for Teacher Educators* (October 2009). A 5<sup>th</sup> grade teacher from the original Art Institute served as a co-presenter.

*Grant/Funding Projects:* In collaboration with the Fullerton District, a 1,196,000 grant proposal was submitted to the US Department of Education to fund the 4-year development and implementation of a Model Arts Education Program. In collaboration with the *Catalyst Center for Advancing Research on Teaching and Learning Math and Science*, a \$260,000 proposal was submitted to the California Education and Environmental Initiative to develop professional education materials for teachers. The CCCTS was included as a partner in a grant submitted by College of Education, and funded by the David and Lucille Packard foundation for \$125,000 to develop an after school program. With the support of Congressman Royce, additional materials were developed to further the potential to garner \$500,000 in future federal funding.

### **Funds Received**

SchoolsFirst Credit Union: \$250,000 (2<sup>nd</sup> installment of \$50,000) – General Operating Funds  
Dixie Shaw, Community Arts Advocate: \$18,000—Music and Movement Professional Development Institute (August 2009)

Sandra Daniels, Women of Distinction Gift: \$2,500—Music and Movement Institute School-Site Implementation Assistance

### **Planned Projects or major activities anticipated for 2010-2011**

#### Professional Development Training for Educators

Funding is currently being sought to hold two professional development institutes. Dixie Shaw has expressed interest in providing \$18,000 to fund a second *Music and Movement Institute* for an additional eight Placentia-Yorba Linda District schools. A \$650,000 grant proposal is being submitted to the Keck

Foundation to fund a 3-year *Civic Education/Service Learning Professional Development Institute Program* to provide community teachers and CSUF social studies and science methods faculty with innovative methods to teach civic education through community service learning projects.

#### Creativity in Education Conference

The plan to host a conference for school district and school site administrators is being collaborative planned with the Fullerton District to offer research-based information on the importance of promoting the use of innovative teaching methods to increase development of creative and critical thinking skills for students. The conference will include experts in the field as key-note speakers, and various workshops by CSUF multi-disciplinary faculty.

Community Collaborations: Talks are underway to collaborate with the College of the Arts and Grand Central Art Center in Santa Ana to offers workshops and activities for teacher credential students and Santa Ana District school students at Grand Central. The CCCTS will serve as a CSUF representative in the *Arts for All* Higher Education Initiative, a multi-year initiative that brings together decision makers throughout the education community to strategically address quality arts education in post secondary teacher preparation programs in order to impact teacher practice and student learning. Other partnerships will continue to be sought and developed.

Technology and Arts Enhancement Program: The CCCTS is working with the Elementary & Bilingual Department and the College of the Arts to develop a series of workshops for teacher candidates on the use and integration of various technologies and the arts (music, theatre, visual art and dance) in content area study.

Continued Research/Grant Work: Publication opportunities will be sought for the results of research from the Professional Development 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 CCCTS activities.

## **COMMUNITY LEARNING AND LITERACY CENTER** *Irvine Campus* **ANNUAL REPORT** **AY 2009-10**

#### **Name of Center and Contact information**

Community Learning and Literacy Center-Irvine campus  
JoAnn Carter-Wells, Ph.D., Director  
Phone: 657.278.3357; jcarterwells@fullerton.edu

**Website:** <http://cllc.fullerton.edu>

#### **List of Major Projects undertaken during 2009-10**

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

1. 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 during AY 2009-10; and
2. Resource Facility: availability of materials at Irvine campus administrative office.

### **Intellectual Products and/or Special Presentations and Events**

1. Business Roundtable-Irvine Campus-Fall, 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*;
2. Participated in Mission and Goals Initiative for formal Business Roundtable Projects at the Irvine Campus - received 2 year funding of \$15,000 in October, 2009;
3. Special international literacy training in Romania –Beth Schipper, Director, CLLC Professional Development-with instructors, professors and translators in Pusta Valeee during April, 2010; and
4. Completion of Self-Study Report under CSUF Program Review of Centers and Institutes-spring/summer, 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 June 6, 2009

Action taken: Continuation

Gerald W. Patton

Director of Assessment and Educational Effectiveness

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

1. Application Submitted to the Fiscal Year 2010 Education Research Program Grant Competition - 84.305A10-2, Institute of Education Sciences, U. S. Department of Education-***W.I.R.E.D. To Learn Science: Writing Increases Retention, Engagement, and Discovery***-\$1,495,831.00; and
2. 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 2010-2011**

Unfortunately major activities at the CLLC this year were suspended due to the serious statewide budget impact on the CSU which impacted the CLLC leadership due to furloughs and salary cuts. It is hoped that earlier goals established at the January 15, 2009 meeting of the Advisory Board for the next three years can be implemented during 2010-11. These include the development of literacy workshops for parents and children during the year along with the Summer Literacy and Math camp possibly including Science as space is available in summers at the Irvine campus. An overarching goal is to seek external support for center programs and projects.

In addition, the CLLC will have a key role in future Business Roundtable meetings including the next three speaker series in July, September and November, 2010. A formal CLLC Director succession plan is being developed with Dean Cavallaro for discussion and presentation at the fall, 2010, advisory board meeting. The CLLC will have an administrative office in the new Irvine campus building at 3 Banting Way, Irvine, and will move there in late December, 2010, along with the rest of the existing campus offices/facilities.

## **CATALYST CENTER ANNUAL REPORT AY 2009-10**

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

Catalyst Center for Advancement of Research on Teaching and Learning Mathematics and Science (AKA Catalyst Center)

Victoria Costa, Director

MH-527; Phone 657-278-2307; [vcosta@fullerton.edu](mailto:vcosta@fullerton.edu)

**Website:** <http://catalyst.fullerton.edu/>

### **Center Purpose and Objectives**

The **Catalyst Center** for the Advancement of Research in Teaching and Learning Math and Science at California State University Fullerton brings together science and math education experts across two colleges and seven departments to advance research in teaching and learning across the entire spectrum of math and science education, from preschool through graduate education and including informal education.

Designed to advance research in teaching and learning in science and mathematics, the **Catalyst Center** will disseminate research that informs policy and practice in five key areas:

- *Research on Teaching and Learning in Math and Science* focuses on improving understanding of the ways students learn math and science and the best practices of teaching STEM subjects with the ultimate goal of improving achievement in preK-graduate math and science students.
- *Research on Cyberlearning to Improve Math and Science Teaching and Learning* focuses on advancement of research on the capacity of math and science faculty, teachers, and students to use information, communication, scientific, and educational technologies to improve teaching and learning.
- *Research on Recruitment and Preparation of Math and Science Teachers* focuses on the identification of innovative and effective strategies for recruiting and preparing high quality preK-14 math and science teachers.
- *Research on Enriching the Professional Development and Experience of Teachers* focuses on identifying best practices in designing, implementing, and evaluate meaningful professional development experiences for math and science preK-14 teachers that translate into improved teacher quality and student performance in math and science classrooms.
- *Program Evaluation on Math and Science Education* objectives are to establish the Catalyst Center as a leader in developing and implementing evaluation approaches that robustly assess success of math and science education projects and programs; and to improve dissemination of program evaluation findings for grants and projects to inform local, regional, and national education communities.

The major University Goals that align with goals of the **Catalyst Center** are as follows.

- To provide high quality programs that meet the evolving needs of our students, community, and region, *the Catalyst Center supports math and science education undergraduate and graduate programs in professional and preprofessional studies.*
- To enhance scholarly and creative activity, *the Catalyst Center supports faculty research and grant activity that leads to the generation, integration and dissemination of knowledge in the areas of science and mathematics education.*
- To make collaboration integral to our activities, *the Catalyst Center encourages and rewards interdisciplinary and cross-unit collaboration between faculty in the Colleges of Education and Natural Sciences and Mathematics.*
- To increase external support for university programs and priorities, *the Catalyst Center seeks to increase our effectiveness in obtaining grants and contracts associated with the improvement of teaching and learning math and science.*

To expand connections and partnerships with our region, *the Catalyst Center* develops mutually beneficial working partnerships with public and private sectors within our region, *including industry, community agencies, preK-12 districts, community colleges, and informal science institutes.*

### **List of Major Projects Undertaken during 2009-2010**

#### **Research Projects in Progress**

Azimioara, M. (in progress). Assessment of Discovery Science Center After School Programs.

Bonsangue, M. (in progress). Evaluation of Supplemental Instruction Model in Mathematics, Chemistry, and Biology Classes.

Costa, V. & Ambrosetti, D. (in progress). Identification of Effective Strategies for Developing Capacity of Preservice Science Teachers to Effectively Utilize Informal Science Agencies to Improve Teaching and Learning.

Costa, V. & Shand, K. (in progress). Intel® Teach Faculty Review Program Evaluation.

Ellis, M. (in progress). Professional Development Needs of Mathematics Teachers.

Gautreau, C. (in progress). Evaluation of Mathematics Anxiety among Pre-Service Teachers.

Gonzalez, B. L. (in progress). Exploring Interactivity, Dimensionality and Assessment in an Animation Prototype for Visualizing Molecular Geometry and Polarity.

Gonzalez, B. L. (in progress). A Cross-Cultural Comparison of Macroscopic- and Particulate-Level Visualizations on Understanding Chemical and Physical Changes By Preservice Elementary Teachers.

Gonzalez, B. L. (in progress). Exploring the Relationship Between the California Chemistry Diagnostic Test, the American Chemical Society Course Final Examination and Course Grade in the First Course in College General Chemistry.

Gonzalez, B. L. (in progress). The Efficacy of the Chemistry Placement Exam as an Advisement Tool Chemistry Prerequisites in Preservice Nursing Education.

Knott, J. (in progress). Evaluating Conceptual Learning Gains in Introductory Geoscience Courses.

Yopp, R. (in progress). Readiness to Teach California's Science Academic Content Standards in K-8 Classrooms: What do CSUF Multiple Subject Credential Candidates Report They Know?

Yopp, R. (in progress). Science and Mathematics Preparation of CSUF Multiple Subject Credential candidates: An analysis of undergraduate coursework.

#### **Institutes, Symposium, and Colloquium**

Catalyst Center Symposium for Osaka Visiting Scholars (2010, March).

Science/Math Middle School Teacher Preparation Programs Symposium for Visiting ASU Faculty (2009, November).

### **Funds Received**

\$286,000 from Fund for Improvement of Postsecondary Education (FIPSE)

### **Funds Applied**

\$300,000 submitted to Fund for Improvement of Postsecondary Education (FIPSE) (pending)

\$15,000 submitted to Center and Institute Planning and Expansion Program, Office of the Associate Vice President for Graduate Programs & Research, Cal State Fullerton (pending)

### **Planned projects or major activities anticipated for 2010-2011**

Plans for 2010-2011 include:

- Appointment of a full-time project manager
- Development of a Catalyst Center Advisory Board
- Increased number of events to promote Catalyst Center
- Development of faculty expertise in quasi-experimental research methods
- Expansion of Catalyst Center as program evaluation resource
- Submission of grants for funding from state, federal, and private sources, including two CaMSP grants for teacher professional development in K-8 science
- Establishment of process for selection of Catalyst Fellows
- Dissemination of research and best practices for teaching and learning math and science

## **CENTER FOR RESEARCH ON EDUCATIONAL ACCESS AND LEADERSHIP (C-REAL) ANNUAL REPORT AY 2009-2010**

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

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

Dawn R. Person, Center Director

CP-600; Phone 657-278-8510

**Website:** <http://ed.fullerton.edu/c-real/>

### **Center Overview and Purpose**

The Center for Research on Educational Access and Leadership was established as an extension of the Educational Leadership Doctoral Program to emerge as a hub for effective educational research that is practical in nature and supports the mission and goals of the doctoral program. It has since evolved into a College of Education Center that serves the University and outside agencies in evaluation and consultation work as well as the doctoral program and supporting the development of a doctoral culture. Since its inception, the Center has served to engage faculty, graduate students, and community partners in research that investigates local educational problems. Faculty involved in the Center for administrative purposes include Dr. Dawn R. Person, Center Director, and Dr. Jerry Hunter, Liaison to the Community College partners.

In line with the goal of the center, we are successfully establishing ourselves as a resource to faculty for evaluation needs, grant consultation, and collaboration on external funding. The evaluation work is summative, formative, and holistic, and is the major source of revenue for the center at this time.

### **List of Major Projects undertaken during 2009-10, including funds received and applied**

Last year, \$52,500 was raised for the Center through contracts (40,000) and gifts (12,500). This year, no gift funds were secured, but the contracts and grants funding increased as planned. Supporting twenty projects and programs this year, the Center increased services and revenue. \$105,000 in grants and contracts was secured consisting of three multi-year major projects. The major grants include a Mission and Goals grant for \$50,000, and evaluation projects for GEAR UP (\$40,000), and the Child Center (\$10,000). The final major project was the report on the Achievement Gap Summit held at CSUF in the fall of 2009 (\$5,000).

#### External Funding

The Mission and Goals funds were given to help create an infrastructure for C-REAL. These funds will mostly be used in 2010-11 due to the lateness of the award. The GEAR UP Project has allowed the Center to engage faculty and create a research team that meets regularly to execute this project. There are six faculty members, all tenure-track, pre-tenure and I serve as the PI for this multi-site study of creating a college going culture in middle and high schools. The other on-going evaluation project has been with the Child Development Center where one graduate and one undergraduate student assist in meeting the goals of this multi-year evaluation plan. The Achievement Gap Summit was a one-time project that involved a graduate student and me in analyzing data and presenting a summary of the findings that emerged from a day-long conference involving partners of Orange and Los Angeles Counties who desire to make a difference in the educational gaps that exist in local schools, colleges, and universities. This project yielded the first C-REAL publication.

#### Global and International Projects

This year, the center hosted a delegation of Russian higher education leaders from different regions of the country. The leaders visited the University for two weeks and were also hosted by neighboring institutions such as Chapman University, Coastline College and Middle College, as well as the University of San Diego.

In April the center coordinated a trip to Russia involving five CSUF faculty and administrators who traveled to three regions of Russia and conducted two seminars on higher education in the US. They visited schools and colleges and developed relations specific to future collaborations for research and educational best practices.

During the fall semester, Dr. Lulu Tshiwula from the University of the Western Cape in Cape Town, South Africa served as our first Visiting Scholar for six weeks. She lectured in both master's and doctoral classes, helped design a plan for professionalizing student affairs in South Africa and neighboring countries, and consulted on an assessment instrument designed for South African professionals. Her visit was well received and she contributed to our center and graduate culture.

#### Grant Consultation

The other major area of growth was grant consultation. The Center Director worked with eight grants generated from faculty in the Colleges of Education, Natural Sciences and Mathematics, and

the Division of Student Affairs. Each of these consultations yielded a grant submitted for external funding. One grant with the Science Center was not funded. The outcomes of funds secured from the others will not be known until the end of summer.

Finally, doctoral students in the Community College specialization teamed up and wrote four grants that will be submitted shortly. This is an area of growth for 2010-11.

Our goals for this year were realized in that we focused on establishing the infrastructure for C-REAL and incorporating the doctoral and master's curriculum as an integral part of the Center and the graduate professional programs of the department. We were able to launch a new website and we laid a firm foundation for our global education projects.

### Educational Programs/Seminars

The center coordinated a research colloquia program with the RACE group this past year focusing on faculty and doctoral student research projects. Each seminar featured at least two faculty members and one doctoral student (see attachments). There were three colloquia offered. This program will be continued next year and will be sponsored by the center as it is a time consuming detail oriented program that will work more efficiently through coordination with the center and the Dean's office.

In association with the RACE group, the center co-sponsored two educational programs, one being a documentary premiere in Southern California featuring a service learning project and an educational leader on assessment and testing.

While the center has enjoyed the collaboration with RACE and other groups, we will move into the next school year as the only sponsor of the research colloquium.

### **Planned projects or major activities anticipated for 2010-2011**

We will continue to seek funding and support the research efforts of the college. Additional staff is needed and student workers, including doctoral level students. Recent increased space allocation should adequately support center expansion.

Another need is for an Assistant Director to support the daily operations of the Center and assist with research, report writing and dissemination of work. Building liaison with donors, funding agencies, and other centers will be part of the work that this position will support. Additionally, we have products from this past year that need to be disseminated that this position will aid in finalizing.

Our goal for 2010-11 is to complete the infrastructure work needed in the center by hiring a full-time Assistant Director, securing independent grants for the center, and engaging more doctoral students and faculty in the daily operations of the center. Continue the global partnership projects with Russia, South Africa, and consider one new project to develop. A new program will be added this year that will feature faculty of the college in one-day workshops that will be called Institutes. At least three will be offered this academic year.

We will continue to support the more than sixteen projects underway at the center and expect to add at least two more major projects related to the achievement gap and African American males and Latinos.

**Projects**

<u>Name</u>	<u>Annual Amount</u>	<u>Grants under review</u>
GEAR UP	\$20,000	Title V W.I.R.E.D.
Mission and Goals	50,000	C.R.E.A.T.E.
Child Center	10,000	Bio-Technology
Aspen	5,000*	Biology (NSF) W.T. Grant
South Africa		
African American Male Mentoring Project		
Achievement Gap Summit	5,000	
Research Colloquium		
Professional Institutes		
C-REAL Bi-annual Scholars Program		
Scholar in Residence		
*funds yet to be encumbered		

**C-REAL Founding Member Award Recipients**

1. Chevron Energy Solutions Company	\$ 2,500
2. Coast Community College District	2,500
3. North Orange County Community College District	2,500
4. South Orange County Community College District	2,500
5. Rancho Santiago Community College District	2,500
6. Cal State Fullerton Office of the Vice President of Student Affairs, Department of Educational Partnerships	20,000