College of Education

Annual Report
2011–12

CALIFORNIA STATE UNIVERSITY
FULLERTON

College of Education

2011-12 Annual Report

Dean's Office, Chairs and Coordinators, Center Directors

Dean's Office

Claire Cavallaro, Dean

Karen Ivers
Associate Dean

Sammy Al-Qaisi
Business Manager

None
Associate Dean

Vacant
Director of Development

Aimee Nelson
Assistant Dean

Melanie Wetzel Gersten
Administrative Analyst

Departments and Programs

Educational Leadership	Karen Ivers, Acting Chair
Elementary and Bilingual Education	Lisa Kirtman, Chair
Reading Education	Lisa Kirtman, Acting Chair
Secondary Education	Mark Ellis, Chair
Special Education	Melinda Pierson, Chair
Instructional Design and Technology	JoAnn Carter-Wells, Coordinator

Centers

Catalyst Center for the Advancement of Research in Science and Math Education	Michael Loverude, Director
Center for International Partnerships	Melinda Pierson, Director
Center for Maximizing Teacher Impact	Mark Ellis, Director Tara Barnhart, Co-Director
Center for Research on Educational Access and Leadership (CREAL)	Dawn Person, Director
Community Learning and Literacy Center (CLLC)	Ula Manzo, Director Julie Chan, Co-Director
Hazel Miller Croy (HMC) Reading Center	Erica Bowers, Director
SchoolsFirst Center for Creativity and Critical Thinking in Schools	Teresa Crawford, Director

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Dean's Reflection

College of Education accomplishments in 2011-12 reflect a deep commitment to continual program improvement to better serve our diverse student body and the schools and communities in our region, and ultimately to achieve the COE vision, "to be transformational leaders who advance the readiness of all learners to actively participate in an ever-changing, diverse, and digital world." The COE Strategic Plan, which was finalized in October 2011, provides a roadmap for this effort. Five task forces worked throughout the year to address strategic goals related to: faculty roles and responsibilities; just, equitable, and inclusive education; local partnerships and clinical preparation of teachers; international partnerships that support global perspectives; and integration and use of technology. The strategic initiatives are also reflected in each department report, signifying faculty ownership of the college's strategic initiatives and investment in the change process. For example, COE departments have worked to improve their ability to serve diverse populations, including English learners and students with disabilities. They have worked to develop local partnerships and the three teacher education departments have piloted a new model of supervision, co-teaching, to improve clinical preparation of teachers as recommended by our national accrediting body, NCATE. Departments have developed their capacity to integrate technology, including effective online instruction. Each COE department now offers at least one fully online program. College and department work on the strategic initiatives will continue in 2012-13. We will also review the COE plan to bring it into alignment with the University Integrated Strategic Plan, with particular attention to the theme of Student Success.

Faculty and staff in the COE had many collective and individual achievements that are described the college, department, and center reports. A significant collective achievement was the positive first review of the Ed.D. program by the WASC site visit team, which commended the University on successful launch of the program, including creation of a culture of research, a robust assessment system, and strong community support. I am grateful to our faculty, staff, and community partners for their contributions to this achievement and for all of their work on behalf of our students.

Claire Cavallaro
June 13, 2012

Section A

I.   Progress Report on College Goals and Priorities For 2011-12

The College's goals for 2011-12 were aligned with the COE Strategic Plan that was developed in 2010-11. Each goal was assigned to a task force, comprised primarily of faculty representing all departments and levels of seniority. At the fall and spring College retreats, faculty provided broad input to each task force to guide its work. The task forces met and worked throughout the year, with ongoing input from faculty colleagues as the members discussed the task force progress and direction at their respective department meetings. Task forces leaders also consulted across groups to assure that their work was coordinated appropriately.

1. **Goal 1: Strengthen local, regional, national and international partnerships.**

   Progress:
   a) The Clinical Partnerships Task Force initiated conversations on clinical practice and reform of teacher/leader preparation with various constituents including COE faculty, the COE Advisory Board (external partners), and the All University Responsibility for Teacher Education Committee (CSUF partners). The Committee analyzed gaps between recommended practice (e.g., NCATE Blue Ribbon Report), ideal practice as envisioned by COE faculty and external partners, and existing CSUF practices. The Task Force has recommended that work in 2012-13 focus on a) the development of standards that reflect the insights of P-14 partners and the collective wisdom of COE members, and b) development of structured partnerships (e.g., professional development schools/districts) to implement these standards.

   b) The COE implemented a pilot of the co-teaching model of supervision in our teacher preparation programs (multiple subject, single subject, and special education) in partnership with Placentia-Yorba Linda Unified School District. The co-teaching pilot has been evaluated by C-REAL and a report is in preparation. In addition, we have planned expansion of the co-teaching model to four schools in the Fullerton School District in 2012-13.

   c) The College has formed a partnership with seven school districts to join the California Alliance for Teacher Preparation, a network sponsored by the CSU which aims to advance the blueprint for reform contained in the seminal NCATE report, **Transforming Teacher Education through Clinical Practice: A National Strategy**

to Prepare Effective Teachers. The Dean and one of our partners have been asked to make a presentation at the Alliance Summit in November 2012 to present our work on co-teaching.

d) The College also received approval and implemented a new Center for International Education, which was proposed by a Task Force as part of our strategic initiatives.

2. **Goal 2: Update components of the Assessment System to align with revised accreditation processes, including moving to an all electronic format for accreditation reports and exhibits (NCATE and CTE).**

Progress: The College appointed a full-time Director of Accreditation and Assessment and filled the position of Programmer Analyst responsible for database administration and systems support to help build a system that meets our data collection and reporting needs. The College is in the process of developing an electronic exhibit room and processes for its use in preparing accreditation reports. The COE assessment team (headed by the Associate Dean) is working with Central IT (Chris Manriquez) and CSU Long Beach to develop a web-based application that will support tracking and management of student data for accreditation and reporting purposes. We are also in the process of educating Chairs and faculty on processes for preparing and displaying electronic exhibits that adhere to ATI standards. The College Assessment Director continues to hold monthly assessment meetings to ensure program Chairs and faculty are prepared to submit the CTC Program Assessment Reports using new CTC guidelines for electronic submission and review (due fall 2012).

3. **Goal 3: Improve alignment of faculty roles and expectations with current demands for teaching, scholarship and service.**

Progress: A task force has been created to examine alignment of personnel standards among departments and consistency with college priorities; search for models of personnel standards and expectations at other institutions; examine how we assess effective teaching; and examine the definition of scholarship and explore ways to improve alignment with faculty priorities. During the fall of 2011, the task force met monthly and initiated department discussions of what types of changes faculty would like to see in their personnel standards in terms of expectations. Two themes emerged. First, faculty expressed a desire to have work that they are leading in the community to be given more weight in the tenure and promotion process. In reviewing a variety of articles and books on the tenure process, the task force discovered the term "engaged scholarship" and began to use this term as a focus for its work. In addition, faculty requested guidelines on streamlining the RTP process. The initial work of the task force included exploring comparable university personnel standards. The group reviewed six sets of standard from other universities to determine how other institutions view engaged scholarship.

At the end of the fall semester, the committee met with external consultants from the Eduventures collaborative. This organization further developed the concepts of engaged scholarship through a review of literature and focused interviews with Deans across the

country to determine if and how other institution incorporate "engaged scholarship" into the tenure and promotion process. In addition, the committee received feedback on the concepts of engaged scholarship and streamlining during the spring faculty retreat. Based on this work, the committee has created a draft of portfolio streamlining guidelines that will be presented to the Department Personnel Committees for further review and recommendations.

4. **Continue to strengthen the culture of research in the College.**

   Progress: The report for our WASC accreditation noted and applauded the research culture that has been established in our College, noting high faculty and student participation in research projects sponsored through C-REAL, including faculty and graduate student participation and presentations in C-REAL research colloquia and learning communities. (Details are included in the C-REAL Center annual report.) The College also has increased its grant proposals and externally funded projects by hiring a grants coordinator, increased its dissemination of products/deliverables, and increased faculty productivity resulting from reassigned time provided by the College and EDD program.

5. **Ensure the effective use and integration of technology to support teaching and learning throughout all COE programs.**

   Progress: The College is in the process of establishment its own IT support team. We currently have two members and are in the process of searching for another to assist with web and other applications. Faculty are using TITANium to support courses and have been in the process of transferring existing Blackboard courses to TITANium. Faculty continue to attend workshops, seminars, or department meeting sessions focusing on quality online instruction and technology use. A task force has been created to ensure the effective use and integration of technology to support teaching and learning throughout all COE programs, including face-to-face, hybrid, and fully online learning environments. As the budget permits, outdated equipment is being replaced with current equipment in labs and classrooms. For example, a new interactive system was installed in CP-120. The College Technology Committee continues to review, approve, and forward online courses that meet the College's specified high quality guidelines for effective online instruction.

6. **Continue to expand College outreach and increase student access to university and community resources.**

   Progress: The College continues to collaborate with student clubs/organizations to develop student-centered events that promote leadership, encourage teamwork and build relationships with the local community, especially in local schools. The College has also maintained its co-curricular relationships with faculty/staff/alumni and students, including advising opportunities with student clubs, collaborative research or special projects, and mentorships. Networking opportunities that foster mentorships with alumni and current students have been provided, and student feedback has been used to improve outreach and

access to university and community resources. The College continues to upgrade its website and expand use of technology (e.g., twitter, Facebook, podcasts) and print media to enhance outreach and recruitment. The College is in the process of collaborating with other campus departments to create programs with the intention of increasing outreach to undergraduate students. There is continued support for faculty needing assistance in working with students in distress.

II.   College Goals and Priorities

Top Three College Goals & Priorities for 2012-13

Theme 1: Academic Excellence
To achieve academic excellence we will:

A. Support excellence in instruction and in the learning environment (Goal).
    - Implement high impact practices that support student learning across programs.
B. Enhance and maintain a curriculum that prepares students for participation in society, the workforce, and professional and graduate schools.
    - Develop new courses, restructure and initiate programs that prepare students for successful careers and advanced degrees.
C. Expand academic programs aligned with regional commitments and global interests.
    - Promote experiential learning activities and curricula that interface with regional needs.
    - Internationalize the curriculum to improve and support global perspectives.

College Goal: Continue to implement COE strategic initiatives related to the Academic Excellence theme. The COE will continue work on the initiatives that were developed through College-wide strategic planning in 2010-11. Two strategic initiatives address the Academic Excellence Theme:

a) **Strengthen local, regional, national and international partnerships that exemplify excellence in teaching and learning.** The Clinical Partnerships Task Force will collaborate with CSUF and community/p-12 school partners to develop standards for clinical experience including PDS models. We will expand the co-teaching pilot to four schools in Fullerton School District. The Center for International Partnerships in Education will continue to develop a study-abroad option for undergraduates who are preparing for careers in teaching, and to pursue funding to support international partnerships.

 b) **Prepare professionals who model and advocate just, equitable, and inclusive education.** Strategies for accomplishing this goal include identifying guidelines for partnerships to ensure they support just, equitable, and inclusive education; identifying, and embedding in our assessment system, key measures in terms of candidate/graduate recruitment, retention, and outcomes; researching and implementing guidelines for recruitment and faculty development.

Theme 2: Student Success
Goals:
- *Provide comprehensive academic advisement and support services*
- *Increase professional development opportunities aligned with career advisement*
- *Improve coordination of student services across departments, programs, and divisions*
- *Increase student engagement in co-curricular activities*

College Goal: **Review COE Strategic Plan and bring it into better alignment with the University Integrated Strategic Plan, with particular attention to Student Success.** Initiatives related to this theme may include the following:

a) Streamlining undergraduate advisement, orientation, and admission to teacher credential programs.

b) Providing faculty mentoring, career advising, and outreach to undergraduate students interested in careers in education.

c) Analysis of data on retention of M.S. and Ed.D. students and development of strategies to address identified areas of concern.

d) Development of strategies to engage students in the COE community and keep them connected through alumni networks.

Theme 3: Intellectual Climate
To ensure an intellectually rich climate we will:
- *Increase Support research and creative activities while maintaining our commitment to teaching and service*
- *Identify Pursue opportunities for university-community engagement focused on common needs and interests*

Theme 4: Human Resources, Technology, and Facilities
Goals:
- Implement targeted professional development and support activities to maintain vitality, relevancy, and retention of faculty, staff, and administrators

College Goal: **Continue to implement two COE Strategic Initiatives related to the** *Intellectual Climate* **and** *Human Resources, Technology, and Facilities* **themes:**

a) **The Faculty Roles and Responsibilities Task Force** will lead college and department conversations on engaged scholarship and will explore the potential for college-wide guidelines that can be incorporated into each department's personnel standards.

b) **The Technology Committee** will continue to update College policies and procedures and implement practices that support faculty's ability to use innovative technologies for teaching and learning in face-to-face, hybrid, and fully online programs. We will implement technology standards for the recruitment of new faculty. In addition, the College Technology

Committee will revise College curriculum documents to align with the revised UPS 411.104 on online learning, update the College PORT site, re-assess all faculty's technology competencies, and plan for a future College retreat on best technology practices.

Section B

III. College Assessment Activities: Accomplishments in AY 2011-12 and Plans for AY 2012-13

AY 2011-12 ACCOMPLISHMENTS

The College remains committed to the goal of increasing the effectiveness of the unit Assessment System to better meet state and national accreditation requirements and support data-based program improvement decisions.

Contributing factors and activities accomplished during AY 2011-12 include:

Allocation of additional resources to advance and sustain assessment requirements and activities. These resources provided:

New and/or modified personnel positions with dedicated time to assessment efforts.

- Re-designated the part-time Assessment Coordinator position to a full-time (AY and summer) Director of Accreditation and Assessment position (8/11).
- Hired a full-time Operating Systems Analyst to direct College IT efforts (began 1/12).
- Hired a half-time Data Assistant to work with the College Research and Data Analyst (2/12).

Training and consultation for lead assessment personnel, Department Chairs, and faculty.

- Director of A & A and COE Data Analyst attended NCATE regional conference to increase knowledge of new accreditation processes and assessment requirements (4/12).
- Director of A & A attended a CTC meeting to learn new processes and requirements for Department program assessment reporting (11/11).
- NCATE consultant, Dr. Marilyn Feldmann, was hired to review COE assessment system procedures and protocols. Visited campus and met with lead assessment personnel, administrators, assessment committee, and department chairs to share suggestions for improvement (12/11).

Increased collaboration with The Center for Teacher Quality (CTQ) to improve quality and quantity of data collected. Collaboration efforts resulted in the ability to:

- Disaggregate program exit survey data by credential candidates that are piloting a new co-teaching model of clinical practice from those students in the traditional clinical practice model. These data are crucial to plans to improve clinical practice procedures and proficiencies.
- Identify contact information for Master's program graduates and their employers. This information is crucial to our ability to survey these groups after they have been in the workplace for a year to provide data on our graduates' performance in the workplace (including contributions to student learning).
- Obtain value-added assessments of Multiple Subject and Credential Programs. These data summarize academic learning gains by K-12 students that can be attributed to CSUF preparation of new teachers in recent years; a focus of accreditation agencies.

Collaboration with CSU Long Beach to begin work on a Database Redevelopment Project. This project will enhance assessment efforts by:

- Creating an updated, sustainable database system that can interface with CMS and will facilitate management of student data in support of student admissions, tracking, advising, assessment, and reporting needs. A testable alpha version expected to be completed by fall 2013.

Increased focus on providing professional development for Department Chairs and faculty regarding accreditation and assessment requirements and procedures. Examples:

- Director of Accreditation and Assessment added to the Council of Chairs to provide regular updates on accreditation and assessment requirements and activities.
- Regular workshops and guideline materials provided to departments for the writing of CTC program assessment documents and biennial reports.
- Regular updates provided at College retreats on accreditation assessment activities.
- Titanium community site developed to provide access to all accreditation and assessment materials for Department Chairs and Assessment Committee members.

Revision of Assessment System procedures, policies, and protocols. Examples:

- Developed process to survey all Master's program graduates and their employers one year after exit from program. Survey sent 5/12.
- Analyzed and revised current graduate/employer survey questions.
- Analyzed and revised COE Professional Disposition statement.
- Began the development of new procedures for assessing dispositions.
- Aligned all department courses and signature assignments with the five COE professional dispositions.
- Revised the diversity assignment for advanced programs, including student learning outcomes, development of rubrics, and new data collection procedures.
- Revised the conceptual framework, which drives program assessment procedures.
- Updated all department transition point charts so reflect current requirements and assessments.

- Created an electronic system for reporting program assessments to CTC.
- Developed objectives and timeline for ongoing Assessment System improvement efforts.

<u>AY 2012-13 ASSESSMENT ACTIVITY PLANS</u>

The College has outlined objectives and an aggressive timeline for improving the productivity of the unit Assessment System to meet accreditation requirements and better inform program improvement. Much of this work will be initiated or completed in 2012-2013 as we move closer to our 2014 NCATE/CTC accreditation review.

Planned activities for 2012-13 include:

Support for programs in the completion of accreditation and assessment reports:

- CTC Biennial Reports for all credential programs (10/12).
- CTC Program Assessment reports for all credential programs (11/12).
- Assessment Plan & Activity Report.
- NCATE Annual Report (4/13).

Advancement of the culture of assessment in the College by:

- Engaging department faculty in the development and ownership (bottom-up approach) of program specific assessment plans, while preserving the cohesive unit-wide conceptual framework.
- Evaluating and improving our assessment system components, language, and processes focusing on program specific assessment plans and their relationship to the assessment system as a whole.
- Improving the mechanics of collecting, analyzing, and reporting data from and to departments.
- Creating and implementing strategies to sustain faculty engagement with, and familiarity and understanding of, the Assessment System and accreditation.
- Building program specific practices into Assessment System to improve department and unit use of data for continuous improvement (closing the loop).

Advancement in the use of technology to support accreditation and assessment needs by:

- Continuing the database redevelopment project with CSULB to create a database that incorporates assessment data while tracking students from admission to completion and beyond (final release projected fall 13).
- Developing an Assessment and Accreditation website to provide access to assessment information and documents for CTC/NCATE reviewers, faculty, staff, and the public.

IV. Program Review & Discipline/Professional Accreditation Updates

Program	Concurrent Accreditation	Discipline/Professional Academic Accreditation Activities and Updates	PPR
Ed.D.	WASC Review (3/12)		
Education Unit	NCATE Annual Report Submission (5/12)		
Reading Education		Plan for transition to new standards submitted to CTC (6/12)	
Elementary Education		Intern Program approved by CTC for inactive status (4-12)	
Elementary and Secondary Education		New Clear Credential Program approved by CTC began implementation (8/11)	
Special Education		New Resource Specialist and Early Childhood Authorization Programs approved by CTC began implementation (8/11)	
*Education Unit (all credential programs)		Programs began the work of completing CTC Program Assessment documents responding to program specific standards (to be submitted fall 12)	
*Education Unit (all credential programs)		Programs began the work of completing CTC Biennial Reports (to be submitted fall 12)	
All Departments			Submitted Assessment Plans and Actions to the CSUF Office of Assessment (1-11)

These reports will be reviewed by NCATE during the 2014 Accreditation review and visit.

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V.   Department and Program Annual Reports

Includes:

Chair's Reflection
Progress Report of Departmental Goals and Priorities for 2011-12 AY
Department Goals and Priorities for 2012-13 AY
Faculty & Student Scholarly and Creative Activities
Assessment of Student Learning Outcomes
Distance/Off Campus Educational Inventory
Grants & Contracts

Department of Educational Leadership

Chair's Reflection

The faculty of the Department of Educational Leadership faced many challenges this year. Challenges included not having a department chair, preparing for WASC and CTC/NCATE accreditation, conducting an external search for a department chair and a higher education faculty position, and declining numbers in the P-12 master's program. Without a department chair, the Associate Dean (Dr. Karen Ivers) was assigned to preside over the department, holding faculty meetings and serving in other capacities of "chair." Two coordinators were selected by department members to lead the P-12 and Higher Education/Community College needs: Dr. Keni Cox and Dr. John Hoffman, respectively. Both are junior faculty. Through the leadership of Drs. Cox and Hoffman and the administrative support of Pam Bellomy and Crystal Barnett-Garcia, the department ran as smoothly as possible and succeeded in accomplishing its goals set forth last year. In addition, through the leadership of Dr. Louise Adler and Dr. Dawn Person, the department's Ed.D. program received high commendations from WASC and was viewed as a model program. Dr. Cox remains instrumental in ensuring all accreditation documents are completed and submitted on time. Dr. Cox has led the department in its assessment needs, serving on the College-wide assessment team and coordinating the writing of the department's program document for our CTC/NCATE accreditation. All faculty participated in the search for a department chair and a higher education faculty position. Dr. Ron Oliver, Dr. Leigh Barton, Dr. John Hoffman, and Dr. Dawn Person served on the department search committee and spent significant time to ensure the searches were successful. To address the declining numbers in the P-12 master's program, Drs. Barton and Cox are in the process of planning and developing a hybrid program to reach additional students. The program will launch in fall 2012. Dr. Joyce Lee delivered the Tier II program completely online this year. This was the first year the program was delivered completely online; student feedback has been very positive, as has demand for the online format. The faculty welcomed three new faculty members this past year: Dr. Ding-Jo Curry, Dr. Meri Beckham, and Dr. Karen Kim – all adding to the collaborative nature and research culture of the department. Faculty members Dr. Daniel Choi, Dr. Eugene Fujimoto, and Dr. John Hoffman continue to serve on the College's strategic task forces, and Dr. Linda Orozco assisted our College Assessment Coordinator with accreditation tasks. Dr. Ronni Sanlo offered her expertise in LGBT issues to other departments and represented the University during her national presentations.

I think it is extremely important to recognize and reflect upon the many accomplishments, the impact, and significance of each faculty member's work, and the incredible "team" that exists in the department when shared governance is a requirement. Without a chair, all faculty rose to the occasion to ensure the department's success. It has been a pleasure working with the EDAD department faculty and supporting their strengths and collaborative nature.

Dr. Karen S. Ivers
May 9, 2012

Department of Educational Leadership
Annual Report 2011-12

Department Chair: Dr. Karen S. Ivers (filling in for vacant position)
                          Associate Dean
                          (657) 278-2470; kivers@fullerton.edu

Progress Report on Goals for This Past Academic Year (2011-12)

Goal 1: Drawing upon assessment data collected to date, revise the curriculum content map for the Ed.D. (Community college emphasis) and MSHE programs and finalize assignment guidelines and rubrics for all course-imbedded signature assignments.

Progress:
The department faculty have revised the curriculum content map aligned to program and course objectives and have finalized assignment summaries and rubrics for all course-imbedded signature assignments.

Goal 2: Transition the MSHE e-portfolio culminating project from the Google Blogger to the Epsilon platform.

Progress:
Faculty are waiting for the system-wide adoption of Epsilon. For now, faculty have opted to stay with current tools – Google and exploring further.

Goal 3: Consistent with the department faculty recommendation to the Dean, individual faculty will "step-up" and assume responsibility, leadership, and/or support in completing departmental tasks under the auspices of the interim department chair appointed by the Dean.

Progress:
Faculty developed a list of tasks that needed to be addressed by department faculty. Through a collaborative effort, the department identified the faculty who would serve as facilitators/leaders in addressing the identified tasks. Department meeting agendas included regular reporting of progress in meeting tasks. Dr. John Hoffman (higher ed, community college) and Dr. Keni Cox (P-12) provided outstanding leadership and commitment to the department were recognized by their colleagues. Their work, along with the support of the staff, has helped move the department forward in absence of a department chair.

Goal 4: Fully implement the revised P-12 Master's Project and ensure alignment of project with 597 and 510 courses.

Progress:
Faculty created a new Department Master's Project Guidelines handbook aligned with the revised Master's Project and made the handbook available on the Department website. Master's Project culminating portfolios were evaluated using a rubric. Faculty are in the process of using Qualtrics to gather satisfaction and suggestion input from the first cohorts to complete the newly reformatted Master's Project. The first annual Educational Leadership Inquiry Project Exhibition occurred in April 2012.

Goal 5: Convert the EDAD 567 Fieldwork to an online portfolio process.

Progress:
Key P-12 master's faculty members are creating an online version of Tier 1; this goal has been subsumed in the development of this program. The expedited review for WASC was written, submitted, and approved. Faculty are currently creating the structure and courses for the fall 2012 start of the program.

Goal 6: 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.

Progress:
Presentations about online resources and strategies were presented in department meetings. Each fulltime faculty member has turned in a syllabus that shows the use of online instructional resources. Faculty who developed and implement distance modalities for their courses shared experience and results with all department faculty. Faculty are in the process of gathering satisfaction input data from students who participated in the Tier II online program. Faculty are also in the process of gathering satisfaction data from students who experienced distance learning activities in master's and EDD courses.

Goal 7: Analyze data from the end-of-program surveys of EDD students to identify areas where the faculty can collaborate to make program improvements with special emphasis on the EDD 670 support seminars.

Progress:
Faculty are in the process of gathering data; faculty have met to discuss EDD 670 issues and plan to start regular EDD 670 course meetings in the P-12 program (collaboration already takes place in the higher ed/community college program) to ensure student and program needs are being met.

Goal 8: Work with CREAL to provide research tools seminars for faculty and students in SPSS, Atlas ti, UCINET, Qualtrics, Scantron, and visual communication of data.

Progress:

Directors of CREAL are exploring options for bringing faculty together (e.g., a Brown Bag series) and identifying "faculty experts" on each of these programs. CREAL continues to sponsor research symposiums and "hot topics" in support of faculty's research and to provide orientations and ongoing training for faculty and EDD students. Faculty groups conducted Qualtrics, scantron, and UCINET trainings in spring 2012.

Goal 9: Explore the possibilities for improving program and faculty relationships with master's and EDD graduates.

Progress:

CREAL sponsored research symposiums and "hot topics" have improved faculty and student partnerships, as well as students' and faculty members' shared research presentations and publications. An Alumni Titanium Community group is in progress.

Goal 10: Expand and develop a pool of high quality adjunct instructors to deliver courses in both the MS and EDD programs for K-12 and Higher Ed.

Progress:

This goal has been accomplished by use of "module builders" – experts are called upon to present particular topics in class, team teach; HE/CC has taken a snapshot of faculty interests and expertise in teaching particular courses, helping them to identify holes in their program and where more expertise may be needed. Experts at the EDD level are paid through the EDD.

Goal 11: Explore ways to increase involvement of graduates in the on-going activities of the department.

Progress:

In addition to graduate involvement in CREAL sponsored symposiums and "hot topic" discussions, advisory committees with alumni have been created. CREAL has an executive committee including alumni; structured observations for Shadowing program have been very successful; alumni have been brought back to speak on panels to discuss what more they could have learned. Faculty would like to have a higher education grad on the EDD executive board.

Goal 12: Work with students to submit proposals of their dissertation research to present at professional conferences.

Progress:

Students were notified of proposal submission deadlines and conference dates for local and national conferences; faculty co-presented with students; recent EDD graduates and other students have presented their research at conferences and have submitted their work for publication in scholarly journals.

Department Goals and Priorities for 2012-12

Theme 1: Academic Excellence
To achieve academic excellence we will:

A. Support excellence in instruction and in the learning environment (Goal).
   - Provide for student-faculty ratios as identified for each college (Objective).
   - Achieve and maintain an optimal number of full-time tenured and tenure track faculty.
   - Implement high impact practices that support student learning across programs.

B. Enhance and maintain a curriculum that prepares students for participation in society, the workforce, and professional and graduate schools.
   - Develop new courses, restructure and initiate programs that prepare students for successful careers and advanced degrees.
   - Develop and implement effective online courses and programs.

C. Use assessment to improve academic programs.
   - Implement structures needed to support unit and university-level assessment including general education outcomes.

D. Increase Provide opportunities for student participation in experiential learning and research.
   - Achieve and maintain desired levels of student participation in internships, community-service learning, and undergraduate student-faculty research collaborations.

E. Expand academic programs aligned with regional commitments and global interests.
   - Promote experiential learning activities and curricula that interface with regional needs.
   - Internationalize the curriculum to improve and support global perspectives.

Department Goal: Assess our graduates' impact in the work setting -- including their ability to model and advocate just, equitable, and inclusive education -- to improve our academic programs and to align our programs with regional commitments and global interests. Aligned with the College of Education's strategic plan Goal #3: Prepare professionals who model and advocate just, equitable, and inclusive education, department faculty and staff will work with our College assessment coordinator and data analyst to gather, analyze, and use data to improve our programs; increase employer response to student and graduate impact in the work setting; and elicit feedback and recommendations from our community partners (e.g., advisory boards, alumni groups, etc.)

Department Goal: Ensure the effective use and integration of technology to support teaching and learning in face-to-face classes and online instruction. Aligned with the College of Education's strategic plan Goal #4: Ensure the effective use and integration of technology to

support teaching and learning throughout all COE programs, including face-to-face, hybrid, and fully-online learning environments, department faculty will continue their professional growth in the area of technology, offer at least one online module in one of their courses, offer a hybrid online Tier 1 program, and hire faculty who have experience in using technology to teach and manage instruction.

Theme 5: Capacity Building
To build capacity we will:

A.   Advocate for the value, affordability, and accessibility of public higher education.
   - Participate in promotion of public, non-profit higher education.
   - Seek opportunities to reduce student costs of attendance.

B. Develop and implement strategies to increase alumni and community participation and support.
   - Implement programs that educate and engage alumni and community members in university activities

Department Goal: Increase community and EDD alumni connections, participation, and support. Aligned with the College of Education's strategic plan Goal #2: Strengthen local, regional, national and international partnerships that exemplify excellence in teaching and learning, the department will achieve its goal of increasing community and EDD alumni connections, participation, and support by calling upon alumni and members of the community to serve on advisory boards, participate in research, mentor current students, provide expert presentations, and attend department and CREAL sponsored events.

Department of Educational Leadership

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Faculty and Student Scholarly and Creative Activities
June 2011 – May 2012

a. **Books and Monographs**

b. **Book Chapters**

Fujimoto, E. (2012). Isn't affirmative action illegal? In Clark, C., Brimhall-Vargas, M., & Fasching-Varner, K. (Eds.) Occupying the Academy: Just How Important is Diversity in Public Higher Education? Rowman & Littlefield Publishers, Inc. August release date.

c. **Refereed Journal Articles**

Barton, L. (2011). Moving to the dark side or into the light? Internal or external motivation to become a school leader. *Educational Leadership and Administration: Teaching and Program Development*, 23. Retrieved from http://cnx.org/content/m41032/latest/

Barton, L.T., & Cox. K.B. (2012). Experiences in leadership: Gauging the impact of fieldwork. *International Journal of Educational Leadership Preparation, 7*(1). Retrieved from http://cnx.org/content/m42772/latest/

Beckham, M. H. (2012). Building momentum: The unconventional strengths of Perceiving college students. *Journal of Psychological Type, 72*(2), 26-50.

Cox, K.B. (Fall 2011). Putting classroom grading on the table: A reform in progress. *American Secondary Education, 40*(1).

Dickerson, A.M., Hoffman, J. L., Anan, B.P., Brown, K.F., Vong, L.K., Bresciani, M.J., Monzon, R., & Hickmott, J. (2011). A comparison of senior student affairs officers and student affairs preparatory faculty expectations of entry-level professionals' competencies. *The Journal of Student Affairs Research and Practice, 48*(4), 463-479. doi: :10.2202/1949-6605.627

Fujimoto, E. (2012). Hiring diverse faculty in community colleges: A case study in ethical decision-making. *Community College Review*. July issue.

Fujimoto, E., Kirkwood, A., Poucher, T., & Rojas, M. (2012). The Maywood education fair: Strengthening the educational pathway for underrepresented populations through community cultural wealth. The Social Justice Leader, Issue 4. Retrieved from: http://www.aera.net/Portals/38/docs/SIGs/SIG165/LSJ%20Spring%202012%20Newsletter%20Final.pdf

Rabitoy, E.R., Person, D.R., & Hoffman, J.L. (in press). Supplemental instruction on a community college campus: The effect of demographic and environment variables on academic achievement. *Journal of Applied Research in the Community College.*

d.   Juried or Refereed Exhibitions and Performances

e.   Creative Presentations

f.   International, National and Regional Conference Papers and Presentations Authored/Presented or Co-authored/Co-presented by Students

Hoffman, J.L., Jarnagin, L., Young, S., & Saunders, K. (2012, March). Igniting leadership through meaningful mentoring relationships: Research and applications. Presentation at the Annual Meeting of NASPA, Phoenix, AZ.

Hoffman, J.L., Young, S., & Saunders, K. (2011, November). The mentoring matrix: In search of more meaningful mentoring relationships. Presentation at the Annual Meeting of NASPA, Region V-VI, San Diego, CA.

Locks, A., Person, D., Kamimura Jimenez, M., Cuellar, M., Maduena, J. (2012, April). *Adapting the CIRP to Understand Latina/o Middle School Students' College Going Behaviors and Attitudes*. Presentation at the American Educational Research Association Annual Meeting, British Columbia, CAN.

Person, D., Cuellar, M., Pena, M., Banks, A. (2012, March). *Parental Perceptions of Higher Education*. Presentation at the American Association of Hispanics in Higher Education National Conference, Costa Mesa, CA.

g.   Student Publications

Fujimoto, E., Kirkwood, A., Poucher, T., & Rojas, M. (2012). The Maywood education fair: Strengthening the educational pathway for underrepresented populations through community cultural wealth. The Social Justice Leader, Issue 4. Retrieved from: http://www.aera.net/Portals/38/docs/SIGs/SIG165/LSJ%20Spring%202012%20Newsletter%20Final.pdf

Rabitoy, E.R., Person, D.R., & Hoffman, J.L. (in press). Supplemental instruction on a community college campus: The effect of demographic and environment variables on academic achievement. *Journal of Applied Research in the Community College.*

h.   Student and Student/Faculty Presentations

Hoffman, J.L., Jarnagin, L., Young, S., & Saunders, K. (2012, March). Igniting leadership through meaningful mentoring relationships: Research and applications. Presentation at the Annual Meeting of NASPA, Phoenix, AZ.

Hoffman, J.L., Young, S., & Saunders, K. (2011, November). The mentoring matrix: In search of more meaningful mentoring relationships. Presentation at the Annual Meeting of NASPA, Region V-VI, San Diego, CA.

Locks, A., Person, D., Kamimura Jimenez, M., Cuellar, M., Maduena, J. (2012, April). *Adapting the CIRP to Understand Latina/o Middle School Students' College Going Behaviors and Attitudes*. Presentation at the American Educational Research Association Annual Meeting, British Columbia, CAN.

Person, D., Cuellar, M., Pena, M., Banks, A. (2012, March). *Parental Perceptions of Higher Education*. Presentation at the American Association of Hispanics in Higher Education National Conference, Costa Mesa, CA.

Assessment of Student Learning Outcomes

The University expects that all degree programs must provide comprehensive evidence of their effectiveness of student learning. Knowing "how well" or "how effective" we are in that regard can be defined only <u>after</u> a program articulates "what it expects students to know or be able to do" — that is, the listing of knowledge and skills outcomes of the degree programs. Also, it is important to describe how the department/unit uses assessment data for continuous improvement.

a. Please describe department/program assessment infrastructure and processes, e.g., committee, coordinator, monthly meetings, no formalized structure, etc.

All programs in the department are assessed through the College of Education Unit Assessment System designed for the continuous collection of multiple data sources, both internal and external, to monitor candidate performance and to manage and improve program effectiveness. The Assessment System is monitored and updated through the actions of the COE Assessment Committee. The committee consists of a representative from every department and is chaired by the Director of Accreditation and Assessment. This committee meets monthly.

A core set of 6-8 key assessments have been identified and are collected and analyzed for the purpose of noting trends in candidate knowledge, skills, and dispositions, and for predictive analysis of candidate success in meeting the following set of unit-wide program outcomes:

Outcome 1: Knowledgeable and Competent Specialists
- demonstrate 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

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

Data are collected for all key assessments and reported to the Director of Accreditation and Assessment and compiled by the College Data Analyst. Results are then provided to the department for analysis and action.

Data are analyzed to determine if candidates have met the requirements necessary to matriculate through specified program levels are collected at four transition points. Additional data are collected from graduates and their employers once candidates become practicing professionals (Post Program). These data assist in determining program effectiveness for educating professionals that positively impact P-12 student learning.

The department has established a meeting/committee structure for reviewing and evaluating data collected from key assessments, including department faculty meetings, coordinator meetings, and course custodian meetings. These groups regularly review assessment data and makes recommendations for program and course changes and/or assessment changes which are shared with department faculty as a whole.

The following table shows the process of the assessment system and how the results of the data from key assessments collected from 2007-2010 have been used for program improvement.

b.   Please complete the table below to demonstrate progress in the implementation of assessment in your department/program. Should you have any question regarding completion of this table, please contact Gerald Patton at gpatton@fullerton.edu.

Assessment Plan and Timeline

Department of Educational Leadership

College of Education
Educational Leadership (EDAD) – Preliminary Administrative Credential and Masters

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect	How evidence will be assessed	How "closing the loop" decisions are made	Using assessment results/acting on assessment [data from f07-sp10]
Goal 1: **Knowledgeable and Competent Specialists** 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	Each semester	Course Grades [represents course level assignments]	COE Data Analyst	Data are reported to Program Chairs, faculty, and program advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	*Result targeted for improvement: Course GPAs appear to be higher in sections taught by part-time faculty.* *Action Plan:* • Course custodians and chair meet with part-time faculty to ensure understanding of course requirements and expected rigor of performance measures. • Continue to monitor course GPA to determine if adjustments have been made.

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect	How evidence will be assessed	How "closing the loop" decisions are made	Using assessment results/acting on assessment [data from f07-sp10]
Goal 1: Knowledgeable and Competent Specialists a) Demonstrate strong foundation in subject matter or field of study **Goal 2: Reflective and Responsive Practitioners** b) Make informed decisions d) Think critically	Each semester	Unit-Wide Writing Assignment	Course Faculty Instructor(s)	Data are reported to COE Data Analyst and shared with Program Chairs, faculty and program advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	*Result targeted for improvement: 84.6-100% of candidates meet or exceed expectations on the writing assignment indicating no cause for concern at this time.*
Goal 1: Knowledgeable and Competent Specialists 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 **Goal 2: Reflective and Responsive Practitioners** b) Make informed decisions d) Think critically **Goal 3: Committed and Caring Professionals** a) Maintain professional and ethical standards	Each semester	Unit-Wide Diversity Assignment	Course Faculty Instructor(s)	Data are reported to COE Data Analyst and shared with Program Chairs, faculty and program advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	*Result targeted for improvement: Scores are reported as an overall average and 88.7-93.2% of candidates have met or exceeded expectations. There is some concern that the overall average may not indicate specific areas that are weaker than others.* ***Action Plan:*** • Explore ways to record data so that the parts of the assignment can be analyzed over time.

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect	How evidence will be assessed	How "closing the loop" decisions are made	Using assessment results/acting on assessment [data from f07-sp10]
Goal 1: **Knowledgeable and Competent Specialists** a) Demonstrate strong foundation in subject matter knowledge or field of study b) Demonstrate strong understanding and implementation of pedagogical skills or skills in their field *Goal 2:* **Reflective and Responsive Practitioners** a) Promote diversity b) Make informed decisions c) Think critically	Each semester as appropriate	Capstone Assessments (in EDAD 567 and EDAD 597)	COE Data Analyst	Data are reported to Program Chairs, faculty, and program advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	*Result targeted for improvement: 92.3% - 100% of candidates passed the capstone assessment course with an average GPA of 3.13-3.91, indicating no area of concern at this time.*

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect	How evidence will be assessed	How "closing the loop" decisions are made	Using assessment results/acting on assessment [data from f07-sp10]
Goal 1: **Knowledgeable and Competent Specialists** d) Demonstrate ability to use technology as a resource *Goal 2:* **Reflective and Responsive Practitioners** a) Promote diversity b) Make informed decisions c) Engage in collaborative endeavors d) Think critically *Goal 3:* **Committed and Caring Professionals** a) Become change agents b) Maintain professional and ethical standards c) Become life-long learners	Program Exit	Unit Wide Mid-Point and Exit Survey	COE Data Analyst	Data are reported to Program Chairs, faculty, and program advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	***Result targeted for improvement:*** *Ratings for both the mid-point and exit surveys are high overall—86.3-93.7% of candidates agree or highly agree they felt well prepared in all areas surveyed. There is some concern about whether the questions used to measure all programs are geared specifically enough to leadership candidates to be an effective measure.* **Action Plan:** • Bring concerns to the COE Assessment Committee for consideration. • Continue to use program specific survey at program exit.

Distance/Off Campus Education Inventory

Please provide a list of your department/unit:

a. Online programs (50% or more of program course work may be taken online or through a distance modality)

- Tier II (Educational Administration)

b. Off-campus programs (50% or more of a program is delivered off campus)

- Los Flores Middle School in Rancho Santa Margarita; Fullerton Joint Union High School District; Irvine Campus

c. New proposals for online and off-campus programs currently under review.

- Master's Degree in Education: Educational Administration (Tier 1)

Grants and Contracts

Kim, K. Collaborative Research: GSE/RES: Contextualizing Computing Education: The Role of Interdisciplinary Collaborative, Research Models in Undergraduate Women's Educational & Vocational Trajectories. National Science Foundation ($81,284.00)

Chair's Reflection

The Department of Elementary and Bilingual Education has made great progress on continuing to ensure high quality programs during this academic year. The department has spent the year reflecting on practice in order to ensure high level teaching and learning. We have reflected on the program in part due to student exit results, TPA results and accreditation. We have determined that our main focus would be on improving teaching and learning in terms of making sure our teacher candidates are equipped to address the needs of all K-12 students.

To this end, we used faculty meetings to discuss issues of social justice, we used our retreat to discuss improving practice for English Learners and Special Education students, and we have provided our faculty and students with opportunities for workshops in these areas as they connect to technology. Moreover, we have worked to improve our partnerships with school districts in order to extend these practices to the local public elementary schools. For this year and into next year, we will expand our partnerships. We will expand our math and science centers that provide additional experiences for students and families in the community. In addition, we are working to create co-teaching partnerships with schools. Co-teaching research indicates that not only do teacher candidates improve their skills but K-12 student test scores also increase.

As in the past, our focus will remain on improving our work for teacher candidates in our program and teachers and students in the community.

Dr. Lisa Kirtman
April 23, 2012

Department of Elementary and Bilingual Education
Annual Report 2011-12

Department Chair: Dr. Lisa Kirtman
                             (657) 278-5901; lkirtman@fullerton.edu

Progress Report on Goals for This Past Academic Year (2011-12)

Goal 1: Grow and expand the department graduate program through online programs.

Progress:
The department began the second Curriculum and Instruction online cohort and the third Education Technology online program during the fall 2011 semester. In addition, during the spring 2012 semester, the department began work on an advertising campaign with the Strategic Communications Department in order to increase enrollment by tapping into other regions in California.

Goal 2: Ensure the quality of graduate programs.

Progress:
The department has worked with the Director of Assessment to create a survey for the graduate students that will enable the department to compare online student exit survey data with our face-to-face student exit data. This work will allow us to ensure that the quality is strong in all programs.

Goal 3: Measure the effectiveness of credential student learning and classroom performance.

Progress:
The department reviewed exit survey data and has spent the academic year increasing our understanding and knowledge in the area of English Learners and Special Education. Four faculty meetings have focused on these areas. The faculty have also spent time in course alike groups in order to determine how to make changes to their courses in these areas. Based on these changes we will reexamine our exit surveys in these areas. In addition,   100% of credential students successfully passed the TPA (our culminating activity) during the 2011-2012 academic year.

Goal 4: Expand and enhance efforts to prepare faculty and master teachers to engage and support all students in learning.

Progress:
All of our teacher candidates and master teachers have been invited to participate in a 21st Century teaching and learning series. These events are free to students, master teachers and faculty. They take place at least once a month on Saturdays and focus on the integration of technology in the areas of EL, SPED, art, music and more.

All teacher candidates participate in a technology boot camp at the start of the semester in order to increase the integration of technology in the classroom.

All faculty were offered four opportunities (two each semester) to receive professional development in the use of iPods in the classroom from an Anaheim teacher who has integrated these devices into his classroom instruction.

As previously stated, the department reviewed exit survey data and has spent the academic year increasing our understanding and knowledge in the area of English Learners and Special Education. Four faculty meetings have focused on these areas. The faculty have also spent time in course alike groups in order to determine how to make changes to their courses in these areas. Based on these changes we will reexamine our exit surveys in these areas.

Goal 5: Improve alignment of faculty roles and expectations with current demands for teaching, scholarship and service.

Progress:
The College has established a task force to address this goal. The task force has made recommendations on streaming the RTP portfolios and will make recommendations on policy changes to further address this goal. Faculty input has been included throughout this process.

Department Goals and Priorities for 2012-12

Theme 1: Academic Excellence
To achieve academic excellence we will:

A. Support excellence in instruction and in the learning environment.

B. Use assessment to improve academic programs.

Department Goal: Our goal will focus on improving and assessing our programs (credential and graduate). To this end, we will continue to increase our faculty knowledge in order to model and advocate just, equitable, and inclusive education. This will not only improve our academic programs, but also align with the College of Education's strategic plan Goal #3: Prepare professionals who model and advocate just, equitable, and inclusive education.

Theme 2: Intellectual Climate
To ensure an intellectually rich climate we will:

A. Enhance Recruit and retain high quality and diverse faculty, staff, and students.
    - Effectively engage and serve students from historically under-represented populations.
    - Increase the number of international students and faculty members participating in our university community.
    - Facilitate faculty and staff transitions and support their professional development.

B.   Identify Pursue opportunities for university-community engagement focused on common needs and interests.
    - Provide lectures, seminars, workshops, and other events for introducing and exchanging ideas with mutual value and benefit.

Department Goals: Our goal in this area will focus on community engagement and the retention of high quality diverse students. This goal aligns with College strategic plan goal #2: Strength local, regional, national and internal partnerships that exemplify excellence in teaching and learning. To this end, we will continue to work to improve our established partnerships with the Fullerton and Yorba Linda School districts (Math Center and Science Center). In addition, we will work with these districts to establish a co-teaching partnership that has been shown to not only increase student teacher ability but to positively impact K-12 student test scores.

Theme 3: Human Resources, Technology, and Facilities

To provide these resources we will:

A. Invest in effective information and communication technologies to support learning, research and creative activities, and campus operations.
   - Support, coordinate, and deliver current and innovative technologies for teaching, learning, research, and creative activities.
   - Develop and implement an effective infrastructure to support online courses and programs.
   - Provide high quality platforms for information access through mobile technologies and the campus wireless network.

Department Goal: Our goal in this area is to ensure the effective use and integration of technology to support teaching and learning in face-to-face classes and online instruction. This goal aligns with the College of Education's strategic plan Goal #4: Ensure the effective use and integration of technology to support teaching and learning throughout all COE programs, including face-to-face, hybrid, and fully-online learning environments. To this end, we will review our new exit survey to compare online candidate response to our face-to-face candidate responses in order to ensure high quality instruction in all programs. We will continue our Technology Boot Camp for all entering credential candidates in order to increase the integration of technology in the classroom. We will continue to provide technology checkout for students and faculty. Finally, we will continue to provide our 21st century teaching and learning series for faculty, teacher candidates and master teachers.

Department of Elementary and Bilingual Education

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Faculty and Student Scholarly and Creative Activities
June 2011 – May 2012

a.   **Books and Monographs**

Chappell, S. & Barone, T. (2011). Arts-based educational research. In S. Lapan, M. T. Quartaroli, & F. J. Riemer, (Eds.), *Qualitative research: An introduction to methods and designs*. Jossey Bass.

Cox-Petersen, A. M., Melber, & L.M., Patchen, T. (2011). *Teaching science to culturally and linguistically diverse elementary students.* Boston, MA: Pearson.

Williams, L., Guillaume, A., & Ponder, J. (2012). *CalTPA Preparation Guide*. Upper Saddle River, NJ: Pearson.

b.   **Book Chapters**

Brown, A. H. & Green, T. D. (2012). Issues and trends in instructional technology: Lean   times, shifts in online learning, and increased attention to mobile devices. In, Orey, M., Jones, S.A., & Branch, R.M. (Eds). *Educational Media and Technology Yearbook, 36,* 67-80.

Donovan, L., Hartley, K., & Strudler, N. (2011). Teacher concerns during initial implementation of a one-to-one laptop initiative at the middle school level. In Schrum, L (Ed.) *Considerations on Educational Technology: The Best of JRTE.* ISTE

Guillaume, A. M. (in press). Beyond compliance and control: Creating caring classrooms. Alfie Kohn's alternative to discipline and management. In *The Handbook of Educational Theories*. Charlotte, NC: Information Age Publishing.

c.   Refereed Journal Articles

Chappell, S. (2011). Toward an aesthetics of destabilization in young people's community-based social justice artworks. *Journal of Curriculum Theorizing*, 3.

DeCastro-Ambrosett, D., Grant, M. C., Costa, V. B., Cox-Petersen, A. M. (in press). Partnering with informal science education agencies to improve K-8 science teacher preparation. *International Journal of University Teaching and Faculty Development.*

Donovan, L., Green, T., & Hansen, L. (2012). One to one laptop teacher education: Does involvement impact candidate technology skills and dispositions? *Journal of Research on Technology in Education, 44*(2), 121-139.

Engel, G. & Green, T. (2011). Cell phones in the classroom: Are we dialing up disaster? *TechTrends, 55*(2), 39-45.

Gautreau, C., Kirtman, L., & Guillaume, A. M. (2011). Promoting mathematical competence and confidence in Latina preservice teachers: Examining home and school experiences. *Multicultural Education, 18*(2), 43-49

Jasis, P. & Ordoñez-Jasis, R. (2012). Latino parent involvement examining commitment and empowerment in schools. *Urban Education*, *47* (1), 65-89.

Ponder, J., Vander Veldt M. & Lewis-Ferrell, G. (2011). Citizenship, curriculum, and critical thinking beyond the four walls of the classroom: Linking the academic content with service-learning. *Teacher Education Quarterly 38* (4), 45-68.

Schraw, G., Olafson, L., & VanderVeldt, M. (2011). Fostering critical awareness of teachers' epistemological and ontological belief. In J. Brownlee, G. Schraw, & D. Berthelsen (ed.), Personal epistemology and teacher education. New York, NY: Routledge Publishers.

Valenciana, C. & Ordoñez-Jasis, J. (2012). Unconstitutional deportation of the 1930s: Learning from the voices of the past. *The Social Studies,* 103(2), 81-89.

Winstead, L. (In Press). Apprehension and motivation among adolescent dual language peers: Perceptions and awareness about self-directed teaching and learning. *Language and Education.*

Yopp, R.H, Yopp, H. K. (2012). Young children's limited and narrow exposure to informational text. *The Reading Teacher*, 65, 480-490.

d. Juried or Refereed Exhibitions and Performances

e. Creative Presentations

f. International, National and Regional Conference Papers and Presentations Authored/Presented or Co-authored/Co-presented by Students

Robertson, C. & Green, T. (2012) Scanning the possibilities for using QR codes in the classroom. *TechTrends, 56(2),* 11-12.

Winstead, L. & Shehab, H.(2012). Exploring teachers' awareness of teaching conceptions and practice. Hawaii Humanities and Arts Conference.

g. Student Publications

h. Student and Student/Faculty Presentations

Assessment of Student Learning Outcomes

The University expects that all degree programs must provide comprehensive evidence of their effectiveness of student learning. Knowing "how well" or "how effective" we are in that regard can be defined only <u>after</u> a program articulates "what it expects students to know or be able to do" — that is, the listing of knowledge and skills outcomes of the degree programs. Also, it is important to describe how the department/unit uses assessment data for continuous improvement.

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A core set of 6-8 key assessments have been identified and are collected and analyzed for the purpose of noting trends in candidate knowledge, skills, and dispositions, and for predictive analysis of candidate success in meeting the following set of unit-wide program outcomes:

<u>Outcome 1: Knowledgeable and Competent Specialists</u>
- demonstrate strong foundation in subject matter knowledge or field of study
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- demonstrate ability to use technology as a resource

<u>Outcome 2: Reflective and Responsive Practitioners</u>
- promote diversity
- make informed decisions
- engage in collaborative endeavors
- think critically

<u>Outcome 3: Committed and Caring Professionals</u>
- become change agents

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

Data are collected for all key assessments and reported to the Director of Accreditation and Assessment and compiled by the College Data Analyst. Results are then provided to the department for analysis and action.

Data are analyzed to determine if candidates have met the requirements necessary to matriculate through specified program levels are collected at four transition points. Additional data are collected from graduates and their employers once candidates become practicing professionals (Post Program). These data assist in determining program effectiveness for educating professionals that positively impact P-12 student learning.

The department has established a meeting/committee structure for reviewing and evaluating data collected from key assessments, including department faculty meetings, standing program coordinator meetings, course custodian meetings, and part-time faculty meetings. These groups regularly review assessment data and makes recommendations for program and course changes and/or assessment changes which are shared with department faculty as a whole.

The following table shows the process of the assessment system and how the results of the data from key assessments collected from 2007-2010 have been used for program improvement.

b. Please complete the table below to demonstrate progress in the implementation of assessment in your department/program. Should you have any question regarding completion of this table, please contact Gerald Patton at gpatton@fullerton.edu.

(To insert additional rows, put the cursor anywhere in the last row, right click, choose insert-insert rows below. When copying multiple cells, highlight the cells before pasting.)

Assessment Plan and Timeline

College of Education
Elementary Education (EDEL) – Initial Credential Program

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect	How evidence will be assessed	How "closing the loop" decisions are made	Using assessment results/acting on assessment [data from f07-sp10]
Goal 1: Knowledgeable and Competent Specialists a) Demonstrate strong foundation in subject matter or field of study	Each admission cycle	Application /Interview Items	Admissions Coordinators	Data are submitted to COE Accreditation & Assessment Director and COE Research/Data Analyst and results reported to Program Chairs, faculty, and advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	Used for admission decisions # candidates enrolled – 941 # candidates completed - 891 [Meets expectation - No action plan necessary at this time]
	Each admission cycle	Subject Matter Exam (CSET)	Admissions Coordinators			
	Each admission cycle	Major Grade Point Average (GPA) (Transcripts)	Admissions Coordinators			

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect	How evidence will be assessed	How "closing the loop" decisions are made	Using assessment results/acting on assessment [data from f07-sp10]
Goal 2: **Reflective and Responsive Practitioners** a) Promote diversity b) Make informed decisions c)Engage in collaborative endeavors d) Think critically *Goal 3:* **Committed and Caring Professionals** b) Maintain professional and ethical standards c) Become life-long learners	Each semester as appropriate	Fieldwork Evaluations [Evaluation items = 12]	Program Coordinators	Data are submitted to COE Accreditation & Assessment Director and COE Research/Data Analyst and results reported to Program Chairs, faculty, and program advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	***Result targeted for improvement:*** *Overall scores showing decline since changing # of supervisor observation in fall 09).* ***Action Plan:*** • Gather feedback at Student Advisory Board meeting to identify concerns and proposed solutions regarding supervisor support during fieldwork placements. • Meet with supervisors to determine alternative methods of supporting students given changes in number of observations required. • Meet with Program Coordinators to discuss possible changes to fieldwork evaluation.

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect	How evidence will be assessed	How "closing the loop" decisions are made	Using assessment results/acting on assessment [data from f07-sp10]
Goal 1: **Knowledgeable and Competent Specialists** b) Demonstrate strong understanding and implementation of pedagogical skills or skills in their field *Goal 2:* **Reflective and Responsive Practitioners** b) Make informed decisions d) Think critically	Each semester	Student Teaching Evaluations [13 Teacher Performance Expectations (TPEs) are assessed]	Program Coordinators	Data are submitted to COE Accreditation & Assessment Director and COE Research/Data Analyst and results reported to Program Chairs, faculty, and program advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	*Result targeted for improvement: Scores lower on: Use of assessments for planning (TPE 3)* *Action Plan:* • Schedule regular Course Custodian meetings to examine ways to provide foundational content and work across methods courses to ensure that faculty are addressing ways to use student assessment data to guide instruction and improve student learning within different subject areas. • Provide professional development in supervisor meetings to enhance their support of candidates practice during student teaching on using assessment data to guide instruction and improve student learning.

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect	How evidence will be assessed	How "closing the loop" decisions are made	Using assessment results/acting on assessment [data from f07-sp10]
Goal 1: **Knowledgeable and Competent Specialists** 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	Each semester	Course Grades [represents course level assignments]	COE Data Analyst	Data are reported to Program Chairs, faculty, and program advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	***Result targeted for improvement:*** *3-semester candidates' grades overall are slightly lower than 2-semester candidates.* ***Action Plan:*** • Gather feedback from Student Advisory Board meetings to identify programmatic issues faced by 3-semester candidates • Reconfigure courses in the 3-semester program to better support candidate success • Meet with Block (cohort) Leaders and come to agreement on candidate and supervisor expectations to bring all pathways into alignment • Monitor BCLAD candidate pass rates, fieldwork and student teaching evaluations (re: new option for pathway choice by BCLAD candidates) [beginning fall 2010].

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect	How evidence will be assessed	How "closing the loop" decisions are made	Using assessment results/acting on assessment [data from f07-sp10]
Goal 1: **Knowledgeable and Competent Specialists** 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 *Goal 2:* **Reflective and Responsive Practitioners** a) Promote diversity b) Make informed decisions d) Think critically	Each semester	Teaching Performance Assessment (TPA) Four tasks: Subject Specific Pedagogy (SSP) Designing Instruction (DI) Assessing Learning (AL) Culminating Teaching Experience (CTE)	TPA Coordinators	Data are submitted to COE Accreditation & Assessment Director and COE Research/Data Analyst and results reported to Program Chairs, faculty, and program advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	*Result targeted for improvement: Scores on SSP and DI tasks are lower than AL and CTE tasks.* *Action Plan:* • Add one unit of EDEL 453: *TPA Support* to the semester in which SSP and DI are completed – one unit each semester, instead of spring only.

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect	How evidence will be assessed	How "closing the loop" decisions are made	Using assessment results/acting on assessment [data from f07-sp10]
Goal 1: **Knowledgeable and Competent Specialists** b) Demonstrate strong understanding and implementation of pedagogical skills or skills in their field *Goal 2:* **Reflective and Responsive Practitioners** a) Promote diversity b) Make informed decisions d) Think critically	Program Exit	CSU Exit Survey	COE Data Analyst	Data are reported to Program Chairs, faculty, and program advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	*Result targeted for improvement: Scores indicate that candidates felt less prepared to work with students with special needs than other areas surveyed.* *Action Plan:* • Continue to provide professional development for faculty and supervisors Increase faculty access to materials and activities shared by Special Education faculty and department faculty. • Course custodians meet with course-alike faculty to develop assignments and curriculum content that ensures candidates focus on students with special needs within all disciplines.

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect	How evidence will be assessed	How "closing the loop" decisions are made	Using assessment results/acting on assessment [data from f07-sp10]
Goal 1: **Knowledgeable and Competent Specialists** b) Demonstrate strong understanding and implementation of pedagogical skills or skills in their field	Program Exit	CSU Exit Survey	COE Data Analyst	Data are reported to Program Chairs, faculty, and program advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	***Result targeted for improvement:*** *Scores in feeling prepared to work with technology dropped.* ***Action Plan:*** • Offer workshops for faculty to develop skills in using the latest instructional technologies. • Implement mandatory "Technology Bootcamps" for all newly enrolled candidates. • Provide forum for faculty to share the ways they use instructional technology in their delivery of course material and integrate its use into assignments. • Offer series of Saturday workshops is for faculty and candidates to learn how to use various instructional technologies.

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect	How evidence will be assessed	How "closing the loop" decisions are made	Using assessment results/acting on assessment [data from f07-sp10]
Goal 1: **Knowledgeable and Competent Specialists** b) Demonstrate strong understanding and implementation of pedagogical skills or skills in their field *Goal 2:* **Reflective and Responsive Practitioners** a) Promote diversity b) Make informed decisions d) Think critically *Goal 3:* **Committed and Caring Professionals** a)Become change agents	Year Out-Annually—Post Program	CSU Post Grad/Employer Survey Data	COE Data Analyst	Data are reported to Program Chairs, faculty, and program advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	***Result targeted for improvement:*** *Graduates scored prepared to work with at-risk populations lower than other areas.* **Action Plan:** • Modify or add course assignments and field experiences that include a focus on at-risk populations • Share activities and materials on the faculty Blackboard Site. • Special Education faculty provided professional development to faculty, at Department retreat.
Goal 1: <u>**Knowledgeable and Competent Specialists**</u> a) Demonstrate strong foundation in subject matter or field of study	Each Credential Application Cycle— Post Program	Reading Instruction Competency Assessment (RICA)—Post	Credential Office	Data are reported to COE Data Analyst and shared with Program Chairs, faculty and program advisory boards.	Credentialing decisions are made by credential analyst	Used to make credentialing decisions 99-100% candidate pass rate [Meets expectation - No action plan necessary at this time]

Distance/Off Campus Education Inventory

Please provide a list of your department/unit:

a. Online programs (50% or more of program course work may be taken online or through a distance modality).

    M.S. in Education with Concentrations in:
- Educational Technology
- Elementary Curriculum and Instruction

b. Off-campus programs (50% or more of a program is delivered off campus).

- None

c. New proposals for online and off-campus programs currently under review.

- None

Grants and Contracts

Yopp-Edwards, R., & Guillaume, A. Beginning Teacher Support and Assessment Induction Program. Fullerton School District. ($61,829.51).

Chair's Reflection

The Department of Reading has focused this academic year on program changes and improvements. First, the faculty are aware of the importance of staying up-to-date on technology so part of this year was spent on faculty development in terms of technology and improving online courses. Faculty have had their online classes observed, and they have worked with the FDC and a technology consultant to improve practice. Furthermore, they have worked to put many classes online to meet the needs of their students.

Second, the department is preparing to implement new California State standards. This has included creating new classes and reworking established classes. The faculty have also begun to write documents to support the changes that will need to be in place by fall 2012. To this end, they have prepared narrative transition plans for the Reading Certificate and Reading /Language Arts Specialist Credential for submission August 2012, evaluated the "match" between the current course structure, including key assignments, and new IRA and CTC Standards, and began program Curriculum Guide revisions to align with new IRA and CTC Standards.

Finally, all of these changes make it clear that there needs to be change in faculty expectations and, as a result, they have begun to discuss personnel document changes. The faculty will end this year and begin next year putting these changes into place in addition to ensuring that they implement the required program changes.

<div style="text-align: right">

Lisa Kirtman (acting chair)
April 23, 2012

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Department of Reading
Annual Report 2011-12

Department Chair: Dr. Lisa Kirtman (acting)
                         (657) 278-5901; lkirtman@fullerton.edu

Progress Report on Goals for This Past Academic Year (2011-12)

Goal 1: Continue to support faculty development in knowledge and use of educational technology

Progress:
   The department has worked on the following areas this year:

- Included "Technology Tips" as a standing item in department meetings.
- Involved all graduate faculty in a "Power up Camp" for all 1st semester online graduate students in fall 2011 and spring 2012.
- Participated in faculty technology trainings during faculty meetings.
- Allocated online course fees to support faculty use of online instructional technologies. Software has been purchased, two graduate student assistants and one consultant were funded to assist faculty and students with online issues and four new classes were developed for online use.
- Created a survey to distributed to online students to determine their instructional and advisement needs.

Goal 2: Implement the College and Department Assessment Systems and maintain quality instruction in and accreditation of graduate programs.

Progress:
   The department has worked on the following areas this year:
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- All course syllabi now include COE Mission and Goals, and an increased emphasis on COE Dispositions.
- There is now 100% student participation in the Department Program Evaluation Survey, indicating a high level of satisfaction with the program.

- There is now 100% participation on the Department Exam in READ 501 and READ 595/597, indicating content knowledge acquisition.
- There is now 100% student participation in the Effect on Student Learning Survey, indicating candidates' positive self-perceptions.
- Provided faculty mentors to new faculty.
- Determined assignment of new faculty course custodian roles.
- Initiated a M.S. program change which was approved in April 2012. This change included the removal of READ 501 and 520 from the Study Plan and inserting READ 585 into the M.S. program. This change will allow the department to better meet the needs of graduate students and to meet IRA and CTC professional standard requirements.
- The required Unit and Program Assessment "Diversity Assignment and Rubric" were re-designed to meet NCATE standards.
- Prepared narrative transition plans for the Reading Certificate and Reading /Language Arts Specialist Credential for submission August 2012.
- Evaluated the "match" between the current course structure, including key assignments, and new IRA and CTC Standards.
- Began program Curriculum Guide revisions to align with new IRA and CTC Standards.
- Received approval for new READ 511 course which aligns better with our graduate student needs than EDEL 511.
- Acting Chair provided feedback on online courses for new faculty.

Goal 3: Maintain quality instruction in undergraduate courses.

Progress:
The Department has worked on the following areas this year:

- Held beginning-of-semester meetings of undergraduate faculty (undergraduate program coordinator).
- Supported instruction with individual faculty purchases of materials, software and equipment through online funds and miscellaneous course fees.
- Provided class observations and feedback to undergraduate faculty (department chair).
- Allocated funds to support professional development of undergraduate faculty (most undergraduate faculty (full and part time) attended the College Reading and Learning Association Conference in San Diego.
- Participated in University level Committee for alignment of the Critical Thinking GE requirement (undergraduate faculty).
- Marketed READ 340 through communication with CAS, Liberal Studies, and Elementary and Bilingual Education, and with the University Advisement Program.
- Marketed READ 201 and 202 through communication with EOP and Freshman Programs.
- Allocated specific sections of READ 290 for Freshman Program students.

Goal 4: Collaborate with regional school districts and community colleges to enhance learning opportunities in the graduate program.

Progress:
The Department has worked on the following areas this year:

- Continued pursue graduate program cohort opportunities at district sites.
- Continue to place interested graduate students taking READ 581 Clinic course in community college setting and coordinate with faculty supervisors at these sites (Graduate students were placed at Fullerton College and Long Beach City College).

Goal 5: Focus on instructional technology in recruitment for the graduate program

Progress:
- Updated the department website.
- Distributed flyers through current graduate students, REG, and OCRA.
- Implemented the Facilities Restoration Plan for equipping a classroom on the Irvine campus to meet the needs of the Clinic course.
- Monitor Fall and Spring enrollment patterns in order to make decisions about the 2012-2013 academic year offerings.
- Began investigating online tools such as YouTube to recruit students.

Goal 6: Support faculty research and faculty/student collaborations

Progress:
The Department has worked on the following areas this year:

- Acting Chair and faculty mentor reviewed new faculty prospectus and gave feedback. Prospectus documents completed.
- Participated in C-REAL College Research Colloquia, and Professional Organizations.
- Continued to implement the Pocket Tutor project in the Reading Clinic.
- Acting Chair Met with new faculty to begin to plan for fall portfolio review (May 2012).
- Began discussion on changes in personnel standards.

Goal 7: Maintain strong partnerships with professional organizations and the Reading Educator's Guild (REG).

Progress:
The Department has worked on the following areas this year:

- Participated in NCTE, CRA, OCRA, CRLA and REG activities and events (several faculty served in leadership positions at these events).
- Participated in College events honoring volunteer and alumni contributions.

Goal 8: Support faculty service to the department, college, university, community and profession.

Progress:
- Faculty Served on College and University committees (GE Assessment Committee, UG Honors Committee, University Extended Education Advisory Committee, COE Assessment Committee, Future Scholars Committee, COE Curriculum Committee, and Faculty Role strategic plan)
- Provided the Postsecondary Reading and Learning Certificate through University Extended Education.
- Collaborated with the CLLC and Alumni Affairs to host a community Literacy Festival.

Department Goals and Priorities for 2012-12

Theme 1: Academic Excellence
To achieve academic excellence we will:

A. Support excellence in instruction and in the learning environment (Goal).
   - Provide for student-faculty ratios as identified for each college (Objective).
   - Achieve and maintain an optimal number of full-time tenured and tenure track faculty.
   - Implement high impact practices that support student learning across programs.

B. Enhance and maintain a curriculum that prepares students for participation in society, the workforce, and professional and graduate schools.
   - Develop new courses, restructure and initiate programs that prepare students for successful careers and advanced degrees.
   - Develop and implement effective online courses and programs.

C. Use assessment to improve academic programs.
   - Implement structures needed to support unit and university-level assessment including general education outcomes.

D. Increase Provide opportunities for student participation in experiential learning and research.
   - Achieve and maintain desired levels of student participation in internships, community-service learning, and undergraduate student-faculty research collaborations.

E. Expand academic programs aligned with regional commitments and global interests.
   - Promote experiential learning activities and curricula that interface with regional needs.
   - Internationalize the curriculum to improve and support global perspectives.

Department Goal: Department faculty will focus on improving and assessing our programs (undergraduate and graduate). To this end, we will continue to increase our faculty knowledge in order to model and advocate just, equitable, and inclusive education. This will not only improve our academic programs, but also align with the College of Education's strategic plan Goal #3: Prepare professionals who model and advocate just, equitable, and inclusive education.

Theme 3: Intellectual Climate
To ensure an intellectually rich climate we will:

A. Enhance Recruit and retain high quality and diverse faculty, staff, and students.

B. Increase Support research and creative activities while maintaining our commitment to teaching and service.

Department Goal: The department faculty will focus on rewriting personnel standards to better fit the current needs of the faculty and the new program standards. This goal supports the College Strategic Goal #1 (Institutionalize processes that better reflect the demands and expectations for faculty teaching, scholarship, and service). In addition, the department will continue to support all faculty in the area of research and creative activity with a special focus on ensuring that new faculty receive the supported needed to achieve tenure.

Theme 5: Capacity Building
To build capacity we will:

A. Advocate for the value, affordability, and accessibility of public higher education.
   - Participate in promotion of public, non-profit higher education.
   - Seek opportunities to reduce student costs of attendance.

B. Identify and implement relevant and sustainable approaches to unit, program, and discipline-based goals.
   - Provide support for critical staff positions as identified by divisions.
   - Provide resources for faculty and staff to maintain professional currency and participate in professional development.
   - Support an intercollegiate athletics program that is an integral part of the educational experience.
   - Implement a comprehensive, coordinated plan to support international programs.

C. Pursue and manage public and private sources of funds, including external grants.
   - Implement revenue generation and resource maximization strategies.
   - Enhance faculty and staff fundraising and grant-writing skills.

D. Develop and implement strategies to increase alumni and community participation and support.
   - Implement programs that educate and engage alumni and community members in university activities.
   - Promote the university through intercollegiate athletics.

E. Adopt innovative strategies to improve campus efficiencies and balance environmental, economic, and community needs.
   - Enhance university reporting and analytical capacity to improve data-based decision making.
   - Uphold the Talloires Declaration and President's Climate Commitment.

Department Goal: The department will focus on increasing program capacity. One focus will be on program improvement and alignment with new state standards. In reflecting on the program changes and requirements, we will focus on implementing relevant and sustainable

approaches to program and discipline based-goals. In addition, we will work to connect with alumni, districts and other community members in order to continue to grow our enrollment.

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Faculty and Student Scholarly and Creative Activities
June 2011 – May 2012

a.   **Books and Monographs**

b.   **Book Chapters**

c.   **Refereed Journal Articles**

Jasis, P. & Ordoñez-Jasis, R. (2012). Latino parent involvement examining commitment and empowerment in schools. *Urban Education*, *47* (1), 65-89.

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 & Jasis, P. (2011). Mapping literacy, mapping lives: Teachers exploring the sociopolitical context of literacy and learning. *Multicultural Perspectives*, *13* (4), 189-196.

Valenciana, C., & Ordoñez-Jasis (2012). Unconstitutional deportation of the 1930's: Learning from voices of the past. *The Social Studies, 103*, 81-89.

d.   **Juried or Refereed Exhibitions and Performances**

e.   **Creative Presentations**

f.   **International, National and Regional Conference Papers and Presentations Authored/Presented or Co-authored/Co-presented by Students**

Manzo, U., Bowers, E., & Base, M. (November, 2011). *Providing a "pocket tutor": Being explicit about before, during and after metacomprehension.* Paper presented at the 61st annual meeting of the Literacy Research Association. Orlando, Florida.

g.   **Student Publications**
*indicates student contributor for multi-author publications

h.   **Student and Student/Faculty Presentations**

Assessment of Student Learning Outcomes

The University expects that all degree programs must provide comprehensive evidence of their effectiveness of student learning. Knowing "how well" or "how effective" we are in that regard can be defined only <u>after</u> a program articulates "what it expects students to know or be able to do" — that is, the listing of knowledge and skills outcomes of the degree programs. Also, it is important to describe how the department/unit uses assessment data for continuous improvement.

a.   Please describe department/program assessment infrastructure and processes, e.g., committee, coordinator, monthly meetings, no formalized structure, etc.

All programs in the department are assessed through the College of Education Unit Assessment System designed for the continuous collection of multiple data sources, both internal and external, to monitor candidate performance and to manage and improve program effectiveness. The Assessment System is monitored and updated through the actions of the COE Assessment Committee. The committee consists of a representative from every department and is chaired by the Director of Accreditation and Assessment. This committee meets monthly.

A core set of 6-8 key assessments have been identified and are collected and analyzed for the purpose of noting trends in candidate knowledge, skills, and dispositions, and for predictive analysis of candidate success in meeting the following set of unit-wide program outcomes:

Outcome 1: Knowledgeable and Competent Specialists
- demonstrate 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

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

Data are collected for all key assessments and reported to the Director of Accreditation and Assessment and compiled by the College Data Analyst. Results are then provided to the department for analysis and action.

Data are analyzed to determine if candidates have met the requirements necessary to matriculate through specified program levels are collected at four transition points.. Additional data are collected from graduates and their employers once candidates become practicing professionals (Post Program). These data assist in determining program effectiveness for educating professionals that positively impact P-12 student learning.

The department has established a meeting/committee structure for reviewing and evaluating data collected from key assessments, including department faculty meetings, course custodian meetings, and part-time faculty meetings. These groups regularly review assessment data and makes recommendations for program and course changes and/or assessment changes which are shared with department faculty as a whole.

The following table shows the process of the assessment system and how the results of the data from key assessments collected from 2007-2010 have been used for program improvement.

b.   Please complete the table below to demonstrate progress in the implementation of assessment in your department/program. Should you have any question regarding completion of this table, please contact Gerald Patton at gpatton@fullerton.edu.

(To insert additional rows, put the cursor anywhere in the last row, right click, choose insert-insert rows below. When copying multiple cells, highlight the cells before pasting.)

College of Education
Reading (READ) – Advanced Credential and Masters Program

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect	How evidence will be assessed	How "closing the loop" decisions are made	Using assessment results/acting on assessment [data from f07-sp10]
Goal 1: **Knowledgeable and Competent Specialists** 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	Each semester	Course Grades [represents course level assignments]	COE Data Analyst	Data are reported to Program Chairs, faculty, and program advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	*Result targeted for improvement: The GPA in READ 581was very high in comparison to other courses possibly indicating lack of rigor.* *Action Plan:* • READ 581, the clinic course, was assigned to a different faculty member to serve as instructor and course custodian. • The key assignment was revised and more rigorous standards for evaluating student work was implemented. • The chair meets with all course custodians to ensure rigor and academic standards remain high. • The department will continue to monitor GPA in all courses.

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect	How evidence will be assessed	How "closing the loop" decisions are made	Using assessment results/acting on assessment [data from f07-sp10]
Goal 1: Knowledgeable and Competent Specialists a) Demonstrate strong foundation in subject matter or field of study **Goal 2: Reflective and Responsive Practitioners** b) Make informed decisions d) Think critically	Each semester	Unit-Wide Writing Assignment (in EDEL 511)	Course Faculty Instructor(s)	Data are reported to COE Data Analyst and shared with Program Chairs, faculty and program advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	***Result targeted for improvement:*** *100% pass rate in 6 of 8 semesters may indicate the assignment is not adequate for identifying candidates writing weaknesses* ***Action Plan:*** • Develop and implement READ 511 as the course for the writing assignment, rather than reading candidates taking EDEL 511 with Elementary Credential candidates.
Goal 1: Knowledgeable and Competent Specialists 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 **Goal 2: Reflective and Responsive Practitioners** b) Make informed decisions d) Think critically **Goal 3: Committed and Caring Professionals** b) Maintain professional and ethical standards	Each semester	Unit-Wide Diversity Assignment (in READ 560)	Course Faculty Instructor(s)	Data are reported to COE Data Analyst and shared with Program Chairs, faculty and program advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	***Result targeted for improvement:*** *No area of concern at this time. Candidates average scores range between 91-92% .*

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect	How evidence will be assessed	How "closing the loop" decisions are made	Using assessment results/acting on assessment [data from f07-sp10]
Goal 1: **Knowledgeable and Competent Specialists** e) Demonstrate strong foundation in subject matter knowledge or field of study f) Demonstrate strong understanding and implementation of pedagogical skills or skills in their field _Goal 2:_ **Reflective and Responsive Practitioners** c) Promote diversity d) Make informed decisions g) Think critically	Each semester as appropriate	Capstone Assessments (in READ 516 and READ 581)	COE Data Analyst	Data are reported to Program Chairs, faculty, and program advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	_**Result targeted for improvement:** No area of concern at this time. 92.6% - 100% of candidates passed the capstone assessment course with an average GPA of 3.55-3.98._ _**Action Plan:** We are currently developing a system for the collection of capstone assessment scores via Googledocs to produce more informative data separate from the course as a whole._

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect	How evidence will be assessed	How "closing the loop" decisions are made	Using assessment results/acting on assessment [data from f07-sp10]
Goal 1: **Knowledgeable and Competent Specialists** h) Demonstrate ability to use technology as a resource *Goal 2:* **Reflective and Responsive Practitioners** a) Promote diversity b) Make informed decisions c) Engage in collaborative endeavors d) Think critically *Goal 3:* **Committed and Caring Professionals** d) Become change agents e) Maintain professional and ethical standards f) Become life-long learners	Program Exit	Unit Wide Mid-Point and Exit Survey	COE Data Analyst	Data are reported to Program Chairs, faculty, and program advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	*Result targeted for improvement: Ratings indicate that candidates felt less prepared to use technology for instructional purposes than other areas surveyed.* *Action Plan:* • Faculty attend hands-on training for using instructional technologies. • Better ensure that technology skills introduced in READ 510 are used across subsequent courses. • Beginning spring 10 all course syllabi must incorporate key instructional technologies.

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect	How evidence will be assessed	How "closing the loop" decisions are made	Using assessment results/acting on assessment [data from f07-sp10]
Goal 1: **Knowledgeable and Competent Specialists** 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 e) Demonstrate ability to use technology as a resource *Goal 2:* **Reflective and Responsive Practitioners** a) Promote diversity b) Make informed decisions c) Engage in collaborative endeavors d) Think critically *Goal 3:* **Committed and Caring Professionals** a) Become change agents b) Maintain professional and ethical standards c) Become life-long learners	Program Exit	Program specific Exit Survey	Program Chair	Data are reported to Program faculty, and program advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	*Result targeted for improvement:* *Ratings indicate alignment with the unit-wide surveys. Candidates rated their knowledge and use of instructional technologies lower than other areas.* *Action Plan:* • See steps described in the above section

Distance/Off Campus Education Inventory

Please provide a list of your department/unit:

a. Online programs (50% or more of program course work may be taken online or through a distance modality)

  - M.S. in Education with a concentration in Reading

b. Off-campus programs (50% or more of a program is delivered off campus)

  - Fullerton School District (completed May 2012)
  - Paramount Unified School District (completed December 2011)

c. New proposals for online and off-campus programs currently under review.

  - None

Grants and Contracts

N/A

Chair's Reflection

The Department of Secondary Education has continued to strengthen its work to prepare and provide professional development for single subject teachers through our credential and Masters programs. Our programs aim to prepare and support teachers in designing, implementing, and assessing learning activities that meet the diverse needs of students in today's schools. The 2011-12 academic year has included the transition of the Single Subject Science Credential program to Secondary Education, the implementation of an online system for electronic submission of Teacher Performance Assessment tasks, revision of our department Student Opinion Questionnaire items, the migration of courses (and faculty) to Titanium, and the piloting of a co-teaching model in our teacher preparation program. Two important goals for 2011-12 were to a) strengthen the quality of the online versions of credential program pre-requisite courses and b) improve the ways in which our programs address the preparation of teachers to work successfully in urban, high-need schools. With respect to the first of these, as of Spring 2012 all online sections of our pre-requisite courses use a common course shell and common assessments. Course custodians regularly communicate with part-time faculty to both monitor implementation of the curriculum and ask for input on making revisions to course materials. In terms of the second goal, Masters program faculty have revisited each of their courses to examine ways in which issues of diversity are addressed and share ideas for improving the program's attention to diversity. Credential program faculty have collaboratively worked to infuse more readings and assignments focused on working with English Learners and drawing on community resources to engage students and have invited numerous guest speakers with expertise in urban education to share their experiences and insights with candidates.

Mark W. Ellis
May 4, 2012

Department of Secondary Education
Annual Report 2011-12

Department Chair: Dr. Mark W. Ellis, Associate Professor
        (657) 278-2745; mellis@fullerton.edu

Progress Report on Goals for This Past Academic Year (2011-12)

Goal 1. Grow our Graduate Program

Progress: New outreach materials were sent to students enrolled in the new online clear credential classes through UEE. Students completing the single subject credential program are given a presentation about the Master's program and how to file a change in objective to ease the application process. The graduate advisor has worked with the College of Education Assistant Dean to develop a scholarship/financial aid web page resources for graduate students. In Spring 2012, graduate faculty began talks with faculty in History about creating an emphasis in Teaching History within the Master's program.

Goal 2. Ensure the quality of our Graduate Program

Progress: Working with the College of Education Assessment Coordinator, a process has been established to provide data from program completer surveys to the graduate program faculty. This will allow for better analysis of program strengths and areas for improvement. Applicant's readiness for online learning is assessed using the Smarter Measure instrument and the results both inform decisions about acceptance and provide information to students about their possible weak spots with respect to online learning. Faculty use monthly Graduate Program Committee meetings to share online courses and discuss best practices for online instruction. Online course fees have been used to support instruction and enhance the knowledge and skills of faculty.

Goal 3. Plan, implement, and assess co-teaching model with small numbers of candidates.

Progress: Six Master Teachers and six teacher candidates participated in a co-teaching pilot that involved 2 formal trainings and several on-going consultations for remediation and improvement of program. At two SecTEP (Secondary Teacher Education Program) Advisory Board meetings, faculty met with school district representatives to: a) discuss the co-teaching

model and to provide a condensed version of the training for partner districts and b) allow district representatives to offer preliminary impressions of the co-teaching model.

Goal 4. Monitor and increase effectiveness of credential candidate learning and performance in classroom.

Progress: The online evaluation system for Teacher Performance Expectation (TPE) evaluation is in full use. All evaluations are completed online in order to provide immediate access to ratings to SecTEP advisors and director (and be environmentally-friendly). Looking across dozens of TPE evaluation forms, one issue that emerged was a concern with the reliability of TPE ratings. A committee of SecTEP members met to develop indicators for each TPE that will appear on the electronic evaluation form to aid master teachers, supervisors, and teacher candidates in interpreting the items and making accurate ratings. The pilot for this form is ongoing with first and second semester teacher candidates in science as of spring 2012. Results will be reported to SecTEP in early fall 2012. The Teacher Performance Assessment tasks are all now submitted and scored through the web-based Taskstream system following a pilot in Fall 2011 and full implementation in Spring 2012.

Goal 5. Improve course delivery including by part-time faculty.

Progress: In order to support part-time faculty, standard course shells have been created in TITANium. Syllabi have been revised to incorporate the revised "shell' and required template. Meetings were held by course custodians for EDSC 304, 310, 320, 330, 340, and 410 part-time faculty to discuss the course shell and common assessments as well as to share ideas for strengthening the course. Full and part time faculty have attended TITANium trainings provided by the Faculty Development Center.

Goal 6. Expand and enhance efforts to prepare teachers to effectively work in Southern California public schools, particularly those serving a higher than average proportion of low income students, English learners, and/or students of color.

Progress: Significant efforts have been made to place student teachers with exemplary teachers in high-need schools. In 2011-12 the co-teaching model was piloted in a low-income school (Valadez Middle School) due to a long-term relationship between the principal and our PDD Director (Dr. Ambrosetti). Also, the Urban Teaching and Learning Partnership (UTLP) between CSUF and Anaheim UHSD allows us to collaborate with the district on fieldwork placements and to hold 1 section of EDSC 440S at the district office. Dr. Henning, instructor of the UTLP cohort, presented information related to the Urban Professional Development District to SecTEP advisors so they could help identify students for this section of EDSC 440S. In 449S seminars, local NBCTs, administrators, CSUF alums, and students from the Ed.D. program are invited to speak to teacher candidates about their experiences working with students in under-resourced schools. New texts have been added as required texts for science 442 and 449S to assist teacher candidates in addressing the needs of ELL and all students. The instructor of EDSC 460, the TPA support class, discusses the importance of EL adaptations in relationship to successfully completing TPA tasks.

Theme 1: Academic Excellence
To achieve academic excellence we will:

A. Support excellence in instruction and in the learning environment (Goal).

B. Enhance and maintain a curriculum that prepares students for participation in society, the workforce, and professional and graduate schools.
    *   Develop and implement effective online courses and programs.

C. Use assessment to improve academic programs.

D. Expand academic programs aligned with regional commitments and global interests.
    *   Promote experiential learning activities and curricula that interface with regional needs.

    Department Goals:
    *   The graduate program committee will continue to analyze data from graduate exit surveys and student performance on exit exam/project to identify areas of strength and areas for improvement in the 100% online Masters in Secondary Education program. Concrete actions will be taken toward making improvements. Faculty will continue to share best practices for online course design and develop expertise in online instruction.
    *   The Single Subject Credential Program faculty will continue to use data from multiple sources (Teacher Performance Expectation (TPE) evaluations, Teacher Performance Assessment (TPA) tasks, candidate exit surveys, and CSU year-out surveys of graduates teaching in California schools) to identify areas for improvement. One specific area we will continue to work on is expanding and enhancing our efforts to prepare teachers to effectively work in Southern California public schools, particularly those serving a higher than average proportion of low income students, English learners, and/or students of color. This aligns with the College of Education's strategic plan Goal #3: Prepare professionals who model and advocate just, equitable, and inclusive education.

Theme 2: Student Success

To ensure student success we will:

A. Implement strategies to improve student persistence, narrow the achievement gap for underrepresented students, and increase graduation rates. Provide comprehensive academic advisement and support services.

Department Goals:
- For students in the Single Subject Credential Program, we will continue to monitor and provide timely feedback on their progress toward meeting professional performance goals in their classroom fieldwork. This includes ensuring fieldwork placements are made with partner districts that understand and value the role of Master Teachers in mentoring candidates as well as training and assigning supervisors to observe fieldwork performance who provide candidates with feedback and support.
- For students in our Master's program we will enhance efforts to raise awareness of financial aid and work with EPOCHS grant personnel to let students know about support services available to graduate students at CSU Fullerton.

Theme 3: Intellectual Climate
To ensure an intellectually rich climate we will:

A. Enhance Recruit and retain high quality and diverse faculty, staff, and students.
- Effectively engage and serve students from historically under-represented populations.
- Increase the number of international students and faculty members participating in our university community.
- Facilitate faculty and staff transitions and support their professional development.

B. Increase Support research and creative activities while maintaining our commitment to teaching and service.
- Provide reassigned time, intramural, and travel support for scholarly and creative activities.

C. Identify Pursue opportunities for university-community engagement focused on common needs and interests.
- Provide lectures, seminars, workshops, and other events for introducing and exchanging ideas with mutual value and benefit.

Department Goals:
- We will focus on strengthening ties to community partners and the retention of high quality diverse faculty. This aligns with College strategic plan goals #1 Faculty Roles and Expectations and #2 Partnerships. We will continue our Urban Teaching and Learning Partnership with the Anaheim Union High School District, our co-teaching pilot with Valadez Middle School in Placentia, and expand our Math/Science Ambassadors program with Waite Middle School in Norwalk. We will continue to mentor junior faculty through collaborating on scholarly activities and providing them opportunities to join community-based projects to promote engaged scholarship. In addition, exemplifying shared governance, we will work as a faculty to revise our Student Opinion Questionnaire items so they better reflect what we value as teacher educators.

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Faculty and Student Scholarly and Creative Activities
July 2011 – June 2012

a. **Books and Monographs**

Ellis, M. W., Barnhart, T., & Milch, L. (2012). *Understanding National Board Certification: A guide for teachers and those who support them*. Upper Saddle River, NJ: Pearson.

b. **Book Chapters**

Grant, M. (2011). If They Can't Read Their Science Books-Teach Them How? In D. Lapp, & B. Moss (Eds.), *Teaching With Rigor: Supporting Multiple Ways of Learning*. New York: Guilford Press.

Street, C. (in press). Island Civilization. In The Expository Reading and Writing Course. California State University Press. Long Beach, CA.

Tran, N. A. & Zavala, M. (in press). Is full-service community school useful in furthering equitable educational opportunity among majority-minority school populations? COUNTERPOINT. In C. J. Russo and A. G. Osborne (Eds.), *Debating Issues in American Education*. Thousand Oaks: SAGE.

Zavala, M. (in press). The re-emergence of anti-Latino terminology. In F. de Ortego y Gasca, M. Manzanarez, G. Baeza Ortego, A. Neves, and J.J. Wilson (Eds.). Encyclopedia of Latino Issues Today. Santa Barbara, CA: Greenwood Press/ABC-CLIO.

c. **Refereed Journal Articles**

Chavez, M.S. (2012). Autoethnography, a Chicana's methodological research tool: The role of storytelling for those who have no choice but to do critical race theory. *Equity & Excellence in Education*, *45*(2), 334-348.

DeCastro-Ambrosetti, D., Costa, V., Grant, M. C., & Cox-Peterson, A. (2012). Partnering with informal science education agencies to improve K-8 science teacher preparation. *International Journal of University Teaching and Faculty Development, 2*(2), 83-98.

DeCastro-Ambrosetti, D., Grant, M. C., Costa, V. B. & Cox-Petersen, A. M. (2011). Partnering with Informal Science Education Agencies to Improve K-8 Science Teacher Preparation. *International Journal of Teaching and Faculty Development. (2)* 2 (pp) 42.

Grant, M., Lapp, D., Fisher, D., Johnson, K., & Frey, N. (in press). Intentional instruction: Mixing up the "I," "We," and "You". *Journal of Adolescent & Adult Literacy*.

Glaeser, B., Leuer, M. & Grant, M. (in press). Changing teacher beliefs and practices to improve student preparation for college: Reading institute for academic preparation (RIAP). *Research in Higher Education Journal*, *16*.

Shand, K., DeCastro-Ambrosetti, D., & Costa, V. (2011). Who will prepare teacher educators to use technology? The Intel Teach faculty review. *International Journal of University Teaching and Faculty Development, 1*(4).

Shand, K., Winstead, L., & Kottler, E. (2012). Journey to Medieval China: Using technology-enhanced instruction to develop content knowledge and digital literacy skills. *The Social Studies, 103*(1), 20-30.

Stang, K., & Street, C. (in press). Get it write: Teachers as writers. *Journal of Content Area Reading*.

d.   Juried or Refereed Exhibitions and Performances

e.   Creative Presentations

f.   International, National and Regional Conference Papers and Presentations Authored/Presented or Co-authored/Co-presented by Students

g.   Student Publications
*indicates student contributor for multi-author publications

h.   Student and Student/Faculty Presentations

Department of Secondary Education

Assessment of Student Learning Outcomes

The University expects that all degree programs must provide comprehensive evidence of their effectiveness of student learning. Knowing "how well" or "how effective" we are in that regard can be defined only <u>after</u> a program articulates "what it expects students to know or be able to do" — that is, the listing of knowledge and skills outcomes of the degree programs. Also, it is important to describe how the department/unit uses assessment data for continuous improvement.

a. Please describe department/program assessment infrastructure and processes, e.g., committee, coordinator, monthly meetings, no formalized structure, etc.

All programs in the department are assessed through the College of Education Unit Assessment System designed for the continuous collection of multiple data sources, both internal and external, to monitor candidate performance and to manage and improve program effectiveness. The Assessment System is monitored and updated through the actions of the COE Assessment Committee. The committee consists of a representative from every department and is chaired by the Director of Accreditation and Assessment. This committee meets monthly.

A core set of 6-8 key assessments have been identified and are collected and analyzed for the purpose of noting trends in candidate knowledge, skills, and dispositions, and for predictive analysis of candidate success in meeting the following set of unit-wide program outcomes:

Outcome 1: Knowledgeable and Competent Specialists
- demonstrate 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.

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

Data are collected for all key assessments and reported to the Director of Accreditation and Assessment and compiled by the College Data Analyst. Results are then provided to the department for analysis and action.

Data are analyzed to determine if candidates have met the requirements necessary to matriculate through specified program levels are collected at four transition points. Additional data are collected from graduates and their employers once candidates become practicing professionals (Post Program). These data assist in determining program effectiveness for educating professionals that positively impact P-12 student learning.

The department has established a meeting/committee structure for reviewing and evaluating data collected from key assessments, including department faculty meetings, standing program coordinator meetings, course custodian meetings, and part-time faculty meetings. These groups regularly review assessment data and makes recommendations for program and course changes and/or assessment changes which are shared with department faculty as a whole.

b.   Please complete the table below to demonstrate progress in the implementation of assessment in your department/program. Should you have any question regarding completion of this table, please contact Gerald Patton at gpatton@fullerton.edu.

Assessment Plan and Timeline

Department of Secondary Education

College of Education
Secondary Education (EDSC) – Initial Credential Program

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect	How evidence will be assessed	How "closing the loop" decisions are made	Using assessment results/acting on assessment [data from f07-sp10]
Goal 1: Knowledgeable and Competent Specialists a) Demonstrate strong foundation in subject matter or field of study	Each admission cycle	Application /Interview Items	Admissions Coordinators	Data are submitted to COE Accreditation & Assessment Director and COE Research/Data Analyst and results reported to Program Chairs, faculty, and advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	Used for admission decisions # candidates enrolled – 683 # candidates completed -558 [Meets expectation - No action plan necessary at this time]
	Each admission cycle	Subject Matter Exam (CSET) or Single Subject Preparation Program (SMPP)	Admissions Coordinators			
	Each admission cycle	Major Grade Point Average (GPA) (Transcripts)	Admissions Coordinators			

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect	How evidence will be assessed	How "closing the loop" decisions are made	Using assessment results/acting on assessment [data from f07-sp10]
Goal 2: **Reflective and Responsive Practitioners** a) Promote diversity b) Make informed decisions c)Engage in collaborative endeavors d) Think critically *Goal 3:* **Committed and Caring Professionals** b) Maintain professional and ethical standards c) Become life-long learners	Each semester as appropriate (determined by pathway)	Fieldwork Evaluations [First assessment of 13 Teacher Performance Expectations (TPEs)]	Program Coordinators	Data are submitted to COE Accreditation & Assessment Director and COE Research/Data Analyst and results reported to Program Chairs, faculty, and program advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	*Result targeted for improvement: Current collection procedures do not allow for aggregate results by TPE.* *Action Plan:* • Beginning f10 an electronic evaluation system will be used to allow for more targeted monitoring and tracking of student progress on individual TPEs.

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect	How evidence will be assessed	How "closing the loop" decisions are made	Using assessment results/acting on assessment [data from f07-sp10]
Goal 1: Knowledgeable and Competent Specialists b) Demonstrate strong understanding and implementation of pedagogical skills or skills in their field **Goal 2: Reflective and Responsive Practitioners** b) Make informed decisions d) Think critically	Each semester	Student Teaching Evaluations [Final assessment of 13 Teacher Performance Expectations (TPEs)]	Program Coordinators	Data are submitted to COE Accreditation & Assessment Director and COE Research/Data Analyst and results reported to Program Chairs, faculty, and program advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	*Result targeted for improvement: Current collection procedures do not allow for aggregate results by TPE. Reduction in supervisor units could impact future performance on TPEs.* **Action Plan:** • Beginning f10 an electronic evaluation system will be used to allow for more targeted monitoring and tracking of student progress on individual TPEs. • Gather feedback at Secondary Teacher Education Program board meetings to identify concerns and proposed solutions regarding supervisor support during fieldwork placements. • Meet with supervisors to determine alternative methods of supporting students given changes in number of observations required (e.g., email/phone, video analysis)

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect	How evidence will be assessed	How "closing the loop" decisions are made	Using assessment results/acting on assessment [data from f07-sp10]
Goal 1: **Knowledgeable and Competent Specialists** 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	Each semester	Course Grades [represents course level assignments]	COE Data Analyst	Data are reported to Program Chairs, faculty, and program advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	*Result targeted for improvement: None identified at this time. The overall pass rate in all courses and across all pathways is 97%-100%* *Action Plan:* • Continue monthly meetings with instructors from outside our department to ensure rigor and consistency across courses.
Goal 1: **Knowledgeable and Competent Specialists** 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 *Goal 2:* **Reflective and Responsive Practitioners** a) Promote diversity b) Make informed decisions d) Think critically	Each semester	Teaching Performance Assessment (TPA) Four tasks: Subject Specific Pedagogy (SSP) Designing Instruction (DI) Assessing Learning (AL) Culminating Teaching Experience (CTE)	TPA Coordinators	Data are submitted to COE Accreditation & Assessment Director and COE Research/Data Analyst and results reported to Program Chairs, faculty, and program advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	*Result targeted for improvement: Highest percentages of initial scores not passing were found on Tasks DI and AL-especially as related to English Language Learners.* *Action Plan:* • Implemented TPA remediation support- EDSC 499 [f08]. • Provide professional development in supervisor meetings to enhance their support of candidates practice during student teaching on using assessment data to guide instruction.

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect	How evidence will be assessed	How "closing the loop" decisions are made	Using assessment results/acting on assessment [data from f07-sp10]
Goal 1: **Knowledgeable and Competent Specialists** b) Demonstrate strong understanding and implementation of pedagogical skills or skills in their field *Goal 2:* **Reflective and Responsive Practitioners** a) Promote diversity b) Make informed decisions d) Think critically	Program Exit	CSU Exit Survey	COE Data Analyst	Data are reported to Program Chairs, faculty, and program advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	*Result targeted for improvement: 15% of candidates responded they feel only somewhat prepared to work with students with special needs.* *Action Plan:* • Increase faculty access to materials and activities shared by Special Education faculty and department faculty by posting them to the Department Blackboard Site. • Implemented use of common textbook, *Teaching Adolescents with Disabilities*, throughout prerequisite and program courses to enhance candidates' understanding of students with identified special needs [f08].

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect	How evidence will be assessed	How "closing the loop" decisions are made	Using assessment results/acting on assessment [data from f07-sp10]
Goal 1: **Knowledgeable and Competent Specialists** b) Demonstrate strong understanding and implementation of pedagogical skills or skills in their field	Program Exit	CSU Exit Survey	COE Data Analyst	Data are reported to Program Chairs, faculty, and program advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	*Result targeted for improvement: 16% of candidates responded they felt only somewhat knowledgeable about resources in the school & community for at-risk students and families.* *Action Plan:* • Course custodians meet with course-alike faculty to explore ways to better identify at-risk students and resources (including community and family). Modify or add course assignments and field experiences that include a focus on at-risk populations. • Faculty share resources for working with at risk students on the department blackboard site. • Identify specialists in this area that can provide professional development to faculty, and/or presentations to candidates.

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect	How evidence will be assessed	How "closing the loop" decisions are made	Using assessment results/acting on assessment [data from f07-sp10]
Goal 1: **Knowledgeable and Competent Specialists** b) Demonstrate strong understanding and implementation of pedagogical skills or skills in their field *Goal 2:* **Reflective and Responsive Practitioners** a) Promote diversity b) Make informed decisions d) Think critically *Goal 3:* **Committed and Caring Professionals** a)Become change agents	Year Out-Annually—Post Program	CSU Post Grad/Employer Survey Data	COE Data Analyst	Data are reported to Program Chairs, faculty, and program advisory boards.	Assessment results are shared and analyzed in faculty meetings, part-time faculty meetings; program Advisory Board meetings and decisions are made based on stakeholder feedback.	***Result targeted for improvement:*** *Percentages of grads and their supervisors show a slight decline from f07-sp* **Action Plan:** • Modify or add course assignments and field experiences that include a focus on at-risk populations • Share activities and materials on the faculty Community Blackboard Site. • Identify specialists in this area that can provide professional development to faculty, and/or presentations to students.

Distance/Off Campus Education Inventory

Please provide a list of your department/unit:

    a. Online programs (50% or more of program course work may be taken online or through a distance modality)

       Master's in Education with a Concentration in Secondary Education

    b. Off-campus programs (50% or more of a program is delivered off campus)

       None

    c. New proposals for online and off-campus programs currently under review.

       None

Grants and Contracts

Grant, M., & Ellis, M. Intern Grant. Anaheim Union High School District. ($100,416.00)

Department of Special Education

Chair's Reflection

The programs in the Department of Special Education are designed to train education generalists in inclusive noncategorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all-service providers, parents and the community. The department trains teachers in pedagogy that are multiparadigmatic and provide a variety of theoretical perspectives related to teaching. Candidates are taught to focus on meeting the individual needs of the child and family. The instructional curriculum provides credential and Master's degree candidates with a broad background in the physiological, environmental, and social aspects of exceptionality. Candidates learn effective research-based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities.

Our credential program recently went through a transition where the program had to be rewritten to meet the newly revised state standards. In the fall of 2010, the first cohort of students began the new preliminary program and this cohort completed the credential in the spring of 2011. Department faculty meetings have been focused on creating smooth transitions for our students as well as collaborating on program improvements. Students in all three program areas – mild/moderate disabilities, moderate/severe disabilities, and early childhood special education – took courses in characteristics, methods and strategies, working with families, autism, positive behavior support, collaboration and co-teaching, and assessment.

The Department of Special Education has also focused on transitioning the current Master's degree program to an online format and we are currently waiting on WASC approval to move forward with this work. Students often must move away to get a job so the ability to complete the Master's degree online would allow them to finish the program. In addition, our Clear Credential program is currently being reviewed by the California Commission on Teacher Credentialing. It is an all online program developed for working teachers to become leaders and change agents at their school sites.

Overall, the faculty in the department is committed to supporting students in their endeavors to becoming collaborative educators, advocates for persons with disabilities, and leaders in the school and community.

Melinda R. Pierson, Ph.D.

May 15, 2012

Department of Special Education
Annual Report 2011-12

Department Chair: Melinda R. Pierson, Ph.D.
                     (657) 278-3573; mpierson@fullerton.edu

Progress Report on Goals for This Past Academic Year (2011-12)

Goal 1: Ensure the quality of our Graduate Programs.
   a. Continue assessment system data collection
   b. Collect and analyze graduate student evaluation data

Progress: FTES data was reviewed over a three year period. Data was analyzed to identify program improvements. Findings were presented to the department, the Dean, and advisory councils for program revision.

Goal 2: Incorporate new credential authorizations into existing master's degree program to create multiple tracks.

Progress: Autism authorization is still being offered and monitored. Due to the new credential revisions, the department chose to focus on improvements instead of creating multiple tracks in the master's program.

Goal 3: Increase student and faculty use of technology and become the university leader in the area of accessible technology.

Progress: The Accessible Technology Coordinator is a member of our faculty. Several faculty have transitioned their courses into the accessible technology format and the department has been trained on these methods.

Goal 4: Continue implementation of the COE assessment system.

Progress: The department faculty has analyzed data and identified program improvements. The findings from the data analysis have been presented to the dean and the advisory councils for program revision. The student tracking system has been improved by the program coordinators to ensure that all students are taking courses in the correct order.

Goal 5: Increase recruitment and expand enrollment in SPED credential and courses through partnerships across campus and in the community.

Progress: The department faculty has multiple partnerships with departments in the COE (Reading, Elementary Education and Secondary Education and across campus (School Nursing, Child and Adolescent Studies, Liberal Studies, Human Services). These partnerships assist us with recruitment, meeting our enrollment targets, and with research as we train our colleagues to co-teach and collaborate so that all teachers are responsible for students with disabilities.

Goal 6: Strengthen new Clear Education Specialist credential based on newly adopted state standards.

Progress: The Clear program document was submitted in December of 2011 and we are currently waiting on approval to offer the program to our students.

Goal 7: Expand **relationships across the university and the COE through collaborations.**

Progress: The department faculty meet regularly with faculty from other departments to collaborate on research, grants, and best practices in teaching. Shared peer-reviewed publications and conference presentations have been the result.

Goal 8: Continue shared leadership model.

Progress: Coordinators of each program area (mild/moderate disabilities, moderate/severe disabilities, and early childhood special education) continue to provide students with strong advisement through the admissions process and throughout the program with consistent reports to the chair for follow through.

Department of Special Education

Department Goals and Priorities for 2012-13

Theme 1: Academic Excellence
To achieve academic excellence we will:

A. Support excellence in instruction and in the learning environment.

B. Enhance and maintain a curriculum that prepares students for participation in society, the workforce, and professional and graduate schools.
   • Develop new courses, restructure and initiate programs that prepare students for successful careers and advanced degrees.
   • Develop and implement effective online courses and programs.

C. Use assessment to improve academic programs.
   • Implement structures needed to support unit and university-level assessment including general education outcomes.

D. Increase Provide opportunities for student participation in experiential learning and research.
   • Achieve and maintain desired levels of student participation in internships, community-service learning, and undergraduate student-faculty research collaborations.

E. Expand academic programs aligned with regional commitments and global interests.
   • Promote experiential learning activities and curricula that interface with regional needs.

   Department Goal: Develop an online Master's degree program to increase experiential learning and research which will prepare students for participation in society, the workforce, and possible doctoral programs and which will support excellence in instruction and in application to students with disabilities in birth- 12th grade settings. An increased number of students will be able to participate due to distance as well as work and family obligations. This goal supports the College of Education's goal (4) Ensure the effective use and integration of technology to support teaching and learning throughout all COE programs, including face-to-face, hybrid, and fully online learning environments.

Theme 3: Intellectual Climate
To ensure an intellectually rich climate we will:

A. Enhance Recruit and retain high quality and diverse faculty, staff, and students.
   - Effectively engage and serve students from historically under-represented populations.
   - Increase the number of international students and faculty members participating in our university community.
   - Facilitate faculty and staff transitions and support their professional development.

B. Identify Pursue opportunities for university-community engagement focused on common needs and interests.
   - Provide lectures, seminars, workshops, and other events for introducing and exchanging ideas with mutual value and benefit.

Department Goal: Increase opportunities for collaboration between special education, elementary and bilingual education, and secondary education which will enhance the retention of high quality and diverse faculty. Continue to support the COE-appointed professional development district and the schools within that district. Continue training all full- and part-time faculty for supervision on co-teaching to benefit students with and without disabilities. Develop an evaluation tool for the determination of a successful Professional Development School (PDS) and work to begin supporting the implementation of a PDS partnership which will benefit faculty and students. This goal supports the College of Education's goal (2): Strengthen local, regional, national and international partnerships that exemplify excellence in teaching and learning.

Theme 4: Human Resources, Technology, and Facilities
To provide these resources we will:

A. Implement targeted professional development and support activities to maintain vitality, relevancy, and retention of faculty, staff, and administrators.
   - Establish academic and administrative leadership development programs.

B. Invest in effective information and communication technologies to support learning, research and creative activities, and campus operations.
   - Support, coordinate, and deliver current and innovative technologies for teaching, learning, research, and creative activities.

Department Goal: Support untenured faculty with mentorship on course delivery, research development, and service requirements. Once a month meetings with the chair will be scheduled with new faculty. Course custodians will meet with all new faculty to give specific curricular support. Untenured faculty will be given additional professional development opportunities as well as financial support to be able to present at conferences which will assist toward tenure. This goal supports the College of Education goal (3) Prepare professionals who model and advocate just, equitable, and inclusive education.

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Faculty and Student Scholarly and Creative Activities
July 2011 – June 2012

a. **Books and Monographs**

b. **Book Chapters**

c. **Refereed Journal Articles**

Cote Sparks, S. & Cote, D. (2012, May). Teaching choice making to elementary students with mild to moderate disabilities. *Intervention in School and Clinic, 47*, 290-296.

Howell, E.J. & Pierson, M.R. (2011). From seclusion to integration: One high school's journey. *Russian-American Education Forum, 3(1).*

Jung, A., Stang, K., Ferko, D., & Han, S.I. (2011). A commentary on cultural influences impacting the education of Korean American adolescents. *American Secondary Education, 40*(1), 31-38.

Karge, B.D., Pierson, M.R., & Robinson, S. (2011). Alternative certification: Building partnerships with paraprofessionals. *Journal of the National Association for Alternative Certification, 6*(2), 3-10.

Karge, B. D., Phillips, K. M., Jessee, T., McCabe, M. (December, 2011). Effective Strategies for Engaging Adult Learners, *Journal of College Teaching & Learning, 8(12)*, 53-56.

Kim, J., Jung, A., & Kim, Y. (2011). The effects of contextual variables and parental cognition on maternal involvement in Korean children's early education. *International Journal of Human Ecology, 12*(1), 1-14.

Lasky, B. & Karge, B. D., (2011). Involvement of language minority parents of children with disabilities in their child's school achievement, *Multicultural Education 18(3)*, 29-34.

Myck-Wayne, J., & Robinson, S. (2011). Serving and supporting families of young children with a dual diagnosis of autism and hearing loss: The stories of four families. *American Annals of the Deaf, 156(4),* 379-390.

Pierson, M.R., Myck-Wayne, J., & Stang, K. (2011). Creating a successful university partnership. *Division on International Special Education Services Newsletter, 21*(2), 9-10.

Robinson, S., Howell, E., Karge, B. (Summer, 2011). Training veteran teachers for the new autism authorization. *California Teacher Corps Quarterly Report.*

Starkey, J., Myck-Wayne, J., & Robinson, S. (2011). And action: Including video modeling in teacher education. *Educational Studies*.

d. **Student/Faculty Publications**

Jones, V.L. & Swanson, M. (2012, Winter). Ways to enhance diversity in the classroom. Association for Childhood Education International (3)1, 2-7.

Roderick, E., & Jung, A. (2012). Perceptions of supportive leadership behaviors of school sites administrators for secondary special education teachers. *Journal of Special Education Apprenticeship. Student/Student/Faculty Presentations.*

e. **Juried or Refereed Exhibitions and Performances**

f. **Creative Presentations**

g. **International, National and Regional Conference Papers and Presentations Authored/Presented or Co-authored/Co-presented by Students**

h. **Student Publications**
*indicates student contributor for multi-author publications

i.   **Student and Student/Faculty Presentations**

Cote, D., Barnett, C., Jones, V., Nguyen, H., Pavelek, K., & Sparks, S. (April 2012). Implementing a problem-solving intervention for students with mild to moderate disabilities. Poster presentation at the CEC 2012 Convention & Expo, Denver, CO.

Cote, D., Jones, V., Pavelek, K., Barnett, C., Nguyen, H., & Sparks, S., (March 2012). Increasing the Problem-Solving Skills in Students with Autism. Lecture presentation at CAL TASH 30th Anniversary Conference, Oakland, CA.

Karge, B.K., Barnhart, T., Creager,C., Delgado, O., Torres, A., Ponce, M., & Reed, C. (2012, March). Evaluating Clinical Practice of 125 California Teachers over Five Years. The National Association of Alternative Certification Conference, Bethesda, Maryland.

Roderick, E., & Jung, A. (2011, December). Perceptions of supportive leadership behaviors of school sites administrators for secondary special education teachers. California Educational Research Association (CERA), Anaheim, CA.

Assessment of Student Learning Outcomes

The University expects that all degree programs must provide comprehensive evidence of their effectiveness of student learning. Knowing "how well" or "how effective" we are in that regard can be defined only <u>after</u> a program articulates "what it expects students to know or be able to do" — that is, the listing of knowledge and skills outcomes of the degree programs. Also, it is important to describe how the department/unit uses assessment data for continuous improvement.

a. Please describe department/program assessment infrastructure and processes, e.g., committee, coordinator, monthly meetings, no formalized structure, etc.

All programs in the department are assessed through the College of Education Unit Assessment System designed for the continuous collection of multiple data sources, both internal and external, to monitor candidate performance and to manage and improve program effectiveness. The Assessment System is monitored and updated through the actions of the COE Assessment Committee. The committee consists of a representative from every department and is chaired by the Director of Accreditation and Assessment. This committee meets monthly.

A core set of 6-8 key assessments have been identified and are collected and analyzed for the purpose of noting trends in candidate knowledge, skills, and dispositions, and for predictive analysis of candidate success in meeting the following set of unit-wide program outcomes:

Outcome 1: Knowledgeable and Competent Specialists
- demonstrate 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.

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

Data are collected for all key assessments and reported to the Director of Accreditation and Assessment and compiled by the College Data Analyst. Results are then provided to the department for analysis and action.

Data are analyzed to determine if candidates have met the requirements necessary to matriculate through specified program levels are collected at four transition points. Additional data are collected from graduates and their employers once candidates become practicing professionals (Post Program). These data assist in determining program effectiveness for educating professionals that positively impact P-12 student learning.

The department has established a meeting/committee structure for reviewing and evaluating data collected from key assessments, including department faculty meetings, standing program coordinator meetings, course custodian meetings, and part-time faculty meetings. These groups regularly review assessment data and make recommendations for program and course changes and/or assessment changes which are shared with department faculty as a whole.

The following table shows the process of the assessment system and how the results of the data from key assessments collected from 2007-2010 have been used for program improvement.

b.   Please complete the table below to demonstrate progress in the implementation of assessment in your department/program. Should you have any question regarding completion of this table, please contact Gerald Patton at gpatton@fullerton.edu.

(To insert additional rows, put the cursor anywhere in the last row, right click, choose insert-insert rows below. When copying multiple cells, highlight the cells before pasting.)

Assessment Plan and Timeline

Department of Special Education

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ASSESSMENT OF STUDENT LEARNING OUTCOMES

CHART OF EDUCATIONAL EFFECTIVENESS – Master's Degree

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<tr>
<th>Degree name</th>
<th>Formal student learning outcomes developed? (y/n)</th>
<th>Where are these outcomes published?</th>
<th>Other than GPA, what data is used to determine that graduates have achieved stated outcomes for the degree? (eg. capstone courses, portfolio, licensure examinations)</th>
<th>Who interprets the evidence? What is the process?</th>
<th>How re the findings used?</th>
<th>Timeline for assessment of outcomes</th>
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<tr>
<td rowspan="4">MSE SPED</td>
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KNOWLEDGEABLE & COMPETENT SPECIALISTS
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
REFLECTIVE & RESPONSIVE PRACTITIONERS
Promote diversity
Make informed decisions
Engage in collaborative endeavors
Think Critically
COMMITTED & CARING PROFESSIONALS
Become change agents
Maintain professional and ethical standards
Become life-long learners

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Student learning Outcomes fare outlined in the College Conceptual Framework and also included in the MSE Student Handbook identified in course syllabi.

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Diversity Survey http://ed.fullerton.edu/Current/mastersStudents.html
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 (www.ed-data.k12.ca.us) to identify their work site and to describe recent experiences teaching or working with PreK-12 students of diverse backgrounds.

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College of Education staff analyze survey data.

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Data is reported to accrediting bodies and department committees for interpretation and use for program improvement.

Students who fail to meet the minimal competence must repeat or select an alternate plan.

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Last date of review: NCATE Accreditation, 2007.

Next NCATE and CTC review: 2013

Outcomes are reviewed annually by the Graduate Program Committee in the Department

Graduate Program Committee meets monthly for program improvement

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Diversity Assignment 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.

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Department rubric is used for evaluation by SPED 551 instructor

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Writing Assessment 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 http://ed.fullerton.edu/Current/mastersStudents.html. 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.

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College-wide rubric is used for evaluation by SPED 531,532, or 535 instructor

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Midpoint Survey http://ed.fullerton.edu/Current/mastersStudents.html
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

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College of Education staff analyze survey data

College-wide rubric is used for evaluation by SPED 531,532,

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				or 535 instructor		
			Exit Survey http://ed.fullerton.edu/Current/mastersStudents.html 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.	College of Education staff analyze survey data College-wide rubric is used for evaluation by SPED 595/7/8 instructor		
			Culminating Experience Options Options for candidates include comprehensive examination, project, or thesis.	Two graduate faculty review each product		

ASSESSMENT OF STUDENT LEARNING OUTCOMES

CHART OF EDUCATIONAL EFFECTIVENESS – Education Specialist Credential Programs

Degree name	Formal student learning outcomes developed? (y/n)	Where are these outcomes published?	Other than GPA, what data is used to determine that graduates have achieved stated outcomes for the degree? (eg. capstone courses, portfolio, licensure examinations)	Who interprets the evidence? What is the process?	How re the findings used?	Timeline for assessment of outcomes
Education Specialist Credential Programs	**KNOWLEDGEABLE & COMPETENT SPECIALISTS** 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 **REFLECTIVE & RESPONSIVE PRACTITIONERS** Promote diversity Make informed decisions Engage in collaborative endeavors Think Critically **COMMITTED & CARING PROFESSIONALS** Become change agents Maintain professional and ethical standards Become life-long learners	Student learning Outcomes are outlined in the College Conceptual Framework and also identified in course syllabi. California Teaching Performance Expectations are posted on the Web at http://ed.fullerton.edu/SecEd/TPA/TPEs.htm, aligned with the COE Student Learning Outcomes, and also identified in course syllabi and candidate evaluations.	**Candidate Dispositions** are assessed during each fieldwork experience.	The interviewing team completes the form; data is aggregated and analyzed by Department Chair.	Data is reported to accrediting bodies and department committees for interpretation and use for program improvement.

Students who fail to meet the minimal competence must repeat or select an alternate plan; at this time, we have not yet aggregated or analyzed data. | Last date of review: NCATE Accreditation, 2007.

Next NCATE and CTC review: 2013

Outcomes are reviewed annually by the Credential Program Committee in the Department

Credential Program Committee meets monthly for program improvement |
			General Education Fieldwork Competencies assessment is based on the Teaching Performance Expectations.	University supervisors, master teachers, and program advisors complete the evaluations; data is aggregated and analyzed by Department Chair		
			Reading/RICA Competencies are assessed during associated coursework and the general education fieldwork experience.	University supervisors, course instructors, master teachers, and program advisors complete the evaluations; data is aggregated and analyzed by Department Chair		
			Special Education Fieldwork Competencies 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.	University supervisors, master teachers, and program advisors complete the evaluations; data is aggregated and analyzed by Department Chair.		

Distance/Off Campus Education Inventory

Please provide a list of your department/unit:

a. Online programs:

- Level II credential

b. Off-campus programs:

- NA

c. New proposals for online and off-campus programs currently under review:

- Master's degree in Education with a concentration in Special Education

Grants and Contracts

Karge, B.K. <u>AIMS (Autism, Inclusion, Mathematics Core and Science Innovation) Scholar program</u> ($400,000) U.S. Department of Education. To train highly qualified teachers from under represented ethic groups in the high need areas of math, science and special education. Awarded October, 2011.

Karge, B.K. <u>Transition to Teaching, On Track Scholar Program </u>($325,000) U.S. Department of Education. To fund scholarships and support paraprofessionals, midcareer changers and recent graduates to teach in Santa Ana Unified School District, a high need district. Awarded October, 2011

Karge, B.K. <u>Regional Special Education Program Network.</u> California Commission on Teacher Credentialing ($95,000). Year three of a five year grant. To bring together the leaders in special education internships in the state and to be part of the leadership team for CCTC intern programs. Awarded September 2011.

Myck-Wayne, J. <u>I:DREEAM (Inclusion: Developmentally Responsive to Educational Experiences that are Accessible</u> ($400,000). U.S. Department of Education. To offer financial support and mentorship to students completing the early childhood special education preliminary credential. Awarded October 2011.

Pierson, M.R. <u>CSU Fullerton Special Education Intern Program.</u> ($520,000) California Commission on Teacher Credentialing Intern Grant Funds. To support the intern program at CSU Fullerton during 2011-12 school year. Awarded September 2011.

Stang, K.K. <u>Personnel Development to Improve Services and Results for Children with Disabilities – PROCESS Project: Preparation and Retention of Collaborative, Effective, and Successful Specialists.</u> ($299,576) U.S. Office of Special Education Program's Special Education Preservice Program Improvement Grant. To support the redesign, expansion, and continuous program improvement of the existing Education Specialist Mild/Moderate Teacher Education Program to align with newly released California teacher credential standards for the preparation of K-12 teachers of students, and to meet the demand for highly qualified teachers. Awarded October 2011.

Department of Instructional Design and Technology

Chair's Reflection

MSIDT celebrated its 10th year as the first online MS degree at CSU Fullerton and the faculty team engaged in reflection, refinement and recommitment. We also learned that we are now ranked third in the nation for IDT programs of any modality (Education Portal.com, May, 2012)! Also, during the spring, Dr. Joyce Lee did an outstanding job as the interim director as I was given release time to assist in helping to manage the campus WASC-EER visit. The MSIDT team has always been committed to cutting edge curriculum with currency linked to this emerging new profession and with a practical focus integrated with adult learning theory. Faculty are drawn from both on and off-campus with special expertise, energy and passion for technology and the adult professionally career focused student. The majority of our students are from the corporate/business sector and higher education and are drawn from a national applicant pool and these factors drive our need for currency and professional relevance. Thus, this year we made refinements in our infrastructure and intake procedures –new beta interview scheduling software and protocol, use and research with the SMARTERMEASURE online learner readiness tool, course analyses including texts, software and online resources, UPS 411.104 template adaptations, updated curriculum map, added "project management' to our student learning objectives, revised and enhanced the website and reviewed the SLOAN C Best Practices in relationship to our courses and program administration procedures. We have launched a new direction of videoconferencing for our Community of Learners program research focus, and expanded working relationships/partnerships with our alumni leaders and with our cohort co-captains. We plan to launch a new external advisory board this fall under the direction of Bob Nash at Coast Learning Systems/Coastline College. Our international options for curriculum expansion, degree implementation and/or writing opportunities are still continuing with administrators from Vietnam and Russia. Finally, the faculty team is preparing for our formal Program Performance Review scheduled for spring, 2013, and the launch of our next decade of operations with cohort #11 as of fall, 2012!

JoAnn Carter-Wells

May 29, 2012

Department of Instructional Design and Technology
Annual Report 2011-12

Program Director: JoAnn Carter-Wells, Ph.D., - *fall, 2011 only*; *released time for WASC Educational Effectiveness Review coordination – spring, 2012*
Interim Director, Joyce Lee, Ph.D. – *spring, 2012*
(657) 278-3357; jcarterwells@fullerton.edu

Progress Report on Goals for This Past Academic Year (2011-12)

Goal 1: Program Quality. Gather and analyze assessment data to make program improvement decisions; develop external Program council to help evaluate quality of program and future directions.

Progress: We revised our curriculum map with enhanced instructional strategies and assessment methodologies including our CD portfolios, multimodal assessment and culminating projects. We updated our program infrastructure with cohort co-captains, scholarships, and interview protocol and included the VP for Liaisons with our alumni association in the monthly team meetings. We began conversations with Bob Nash from Coast Learning Systems who will take the lead on an external program council project and started preliminary planning for fall 2012 implementation.

Goal 2: Teaching. Continue to support faculty development in knowledge and use of educational technologies; continue to deliver and maintain quality instruction in courses aligned with emerging standards in field of instructional design. Continue to offer new cohort each year-cohort #10 - as well as certificate to Nursing Program. Collaborate with MSIDT alumni and professional associations and offer two scholarships.

Progress: The Faculty made expanded use of new Titanium functions with the emerging instructional technology in ID field, discussed new software implementation and secured training from ATC with Adobe Connect for web conferencing, and developed two modules for our integration of AT component under new federal mandates. We also revised course templates in accordance with new UPS and revised SLOs and curriculum map including an integrated multimedia component throughout the program at January 2012 retreat. We updated our program authoring system to Captivate 5.5 for new cohort implementation and students purchased Adobe CS under new campus licensing agreement. We continued to work with Nursing Department on protocol for IDT certificate incorporation/ implementation with MS in Nurse Administration and MS in Nurse Leadership programs per funded grant with Kaiser Permanente in California.; 3 courses- IDT 525, 520 and 545.

Goal 3: Support faculty research and faculty/student collaborations.

Progress: Faculty outlined individual goals for videoconferencing research focus and reviewed literature for community of learners research project and made related research presentations at national conferences. Students worked with faculty on some ideas for research, resulting in a student publication in a technology focused research journal.

Goal 4: Service. Maintain strong partnerships with the MSIDT alumni association and Coast Learning Systems; and support faculty service to the department, College, University, community and profession.

Progress: We began discussion about external council structure and goals and meeting with Bob Nash from Coast Learning Systems about a process for fall implementation. Faculty made presentations to the CSUF ELearning Consortium and served on key Technology committees for the college and university as well as the involvement as the new college Academic Technologist representative.

Department of Instructional Design and Technology

Department Goals and Priorities for 2012-13

Theme 1: Academic Excellence
To achieve academic excellence we will:

A. Enhance and maintain a curriculum that prepares students for participation in society, the workforce, and professional and graduate schools.
   - Develop new courses, restructure and initiate programs that prepare students for successful careers and advanced degrees.
   - Develop and implement effective online courses and programs.

B. Use assessment to improve academic programs.
   - Implement structures needed to support unit and university-level assessment including general education outcomes.

   Department Goals: Our goal in this area is to contain to refine our curriculum, instructional strategies and assessment methodologies as part of our 10th year renewal and recommitment theme and in relationship to needs in the workplace/business and higher education settings. We are also preparing for our formal Program Performance Review during spring 2013. This will align with the College of Education's strategic plan *Goal #3: Prepare professionals who model and advocate just, equitable, and inclusive education.*

Theme 3: Intellectual Climate
To ensure an intellectually rich climate we will:

A. Increase Support research and creative activities while maintaining our commitment to teaching and service.
   - Provide reassigned time, intramural, and travel support for scholarly and creative activities.

B. Promote global awareness and international experiences.
   - Create opportunities for faculty, staff, and student to participate in global experiences.
   - Engage in purposeful activities in association with current international agreements.

   Department Goals: Our goals in this area are to support our continuing Community of Learners research agenda and opportunities for both individual and group presentations as well as continue discussions with Vietnam and Russian contacts to date about possible joint opportunities for writing, research, student online partnerships, and program implementation.   This goal aligns with College strategic plan goal #2: *Strengthen local, regional, national and internal partnerships that exemplify excellence in teaching and learning.*

Theme 4: Human Resources, Technology, and Facilities

To provide these resources we will:

C. Invest in effective information and communication technologies to support learning, research and creative activities, and campus operations.

- Support, coordinate, and deliver current and innovative technologies for teaching, learning, research, and creative activities.

Department Goals: We intend to continue to support faculty development in knowledge and use of educational technologies and continue to purchase cutting-edge technology for faculty using Miscellaneous Course Fees and Online fees. We plan to use our new #3 national ranking to develop an online certificate in mobile learning with UEE. This goal aligns with the College of Education's strategic plan Goal #4: *Ensure the effective use and integration of technology to support teaching and learning throughout all COE programs, including face-to-face, hybrid, and fully-online learning environments.*

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Faculty and Student Scholarly and Creative Activities
June 2011 – May 2012

Note that the MSIDT Program is housed under the Dean's office of the College of Education and consists of faculty working part-time in the program from both on and off-campus workplace and higher education settings.

a.   Books and Monographs

b.   Book Chapters

c.   Refereed Journal Articles

Gautreau, C. S. (2011). Motivation factors affecting the adoption of a learning management system among faculty. *Journal of Educators Online, 8(1), 1-25*.

Gautreau, C. S., Ahmed, S., Lee, J.& Carter-Wells,. J. (i progress). Video conferencing guidelines.

Gautreau, C.S. (under review) Making the move: Supporting faculty in the transition to blended or online courses. *International Journal of Online Pedagogy and Course Design*.

d.   Juried or Refereed Exhibitions and Performances

e.   Creative Presentations

f.   International, National and Regional Conference Papers and Presentations Authored/Presented or Co-authored/Co-presented by Students

Carter-Wells, J., Randall, L. & Ahmed, S. (February, 2012). *Readiness assessment research and emerging national issues and policy.* Session presented at the International Technology Council, eLearning Conference, Long Beach, California.

Carter-Wells, J., Randall, L. & Robinson, D. (April, 2012). *Online learning readiness: Assessment Research and an Institutional Response*. Panel presentation at the ARC-WASC Conference, Costa Mesa, California.

g. **Student Publications**

Vance, L.K. (in press, May, 2012). Do students want Web 2.0? An investigation into student Instructional preferences. *Journal of Educational Computing Research*

h. **Student and Student/Faculty Presentations**

Assessment of Student Learning Outcomes

The University expects that all degree programs must provide comprehensive evidence of their effectiveness of student learning. Knowing "how well" or "how effective" we are in that regard can be defined only <u>after</u> a program articulates "what it expects students to know or be able to do" — that is, the listing of knowledge and skills outcomes of the degree programs. Also, it is important to describe how the department/unit uses assessment data for continuous improvement.

a. Please describe department/program assessment infrastructure and processes, e.g., committee, coordinator, monthly meetings, no formalized structure, etc.

MSIDT developed a comprehensive learning matrix with about 23 instructional strategies linked to direct and indirect assessment methodologies as part of the original Substantive Change Proposal in 2001. That plan also included the submission of a CD portfolio by students at the end of each two courses in each term segment and analysis and reflection both upon submission of those CDs as well as at the Midpoint Symposium. Those CDs have been maintained in each student file. Two key faculty participated in the Epsilen project this past year and plans have been developed to implement the eportfolio this fall in place of the CD requirement.

The program operates as a team with assessment processes undertaken by both the coordinator and the team as a whole, beginning with an assessment protocol for all the incoming applications and rater team reviews with rubric. Note that this protocol also assists with any authentication issues for a new cohort.

The faculty team recently completed a comprehensive review and analysis of all SLOs adding one for "Project Management" along with a revised curriculum map at a January retreat. A separate integrated multimedia component was created and faculty have been revising/updating all the courses accordingly this past spring and summer.

b. Please complete the table below to demonstrate progress in the implementation of assessment in your department/program. Should you have any question regarding completion of this table, please contact Gerald Patton at gpatton@fullerton.edu.

Assessment Plan and Timeline

MS in Instructional Design and Technology

Program Learning Goals & Outcomes	When to assess	What evidence to collect (measures & strategies)	Who will collect evidence	How evidence will be assessed	How "closing the loop" decisions will be made	How assessment results will be used/ acting on assessment
Assessment/Evaluation- ability to critically discriminate, compare, and select appropriate criteria, and effectively implement methodology for developing an effective instructional product.	Intake interview; specific courses per curriculum map; boot-up camp and midpoint symposium; final project culminating experience	22 different measures and strategies per our curriculum map- introduced, reinforced and mastered	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	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,	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	Concerns with utilization of APA and academic integrity. *Action Plan*: Increase emphasis on APA starting with IDT 510 and introduce Turnitin at Boot-up Camp

			ordering. Faculty in courses; students themselves with portfolios	students are given their work along with their own reflections through rubrics, written feedback, emails and phone conversations, if necessary. Faculty work with students as mentors focused on personal goals.	the meeting agenda for the MSIDT Team meetings.	
Collaboration-ability to work productively in team or collaborative settings to achieve common goals or purposes.	Intake interview; specific courses per curriculum map; boot-up camp and midpoint symposium; final project culminating experience	22 different measures and strategies per our curriculum map-introduced, reinforced and mastered	Same as Assessment and Evaluation	Same as Assessment and Evaluation	Same as Assessment and Evaluation	Group activities and expectations need improvement *Action Plan:* Develop program wide rubric for group settings and include in each course
Critical Thinking and Problem Solving-- ability to analyze, evaluate and synthesize information as well as	Intake interview; specific courses per curriculum	222 different measures and strategies per our curriculum map-introduced,	Same as Assessment and Evaluation	Same as Assessment and Evaluation	Same as Assessment and Evaluation	Need consistent course activities and assessment *Action Plan:* Review

generate and apply appropriate solutions to solve problems based on reasoned rationale	map; boot-up camp and midpoint symposium; final project culminating experience	reinforced and mastered				curriculum map to see where integration is lacking across program
Technology Enhanced Media Literacy- ability to plan, design, implement and assess various media while considering ethical and equity issues.	Intake interview; specific courses per curriculum map; boot-up camp and midpoint symposium; final project culminating experience	22 different measures and strategies per our curriculum map-introduced, reinforced and mastered	Same as Assessment and Evaluation	Same as Assessment and Evaluation	Same as Assessment and Evaluation	Need enhanced awareness of use of media by students throughout program *Action Plan:* Add separate section in curriculum map for media and share with students and use in handbook
Research- ability to conduct, evaluate and synthesize research and apply theoretical ideas to practical settings.	Intake interview; specific courses per curriculum map; boot-up camp and midpoint symposium; final project culminating experience	222 different measures and strategies per our curriculum map-introduced, reinforced and mastered	Same as Assessment and Evaluation	Same as Assessment and Evaluation	Same as Assessment and Evaluation	Need increased emphasis on Research throughout program and increase opportunities for faculty/student research along with presentation options *Action Plan:* develop program wide expectations and opportunities
Written Communication- ability	Intake interview;	22 different measures and	Same as Assessment and Evaluation	Same as Assessment and	Same as Assessment and	Writing throughout

to effectively present ideas in a logical framework in a variety of written forms with proper language structure and mechanics	specific courses per curriculum map; boot-up camp and midpoint symposium; final project culminating experience	strategies per our curriculum map-introduced, reinforced and mastered		Evaluation	Evaluation	program needs enhancement and especially in preparation for final culminating project *Action Plan:*Review writing throughout curriculum and solidify common rubrics accordingly
Note that a new SLO on **Project Management** will be implemented as of fall, 2012.						

Distance/Off Campus Education Inventory

Please provide a list of your department/unit:

a. Online programs (50% or more of program course work may be taken online or through a distance modality)

- MSIDT is a fully online degree program since 2001

b. Off-campus programs (50% or more of a program is delivered off campus)

- None

c. New proposals for online and off-campus programs currently under review.

- An online certificate in mobile learning is being developed with UEE for implementation in fall, 2013.

Grants and Contracts

N/A

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VI. Research and Specialty Centers Annual Reports

Catalyst Center for the
Advancement of Research in Science and Math Education
Annual Report 2011-12

Director: Dr. Michael E. Loverude
                     (657) 278-7027; mloverude@fullerton.edu
                     catalyst.fullerton.edu

The Catalyst Center has had an excellent year. Just over one year ago, Dr. Michael Loverude took over as Center director and PI on the two FIPSE grants supporting the center. After a transition period, and some structural changes for the Science Education program at Cal State Fullerton, the Center proposed a set of new goals for the coming years.

At the end of last academic year, we articulated the following goals:

1. Continue to support activities in the strands focusing on teacher recruitment and preparation. Highlighted activities in this category include the FULL MT2 project (Bonsangue, Ellis, Yopp) and the TaPP/Noyce grant (Gonzalez).

2. Develop a research program to assess, support, and enhance Supplemental Instruction activities in the college of Natural Sciences and Mathematics.

3. Support faculty research in STEM teaching and learning at the undergraduate level with the goal of developing a larger umbrella project bridging the science and mathematics departments.

4. Complete plans to remodel and occupy a dedicated space for Catalyst activities.

5. Hire a staff support person and a post-doctoral researcher to support Catalyst.

6. Institute a Catalyst internal proposal mechanism to award funds for travel and faculty time in support of Center activities, particularly as the number of Catalyst Fellows exceeds the budget available for stipends.

7. Continue monthly research and business meetings while establishing less-formal periodic meetings of smaller groups.

8. Continue the Catalyst symposium series with Fall and Spring speakers.

9. Increase the number of faculty participating in Catalyst activities.

We have made good progress on these goals. Since that time, here are the major milestones for the center:

August 2011, the Catalyst Center occupied a new two-room suite in McCarthy Hall. The acquisition and renovation of this space was supported by the College of Natural Sciences and Mathematics and performed over Summer 2011. The suite, MH-531 and MH-531A, has a large outer room for meetings, presentations, and visitors, and a smaller inner office for office space and student interviews. Over the course of this academic year we have acquired and installed furniture, computer workstations, and research equipment. Some of the furniture was purchased using an internal Center Expansion grant from the CSUF Vice President for Research. (Goal 4)

September - October 2011, the Catalyst Center leadership team performed a search for postdoctoral researchers to fill the project manager position. After earlier searches for this position had failed, the team agreed to focus on recent PhDs in science or math education research and increase the research emphasis of the position. (Administrative support was provided by a part-time student assistant.) Team members recruited and advertised at professional conferences over the summer. The applicant pool was strong enough that two strong candidates emerged, and the team request permission (which was granted) to hire both. Dr. Mary Emenike has a PhD in chemical education research from Miami University in Ohio. Dr. Sissi Li has a PhD in science education from Oregon State University. Dr. Emenike joined the center in November 2011 and Dr. Li in January 2012. (Goal 5)

The postdoctoral researchers have each initiated an independent research project and also contribute to the center activities in multiple ways.

Dr. Emenike has taken the lead role in a center project to study the Supplemental Instruction (SI) program in the College of NSM. Dr. Emenike has performed 50 interviews totaling over 30 hours of recorded data with course faculty, SI leaders, and students in courses with SI. Initial findings have been presented at a Catalyst monthly meeting and the national meeting of the American Chemical Society in January 2012; additional results will be presented this summer. (Goal 2)

Dr. Li has initiated a project involving the study of identity development and community in upper-division courses in physics and chemistry. She has interviewed 16 students and collected over 30 hours of interview data as well as written journal and quiz responses and approximately 15 hours of field notes. Dr. Li presented initial results at a Catalyst monthly meeting and will present further results at two conferences this summer. (Goal 3)

Center activities:

The emphasis this academic year has been on the intellectual and scholarly activities of the catalyst faculty, and our activities reflect that emphasis.

In the initial meetings this academic year, each faculty member was invited to present two slides on a current project of interest. The goal of this activity was to provide members for a forum to discuss current work but also to make the entire group aware of each members' active projects,

and make clear the potential for collaboration. At each subsequent monthly meeting of the full center, one member of the group presents a talk on his or her current research; the other members are invited to learn from the talk but also critique the methods, presentation, and conclusions. We invite members to present on work that is in progress and for which formative criticism will be valuable. (Goal 7)

With the assistance of Drs. Emenike and Li, we have instituted weekly meetings that alternate between a journal club and writing club. In some weeks, participants meet to discuss a current research paper in math and science education that is suggested by a group member. In other weeks, one member of the group brings a manuscript that is in preparation; these manuscripts have ranged from somewhat sparse outlines that include data tables but very little text all the way to completed manuscripts that have been submitted to journals but returned for modification. Several of the participants in these meetings were faculty who had not previously attended Catalyst meetings. (Goals 3, 7, 9)

Based on our provisional plans articulated last spring, the center agreed to institute a competitive process for awarding release time and travel funds. Associate directors Barbara Gonzalez and Ruth-Yopp Edwards assisted PI Loverude in producing a short request form including information on the scope of the project, connection to Catalyst goals, and potential to lead to a grant proposal, journal article, or conference presentation. Three release time requests were granted, to Natalie Tran, Department of Secondary Education, Nicole Engelke, Department of Mathematics, and Cynthia Gautreau, Department of Elementary and Bilingual Education. Travel funds were awarded to Barbara Gonzalez, Department of Chemistry and Biochemistry, and Michelle VanderVeldt, Department of Elementary and Bilingual Education. (Goals 1, 3, 6)

The Catalyst symposium series continued with speakers in Fall and Spring. In the Fall semester 2011, Dr. Kimberly Tanner of San Francisco State University presented a talk titled: *Moving Beyond Assessing Knowledge: Card Sorting, Superheroes, and Measuring Biological Expertise.* In Spring 2012, Dr. Len Annetta of George Mason University presented a talk titled *Constructionist Science Learning: Bridging Out of School Time With In School Time Through Serious Educational Games.* We are currently arranging our plans for the Fall 2012 speaker, tentatively identified as Dr Barbara Dougherty from the University of Missouri. (Goal 8)

The center has continued in its efforts to become more visible and involve more partners. For example, we invited Dr. Karen Kim from the CSUF Center for Research on Educational Access and Leadership (C-REAL) to present her research at the May Catalyst meeting, and have had several discussions with C-REAL on areas of shared interest. We have involved several new faculty in Catalyst activities, including Joel Abraham and Sean Walker from the Department of Biological Sciences, Nicole Engelke and Todd Cadwallader-Olsker from the Department of Mathematics. (Goal 9)

We are planning to increase the presence of the center in the intellectual life of faculty in several ways. For example, a group of Catalyst faculty will be attending an interdisciplinary conference, the Transforming Research on Undergraduate STEM Education meeting in St. Paul, MN in June 2012. This summer, we will continue the journal club and writing club with meeting schedules designed to accommodate the schedules of faculty who were unable to attend during the

academic year.

Based on our efforts and accomplishments this past year, we propose the following slightly revised list of goals for the coming period:

1. Continue to support activities in the strands focusing on teacher recruitment and preparation. Highlighted activities in this category include the FULL MT2 project (Bonsangue, Ellis, Yopp) and the TaPP/Noyce grant (Gonzalez).

2. Continue the research program to assess, support, and enhance Supplemental Instruction activities in the college of Natural Sciences and Mathematics.

3. Support faculty research in STEM teaching and learning at the undergraduate level.

4. Continue to support one or two post-doctoral researchers through Catalyst.

5. Continue using a Catalyst internal proposal mechanism to award funds for travel and faculty time in support of Center activities.

6. Continue monthly research and business meetings while establishing less-formal periodic meetings of smaller groups.

7. Add summer efforts to the Catalyst activities, and support Catalyst faculty in the preparation of papers and grant proposals.

8. Continue the Catalyst symposium series with Fall and Spring speakers.

9. Increase the number of faculty participating in Catalyst activities.

10. Increase the visibility of the center, e.g. by updating and refreshing the Catalyst web page.

Proposal efforts

Catalyst faculty have been involved with a number of proposals, with varying degrees of center involvement.

The Center secured internal funding from the office of the Vice President for Graduate Studies and Research for Center Expansion. This grant, $15,000, was primarily written by Center Director Loverude.

The Center served as the CSUF partner for the evaluation portion of two proposals to the NSF GeoSciences Education program prepared by the Discovery Science Center. Catalyst faculty member Maria Grant serves as the primary evaluation person on each project. The two projects

are titled *Making the Grade with "Dynamic Earth 360"* and *Full Scale Development: "Air Quality Lab" Permanent Exhibit.*

The Center and several center faculty participated in an institutional proposal to the California Math and Science Partnership in collaboration with Westminster School District (CSUF portion ~$150K out of $650K). Jeff Knott of the Department of Geological Sciences served as CSUF PI and center director Michael Loverude is among the CSUF faculty serving on the Science Team for the project.

Center director and PI Loverude worked with post-doc Dr. Sissi Li and colleagues at Chicago State University, Loyola Marymount University, and the Community Colleges of Chicago to submit a Type 1 proposal to the TUES program at the National Science Foundation (CSUF portion $1.6M out of $5M). This proposal seeks to establish centers for urban physics learning and focus research and curriculum development activities on the population of students characteristic to institutions like Cal State Fullerton and Chicago State.

Four Catalyst faculty worked closely with post-doc Dr. Mary Emenike to submit a proposal to the TUES program at the National Science Foundation ($200K). This project includes Phil Janowicz as PI and Michael Loverude, Sean Walker, and Todd Cadwallader-Oslker as CoPIs and will institute a variety of assessment plans in courses affected by Supplemental Instruction. In particular, we are proposing to go beyond previous SI evaluations, which have focused on grade and retention data, and measure student learning and epistemological beliefs directly using published and validated surveys. We anticipate that this project will also lay the groundwork for future cross-disciplinary studies of student learning. (Goals 2, 3)

Publications:

Abraham, JK et al., "Short lesson plan associated with increased acceptance of evolutionary theory and potential change in three alternate conceptions of macroevolution in undergraduate students." *in press.*

DeChenne, S.E., Lesseig, K., Anderson, S.M., Li, S.L., Staus, N.L. & Barthel, C.F. (2012). Toward a measure of professional development for graduate student teaching assistants. *Journal of Effective Teaching,* 12 (1), 4-19.

Garcia, N. and Engelke, N. (2012) Gestures as Facilitators to Proficient Mental Modelers. Research Report accepted for 34th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, November 2012.

Glaeser, B., Leuer, M. & Grant, M. (in press). Changing teacher beliefs and practices to improve student preparation for college: Reading institute for academic preparation (RIAP). *Research in Higher Education Journal,* 16.

Loverude, M.E., "Assessment to complement research-based instruction in upper-level physics courses," *Physics Education Research Conference 2011*, C. Singh, S. Rebello, and P.

Engelhardt, eds., *AIP Conf. Proc.* 1413, pp. 51-54 (2011). doi:http://dx.doi.org/10.1063/1.3679991 (4 pages)

Sanchez, C. W., and M. E. Loverude, "Further investigation of examining students understanding of Lenz's law and Faraday's law," *Physics Education Research Conference 2011*, C. Singh, S. Rebello, and P. Engelhardt, eds., *AIP Conf. Proc.* 1413, pp. 335-338 (2011); doi:http://dx.doi.org/10.1063/1.3680063 (4 pages)

Presentations:

Abraham, J.K., E. Meir, K.E. Perez, R.M. Price (2012). Development of the Dominance Relationships Concept Inventory (DRCI), poster presentation at Transforming Research in Undergraduate STEM Education (TRUSE), St. Paul, MN.

Blacquiere, L.* and W.J. Hoese. 2011. Development of a diagnostic test assessing student conceptions of evolution. National Association of Biology Teachers annual conference, Anaheim, CA.

Bonsangue, M., Ellis, M., Yopp-Edwards, R., & Tran, N. (2012). Establishing and Nurturing Partnerships Between Institutions of Higher Education and the School Districts They Serve. Presentation for the Quality Education for Minorities (QEM) Network for the Robert Noyce Teacher Scholarship Program Workshop in Albuquerque, New Mexico.

Bonsangue, M., Yopp-Edwards, R., Ellis, M., & Tran, N. (2012). *Cal State Fullerton Noyce MT2 Program.* Poster presented at the 2012 Science and Mathematics Teacher Imperatives (SMTI) National Conference. Alexandria, Virginia.

Cadwallader-Olsker, T., Does a Statement of Whether Order Matters in Counting Problems Affect Students' Strategies? 15th Conference on RUME, Portland, OR (Feb, 2012).

Demaree, D., Li, S.L., Kang, N., Gilbert, J.D., Mulder, G. & Manogue, C. (2012) Faculty development via sharing and documenting course activities for flexible adoption/adaptation across multiple institutions. Talk presented at the annual meeting of the National Association for Research in Science Teaching, Indianapolis, Indiana.

Emenike, M.E., Li, S.L. & Lowry Bretz, S. (2012) Chemistry concepts in elementary and middle school science. Invited talk presented at the CSU/ISI Collaborative Symposium to Promote Science Education, Fullerton, CA.

Emenike, M. E., M. Loverude, "Investigating Supplemental Instruction through interviews with faculty members and students" Transforming Research in Undergraduate STEM Education (TRUSE): A Conference to Promote the Integration of Research on Undergraduate Mathematics, Physics, and Chemistry Education, University of St. Thomas, St. Paul, MN, 6/3-7/2012

Emenike, M. E., M. Loverude, B. Gonzalez, "Faculty members' experiences with, and perceptions of, Supplemental Instruction (SI) across chemistry, biology, physics, and math disciplines: A qualitative investigation" 243rd national ACS meeting, San Diego, CA, 3/25/2012.

Gonzalez, B.L., Costa, V., Srinivasan, C. and Tolmasky, M. (June 28, 2011) Teaching as a Primary Profession (TaPP) in Biochemistry and Biology. Poster presented at the Gordon Research Conference on Chemical Education Research and Practice, Davidson College, NC.

Gonzalez, B.L., Costa, V., Srinivasan, C. and Tolmasky, M. (July 8, 2011) Teaching as a Primary Profession (TaPP) in Biochemistry and Biology. Poster presented at the National Science Foundation Noyce Principal Investigators' Conference, Washington, D.C.

Gonzalez, B.L., Radcliff, M., Dorland, E. and Heyden, R. (August 3, 2011) Exploring Interactivity, Dimensionality and Assessment in a Diagnostic Interactive Prototype for Visualizing Molecular Geometry and Polarity. Poster presented at the Gordon Research Conference on Visualization and Science Education, Bryant University, Lewiston, RI.

Gonzalez, B.L., Costa, V., Srinivasan, C. and Tolmasky, M. (May 24, 2012) Teaching as a Primary Profession (TaPP) in Biochemistry and Biology. Poster presented at the National Science Foundation Noyce Principal Investigators' Conference, Washington, D.C.

Gonzalez, B., & Yopp, R. (February 2012). Successfully recruiting for physics and chemistry teaching. Presentation at the PhysTEC Regional Conference, Ontario, CA.

Goossens, K.N.* and W.J. Hoese. 2011. Recognizing and addressing student misconceptions of angiosperm life cycles. National Association of Biology Teachers annual conference, Anaheim, CA.

Li, S.L. & Loverude, M.E. (2012). Becoming chemists and physicists: A community perspective. Abstract submitted for presentation at Transforming Research in Undergraduate STEM Education, St Paul, MN.

Li, S.L. & Loverude, M.E. (2012). How do physics majors assert their physics identity? Abstract submitted for presentation at American Association of Physics Teachers Conference, Philadelphia, PA.

Li, S.L. & Loverude, M.E. (2012). Physics learning practices of physics majors. Abstract submitted for presentation at American Association of Physics Teachers Conference, Philadelphia, PA.

Li, S.L. (2012). Examining physics major identity: Personal meaning maps as a research tool. Talk presented at the Catalyst Center March meeting at CSU Fullerton, Fullerton, CA.

Loverude, M.E., "Upper-division physics education research," invited presentation to the National Academy of Science Committee on Undergraduate Physics Education Research

and Implementation, Irvine, CA, June 2011.

Loverude, M.E., "PER in the upper division, Or how the 300 level has become my own private frontier," plenary presentation, Foundations and Frontiers in Physics Education Research Conference, Bar Harbor, Maine, June 2011.

Loverude, M.E., "Student understanding of the approach to thermal equilibrium." Contributed talk at summer meeting of the American Association of Physics Teachers in Omaha, NE, July 2011.

Loverude, M.E., "Assessment to complement research-based instruction in upper-division physics courses." Invited poster, Physics Education Research Conference, Omaha, NE, July 2011.

Olafson, L., Schraw, G., & Vander Veldt, M. (2012). *The Filtering Function of Teacher Beliefs.* Presentation at the Annual Meeting of American Education Research Association, Vancouver, British Columbia, Canada.

Sanchez, C.W., and M.E. Loverude, "Further investigation of student understanding of Lenz' law and Faraday's law." Contributed poster, Physics Education Research Conference, Omaha, NE, July 2011.

Serna, G., J. Smith, and M.E. Loverude, "Instructional Reformation to Increase Knowledge Gained in Introductory Astronomy." Contributed poster at winter meeting of American Association of Physics Teachers, Ontario, CA, February 2012.

Tran, N.A., Drew, D., Ellis, M., Yopp-Edwards, R., Matsuda, M., & Bonsangue, M. (2012). Examining Teachers' Efficacy in Mathematics Teaching: A Pilot Study. Presentation for the National Science Foundation, Alexandra, Virginia.

Special activities:

Catalyst center Associate Directors Barbara Gonzalez and Ruth Yopp-Edwards gave a presentation at the regional PhysTEC conference titled, "Successfully recruiting for physics and chemistry teaching." This conference, held in February in Ontario, CA, was focused on California universities and their recruitment and preparation of physical science teachers.

Drs. Mary Emenike and Sissi Li attended the Collaborative Symposium to Promote Science Education at CSUF on February 28th. The symposium, organized by College of Education Professor Amy Cox-Peterson and sponsored by Boeing, brought together informal science educators from southern California to discuss (1) learning in informal (i.e., out of school) environments such as museums, science centers, and science camps, and (2) professional development for informal science educators. Drs. Emenike and Li gave an invited presentation titled: "Chemistry Concepts to Motivate Elementary and Middle School Students." Attendees initially participated in a card sorting task based on household items that were used as interview prompts with 42 fourth grade children. Findings from the children's interviews were discussed through an analysis of the categorizations schemes for common household items they thought

were in some way related to chemicals. Finally, implications for teaching chemistry to elementary and middle school students were discussed for both in school and out of school environments.

Catalyst Center postdoctoral research associate, Mary Emenike presented a poster on March 25th, 2012, at the 243rd national meeting of the American Chemical Society in San Diego, CA. The poster, titled "Faculty members' experiences with, and perceptions of, supplemental instruction (SI) across chemistry, biology, physics, and math disciplines: A qualitative investigation," described preliminary findings from interviews with course instructors and SI supervisors related to their experiences with, and opinions of, CSUF's SI program. Most of the visitors to the poster were faculty members who were/are involved with SI at their institution. The preliminary findings presented on the poster seemed to resonate with the visitors' experiences.

Dr. Sissi Li attended the 2012 winter meeting of the American Association of Physics Teachers (4-8 Feb) in Ontario, CA. She assisted Gabriela Serna, CSUF physics undergraduate, with her poster presentation, continued collaborations with Oregon State University researchers, and attended conference presentations.

Drs. Mary Emenike and Sissi Li attended the 2nd TRUSE conference in St. Paul, MN from June 3 - 7, 2012 with three other members of the Catalyst Center. Dr Emenike will present a poster titled: "Investigating Supplemental Instruction through interviews with faculty members and students," which will extend the preliminary data from faculty members presented at the ACS meeting in March to include data from SI leaders and students in courses with an SI component. Dr. Li will present a poster titled: "Becoming chemists and physicists: A community perspective" in which she describes her research in upper-division physics and chemistry courses at CSUF focusing on the development of student identity among these intermediate students.

Dr. Mary Emenike has helped coordinate and write a collaborative proposal with Catalyst Members Phil Janowicz, Sean Walker, Nicole Engelke, Todd Cadwallader-Olsker, and Michael Loverude for submission as an NSF's Transforming Undergraduate Education in STEM (TUES) grant at the end of May. Through her research investigating CSUF's CNSM's SI programs in biology, chemistry, mathematics, and physics, Mary found that the SI Supervisors were interested in collaborating on research efforts to investigate the effects of SI participation on SI leaders and students; however, they had not found the time to organize these efforts. With the support of Center Director Loverude, Mary scheduled meetings for the SI Supervisors to meet. At these meetings she initiated a process through which the Supervisors could brainstorm and eventually agree upon a common research topic of interest and assemble the necessary requirements for an NSF proposal. Mary helped write sections of the project summary related to descriptions of the SI model, relevant literature, concept inventories and surveys that will be used to collect data, and the expected outcomes.

Appendix I. List of monthly Catalyst speakers:

September / October 2011:
Various
Brief presentations by each participating faculty member on current scholarship

Fall 2011 Symposium:
Dr. Kimberly Tanner, Biology, San Francisco State University
Moving Beyond Assessing Knowledge: Card Sorting, Superheroes, and Measuring Biological Expertise

November 2011:
Natalie Tran, Maria Grant, Marilyn Leuer, Department of Secondary Education: Evaluation of summer literacy workshop for in-service science teachers.

December 2011:
Nicole Engelke and Todd Cadwallader-Olsker, Department of Mathematics, Student reasoning in combinatorial proofs.

February 2012:
Natalie Tran, Mark Ellis, Department of Secondary Educations, Ruth Yopp-Edwards, Department of Elementary and Bilingual Education, and Marty Bonsangue, Department of Mathematics: Evaluation of the Mathematics Teaching Fellows and Master Teachers Fellows Project

March 2012:
Mary Emenike, Catalyst Center: Qualitative Research on Supplemental Instruction
Sissi Li, Catalyst Center: Personal Meaning Maps of Physics and Chemistry Majors

Spring 2012 Symposium:
Dr. Len Annetta of George Mason University,
Constructionist Science Learning: Bridging Out of School Time With In School Time Through Serious Educational Games.

April 2012:
Phil Janowicz, Department of Chemistry and Biochemistry:
Online homework in organic chemistry

May 2012:
Karen Kim, Center for Research on Educational Access and Leadership;

Appendix II. List of Catalyst writing group sessions, Spring 2012:

Bill Hoese, "College students' mental models of fruits"

Jeff Knott, "Student Learning Gains in Traditional and Interactive Engagement Classrooms at a Public, Four-Year University Measured by the Geoscience Concept Inventory (GCI)"

Joel Abraham, "An Instrument to Assess Dominance Misconceptions in Introductory Biology"

Mary Emenike, et al., "Working Title: Chemistry Faculty Members' Familiarity with Assessment Terminology"

Sissi Li, "The learning identity development of physics majors"

Nicole Engelke (with student N. Garcia), manuscript to be extended from work submitted as (2012) Gestures as Facilitators to Proficient Mental Modelers. Research Report accepted for 34th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, November 2012.

Michael Loverude, "Research on student understanding and curriculum development in the microcanonical ensemble in an introductory thermal physics course"

Todd Cadwallader-Olsker, The Issue of "Order" in Combinations and Permutations

Appendix III. List of Catalyst journal club articles, Fall 2011 and Spring 2012:

Miyake, A., *et al.* Reducing the Gender Achievement Gap in College Science: A Classroom Study of Values Affirmation, *Science* 330, 1234 (2010)**.**

Brewe, E.; Kramer, L; Sawtelle, V. "Investigating student communities with network analysis of interactions in a physics learning center" *Physical Review Special Topics – Physics Education Research*, **2012**, *8*(1) 1-9.

Peterfreund, A.R.; Rath, K.A.; Xenos, S.P.; Bayliss, F. "The impact of supplemental instruction on students in STEM courses: results from San Francisco State University" *Journal of College Student Retention*, **2007-2008**, 9(4) 487-503.

Anastopoulou, S.; Sharples, M.; Baber, C. "An evaluation of multimodal interactions with technology while learning science concepts" *British Journal of Educational Technology*, **2011**, *42*(2) 266-290.

Roth, W. "Gestures: their role in teaching and learning" *Review of Educational Research*, **2001**, *42*(2) 365-392.

Carr, P. B., & Steele, C. M. Stereotype threat and inflexible perseverance in problem solving. *Journal of Experimental Social Psychology* (2009).

Jessica Watkins, Janet E. Coffey, Edward F. Redish, and Todd J. Cooke, "Disciplinary authenticity: Enriching the reforms of introductory physics courses for life-science students," *Physical Review Special Topics – Physics Education Research*, **2012**, *8*(1) 010112-1 - 17.

Center for International Partnerships in Education (C-IPED)
Annual Report 2011-12

Director: Dr. Melinda Pierson
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Special Projects Undertaken in AY 2011-12

a. List of grants submitted for funding
   - Harmonia Grant between CSUF Department of Special Education and Adam Mickiewicz University, Poznan Poland - $130,000 (submitted)
   - Undergraduate Study Abroad Grant between the College of Education and Hochiminh City University in Hochiminh, Vietnam - $250,000 (submitted)
b. Intellectual product and/or special presentations and events
   - July 2011 – Research conducted at an elementary school in Lyon France by Dr. Lisa Winstead of the Department of Elementary and Bilingual Education
   - July-August 2011 – Fulbright Senior Specialist, Dr. Melinda R. Pierson to Adam Mickiewicz University in Poznan, Poland, presentations to faculty, curriculum development on new major in elementary education and mild to moderate disabilities, collaborative research projects
   - September 2011-February 2012 – Dr. Ruth Yopp-Edwards, Dr. Hallie Yopp-Slowik, and Dr. Andrea Guillaume, 5 presentations to educators from China on "Teaching Strategies for Student Engagement in K12 Classrooms"
   - October 2011 and January 2012 – Dr. Dawn Person – Ph.D. program seminars at University of the Western Cape, Capetown, South Africa
   - March 2012 - Dr. Ruth Yopp-Edwards, Dr. Hallie Yopp-Slowik, and Dr. Andrea Guillaume, presentation to educators from Vietnam on "The Benefits and Challenges of Co-Teaching"
   - April 2012 - Dr. Ruth Yopp-Edwards, Dr. Hallie Yopp-Slowik, and Dr. Andrea Guillaume, presentation to educators from China on "Teaching and Learning with Adult Learners"
   - January 2012-May 2012 – Fulbright Senior Research Scholar, Dr. Nawang Phuntsog from the Department of Elementary and Bilingual Education to India, Central University of Tibetan Studies in Sarnath, Varansi
   - January 2012 – Faculty visit from Adam Mickiewicz University, Dr. Ania Basinska

- March 2012 – Special Education Seminar led by Drs. Melinda R. Pierson, Debra Cote, and Vita Jones at Regional Open Social Institute in Kursk, Russia
- April 2012 – Presentation at AERA in Vancouver, Canada by Dr. Michelle Vander Veldt of the Department of Elementary and Bilingual Education
- April 2012 – Presentation at AERA in Vancouver, Canada by Dr. Lisa Winstead of the Department of Elementary and Bilingual Education
- April 2012 – Special Education Conference and Curriculum Development by Dr. Janice Myck-Wayne at Adam Mickiewicz University in Poznan, Poland
- April 2012 – Presentation by Dr. Melinda Pierson at Adam Mickiewicz University in Poznan, Poland – "Teaching Social Skills to Young Children in America"

Special Projects Planned for AY 2012-13

a. Ongoing – Viet Nam Research Project Consultations – Dr. Dawn Person
b. June-July 2012 - Visiting Scholar at Adam Mickiewicz University – Dr. Kristin Stang
c. July 2012 – Special Education Conference Presentations at Division on International Special Education Round Table in Sligo, Ireland – Drs. Melinda R. Pierson and Janice Myck-Wayne
d. July 2012 – University of Western Cape, Capetown, South Africa – Ph.D. Scholars Program hosted at CSUF
e. October 2012 – Visiting Scholar at Adam Mickiewicz University – Dr. Melinda R. Pierson
f. April 2013 – Special Education Conference Presentations at the International Forum, Pacific Rim Conference on Disabilities – Dr. Melinda R. Pierson

Center for Maximizing Teacher Impact
Annual Report 2011-12

Co-Directors: Mark Ellis
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Activities Supported by the Center in AY 2011-12

a. Proposal for Center submitted and approved in December 2011.

b. Fifteen local National Board candidates were supported through the Center's support program in the 2011-2012 cycle.

c. Initiated the establishment of the center's advisory board. Nine potential members were identified consisting of teachers and administrators from local districts. These include:
   - Mike Matsuda, AUHSD
   - Carrie Tillery, CNUSD
   - Juan Lopez/Judy Barden, SAUSD
   - Leslee Milch, NBCT, BPSD
   - Lisa Robles, NCBT, LAUSD
   - Marlo Yep-Vaughn, Pomona USD
   - Lisa Kirtman, CSUF ELED
   - Helen Barney, NBCT, Orange USD
   - Haydee Rodriguez, NBPTS

   Letters of invitation to each individual will go out in June, 2012.

d. Designed Center logo and launched Center website at ed.fullerton.edu/impact. Designed CMTI flyer and distributed copies at *The Mitchell 20* event referenced below.

e. Initiated process to develop consent/release forms for web library of high-impact teaching practices. Working with John Beisner in the Risk Management office.

f. Initiated process to secure external funding through CSUF grants office. Working with Tami Foy to identify potential donors and grants.

g. Identified key faculty who can (and already do) engage in work with teachers in high-need schools and/or who have expertise with high impact teaching practices. These include:

- Maria Grant
- Mark Ellis
- Tara Barnhart
- Sandra Alaux
- Belinda Karge
- Ruth Yopp-Edwards
- Marty Bonsangue
- Minerva Chavez
- Chris Street

Special Projects Undertaken in AY 2011-12

a. Movie screening and panel discussion: *Mitchell 20: Teacher Quality is the Answer.* This event was held in the Titan Theatre and was attended by over 50 local teachers, administrators, faculty, and school board members. Three local NBCTs and a district administrator served on a discussion panel. Two of the panelists wrote a blog about the event for the Accomplished California Teachers group. Video of the panel and a link to the blog will be added to the CMTI website.

Special Projects Planned for AY 2012-12

a. Begin preparations for reserve meeting room(s) for symposium on high impact teaching to be held Fall 2013. This includes reserving meeting room(s); identifying and inviting keynote speaker and panelists for the symposium; sending out notices about Fall 2013 symposium to Southern California education community.

b. Based on advisory board recommendations, design and implement 1-2 projects involving CSUF faculty and local teachers in high-need schools in implementing high impact practices.

c. Send at least two letters of interest and one full proposal for external funding in the amount of $50,000 or more.

Center for Research on Educational Access and Leadership
Annual Report 2011-12

Co-Directors: Dr. Dawn R. Person and Dr. Karen Kim
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                  www.ed.fullerton.edu/C-REAL/index.html

Activities Supported by the Center in AY 2011-12

a. Current Projects at the Center for Research on Educational Access and Leadership
Overall Focus: Addressing the Achievement Gap.

- GEAR UP - CSUF – 1 and 2 ($120,000)
  GEAR-UP (Gaining Awareness and Readiness for Undergraduate Programs) is an educational development program that prepares low-income students for postsecondary education and supports the building of a college going culture in middle and high schools. The program is funded by the U.S. Department of Education, and is housed in the Educational Partnerships Office and the Anaheim Unified School District. C-REAL provides a holistic evaluation of this program using multiple methods of data collection that engage students, parents, teachers, and community partners in measuring program effectiveness and identifying best practices in partnerships, leadership, and student response to instruction. In addition, C-REAL is building a longitudinal database to track students from middle school through college. There are 5 schools in this project. Two schools were added this year to include 3 high schools and two junior high schools.

- Project C.R.E.A.T.E. (Children Reaching Excellence in the Arts and Academics Through Engagement) ($70,000)
  Project C.R.E.A.T.E. is a collaborative effort between the SchoolsFirst Center for Creativity and Critical Thinking in partnership with the Fullerton School District and C-REAL. The purpose of this federally funded project is to infuse elementary school curricula with the arts and measure the impact on student achievement in other school subjects such as math and reading. Through an experimental design and program evaluation, C-REAL will assess the project outcomes to determine the influence of art programs on student achievement, motivation, and self-perception as learners over a four year period. Additionally, a Think Tank of experts will be assembled to assist in the development of an assessment to measure the national arts standards. Outcomes will be disseminated through an arts symposium, professional development institutes, and publications.

- Children's Center - CSUF ($5,000)
  C-REAL offers the CSUF Children's Center research-based resources to determine its effectiveness through the implementation of an evaluation to determine program usage

and the extent to which children, family, and staff are learning and developing through the curriculum and programs offered. The Center is designed to provide quality subsidized child care and development primarily for students and limited spaces for faculty and staff children; it is directed by a team of trained child care professionals and teachers.

- Los Angeles Southwest Community College Successful African American Male Project (45,000)
  The Successful African American Male Project addresses the lack of engagement civically and academically among the African American male community at Los Angeles Southwest Community College. The program addresses the needs of African American males in a community college setting. Providing students that participate in the program with mentoring, counseling, tutoring, and civic engagement opportunities that will help them get acclimated to the collegiate setting. This project will expand to include an assessment of student athletes at Southwest as well as a focus on mentoring with the African American Mentoring Project.

- UMEB: Introducing Southern California Students to the Problems of a Changing Environment ($5,000)
  The purpose of this research project is to examine the effectiveness of the UMEB-Environmental Biology Program at CSU-Fullerton. Both quantitative and qualitative data will be used to gauge the program's success according to objectives set by the program's leadership. Reports will also be constructed based on students' responses. This will be utilized in order to improve the program's effectiveness and overall student development in environmental biology.

- Teacher TRAC Career Technical Education (CTE) - Cerritos College
  Career Technical Education (CTE) is a program that offers a sequence of courses directly related to preparing students for teaching in current or emerging occupations. CTE prepares students for good-paying, high skilled 21st century jobs; provides real-world, hands-on learning; ensures California has skilled and educated workers to keep the economy strong; and reduces the drop-out rate by making school more relevant and keeping students engaged in school. C-REAL evaluates the program, from high school outreach, to the community college and community partners. We are creating a database to study this pathway to teacher education through the award-winning Teacher TRAC program at Cerritos College.

- The Leadership Project
  The Leadership Project is an effort to build educational partnerships within Orange and Los Angeles Counties. Through C-REAL, CSUF faculties are meeting with educational leaders in the local universities, community colleges, and school districts to determine current issues and challenges in education. A main focus of C-REAL is to address local problems and conduct solution-focused research. The Leadership Project is currently in its first phase; findings from this project will help set our research agenda.

- Addressing the Achievement Gap
  The College of Education is committed to exploring the achievement gap and implications for research, training, and practice. C-REAL examines challenges in student achievement, such as teacher quality, school climate, educational leadership, and research on college student persistence. C-REAL will measure program effectiveness for Cerritos College as they challenge the achievement gap by instituting a comprehensive cultural shift at the college through a federally funded program known as iFALCON. This faculty-driven intervention targets student achievement through the practice of the Habits of Mind and student engagement. In addition, C-REAL served as the evaluator for the 2009 Achievement Gap Summit at CSUF and participates with the University Deliverology Committee focused on student persistence.

- Project ASPEN (After School Program Educational Network) ($10,000)
  Project ASPEN is designed to create a well-defined career pathway for after school staff members to pursue their education at community college, the four year university, or through a credential program. The program will establish collaborative partnerships between community colleges, CSUF, and organizations that currently provide after school programs and workforce opportunities. C-REAL will provide evaluation services for interventions offered through this program.

- South African Professionalization of Student Affairs in Higher Education
  The Department of Educational Leadership, Higher Education Programs has partnered with the University of the Western Cape in South Africa as well as the South African Association of Senior Student Affairs Professionals (SAASSAP) to assist with the professional training and preparation in student affairs administration and establishing formal educational programs. C-REAL has conducted research in collaboration with SAASSAP on the current status of South African student affairs professionals in regards to professional preparation, needs for the profession, and interest in formal preparation programs. Results will help us develop a plan for further training, development, and international exchange. An outgrowth of initial assessment has led to the development of a new Ph.D. program in Higher Education with an emphasis in Student Affairs at the University of the Western Cape, which will begin January 2011. C-REAL will conduct an evaluation of this program to help guide curriculum development and future collaborations.

- The Russian Institute
  The Russian Higher Education Leadership Institute was created to build a partnership between the College of Education, Department of Educational Leadership, and the Regional Open Social Institute (ROSI) and other Russian colleges and universities. Both Coastline College District and Chapman University have been partners in this program that has offered Russian educational leaders a comprehensive examination of US education systems. A team of College of Education faculty traveled to Russia, presented seminars in three different regions, and met with schools and colleges in three major cities, including Moscow. Institute/seminar sessions included lectures from higher education experts representative of the diversity of institutions that comprise US higher education. The next step in this effort is to offer the US and Russian Cooperative

Symposium on Educational Partnerships for Research and Practice to solidify an ongoing partnership with ROSI and other educational agencies in Russia, as well as research collaborations in special education, reading and educational leadership.

- Veterans Project ($5.000)
  Through a federally funded project, the CSUF Center for Excellence for Veteran Student Success (CEVSS) is initiating a new project to support veteran students by assisting in their transition to the college, and providing academic, financial, emotional, and social support in an effort to increase the enrollment, persistence, and the four-year graduation rates of veteran students. C-REAL will provide the evaluation for this project and track student persistence over time.

- Maywood Project
  The City of Maywood College Fair is designed to promote higher education awareness, knowledge, and resources to the residence of Maywood and the surrounding community in order to encourage a college going culture among students and their families. As part of the annual City of Maywood College Fair, C-REAL will conduct research to examine the perceptions of community leaders in the city of Maywood and study their perceptions of their role and responsibility in addressing the low levels of educational attainment and aspiration in an underserved low income area.

- CSUF – Effectively Serving CSUF AB 540 Students ($22,000)
  Further research is needed to explore the needs and challenges of undocumented and AB540 students, understand the perplexities of immigrant students' lives, and create a safe and welcoming campus environment. The data collected will contribute to the design and development of useful training materials for departments regarding AB540 students. C-REAL will assess the student experiences of undocumented individuals from their perspective and viewpoint as well as how students develop their identity and sense of belonging at the CSUF campus.

- Evaluation for CIRM Stem Cell Training Program at CSU Fullerton – A Bridge to Stem Cell Research ($5,000)
  The purpose of the CIRM Bridges to Stem Cell Research evaluation is to provide a formative and summative evaluation of the effectiveness of the Stem Cell Research program and help the leadership team to increase student success at California State University, Fullerton. C-REAL will collect quantitative and qualitative data to gauge the program's success according objectives set by the program's leadership. Feedback will also be constructed for program improvement. The Stem Cell Training Program provides an excellent opportunity for student participants to gain advanced skills at the baccalaureate level and interact with stem cell researchers.

- Expanding Math Access for All (EMA2) Evaluation ($5,200)
  The EMA2 All project at California State University Fullerton focuses on supporting pre-service teachers in mathematics teaching by involving them in a hands-on after-school tutoring program for fifth and sixth graders. The purpose of C-REAL's evaluation of EMA2 is to measure the effectiveness of this pre-service teacher intervention program

which aims to 1) increase the math abilities of underperforming elementary school children; and 2) strengthen the education of pre-service math teachers to include their ability to assess students and reduce teacher stress and anxiety. This research is significant because it will allow for the collection of quantitative and qualitative data to determine the effectiveness of the program's goals and objectives. In addition, this project supports the continued effort to increase the abilities of low achieving math students in the elementary school setting. Furthermore, this project supports the education of future math teachers, as well as researching ways of reducing teacher anxiety and stress levels.

- Talent Expansion in Science and Technology: An Urban Partnership (TEST-UP) Data Project ($10,000)
  TEST-UP is a National Science Foundation (NSF) funded project that includes California State University Fullerton (CSUF), Mt. San Antonio College (Mt. SAC) and Santa Ana College (SAC). Initiated in 2008, TEST-UP focuses on increasing the number of STEM transfer students to four-year institutions and to increasing the numbers of students obtaining Associate and Bachelor's degrees in STEM fields. C-REAL will be involved with data analysis of TEST-UP as part of an evaluation of the project.

- Grant Proposal Development
  C-REAL provides assistance and consultation in grant writing and evaluation development in the initial stages of taking an idea/concept and developing a purpose for funding. C-REAL was established in support of the College of Education as a leader in education research that is practical, solution focused, and covers Pre-K through graduate education. C-REAL assists with grant proposal development and also submits independent grants to foundations and governmental agencies interested in education access, equity, diversity, leadership, and college student success.

- North Orange County Community College District-Professional Development workshop series for community college staff with the NOCCCD.

- President's Roundtable Data base- Project in partnership with the Coastline Community College District.

- Chinese American Professional Development Partnership

- College Pathway Partnership: the purpose of this project is to increase educational opportunities to students who reside in underrepresented and low-income communities by establishing a college pathways training program. The certificate program will provide needed knowledge, skills, and awareness to administrators and educational leaders to understand the cultural capital of underrepresented communities as well as offer useful information to assists students with the process of applying to college.

- Co-Teaching Evaluation: A new student teaching model for elementary, middle, high school and P-12 districts ($20,000). The model emphasizes one on one instruction, small group instruction, parallel teaching, differentiated instructions, and alternative

approaches. Co-Teaching enhances learning opportunity for students due to having two teachers in the classroom.

- El Viento: The El Viento College Success Coach Internship program is a program that will be designed to assist El Viento college students to achieve college success. The College Success Coach program will be responsible for a variety of services related to student affairs including tracking students' academic records, tracking if students are meeting the El Viento scholarship requirements, and linking students to various resource on campus that serve their needs. The program will also consist of a career mentoring program, and provide assistant to students on issues of time management, achievement, and graduation or transfer to a four year university. C-REAL will provide evaluation services for interventions offered through this program

- NSF Grant- Studying undergraduate experience in Computer Science and Engineering: in an effort to increase the number and diversity of student pursuing education and careers in computer science and engineering, university departments nationwide are looking for a way to revise their curricula to attract more students, particularly women, to computing fields. The central objective of the study is to investigate how undergraduate experiences in CSE departments shape undergraduate women's educational and vocational trajectories.

- Vietnam Project ($30,000): This is the first of three phases for a Training the Trainer Seminar focusing on research in higher education, teaching and learning. The first phase of this training will provide an overview of higher education, research, leadership and management theory, teaching, student learning and development, and assessment and evaluation in educational settings.

b. Faculty-Student Research Colloquium Series (see attached summary).

- Eight presentations were offered this year involving both doctoral students and faculty.

c. Roundtable Hot Topic Series (see attached summary).

- Six Roundtable Hot Topics were offered this year as a result of meeting the demand for more opportunities for faculty to discuss their research work involving students.

d. Annual Research Symposium (featuring Doctoral Students).

- Approximately 130 attendees and 20 posters presented along with a panel of Ed.D. alumni who presented on their work. Attendees included local partners; Ed.D. Executive Board Members; Beverly Young, Chancellor's Office; doctoral and master's students; CSUF faculty and administrators; and other CSU faculty and administrators.

e. Reports written this year include the following unpublished manuscripts:

Person, D., Parral, S., & Meussner, H. J. (2012). Cal State Fullerton- teacher pathway partnership program evaluation. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., Garcia, Y., Nguyen, K. & Saunders, K. (2011). Increasing educational attainment in an underserved low income community: the perception of community leaders. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., Finigan, R., Gonzalez, J., & Kim, K. (2011). Project C.R.E.A.T.E. annual evaluation report. Unpublished manuscript. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., Law, A., & Barrett, R. (2012). President's roundtable: Minority male initiative proposal and sample data set. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., Furry, A. N., & Chou. J. (2011). iFALCON assessment for learning community math courses at cerritos college. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., & Furry, A. N. (2011). GEAR UP parent workshop – pre and post survey. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., & Furry, A. N. (2011). California State University Fullerton (CSUF) faculty survey on undergraduates in research. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Kim, K., & Furry, A. N. (2011). Student and mentor evaluations of the CIRM bridges to stem cell research project. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., Furry, A. N., & Chou. J. (2011). iFALCON assessment for developmental education courses at Cerritos College. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., & Furry, A. N. (2011). Environmental biology pre-test student evaluation. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., Banks, A., Furry, A. N., Parral, S. (2011). External evaluation report – year one centers of excellence for veteran student success. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., & Furry, A. N. (2011). iFALCON Year two annual evaluation. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., Fujimoto, E., Garcia, Y., & Nguyen, K. (2012). Increasing educational attainment and aspirations in an underserved community: The perception of community leaders. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D. & Furry, A.N. (2011). Student mentor evaluations: Pre- and post assessment comparison. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Kim, K., & Furry, A.N. (2012). Student pre-survey evaluation year 2: Knowledge of and basic practices for stem cell research. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., Holland, A., & Chou, J. (2011). The Russian higher educational leadership institute report. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., Banks, A., & Garcia, Y. (2012). Year one report of GEAR-UP case study. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Kim, K., Meussner, H.J., & Nguyen, N. (2012). Children's center: Parent's satisfaction report. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., & Nguyen, N. (2011). Fall 2011: Teacher TRAC entrance survey. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Oropeza, M., & Meussner, H. J. (2012). CSUF TEST-UP report. In progress unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., & Cuellar, M. (2011). Fall 2011 intern exit summary. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., & Cuellar, M. (2011). Fall 2011 high school campus summary. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., & Cuellar, M. (2011). Fall 2011 intern entrance summary. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., & Medina, N. (2011). Student focus group summary. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Kim, K., & Cuellar, M. (2012). Master teacher focus group summary. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Kim, K., & Cuellar, M. (2012). Teacher assistant focus group summary. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., Cuellar, M. & Medina, N. (2012). Parent survey summary. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Person, D., Medina, N., & Cuellar, M. (2012). Parent survey summary. Unpublished manuscript, Center for Research on Educational Access and Leadership, California State University Fullerton, Fullerton, CA.

Special Projects Planned for AY 2012-13

- Viet Nam Research Training Institute – Parts 2 & 3
- Funding for the College Pathways Project
- Funding for the South African PhD Program
- Professional development research modules on-line
- Increase faculty involvement in the Center
- Dissemination of work through publications

Community Learning and Literacy Center (CLLC)
Annual Report 2011-12

Co-Directors: Ula Manzo, Ph.D.
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Activities Supported by the Center in AY 2011-12

a. Community Literacy Festival: "ABCs of Reading: Arts, Books and Creativity" on Saturday, April 21, 2012, at the CSUF Irvine Campus.

b. Professional Development: Science@OC workshop on "Science Notebooking" presented by Adrienne Somera for Santa Ana USD middle school LASER science teachers on August 11, 2011. LASER stands for Leadership and Assistance for Science Education Reform.

Special Projects Undertaken in AY 2011-12

a. CalPASS/IEBC (California Partnership for Achieving Student Success/Institute for Evidence-Based Change): Julie Chan represented CSUF at monthly meetings of the South Orange County/English PLC to create a series of webinar online videos for high school students and teachers. Students will be accessing the online videos on their home computers as supplements to classroom instruction to: (1) deepen their understanding of the writing process, (2) prepare for the EAP in their junior year, and (3) review key skills and strategies needed for success in academic writing assignments upon entering college.

b. Events: Julie Chan served as registrar for a keynote presentation by Dr. Sally Goetz Shuler, Executive Director, National Science Resource Center, Smithsonian Institution, held at the Tiger Woods Learning Center on September 20, 2011 and sponsored by Science@OC.

Special Projects Planned for AY 2012-13

a. CalPASS./IEBC: Continue developing webinar online videos.

b. Fundraising: On May 29, 2012, Julie Chan began planning with Michele Cesca, Associate Vice President, Central Development, University Advancement, to raise funds for the next Community Literacy Festival and for continuing and developing CLLC activities.

Hazel Miller Croy (HMC) Reading Center
Annual Report 2011-12

Director: Erica Bowers, Ed.D.
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            www.fullerton.edu/reading/CenterInfo.htm

Activities Supported by the Center in AY 2011-12

The initial purpose of the Center is to support the existing client fee-supported graduate reading clinic course on the Main Campus, the Irvine Campus and cohort sites. The clinic provides high quality diagnostic/remedial services to school-age children in the community. The purpose of the Center going forward is to expand existing services, to pursue a focused research agenda to advance the professional knowledge base related to reading difficulties and remedies, and to develop a strategic plan for seeking external funding. 2011-12 projects included:

a. **Pocket Tutor Project** - $10,000 Research mini-grant from the College of Education for spring 2011. Each child attending the Reading Clinic is issued an iPod for use during the semester. Each child's iPod is loaded with podcasts consisting of read-alouds embedded with comprehension prompts. The purpose of the podcasts is to model active reading/thinking strategies so that the listener begins to use these when reading independently.

b. **Tutoring Project**– Four CSUF Reading M.S./Specialist Alumni were contracted to provide tutoring to children in the community during the Clinic class. This service allows the Center to meet the needs of families in the community who are on the waiting list and brings additional revenues into the Center.

c. **Assessment Project**– The HMC Reading Center continued to offer Reading Assessment packages to children who are on our waiting list. Three reading assessment packages were conducted during the 2011-12 academic year by two of the CSUF Reading M.S. /Specialist Alumni who were also contracted to provide tutoring.

d. **Shadowing Project**– The Center Director joined the Literacy Research Association's (LRA) Special Interest Group (SIG) - the National Center Director Consortium. Members of this group developed a project to study research practitioners' work in the field by shadowing highly qualified reading specialists, and recording and compiling their findings. The Center Director spent ten hours shadowing Heather Brandon, Reading Specialist Aspire Public Schools. (Heather, coincidentally, was Reading's Carr Fellow for 2010-11.)

e. **Video Reflection Project**- In addition, to the Shadowing project described above, the Center Director is also working with the National Center Director Consortium to study the effect of video reflection on Reading Teacher practice. The Director piloted the project spring, 2012

and shared the initial cases when she met with the Director's at the International Reading Association annual conference.

Intellectual Product and/or Special Presentations and Events

a. Presentation of the Pocket Tutor project at the Literacy Research Association Conference in November, 2011.

b. The Pocket Tutor research has been accepted as a chapter in an upcoming book entitled, "Volume II: Advanced Literacy Practices: From the Clinic to the Classroom".

c. The Shadowing project research was presented at the Literacy Research Association's Annual Conference in November, 2011 by the Reading Center Director and the Special Interest Group (SIG) - the National Center Director Consortium.

Funds Received — Amounts and Sources

a. Donations to the Endowment- $2,746. Total as of 3/31/2012, $42,264.00

b. Distribution Account- the interest transferred from the Endowment Acct = $758

c. Pocket Tutor Project – Research mini-grant from the College of Education (for fall, 2011) three WTUs for Dr. Manzo, fall 2011 and a Graduate Assistant for Dr. Bowers, fall 11 and spring 12.

d. Two Assessment Packages for individual community children @ $175ea. = $350

e. Reading Center Student Fees (11-12) for individual community children @ 200ea. = $5,950.00

Special Projects Planned for AY 2012-12

- Tutoring Project- alumni will continue to provide additional services to the community through the Reading Center.
- Assessment Package Project – will continued to be offered and publicized on the department website
- Shadowing Project – a second set of data will be compiled and analyzed
- Video Reflection Project- a second set of data will be compiled and analyzed
- Potential collaboration with Elementary Education to offer summer support to the community

SchoolsFirst Center for Creativity and Critical Thinking in Schools
Annual Report 2011-12

Director: Dr. Teresa Crawford
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Special Projects Undertaken in AY 2011-12

a. *Branding and Marketing (Partially funded by a CSUF expansion grant)*, a new logo and website for the Center was designed. The logo more aptly represents the focus of developing and promoting creativity and critical thinking skills in schools. The website serves to describe the methods used and services provided by the Center. It also includes the capacity for interested donors to donate funds electronically. A new brochure is under development to expand the Center's marketing potential.

b. *Project CREATE!: Year 2: (Funded by US Dept. of Educ. Grant):* The second year of this collaborative project with the Fullerton School District continued at two Title I schools in Fullerton. Improvements to the overall project were made based on the first year evaluation reports. These improvements included additional work of the CCCTS in providing professional development to all district principals to promote understanding of how the arts can have a positive impact on student learning in literacy and math. During second year implementation, Project CREATE! continued service to 20 teachers and over 588 second through sixth grade students at two experimental school sites. It is expected data collected for 2011-2012 will show gains in student achievement in language arts and math as compared to baseline data reported in 2010-2011.

c. *Visual Arts Institute (Funded by Dixie Shaw, private donor)*: A two-day institute was held in August 2011 providing professional development in integrating visual arts processes to enhance content area teaching and learning. Participants included 18 K-6 teachers from two schools in the Placentia-Yorba Linda School District. *Institute follow-up:* Across the school year school-site support was provided assisting teachers with classroom integration of visual arts; serving over 400 students. In addition, five teachers from Brookhaven Elementary received advanced professional development and implementation support for integrating art processes across the curriculum, serving over 100 K-5 students.

d. *Technology Institute (Funded by Fountain Valley School District)*: The Center contracted with Cox Elementary School in the Fountain Valley School District to provide professional development to all their teachers (K-6) in the use of SMARTboard technology to develop 21st century competencies through the integration of instructional technology as a tool to teach content in all disciplines. Over the course of the school year, 25 teachers attended six full-day professional development institutes and received implementation support for curriculum development using SMARTboards.

e. *Puppetry/Dramatic Arts Institute (Funded by PYL School District and Dixie Shaw, Private Donor)*: The Center contracted with Placentia-Yorba Linda School District and private donor Dixie Shaw to provide professional development for teachers of their new "Preppy K program." Fifteen teachers, from five school sites, attended one-full day and three after-school institutes facilitated by two faculty experts from the College of the Arts and the College of Education. The professional developed focused on developing teachers' knowledge and skills in drama work, particularly the use of puppets in the classroom.

f. *21st Century Professional Development Workshops*: With the Department of Elementary and Bilingual Education, the Center helped fund a series of seven Saturday workshops focused on developing digital literacy and creative and critical thinking teaching methods for CSUF faculty and students.

g. *Creative Activity Support for CSUF faculty and students*: With the Student California Teacher's Association, the Center co-sponsored a professional development workshop for over a 150 elementary education teacher candidates. The event held in January 2012 was entitled "The Art of Ethics" and engaged these future teachers in developing skills of collaboration and conflict resolution in working with children, parents, and peers.

Funds Received — Amounts and Sources

a.   SchoolsFirst Credit Union: $50,000 (4th installment of $250,000 pledge) – General Operating Funds

b.   U.S. Department of Education, Arts in Education Model Development and Dissemination Grant- Year 2: $282,034 ($38,688 subcontracted to the Center)

c.   Cox Elementary, Fountain Valley School District : $14,997.00 – Technology Professional Development

d.   Placentia-Yorba Linda School District and private donor Dixie Shaw: $8,733.00— Drama/Puppetry Professional Development

e.   Dixie Shaw, Private Donor Gift: $16,600—Visual Arts Professional Development

Special Projects Planned for AY 2012-13

Professional Development for In-service and Pre-service Educators:
a.   Funding has been secured to offer a series of professional development institutes providing training on the use of SMARTboard technology, co-teaching skills, and improving student achievement in math through innovative teaching methods. The institute facilitators will include faculty from the College of Mathematics, special education, and elementary

education. The facilitators will offer year-long school-site implementation support to all participants. ($15,000).

b. Funding has been secured from Placentia Yorba-Linda District and private donor Dixie Shaw to on-site coaching for the Preppy-K teachers that attended the Institutes held in 2011-2012 ($10,000.00).

c. Funding has been secured with Girls Incorporated, Orange County to develop 7th and 8th grade STEAM curriculum (Science, Technology, Engineering, Arts, and Math), for the Eureka summer program serving over 200 disadvantaged girls. This project would also include providing professional development for the Eureka instructors who would teach the curriculum ($19,300).

Visual Art Professional Development Institute:
Funding has been secured from private donor, Dixie Shaw for teachers from the PYL School District to receive professional development for the integration of visual arts with core curriculum (est. $7,600).