College of Education and Affiliated Programs
Annual Assessment Report Template – Spring 2009
Curriculum & Instruction

Note: this report presents and analyzes data from the 2007-08 academic year and Fall 2008. During 2007-08, the College of Education and Affiliated Programs engaged in extensive efforts to refine and extend their assessment system. In many cases, data collected starting in Fall 2008 and beyond will look substantially different from the data collected before that time.

Background

1. Describe your program (general goals, how these connect to the college conceptual framework, enrollment, and number of faculty). Describe any program changes since your last CED Annual Report?

The Master of Arts Degree in Education, Elementary & Secondary Curriculum and Instruction Option, (C&I Program) is based in the Department of Teacher Education in the College of Education. It is the mission of the program to develop and support a community of life-long learners who are actively engaged in reflection, research and scholarly activities that contribute to their personal and professional growth. Professional growth in turn helps graduates to improve the schools, agencies, and communities they serve. The C & I program serves two distinct types of students. One type of student is the new teacher. Many of the teachers beginning this program continue directly from the basic credential programs; they seek continuing and ongoing professional development during their first years of teaching. This is increasingly true as job opportunities have diminished over the last couple of years. A second type is the experienced teacher. These students have already obtained a sense of confidence and efficacy in their teaching abilities and seek greater intellectual challenges in understanding educational problems that are manifested in their professional experiences, mostly in urban education. The curriculum has been broadly designed with these two types of students in mind.

The C & I curriculum is designed to create educators who are caring, effective, reflective, and committed to improving their schools. Coursework prepares teachers to apply theoretical insights and research findings to the practical problems they encounter in their work in curriculum and instruction. In addition to preparing graduate students to make useful connections between theory, research, and practice, the program also sets the goal of strengthening students' ability to effectively communicate their knowledge and understanding of current educational problems to diverse audiences (i.e., students, parents, colleagues, school and district administrators, and policymakers). Teachers who expand their knowledge base and who augment their professional competency through graduate level studies are able to help K-12 students from all segments of society achieve their fullest potential and contribute to the building of a vibrant democracy.

Program goals, expectations, curriculum and experiences for students are consistent with the College of Education mission, which is to foster a learning and teaching community committed to educational excellence that promotes intellectual, personal, and interpersonal growth for all students; prepares

socially responsible leaders for a rapidly changing, technologically-rich world; values diversity and prepares students for a diverse world; serves and collaborates with other educators and the community; promotes school improvement; and engages in research, scholarly activity, and ongoing evaluation. The learning outcomes and relevant standards provided in table 1 form the foundation of the C & I program. These learning outcomes were developed and/or refined in Spring 2008 as part of the refinement of the College of Education assessment system.

Table 1
Program Student Learning Outcomes and Relevant Standards

SLOs	Outcome 1: Develop and apply theoretical insights and research findings to curriculum, instruction, and assessment in K-12 schools.	Outcome 2: Analyze how the major philosophical and historical paradigms of elementary and secondary education have influenced contemporary reform movements, curricula, and instructional practices.	Outcome 3: Identify and analyze current multicultural issues and policies in education in the U.S. and globally from a critical perspective.	Outcome 4: Analyze how knowledge in their subject area is conceptualized, created, organized, and assessed by analyzing a curriculum and assessment system.	Outcome 5: Design and conduct an action research study, using appropriate data gathering and analysis techniques.	Outcome 6: Collect and analyze data appropriate for their action research questions and goals, utilizing academic research that informs the study.
Signature Assignment(s)	Literature review	Historical synthesis paper	Narrative inquiry paper	Curriculum analysis report	Action research proposal	Action research study
National Standards	n/a	n/a	n/a	n/a	n/a	n/a
State Standards	n/a	n/a	n/a	n/a	n/a	n/a
Conceptual Framework	Promotes Growth, School Improvement, Research and Evaluation	Research and Evaluation	Values Diversity	Values Diversity, Service and Collaboration, School Improvement	Promotes Growth, School Improvement, Service and Collaboration, Prepares Leaders	Promotes Growth, School Improvement, Service and Collaboration
NCATE Elements	Professional knowledge and skills	Content knowledge	Professional knowledge and skills	Professional knowledge and skills	Professional knowledge and skills, Student Learning	Professional knowledge and skills, Student Learning

The C&I program typically enrolls over 100-150 students, with courses offered both on campus and off campus (see Tables 2 and 3). Some cohorts follow a curriculum emphasizing a particular subject matter

within the general education curriculum, such as math, social studies or arts integration. Other cohorts follow a more general curricular framework. Coordinators actively recruit cohorts both on and off campus to participate in the various cohorts. The C&I program is part of the Urban Teaching Academy which hosts courses in several school districts including LBUSD, Little Lake City, and Anaheim City. The Urban Teaching Academy has won two national awards: one from the National Council for Teaching and America's Future and one from the American Association of Colleges of Teacher Education. The program has also been slated for a Congressional Earmark from Representative Linda T. Sanchez's office.

Table 2
Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

	Transition Point 1 Admission to Program		
	Applied	Accepted	Matriculated
	#	#	#
Secondary	52	52	40
Elementary	88	87	76

Table 3
Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

	Transition Point 2 Advancement to Culminating Experience	
	Secondary	Elementary
	#	#
Thesis (698)[1]	1	1
Comps[2]	12	32
Project (695)[3]		

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[1] This is data on students who were enrolled in thesis work during Fall 2007 and Spring 2008. This figure may include students who actually "crossed into" this transition point prior to Fall 2007 and were still making progress on their theses at this time.

[2] This is data on the number of students who *applied* to take the comprehensive examination in Fall 2007, Spring 2008, or Summer 2008. The data include students who may not have taken or passed the examination(s).

[3] This is data on students who were conducting culminating projects during Fall 2007 and Spring 2008. This figure may include students who actually "crossed into" this transition point prior to Fall 2007 and were still making progress on their theses at this time.

In addition, table 4 provides specific information regarding candidates in the C & I program. Please note, the snapshot of degrees completed in 2007-2008 does not tell the full story of completion for the students who entered in 2007-2008 because the program takes 2 years to complete.

Table 4
Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

	Transition Point 3 Exit	
	Secondary	**Elementary**
	#	
Degree	11	31

Program faculty includes the following full-time professors.

Corinne Martinez, Coordinator Secondary Education

Linda Symcox, Coordinator, Elementary Education

Felipe Golez   Shuhua An

Linda Whitney   Paul Boyd-Batstone

Xin Li   Carole Cox

In addition, several part-time professors teach regularly in the C&I program, as delineated in Table 5.

Table 5
Faculty Profile 2007-08

Status	Number	
	Secondary	**Elementary**
Full-time TT/Lect	2 (F07) 2 (Sp08)	6 (Fall 07) 4 (Spring 08)
Part-time Lecturer	-	2 (Fall 07)
Total:	4	12

2. How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting.

The Curriculum and Instruction program faculty met on March 16, 2009 for two hours to review data. Of the 8 full-time faculty affiliated with the program, 7 participated in the discussion; part-time faculty did not participate in the discussion. Meeting agenda and summary are included in Appendix A at the end of the document.

Data

3. Question 3 is in two parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:

    a. <u>Candidate Performance Data</u>: Provide *direct* evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used). Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, percentage passing as appropriate for each outcome.

For the purpose of this annual report, candidate performance data related student learning will focus on the following SLOs:

SLO	Signature Assignment
1	Literature Review
4	Curriculum Analysis Report
6	Action Research Study

The signature assignment developed to measure SLO 1 requires candidates to prepare a review of literature on a topic within the field of curriculum studies. The purpose of this review of literature is to condense into an 8-10 page paper the research, ideas and beliefs that individuals have about a particular topic or point of view. This is the candidates' opportunity to gain knowledge and theoretical insights from a historical perspective as well as current research and trends. Candidates are required to have a minimum of 12 references from a variety of sources and must follow the APA Style Manual.

The Review of Literature is an in-course assignment, done by all program students in multiple sections of EDCI 500: Studies in Curriculum and Instruction.

This signature assignment was scored using a holistic rubric based on the following scale (4 = exceeds expectations; 3 = meets expectations; 2 = meets some expectations; 1 = does not meet expectations; 0 = can't score. Figure 1 shows the distribution of candidates' scores for Fall 2007. Figure 2 shows the distribution of candidates' scores for Fall 2008.

Figure 1
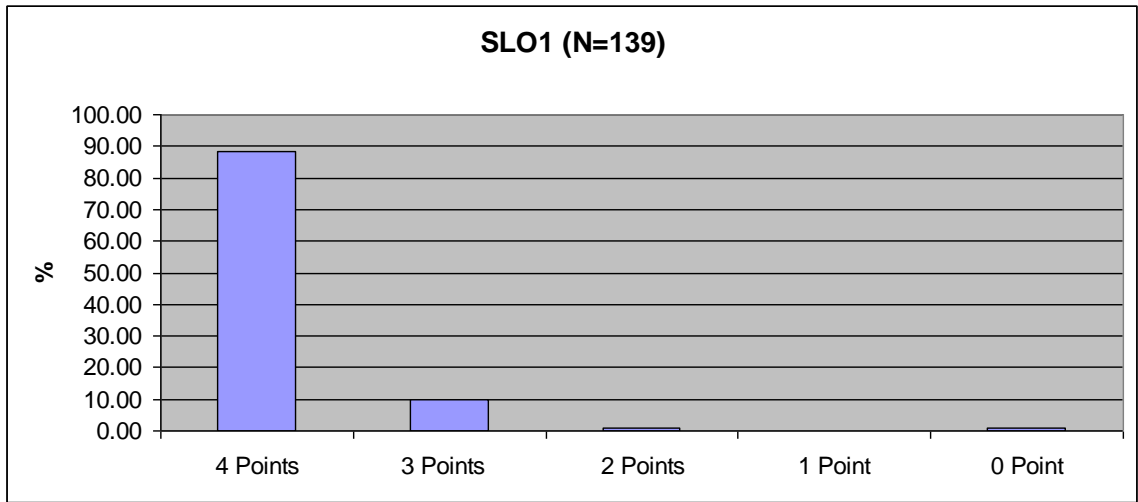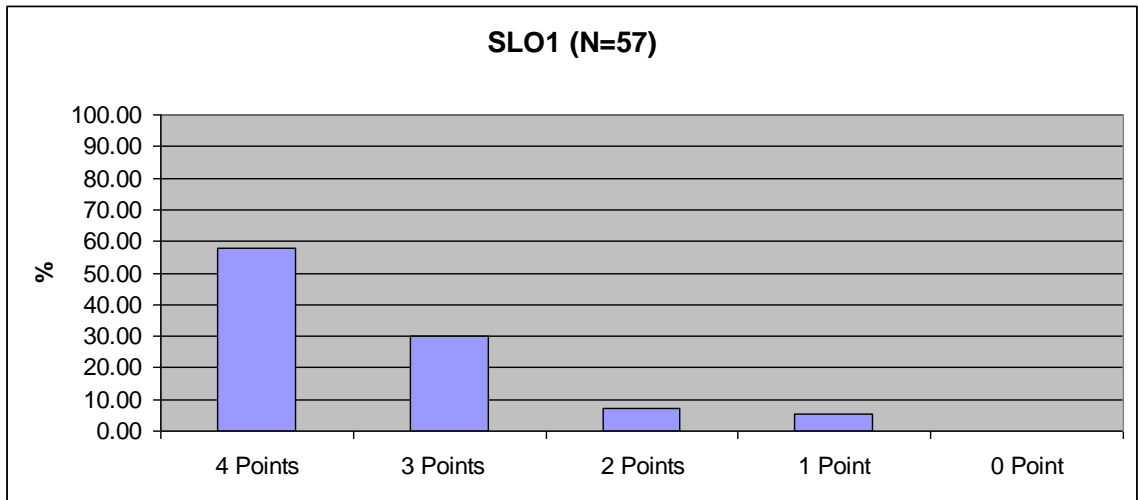**SLO 1 Benchmark Assignment Data for Fall 2007**

SLO1 (N=139)

Figure 2
SLO 1 Benchmark Assignment data for Fall 2008

SLO1 (N=57)

The signature assignment developed to measure SLO 4 requires candidates to complete a curriculum analysis report. Candidates are asked to identify and select a curriculum/program and assessment system and evaluate its appropriateness, effectiveness and efficiency in order to account for and improve current and future programs which in turn will improve student achievement. The intent of this assignment is to allow candidates the opportunity to analyze how knowledge in their subject area is conceptualized, created, organized, and assessed.

The Curriculum Analysis Report is an in-course assignment, done by all program students in multiple sections of EDCI 625: Analysis of Curriculum, Teaching and Assessment.

This signature assignment was scored using a holistic rubric based on the following scale (4 = exceeds expectations; 3 = meets expectations; 2 = meets some expectations; 1 = does not meet expectations; 0 = can't score. Figure 3 shows the distribution of candidates' scores for Fall 2007. Figure 4 shows the distribution of candidates' scores for Fall 2008.

Figure 3
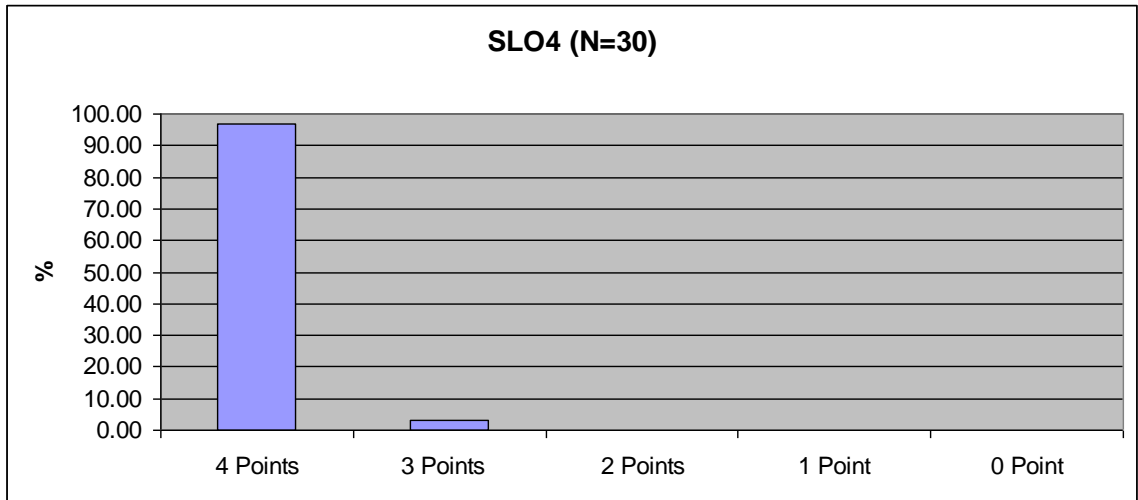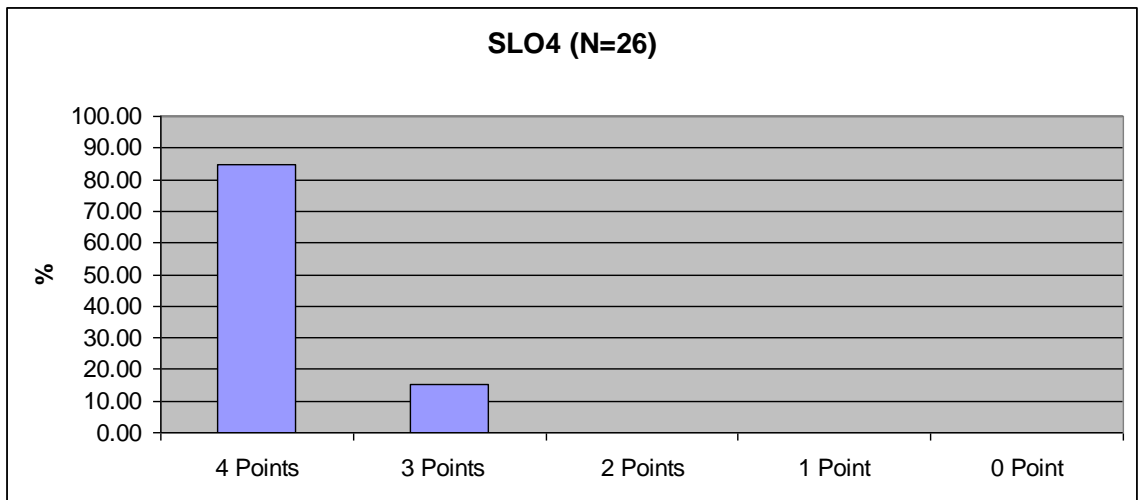**SLO 4 Benchmark Assignment data for Fall 2007**

Figure 4
**SLO 4 Benchmark Assignment data for Fall 2008**

The signature assignment developed to measure SLO 6 requires candidates to complete an action research study. Candidates are asked to identify a problem that can be best investigated in a classroom or school setting and is related to some aspect of curriculum and instruction. Candidates will review research related to this problem and synthesize the research in such a way that summarizes what research has revealed about the nature of the problem. Based on the synthesis of research produced

candidates develop and conduct a research study to extend the current understanding of the problem. The Curriculum and Instruction (C&I) action research studies have an educational leadership final project quality. In this academic tradition, the terminal paper has an important role, but the intervention or action is also highly considered.

The Action Research Study is an in-course assignment, done by all program students in multiple sections of EDCI 695: Seminar in Curriculum, and Instruction.

This signature assignment was scored using a holistic rubric based on the following scale (4 = exceeds expectations; 3 = meets expectations; 2 = meets some expectations; 1 = does not meet expectations; 0 = can't score. Figure 5 shows the distribution of candidates' scores for Spring 2008. Data for Spring 2009 is not included in this report and will be included in the Spring 2010 Annual Report.

Figure 5
SLO 6 Benchmark Assignment Data for Spring 2008

SLO6 (N=44)
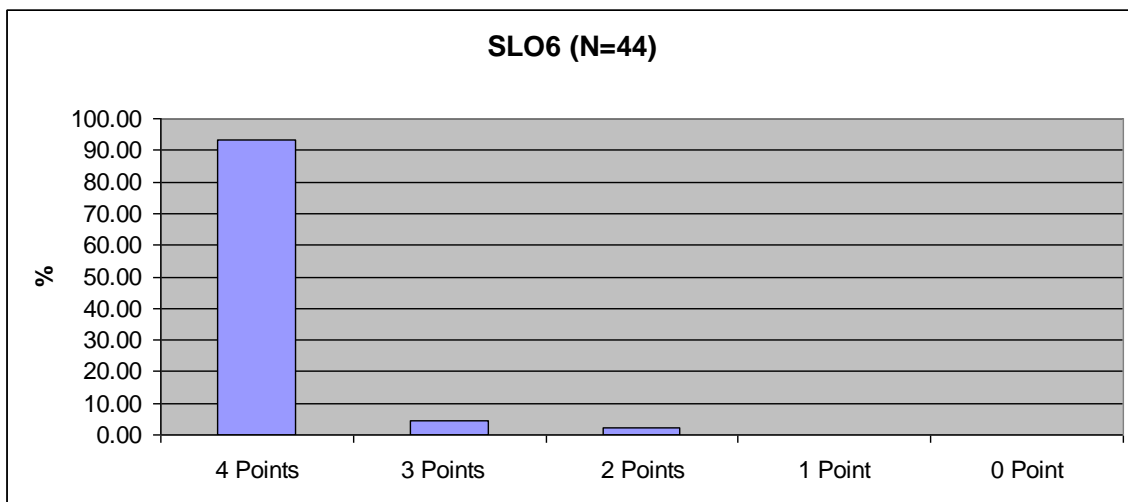
b. <u>Program Effectiveness Data</u>: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness. Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome.

Program effectiveness data was not collected for the 2007-2008 academic year. However, a candidate exit survey has been developed and will be piloted during the Spring 2009 semester (See Appendix B). Data from the exit survey will be collected and analyzed on an annual basis beginning in Spring 2010.

4. **Complementary Data**: You may summarize *additional* information about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data related to things such as student perceptions, community views of the program, or general faculty observations. If you elect not to respond to this prompt, please write "N/A."

 As mentioned in the background section, the C&I program has received national recognition twice for its site-based residency program, and it has been recommended for a congressional earmark by Congresswoman Linda T. Sanchez. The program is viewed highly by partnering school district officials, including Linda Mehlbrech, coordinator of social studies education for LBUSD, who has recruited two of the off campus cohorts jointly with program coordinators, and superintendent Chris Steinhauser, who went to Washington, D.C. to testify before Congress about this exemplary model. (See Appendix C).

Analysis and Actions

5. What do the data for each outcome say regarding: a) candidate performance and, b) program effectiveness? Please note particular areas of strength and particular areas in need of improvement.

A. **Candidate Performance Data: Figure 1-5**

The data indicate that the program is successful on many levels. Candidate performance data for SLO 1(provided in figure 1 & 2) indicate a majority of our students either exceed or meet expectations. When compared to Fall 2007 candidate performance data, scores from Fall 2008 reveal a significant drop in the percentage of candidates' exceeding expectations, this drop can be attributed to the redevelopment of the signature assignment as well as a shift from a holistic rubric to an analytic rubric, which focused attention on areas that had not been visible in prior data.   A comparison of candidate performance data from Fall 2008 and beyond will be conducted in the future.

Candidate performance data for SLO 4 (provided in figure 3 and 4) show that in Fall 2007, approximately 95% of candidates' enrolled in EDCI 625: Analysis of Curriculum, Instruction and Assessment received a score of 4 on the signature assignment. All candidates completing this signature assignment met the minimum expectations. In Fall 2008, the percentage of candidates receiving a score of 4 dropped to approximately 85%.   Again, this drop may be attributed to the redevelopment of the signature assignment as well as a shift from a holistic rubric to an analytic rubric, which focused attention on areas that had not been visible in prior data. In addition, the instructor for the section of EDCI 625offered in Fall 2008 was an adjunct faculty who may not have been familiar with the signature assignment, the performance expectations and the newly adopted scoring rubric.

In Spring 2008, candidate performance data was collected for SLO6. Data reveal that well over 90% of the candidates' received a score of 4 on this signature assignment. Because candidates' are expected to achieve mastery of this SLO it is quite common and even expected that candidates will achieve high

scores on this particular signature assignment. Comparison data for Spring 2009 is not included in this report, but will provided in future annual reports.

Program effectiveness data will be discussed in alignment with the following transition points:

B. **Admission & Advancement: Table 2**

During the 2007-2008 academic year, 140 candidates applied for the elementary and secondary programs and 139 were accepted. This acceptance policy is based on our socially responsible mission of improving teaching and learning in K-12 schools. We believe the program should be open to all teachers who meet minimum CSU qualifications for graduate students so that teachers can improve their professional knowledge and skills. More importantly, most of the students who we accept actually enroll in the program, in spite of competition from less demanding and shorter programs. One could list our admissions policy as a program weakness, but we believe it is a strength given the mission of the college of education. Another strength of our program is the high rate of matriculation. Out of 139, students who were accepted in 2007, 116 matriculated by advancing to candidacy during spring 2008. We work very diligently to keep students focused and on track, in spite of the fact that they are non-traditional graduate students teaching full time in urban schools as they pursue their Master's degrees.

C. **Culminating Experience**: **Table 3**

The vast majority of our students choose to take comprehensive exams instead of writing theses. Although we'd like to encourage more thesis writing, and there are more students writing theses this year (2009), typically our students are full-time working professionals who do not want to spend the extra year it takes to complete a thesis. This is especially true since most teachers are given a substantial raise upon completion of the Master's Degree, and they do not want to postpone their raises.

D. **Exit: Table 4**

The snapshot of degrees completed in 2007-2008 does not tell the full story of completion for the students who entered in 2007-2008 because the program takes 2 years to complete. Although only 42 students were reported as completing their degrees that year, this year (2009) over 110 students are graduating with their degrees. These are the students who entered in 2007-2008. Thus the percentage of students who enter the program and graduate within the 2-year expected timeline is large, a strength of the program.

6. **How do these findings compare to past assessment findings regarding: a) candidate performance and, b) program effectiveness?**

Because 2007-2008 is the first time we collected transition-point data, we do not have specific data for comparison with previous years.

7. **What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes, etc. based on these findings in Questions 5 and 6? Please link proposed changes to data discussed in Q5 and prioritize the action items.**

Because we have not discovered any major problems with our program, we do not have a plan in place for making many changes. However, we are discussing the possibility of combining the elementary and secondary options because the programs are so similar and students from both programs often take the same sections together. We also need to administer our exit survey as a robust part of program evaluation. In addition, we would like to implement an alumni survey to track student satisfaction and student career growth after graduation.

Table 6
Action Items

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
1.	Consider the advantages and disadvantages of combining the elementary and secondary programs	Program Faculty and Coordinators	January 2010
2.	Implement exit survey	Linda Symcox or Corinne Martinez	Spring 2010
3.	Design and pilot alumni survey	Linda Symcox or Corinne Martinez	Spring 2010