

APPENDIX B: Program Effectiveness Data

**Early Childhood Education
Benchmark Survey
2013**

15. E: Program Goals

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	Total Responses	Mean
1	The program has prepared me to design appropriate curriculum and assessment strategies for diverse learners.	12	8	0	0	0	20	1.40
2	The program has strengthened my understanding and application of educational theories to classroom contexts.	13	7	0	0	0	20	1.35
3	The program has allowed me opportunities to learn about important research studies on <u>development and learning of young children</u> .	12	8	0	0	0	20	1.40
4	I feel confident in understanding and evaluating research studies related to the field of early childhood education.	11	9	0	0	0	20	1.45

5	The program has helped me understand and apply appropriate strategies to involve parents in children's education.	12	8	0	0	0	20	1.40
6	The program helped me gain a holistic perspective on assessment of young children.	13	7	0	0	0	20	1.35
7	I feel confident in evaluating and adopting a variety of curriculum models that are appropriate for young children.	11	9	0	0	0	20	1.45
8	The program has offered me adequate opportunities to learn and apply technology during my courses.	11	8	1	0	0	20	1.50
9	The program has exposed me to a variety of early childhood programs in the area.	10	10	0	0	0	20	1.50

Early Childhood Education CED Exit Survey 2013

Coursework:

Please rate your level of agreement with the following questions regarding how well the coursework in your degree/credential program did the following. My coursework...

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N	Mean
1	... reflected sensitivity to all aspects of diversity.	4	7	1	-	12	1.75
2	...prepared me to connect professional standards to the latest developments in the field and my practice.	5	5	2	-	12	1.75
3	... facilitated my reflection on my professional values and dispositions.	5	7	-	-	12	1.58
4	... facilitated my reflection on my learning in a way that enhanced my growth and development.	7	5	-	-	12	1.42
5	... allowed me to interact with a wide range of faculty and professionals in the field.	6	3	3	-	12	1.75
6	... gave me the opportunity to work with other candidates from a wide range of diverse groups.	5	4	2	1	12	1.92
7	... facilitated the active participation on individuals from diverse groups.	5	5	2	-	12	1.75

ECE Program:

Please rate your level of agreement with the following questions regarding general outcomes of your degree/credential program:

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N	Mean
1	My program facilitated the development of my critical thinking skills.	9	3	-	-	12	1.25
2	My program facilitated the development of my problem-solving skills	9	3	-	-	12	1.25
3	My program prepared me for professional practice.	6	6	-	-	12	1.50
4	My program helped me develop or refine my professional dispositions in a way that will allow me to serve all students/clients.	7	5	-	-	12	1.42

General Satisfaction:

Please rate your level of general satisfaction with each of the following:

#	Question	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	N	Mean
1	My instructors frequently used technology and media to effectively promote learning.	5	6	1	-	12	1.67
2	My instructors expected us to use instructional technology and media in completing our assignments.	6	5	1	-	12	1.58
3	In my program, I had sufficient opportunities to learn about using computer technology to enhance my academic and professional work.	3	6	2	1	12	2.08

**Early Childhood Education
CED Exit Survey
2014**

ECE Program:

18. Please rate your level of agreement with the following questions regarding general outcomes of your degree/credential program:

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Mean
1	My program facilitated the development of my critical thinking skills.	8	0	0	0	8	1.00
2	My program facilitated the development of my problem-solving skills.	8	0	0	0	8	1.00
3	My program prepared me for professional practice.	8	0	0	0	8	1.00
4	My program helped me develop or refine my professional dispositions in a way that will allow me to serve all students/clients.	8	0	0	0	8	1.00
5	My program helped me develop the ability to link my lesson content to students' experiences and cultures.	8	0	0	0	8	1.00

Technology:

7. Please rate your level of satisfaction with the quality of each of the following:

#	Question	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Total	Mean
1	Library resources in my field.	8	0	0	0	8	1.00
2	Support for writing.	5	3	0	0	8	1.38
3	Accuracy and timely availability of information relevant to my academic progress	7	1	0	0	8	1.13
4	Availability of the technology necessary for my academic program	8	0	0	0	8	1.00

Coursework:

14. Please rate your level of agreement with the following questions regarding how well the coursework in your degree/credential program did the following.

My coursework...

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Mean
1	... reflected sensitivity to all aspects of diversity.	8	0	0	0	8	1.00
2	...prepared me to connect professional standards to the latest developments in the field and my practice.	8	0	0	0	8	1.00
3	... facilitated my reflection on my professional values and dispositions.	8	0	0	0	8	1.00
4	... facilitated my reflection on my learning in a way that enhanced my growth and development.	8	0	0	0	8	1.00
5	... allowed me to interact with a wide range of faculty and professionals in the field.	6	2	0	0	8	1.25

**Early Childhood Education
Program Exit Survey
2013**

10. C: Advising/Support

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses	Mean
6	I received necessary advising toward my future career goals.	9	10	5	0	24	1.83

14. E: Program Goals

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses	Mean
9	The program has offered me adequate opportunities to learn and apply technology during my courses.	14	9	1	0	24	1.46

**Early Childhood Education
Program Exit Survey
2014**

19. MISCELLANEOUS

#	Question	Label 1	Count 1	Label 2	Count 2	Label 3	Count 3	Label 4	Count 4	Total Responses	Mean
6	52. The program has exposed me to future career opportunities.	SA	10	A	7	D	0	SD	0	17	1.41
9	54. My program allowed me to interact with a wide range of faculty and professionals in the field.	SA	4	A	10	D	3	SD	0	17	1.94

20. Please provide some specific examples (positive examples and suggestions for improvement) that support your response to the items in the above category.

Text Response

The practice of not allowing the use of a laptop in the first semester was detrimental to my ability to create and organize information. I feel that at this level of education the use of any and all technological aids should be allowed.

My professors have shown an understanding of the personal hardships I have experienced outside of academics. They have been helpful in helping me succeed in the program.

Computer technology was more self-guided as it was part of my independent use for research and writing.

Many of my colleagues work in different sectors in ECE and it is interesting to learn what they do. I feel that my professors genuinely cared about my education and about my family and career life

The professional workshops throughout my years in my cohorts have assisted me in using the library resources to search for articles for my papers.

Our Professor informs us of current positions available.

The mixers were a good way to interact with other professionals.

Professors would benefit from an intensive course in using technology to enhance their strategies, and demonstrate how technology can enhance parent communication strategies, networking for professional development and dynamic assessment.

Great program!

Statistic	Value
Total Responses	9

11. ADVISING/SUPPORT

#	Question	Label 1	Count 1	Label 2	Count 2	Label 3	Count 3	Label 4	Count 4	Label 5	Count 5	Total Responses	Mean
7	23. I received necessary advising toward my future career goals.	SA	7	A	6	D	3	SD	0	N/A	1	17	1.94

**Early Childhood Education
Parent Workshop Survey
2014**

4. I have been using information / skills gathered from the workshop with my child (children).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	9	56.3	81.8	81.8
	Strongly Agree	2	12.5	18.2	100.0
	Total	11	68.8	100.0	
Missing	System	5	31.3		
Total		16	100.0		

6. Your level of satisfaction with the workshop:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfied	6	37.5	54.5	54.5
	Very Satisfied	5	31.3	45.5	100.0
	Total	11	68.8	100.0	
Missing	System	5	31.3		
Total		16	100.0		

7. Please provide some examples regarding how you have used information / skills learned from the workshop in your parenting.

As an afterschool teacher/Rec Aid i have started to include music into our classroom. The workshop showed me that all ages enjoy music and thrive off it.
By using books with less words and more pictures to engage my child and just reading more.
Checking at the front/back covers of the book first to get the discussion going...asking eachother what story might be...what could happen. Scoping out letters in magazines...we're always cut out pictures and colors but now we look for letters too...for art, cards, etc.
Have child sing his feelings and express them that way instead of yelling
i am animated when i read to my child.
I have provided information ive learned to other parents
I relay the message to the teachers of the school.
I sing with my children more often.
i was very moved by the video, The Race to Nowhere. I have shared it with others - including my husband. he is the principal of our PreK-8 school. I am trying to get outdoors more with my children.

8. What challenges have you faced while using information / skills learned from the workshop in your parenting, if any?

Finding time to draw together since my child does not enjoy drawing after long periods of time. He does not like having discussions about his drawings
I do not know of a lot of the songs my daughter enjoys singing & playing with
N/A
None
None...have not yet tried doing the shaving cream excercise though
Other parents dont feel this way and simply want what's easy for their kids - lack of parental involvement. So i feel a bit ostracized by them.
the problem i have seen with using music in my classroom is sometimes the children can become unmanageable when they hear music

9. What were some weaknesses of the workshop, if any? Provide some suggestions to improve the workshop in future.

i did not have time to attend one of the stations. I spent my time at 2 stations
lack of other parents in attendance
N/A
Presenters could present topic a bit more clear
Presenters interrupting eachother
the weakness i saw with the workshop was the transitions. when a new member of the group got up to speak there was an awkwardness throughout the room. My suggestion would be to try and practice more as a group.
There were 3-4 stations and most parents did not get a chance to visit them all, or not in a meaningful way. I'd suggest timed rounds so we all get the full "lessons'. The best info came from 1-on-1 q + A with workshop leaders in small group/station settings.
Try to send out flyers in advance. parents can plan accordingly to it.
Well done

10. What parenting topics (discipline, social/emotional, cognitive, language, physical, routine, and any other topics) will you suggest for a future workshop?

Bet ways to communicate with your child developmentally appropriate actual phrases and lines of discussion in addition to general technique. Role play. Also, how to pick up cues of stuff your kid is interested in...and advice on 100% non violent ways on dealing with conflict with your child & between children.
discipline
Discipline
I suggest a workshop on parenting patience
I think a discipline workshop would be helpful for both preschool & school-Age parents.
I think an important topic parents should know about is social/emotional and how to handle a childs emotions
What are age appropriate activities or topics with our children i feel like I underestimate what my child is capable of understanding.
Would love to attend more workshops on disciplinary growth from 6 years 7 older

APPENDIX C:
Supplemental Program
Information

Early Childhood Education

Supplemental Program Effectiveness & Candidate Performance Data Biennial Report, Fall 2014

The following section provides an overview of program effectiveness as gathered from student/graduate achievements including presenting at local/state/and national conferences, receiving awards/scholarships, pursuing doctoral degrees, and holding prestigious jobs.

Conference Papers

A native of Japan, Program alumna, Yoshimi Ohasi, presented her thesis study titled, [Parental expectations in Japanese picture books: A quantitative content analysis](#), at the annual meeting of the American Educational Research Association's (AERA) annual meeting in Vancouver, April 2012. Four program alumnae, Reiko Sakuma (*Teacher Expectations for Entering Kindergarteners: A Qualitative Study with Prekindergarten and Kindergarten Teachers*); Sun Zaodi (*A Qualitative Study of Parents' Beliefs, Involvement, and Challenges in Children's English Education in China*); Patrice Collins (*Exploring Father Involvement: A Qualitative Study with Formerly Incarcerated African-American Fathers*), Fawzia Reza (*Experiences and Expectations of Immigrant Pakistani Parents Regarding Parental Involvement in Schools*) presented their research (conducted as students at CSULB) at the American Educational Research association's (AERA) annual meeting in Philadelphia in April 2014. The news was featured in the [College Spotlight webpage](#).

Two recent graduates, Maria Navaro and Romana Lopez, presented one of their MA course assignments, *A Case for Early Intervention for Children from Poverty Backgrounds*, at the annual meeting of the Association for the Childhood Education International, ACEI, in Vancouver, April 2014. During her study period, 2010-2013, program alumna Patrice Collins, made a number of presentations including: National: Children with Incarcerated Parents: Enhancing Early Education Experience and Developmental Outcomes (Association for Childhood Education International, ACEI, Washington DC, March 2012); *Involving Incarcerated Fathers to Enhance their Children's Quality of Education and Developmental Outcomes* (ACEI, April, 2011, New Orleans:); and *Father/male involvement in children's lives: Global perspectives and practices* (ACEI, Phoenix, April 2010, co-presenter). State and CSULB presentations : Children with Incarcerated Parents: Enhancing Early Education Experience and Developmental Outcomes (East Bay Association for the Education of Young Children, Oakland, CA, March 2012); *Celebrating Fathers of the Community* (National Association for the Advancement of Colored People annual speaker series, CSULB, April 2011); *Involving Fathers to Enhance their Children's Quality of Education and Developmental Outcomes* (National Association for the Advancement of Colored People annual speaker series, CSULB, April 2010).

Program alumna Hawani Negussie will present her [doctoral research](#) conducted at CSULB at the annual meeting of AERA in Chicago in 2015.

A current program student, Daniella Arbizzi and program alumnae, Anita Varisco and Evelyn Gordinez, will co-present a paper titled, *Implementations of Italy's Reggio Emilia Early Childhood Philosophy in two Early Childhood Programs in Southern California: Insights from the Field*, at the annual meeting of the Academy for Educational Studies in San Diego, in February, 2015.

Publications

Alumna Ms. Christina Medeiros co-authored a chapter titled, *Involvement of Homeless fathers: Challenges and possibilities*, for the book, [Father Involvement in Young Children's Lives: A Global Analysis](#) (2013: Springer).

Program alumna Fawzia Reza has signed a contract to publish a book based on her dissertation study titled, *The Effects of September 11 on Pakistani Parental Involvement in Schools*, for the Lexington Publisher (an imprint of Rowman and Littlefield publisher). She has also signed a contract to publish a co-authored chapter, *Pakistani immigrant children in US public schools: A case for Multicultural Literacy training for school personnel*, for the book, *Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism* (Information Age Publishing). She has also signed a contract to publish a book titled, *The Effects of September 11 on Pakistani Parental Involvement in Schools*, for the Lexington Publisher (an imprint of Rowman & Littlefield publisher). Ms. Reza's article, *Do schools perpetuate racial profiling? A qualitative study on immigrant Pakistani parents*, has been accepted for publication in the autumn of the journal, [Race Equality Teaching](#).

Program alumna Ms. Jody Johnson has signed a contract to co-author an article titled, *Diversity in Early Childhood Education* for the online publication, *Oxford Bibliographies in Education*.

Pursuing Doctoral Degrees

Within the last seven years, a few of the program graduates have joined doctoral programs within and outside of the state and country. Program alumnae who have completed their doctoral programs include: Fawzia Reza (CSULB), Hawani Negussie (CSULB); Tanzil Khan (Pepperdine University, Southern California). Graduates who are currently continuing in the doctoral degree programs of various universities include: Judy Krause (University of Laverne), Tawnie King (CSULB); Shireetha Gathers (University of Southern California); Treshawn Anderson (Purdue University); Donsak Tsailenthim (Thailand). Alumna, Sun Zaodi, is currently in the process of entering the Ph. D. program in early childhood education at Beijing Normal University, China.

Awards/Scholarships

Ms. Patrice Collin was awarded the [Outstanding Graduate of the College of Education](#) at CSULB in 2012. Ms. Collins also was also awarded the [2012 Alan T. Nishio Scholarship](#) for Educational Equity Excellence by CSULB. Ms. Collins was among the 20 recipients of college scholarships (Minerva Scholarships), awarded as part of The Women's Conference in 2010, and received the award from the first lady, Mrs. Michelle Obama. Ms. Collins also received a Graduate Research fellowship from CSULB in 2011 to conduct her thesis study. Alumna Fawzia Reza who later joined the ED. D program at CSULB received the [David-Lucile-Packard-foundation Fellowship](#) to conduct a study with teachers in Transitional Kindergarten programs in Southern California.

Employment Opportunities

ECE Master's program graduates have secured prestigious positions in local communities. Program alumna, Dionne Gibson, was hired as the Early Childhood Project Liaison, Early Education Expert (EEE) for the [Orange County Department of Education](#), School and Community Services Division. This was featured on the [College Spotlight webpage](#).

A current ECE program student, Ms. Daniela Arbizzi, was hired as the Child Development program Specialist by the Fullerton School District to implement Reggio Emilia philosophy (A particular ECE philosophy from the city of Reggio Emilia, Italy_ and curriculum in all the Transitional Kindergarten classrooms offered by the district. Ms. Arbizzi worked in Reggio Emilia, Italy. Ms. Christina Nigrelli, an alumna of the program was hired as the Senior Director of Programs, Western Office, of the prestigious national organization, ZERO TO THREE (National Center for Infants, Toddlers and Families).

In the last seven years, program graduates have also joined as tenure-track faculty members in local community colleges and universities: Jennifer Chaiyakal (Orange Coast Community College); Olga Andreade (Cerritos Community College; Michelle Moen (El Camino College), Cathie Fountain (Long Beach City College); and Judy Krause (University of Laverne). Alumna Fawzia Reza has joined as an Adjunct Faculty for the Southwestern College.