Academic Program Review
MA Education

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APROC Recommendation to Faculty Senate
MA Education
12/15/2021

The Academic Program Review Oversight Committee (APROC) affirms that the Department of Graduate and Professional Studies in Education has completed program review as per policy, including self-study, external review, internal review, and action plan submission for the MA Education. APROC recommends that the next program review be scheduled for six years from Faculty Senate approval; or should the College of Education decide to schedule a college-wide program review, the next program review will occur at that time.

APROC Chair: Jeffrey Brodd, Professor of Humanities and Religious Studies

Department of Graduate and Professional Studies in Education:
MA in Education
California State University, Sacramento

Self-Study

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February 2021

The MA in Education is scheduled to undergo program review in the 2020-2021 cycle. This document includes the self-study, conducted by coordinators, Dept. chair, and Associate Dean. This report is based upon the documented changes to the program in the past 3 years, CSUS Annual Assessment Reports and supporting documentation produced by the programs, and program-developed Assessment plans and Curriculum matrices.

Page number

I.   General program information

The Master of Arts in Education (Curriculum and Instruction) is designed to provide professional and specialized preparation for the candidate interested in acquiring knowledge and skills essential for the design and development of curriculum and related instructional practices. The program provides a variety of options for educators to develop and enhance expertise in a particular field of interest related to elementary, middle school, and secondary education. Each course is designed to produce an ideal blend of theory, research, and practice in modern, diverse educational settings. The program is committed to exploring critical intellectual questions of contemporary education. Program instructors bring varied levels of expertise with advanced degrees from major research universities and classroom experience in K-12 and higher education settings.

Students may apply to either a stateside traditional cohort or a College of Continuing Education online cohort. The traditional cohort will meet face-to-face. The online cohort will meet approximately 25% synchronously (real time) and 75% asynchronously (your own schedule within a given timeframe). During the synchronous sessions students will participate in community development, collaboration, and communications that will allow them to get to know their peers and instructors and facilitate instructional delivery suited to an online format. During asynchronous sessions students will build on learning experiences acquired in the synchronous sessions while deepening the knowledge, skills and dispositions that emerge with reflective, "on your own schedule" participation. Students in the online cohort will complete six units of coursework during the summer term as part of the condensed format.

a. History of the MA in Education (Curriculum and Instruction)

The California State University, Sacramento (CSUS) MA in Education has undergone a major transformation in the past 4 years. Due to Executive Order 1071, the MA degree, with more than 9 unique concentrations, was found to be non-compliant. Therefore, the degree went from MA in Education with 9 concentrations to x individual MA programs (with two still under preparation for elevation). These degree programs include: MS in Counseling with Concentrations in Marriage, Child, Family and Couples Counseling; School Counseling; Career Counseling; and Rehabilitation Counseling; MA in Multicultural Education; MA in Language and Literacy; MA in Educational Leadership and Policy Studies with Concentrations in TK-12; Higher Education; and Workforce Development; MA in School Psychology; and MA in Behavioral Studies and Gender Education (under review). Finally, the MA in Education (Educational Technology) has been suspended and is under major curriculum revision.

OLD PROGRAM	NEW PROGRAMS
MA in Education	MA in Education (Curriculum and Instruction)

	MA in Educational Leadership and Policy Studies (3 concentrations)
	MA in Multicultural Education
	MA in Language and Literacy
	MA in School Psychology
	MA in Gender Equity Education*
	MA in Educational Technology*

*Both under curriculum revision

The only MA in Education that remains is now the Concentration in Curriculum and Instruction. Because all other programs are new, the only information shared for them is the updated Assessment Plans and Curriculum matrices (all of which have been approved by the Chancellor's office).

b. Current Degree Program Student Learning Outcomes

By the end of the Master of Arts in Education (Curriculum & Instruction) students will be able to:
1. Demonstrate the ability to gather, evaluate, and apply important and useful contextual qualitative and quantitative data as a means for understanding and enhancing curriculum and instruction in academic, social, and physical contexts
2. Critically analyze major concepts, principles, theories, and research related to the cognitive, social, and cultural contexts of contemporary education
3. Write a review of literature that analyzes and synthesizes main themes in educational research related to a specific topic of inquiry;
4. Describe and analyze data collection tools and methods used to conduct inquiry-based research;
5. Explain how data is used to inform teaching, curriculum development, and educational policy and systemic practices;
6. Apply critical and independent thinking to orally present a statement of the problem, research question(s), literature related to the research, data collection methods and tools, analysis and implications of results;
7. Compose an APA formatted research report the purpose of statement, research question(s), literature review, description of data collection methods utilized to conduct the research, analysis and discussion of results;
8. Produce written and oral responses that demonstrate mastery of key concepts addressed throughout the program;
9. Demonstrate mastery of independent thinking, appropriate organization, critical analysis accuracy of documentation, and professional integrity.

c. Admission Requirements: MA in Education (Curriculum and Instruction):

Admission as a classified graduate student requires:

- a baccalaureate degree;
- a minimum 3.0 GPA in the last 60 units;
- proficiency in written English composition as demonstrated by either passing the Sacramento State Writing Placement for Juniors exam or equivalent, or enrolling in ENGL 109W passing with a grade of C or better ; and
- an interview with a program administrator/faculty team;

Applicants who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted with conditionally classified graduate status. Any deficiencies will be noted on a written response to the student's admission application.

Admission Procedures

The stateside traditional program admits a cohort of students in fall only. The online program offered through the College of Continuing Education admits a cohort of students in fall and/or spring. Prospective graduate students, including Sacramento State graduates, must file the following with the Office of Graduate Studies, Riverfront Center 215, (916) 278-6470:

- an online application for admission; and
- one set of official transcripts from all colleges and universities attended, *other than Sacramento State.*

For more admissions information and application deadlines, please visit the Office of Graduate Studies website.

The graduate degree program is subject to general University and Departmental requirements. These requirements are explained in the Graduate Degree Requirements section of the University Catalog.

Specific Additional Admission Requirements

General Admission Requirements/Procedures for MA in Graduate & Professional Studies in Education (GPSE) apply, plus:

- supplemental application for the MA in Curriculum & Instruction, including a complete set of unofficial transcripts, an essay based on a prompt that will be provided to you, and a statement of purpose; and
- two years of teaching experience or its functional equivalent; or program coordinator approval.

Applicants who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted with conditionally classified status. Any deficiencies will be noted on a written response to the student's admission application.

Minimum Units and Grade Requirement for the Degree

Units required for the MA: 30

Minimum cumulative GPA: 3.0; no units with a grade lower than "C" may apply toward the degree.

General Advancement to Candidacy Procedures

Each student must file an application for Advancement to Candidacy indicating a proposed program of graduate study. This procedure should begin as soon as the classified graduate student has:

- removed any deficiencies in admission;
- completed at least 12 units of courses in the graduate program (see Degree Requirements) with a minimum 3.0 GPA; and
- taken the Writing Placement for Graduate Students (WPG) or taken a Graduate Writing Intensive (GWI) course in their discipline within the first two semesters of coursework at California State University, Sacramento or secured approval for a WPG waiver.

Advancement to Candidacy forms are available online through the Office of Graduate Studies website. The student fills out the form after planning a degree program in consultation with the appropriate M.A. Program Coordinator. The form must be submitted online with the Office of Graduate Studies for approval.

Approved Culminating Experience Format: *American Psychological Association* **(APA) - Latest edition.** Before beginning a 500-level course, students must submit a reservation form for a Culminating Experience to the program coordinator for approval.

Enrollment in the 500 series Culminating Experience is for one semester. The expectation is that students will complete the culminating experience during the 500-level course. One semester of continuous enrollment is allowed if the Culminating Experience advisor deems a reasonable amount of progress has been made and assigns a grade of "RP" for the 500 series. If students fail to make adequate progress and there are no mitigating circumstances (e.g., illness), a grade of "no credit" is given, and the student must re-enroll in the appropriate 500 series Culminating Experience.

d. Program Requirements: MA in Education (Curriculum and Instruction):

Course List

Code	Title	Units
Required Courses (21 Units)		
CORE COURSES (15 Units)		
EDBM 250	Education Research ≅	3
EDCI 227	Transforming Curriculum in K-12	3
EDCI 251	Power in Education	3
EDCI 252A	Inquiry & Practice in Education	3
EDCI 253A	Action & Analysis in Education	3

Course List

Code	Title	Units
Concentration Courses (6 Units)		
EDCI 252B	Inquiry & Practice Field Experience in Education	3
EDCI 253B	Action & Analysis Field Experience in Education	3
Other Course Requirements (6 Units)		
Select 6 units of electives [1]		6
Culminating Requirement (3 Units)		
EDCI 505	Culminating Experience: Curriculum and Instruction [2]	3
Total Units		30

[1] Six elective units in Curriculum and Instruction coursework are to be selected by the student in consultation with the Curriculum and Instruction Program Coordinator. Students may focus their elective units in a program of their interest or select courses from various programs. At least three of the elective units must be at the 200 level. Examples of Curriculum and Instruction elective programs include: Educational Technology, Mathematics Education, Language and Literacy, Multicultural Education, Gender Equity, BTSA or other pre-approved induction courses.

With C & I Program Coordinator approval, program courses may include **one** of the following:

- 6 transfer elective units (must not be independent study or supervision units)
- 6 units of academic credit earned through Continuing Education

e. Program Faculty

The full-time faculty within the Curriculum & Instruction program developed the proposed e-Learning degree program in consultation with a college workgroup, the college Dean, and the Senior Program Manager of CCE. One full-time faculty member has been assigned as Program Coordinator and will be in charge of facilitating the implementation of the degree program in consultation with CCE in addition to coordinating the stateside traditional program.

The Graduate and Professional Studies Department created a C&I Committee last year. That committee included Dr. Chia-Jung Chung, iMet, who represented a valuable e-Learning perspective on curriculum and instruction. At present, the C&I Committee includes:

Coordinator

- Chris Boosalis, Ph.D., C&I Program Coordinator

College Work Group

- Elisabeth Liles-Lourick, Ph.D., GPSE Chair
- Chia Jung Chung, Ph.D., iMet
- Shannon Pella, Ph.D., Teaching Credentials

C&I Program Author / Consultant /Advocate
- David Jelinek, Ph.D., Professor Emeritus
- Shannon, Pella, Ph.D., Teaching Credentials

C&I Advocates from CCE
- Jenni Murphy, Ed.D., Dean, College of Continuing Education
- Alessandra McMorris, Senior Program Manager

In addition, the Program Coordinator works with willing faculty members and the Center for Teaching and Learning to develop the series of online courses and modules, monitor their implementation, and review and revise the initial courses in an iterative process toward growth and success.

Instructors participated in the eAcademy to develop hybrid course formats for the following courses within the proposed curriculum. The developers of these courses taught in the initial year of the program. All faculty members who apply to teach in the proposed program will receive thorough training and ongoing support from CCE to develop the online and hybrid courses listed in the program curriculum. Approval of the course syllabi and all other course materials will be processed through the appropriate channels.

f. Facilities and Support

Online interaction occurs approximately 25% synchronously (real time) using Zoom conferencing and fieldwork observations; and 75% asynchronously (students' own schedule within a given timeframe) using Canvas course management. During the synchronous sessions students participate in community development, collaboration, and communications that allow them to get to know their peers and instructors and facilitate instructional delivery suited to an online format. During asynchronous sessions students build on learning experiences acquired in the synchronous sessions while deepening the knowledge, skills and disposition that emerge with reflective, "on your own schedule" participation. Interaction also occurs during supervised fieldwork observations in EDCI 252B and EDCI 253B.

The C&I Coordinator will work with the Center for Teaching and Learning (CTEL) to develop synchronous (Zoom) and asynchronous (archived Zoom recordings, online modules) training for faculty members. When it is reasonable to do so, live versions of the training will be offered to faculty, too.

Certain training will be required, along with a "test out" option for expert users, for certain essential aspects of online instruction. Below is a partial list of essential subjects to be covered.

- Managing assignments and readings;
- Posting and grading assignments;

- Updating and reviewing the grade book;
- Implementing analytic rubrics and other data collection tools in Canvas for the purpose of program reporting.
- Monitoring attendance and communicating with students in multiple modalities; and,
- Using Camtasia to create learning modules, engaging lectures, and innovative online assessments.

In addition, students will be surveyed at the program's conclusion regarding course technological requirements, the use of technology in the courses and faculty preparation to use technology, so that training can be updated and faculty can be prepared as the field changes and grows. In addition, faculty will be surveyed regarding the quality of their training, need for new technologies, etc. to ensure that our faculty are using the latest products that are within our budgetary resources.

g. Student data

In Fall 2019, 28 students were admitted and enrolled in the program. Of those students, four students were from Southern California, and all others were from within the Sacramento/Stockton area. In Fall 2020, all 24 students that enrolled were from the Sacramento region.

Student Ethnicity: We currently have no data on student ethnicity in the program. (will continue to work on getting this)

CSUS –On-Campus Associations or Clubs
There is no campus-based student association or group specific to the MA in Education (Curriculum and Instruction) program at Sacramento State.

Graduation and Retention Rates

Prior to 2019, the MA in Education (Curriculum and Instruction) program had not been updated in the course offerings or in the way the program was structured. Beginning in 2019, the new courses and program were launched. As you can see, of the 28 students enrolled in 2019, 27 had graduated. We anticipate with the shorter timeline of the program, inclusion of the 6-units of Induction coursework counted toward the degree, and the increased structure of the culminating experience that the graduation and retention rates of the new program will continue to be among the highest in the college.

C&I	Fall 2013	2014	2015	2016	2017	2018	2019	2020
Admitted	9	8	18	7	0	0	28	24
Graduated				11	10	8	3	27

II. Program Outcomes and Assessment

Systematic use of assessment data aimed at carefully constructed program outcomes have allowed the faculty to revise and strengthen course curriculum, including the content and sequence of courses, and for recruitment efforts and analysis. Faculty teaching courses in the program use these program outcomes as guide when designing projects, group activities, readings, and written assignments.

Assessment of Student Learning Outcomes

Course	SLO 1 (GLG 3)	SLO 2 (GLG 3)	SLO 3 (GLG 4)	SLO 4 (GLG 1)	SLO 5 (GLG 6)	SLO 6 (GLG 3)	SLO 7 (GLG 4)	SLO 8 (GLG 2)	SLO 9 (GLG 5)
EDCI 227_ Transforming Curriculum in K-12	I	I						I	I
EDCI 251_ Power in Education (for C & I)	I	I						I	I
EDCI 252A_ Inquiry & Practice in Curriculum & Instruction	I, D	I, D	I			I	I	I	I
EDCI 252B_ Inquiry & Practice Field Experience in Education	I, D, A	I, D, A	I, D, A	I, D, A	I, D, A	I, D, A	I, D, A	I, D, A	I, D, A
EDCI 253A_ Action & Analysis in Curriculum & Instruction	I, D, A	I, D, A	I, D, A	I, D, A	I, D, A	I, D, A	I, D, A	I, D, A	I, D, A
EDCI 253B_ Action & Analysis Field Experience in Education	I, D, A	I, D, A	I, D, A	I, D, A	I, D, A	I, D, A	I, D, A	I, D, A	I, D, A
EDCI 505C: Culminating Experience	M	M	M	M	M	M	M	M	M
Note: I = Introduced, D = Developed and Practiced, A = Assessed, Mastery Assessed = M									
GLG = Graduate Learning Goals									

Alignment of Graduate Learning Goals and CI Student Learning Outcome

Graduate Learning Goals	CI Student Learning Outcomes	Student Learning Outcome Description
1. Disciplinary knowledge	CI SLO 4	4. Describe and analyze data collection tools and methods used to conduct inquiry-based research.
2. Communication	CI SLO 8	8. Produce written and oral responses that demonstrate mastery of key concepts addressed throughout the program.
3. Critical thinking/analysis	CI SLO 1	1. Demonstrate the ability to gather, evaluate, and apply important and useful contextual qualitative and quantitative data as a means for understanding and enhancing curriculum and instruction in academic, social, and physical contexts.
3. Critical thinking/analysis	CI SLO 2	2. Critically analyze major concepts, principles, theories, and research related to the cognitive, social, and cultural contexts of contemporary education.
3. Critical thinking/analysis	CI SLO 6	6. Apply critical and independent thinking to orally present a statement of the problem, research question(s), literature related to the research, data collection methods and tools, analysis and implications of results.
4. Information literacy	CI SLO 3	3. Write a review of literature that analyzes and synthesizes main themes in educational research related to a specific topic of inquiry.
4. Information literacy	CI SLO 7	7. Compose an APA formatted research report the purpose of statement, research question(s), literature review, description of data collection methods utilized to conduct the research, analysis and discussion of results.
5. Professionalism	CI SLO 9	9. Demonstrate mastery of independent thinking, appropriate organization, critical analysis accuracy of documentation, and professional integrity.
6. Intercultural/Global Perspectives	CI SLO 5	5. Explain how data is used to inform teaching, curriculum development, and educational policy and systemic practices.

MA C and I Assessment Map

Assessment	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9
Group Facilitation Prep Sheets (SLO 1, 2, 8, 9)	EDCI 227, EDCI 251,	EDCI 227, EDCI 251,						EDCI 227, EDCI 251,	EDCI 227, EDCI 251,
Book Presentation Prep Sheets (SLO 1, 2, 8, 9)	EDCI 227,	EDCI 227,						EDCI 227,	EDCI 227,
Annotated Bibliography (SLO 1, 2, 3, 7, 8, 9)	EDCI 227, EDCI 251,	EDCI 227, EDCI 251,	EDCI 227, EDCI 251,			EDCI 227, EDCI 251,	EDCI 227, EDCI 251,	EDCI 227, EDCI 251,	EDCI 227, EDCI 251,
Classroom Context and Research Focus: (SLO 1, 2, 3, 4, 5, 6)	EDCI 252B	EDCI 252B	EDCI 252B	EDCI 252B	EDCI 252B	EDCI 252B			
Literature Review: Part 1 (SLO 1, 2, 3, 4, 5, 6, 7, 8, 9)	EDCI 252A	EDCI 252A	EDCI 252A	EDCI 252A	EDCI 252A	EDCI 252A	EDCI 252A	EDCI 252A	EDCI 252A
Literature Review Part 2 (SLO 1, 2, 3, 4, 5, 6, 7, 8, 9)	EDCI 252B	EDCI 252B	EDCI 252B	EDCI 252B	EDCI 252B	EDCI 252B	EDCI 252B	EDCI 252B	EDCI 252B
Research Plan (SLO 1, 2, 3, 4, 5, 6, 7, 8, 9)	EDCI 252A /B	EDCI 252A /B	EDCI 252A /B	EDCI 252A /B	EDCI 252A /B	EDCI 252A /B	EDCI 252A /B	EDCI 252A /B	EDCI 252A /B
Preliminary Data Analysis Memo 1 (SLO 1, 2, 5, 6, 8, 9)	EDCI 253A	EDCI 253A	EDCI 253A	EDCI 253A	EDCI 253A	EDCI 253A	EDCI 253A	EDCI 253A	EDCI 253A
Preliminary Data Analysis Memo 2, 3, 4 (SLO 1, 2, 5, 6, 8, 9)	EDCI 253B	EDCI 253B	EDCI 253B	EDCI 253B	EDCI 253B	EDCI 253B	EDCI 253B	EDCI 253B	EDCI 253B

Preliminary Findings Report SLO 1, 2, 3, 4, 5, 6, 7, 8, 9)	EDCI 253A, EDCI 253B	EDCI 253A, EDCI 253B	EDCI 253A, EDCI 253B	EDCI 253A, EDCI 253B	EDCI 253A, EDCI 253B	EDCI 253A, EDCI 253B	EDCI 253A, EDCI 253B	EDCI 253A, EDCI 253B	EDCI 253A, EDCI 253B
Culminating Experience: (SLO 1, 2, 3, 4, 5, 6, 7, 8, 9)	EDCI 505	EDCI 505	EDCI 505	EDCI 505	EDCI 505	EDCI 505	EDCI 505	EDCI 505	EDCI 505

Signature Assignments

Group Facilitation Prep Sheets (SLO 1, 2, 8, 9)
For your groups' assigned week, you will prepare a 1-2 page Prep Sheet whereby you will prepare for your discussion by engaging/responding to the text and films, particularly noting what resonates for you. You will include the questions with which you'd like to engage the class. Your prep sheets will show how you prepared to share why the issues/ideas/concepts resonated for you, including how the texts further helped you to understand the information contained in the readings, with attention to the overall course goals. You will be encouraged to make connections with our own life story and personal research interests. These prep sheets should be submitted to Canvas as an individual submission even as you worked in a group.

Book Presentation Prep Sheets (SLO 1, 2, 8, 9)
As an individual or as part of a team you will present a book of your choice from the list or with approval from the instructor. Given the size of this class, you may work in groups of 2- 4 people maximum. It will be up to you and the other member(s) of your group to determine how to organize your presentation, but I expect to see all members of the group contribute to the actual presentation; in other words, everyone has to speak and contribute. There are a variety of reading foci (to be discussed).

For this presentation, you are to assume that your classmates have not read your book (we will make sure no two groups are presenting the same book). In your presentation (which should not be simply to read to your classmates) you should include a visual and/or interactive element. For this, you can, but are not limited to the following:

•Briefly summarize the main arguments of the text(s)/theory/theorists
•Contextualize the text(s)/theory/theorists within the other texts for the class
•Talk about the ways in which the text(s)/theory/theorists connect to the text the class read for that class period and/or texts that we have already read this semester
• Emphasize the "take away" from the text(s)/theory/theorists or show how the argument(s) and/or findings could be used to help understand and/or approach problems in education or...how the text could be used as a lens to analyze a problem
• When possible, show how the theories and/or arguments in the text might connect to a current or recent issue in education (in the news, for example)

In other words, you are expanding your classmates' knowledge of ways that have been proposed to reinvent education, and/or some issue within the varied approaches and perspectives related to multicultural education/social justice by teaching them about these scholars/texts/theories/ theorists in a way that they can apply these ideas to their pedagogy, final research proposal, or future research foci. Your group presentation should be approximately 30-40 minutes. Note: A handout or some type of outline/graphic organizer should be included so that the audience will be able to follow the significant talking points that will be discussed. A copy of this material should be uploaded to Canvas with your Prep Sheets.

Additionally, as a group you will lead one class session through Canvas in a discussion of the readings for that class- you will be assigned a group. You will have one hour to do the following:
1. Pose questions to the class about the main issues addressed in the book
2. Facilitate discussion
3. Pose questions and guide the class to see the themes that are consistent across all of the course texts
4. Discuss the implications on your research and your practices.

Annotated Bibliography (SLO 1, 2, 3, 7, 8, 9)
Write an annotated using at least 10 references from course readings. Select the literature that you will use carefully so that the literature is focused on one problem that you select based on your local experiences.

The goal of the annotated bibliography is to explore a current problem in education using a critical pedagogical or a critical multicultural education/social justice approach to view that problem. Use the course texts, suggested readings (and appropriate outside sources) to examine an important problem in education. Your annotated bibliography will include a brief discussion of the problem, cite the relevant research, as well as a proposed plan to address the problem in your practice. This may include structuring your classroom environment; methods and approaches to instructional delivery, including student or problem centered instructional approaches, as well as communication with families, community organizations, etc. This is your course final and will be due by the last class session. You may find that an emergent topic from our weekly readings might be of interest, e.g., language and schooling, or gender and schooling, etc. Proposals should include at least 10 sources.

Classroom Context and Research Focus: (SLO 1, 2, 3, 4, 5, 6)

To describe the context in which you teach. To develop a rationale for your research focus, define it and locate definition within existing literature, understand how your classroom context, and focal student selection inspired your selected foci; frame your position in the study, and begin to craft a broad research question e.g. How do I design learning experiences for students to _____(research focus)? Expect this question to narrow, broaden, shift, and morph as you engage in your study *The research focus should be a learning goal for your students and may be articulated in the CCSS, SMPs, NGSS, or ELD standards or SEL competencies, ABF outcomes from the Teaching Tolerance frameworks or other as approved by the instructor.

Literature Review: (SLO 1, 2, 3, 4, 5, 6, 7, 8, 9)

To investigate professional literature for information and existing research on your research focus; Your objective is to learn what others have learned about the research focus that you have begun to investigate. The first source (which should clearly define and show why your selected research focus is important) is due TBD and the final six source (minimum) draft literature review is due TBD with into EDCI 253B Spring Semester. You are expected to search for literature throughout your project. As new questions emerge, you will need to search for new literature. This should be a dynamic process throughout the fall semester and into the spring semester.

Research Plan: (SLO 1, 2, 3, 4, 5, 6, 7, 8, 9)
To lay a foundation for planning lessons/designing learning experiences appropriate for the research focus that you have selected. Explain how you plan to collect data from the first learning experience that you design. Develop an approach to providing the learning experiences, data collection and data analysis that will yield useful information about your research focus. It is important to note that with each lesson, the data you analyze may lead you in a direction other than you have planned at the outset- this is what inquiry is all about. You will have at least one new question after each cycle (Round) of inquiry. You will map out a preliminary timeline for your study and refer to your focal students (open to revision). Your round one data and new questions will determine your next round- not a pre-existing idea of where you should go next.

Culminating Experience: (SLO (SLO 1, 2, 3, 4, 5, 6, 7, 8, 9)
Candidates will produce and present an a portfolio that consists of:

Introduction: Classroom Context and Research Focus: To introduce your research and describe the context in which you teach. To explain your rationale for your research focus, define it and locate the definition within existing literature. Describe how your classroom context, and focal student selection inspired your selected research foci; frames your position in the study, and resulted in your research question e.g.

Literature Review: Explain and cite what others have learned about the research focus that you investigated. Literature will be cited throughout each of the sections of your portfolio. The Literature review section is to give a broad overview of the research that supports your selected foci, research questions, methods, and findings.

Methods of Data Collection and Analysis: Identify your data collection methods and your rationale for selecting these methods in relation to your classroom context and research questions. Describe your analysis methods including both qualitative and quantitative methods employed. If you coded data, explain your codes, how themes emerged, and the ways in which you triangulated your data.

Preliminary Findings: using the preliminary memos from the four rounds of inquiry, determine what your data show, a possible connection between lesson designs and students' learning, what students learned, what you learned (about the research focus , students' learning, teaching methods, the inquiry process, equity, etc.). Describe themes that emerged across the inquiry cycles. Aggregate data into a comprehensible format that represents the data faithfully.

Implications and Next Steps: Considering what you learned (and what you did not learn), What are the implications of your findings/ What are your next steps as an educator?

PORTFOLIO PRESENTATION

Candidates complete research portfolio in an electronic format of their choosing. Your peers as well as your faculty advisors and/or instructors will evaluate your presentation based on a rubric centered around the bulleted list of course objectives above. Note: the rubric will be made available to you and thoroughly explained at the beginning of this course. The portfolio should also contain data collection instruments (like surveys, teaching/learning artifacts, etc.), data samples (student work), and data analysis tools (spreadsheets, tally sheets, rubrics). It should be a tangible record of the work you have done. It is critical that you keep your lesson planning artifacts, materials, and resources, as well as any and all data that emerged from your teaching.

a. **Courses**

EDCI 227.   Transforming Curriculum in K-12. 3 Units

Term Typically Offered: Fall, Spring

This course will explore the ways in which K-12 schools are influenced by the economic, social and political environment. It will examine how educators can respond to the conditions and issues that exist, and in particular, how the individual teacher's study and practice is shaped by and can transform public education.

EDCI 251.   Power in Education. 3 Units

Term Typically Offered: Fall, Spring

Advanced study of critical pedagogy as a vision for shifting the power in education through a consideration of the sociocultural and sociopolitical issues in schooling. Course readings focus on the experiences of students in schools; school organization; and relationships between communities and schools. The emphasis is on American public school systems through an exploration of educational inequities, from theoretical and practical viewpoints.

EDCI 252A.   Inquiry & Practice in Education. 3 Units

Corequisite(s): EDBM 250 and EDCI 252B.

Term Typically Offered: Fall, Spring

Students will develop a research proposal for classroom-based inquiry designed to address the needs of a specific classroom context. students will determine a mixed methods research design and identify methods for data collection and analysis. While enrolled in this course, and EDCI 252B, students must have IRB approval for data collection in K-12 classrooms.

Note: Concurrent enrollment in EDBM 250 and EDCI 252B is required; Open to Graduate MA students only.

EDCI 252B.   Inquiry & Practice Field Experience in Education. 3 Units

Corequisite(s): EDCI 252A and EDBM 250

Term Typically Offered: Fall, Spring

Requires concurrent enrollment in EDCI 252A seminar. This course begins the inquiry process by engaging in the field. Candidates will choose an educational context in which to plan the focused inquiry. Students must have IRB approval for conducting this research and have clearance that meets the requirements of participation in the educational setting (fingerprints, background check, etc.). Engagement in a student's chosen setting must be approved and proof of approval must be provided before engaging in the setting.

Note: Concurrent enrollment in EDCI 252A is required.

Credit/No Credit

EDCI 253A.   Action & Analysis in Education. 3 Units

Prerequisite(s): EDBM 250, EDCI 252A, EDCI 252B.

Corequisite(s): 253B.

Term Typically Offered: Fall, Spring

Candidates will continue participating in the field experience to conduct the focused inquiry. Students must have IRB approval for conducting this research and have clearance that meets the requirements of participation in the educational setting (fingerprints, background check, etc.). Engagement in a student's chosen setting must be approved and proof of approval must be provided before engaging in the setting.

Note: Concurrent enrollment in EDCI 253B is required. Open to Graduate MA students only.

EDCI 253B.   Action & Analysis Field Experience in Education. 3 Units

Prerequisite(s): EDBM 250, EDCI 252A, EDCI 252B

Corequisite(s): 253A

Term Typically Offered: Fall, Spring

Requires concurrent enrollment in EDCI 253A seminar. Candidates will continue participating in the field experience to conduct the focused inquiry. Students must have IRB approval for conducting this research and have clearance that meets the requirements of participation in the educational setting (fingerprints, background check, etc.). Engagement in a student's chosen setting must be approved and proof of approval must be provided before engaging in the setting.

Note: Open to Graduate MA students only.

EDCI 505.   Culminating Experience: Curriculum and Instruction. 3 Units

Prerequisite(s): EDCI 252A/B. Advanced to candidacy and permission of his/her faculty advisor and the department chair one full semester prior to registration.

Term Typically Offered: Fall, Spring

This is the culmination of a series of methods courses toward completion of the MA in Curriculum and Instruction. In this course, MA students will complete the process they began in EDCI 252A and 253A with a culminating experience that consists of a written exam and oral defense.

Credit/No Credit

III.   Current and Five Year Plan

The following is a five-year plan for improvement of the MA in Education (Curriculum and Instruction) program to maintain the success of the program and the students in it.

1) To ensure the revised courses are meeting program expectations, students will be surveyed throughout the first and second year of the program to ask students for their opinion for the program and areas of improvement. We will convene a student focus group in fall 2021 to talk with students about the coursework, faculty on-line interaction, and how the courses have impacted their careers. Faculty will also meet to address how their courses are meeting the specific learning goals of the program and the CSUS Graduate Learning Goals.

2) Faculty will continue to receive the most up-to-date training on online teaching practices. In order to meet ADA requirements, all faculty will have voice caption included in all media used in their online courses. This requirement will be implemented on all media used in the program by 2022.

3) The program and faculty will continue to remain current on state and national trends in Education and Curriculum Development. Faculty teaching in the program will be encouraged to attend conferences and trainings to enhance their understanding of trends in this field of study. Resources will be needed to support faculty in maintaining career development for their courses.

4) The program will continue to utilize the College of Continuing Education marketing resources to recruit high quality students for the program. Part of this marketing strategy will

be to continue to use social media networks to connect to prospective students. Another source of marketing will be for the program to host alumni events for students to reconnect with faculty. This type of marketing allows former students to help promote how the program impacted their life and careers. We will continue to work with school districts, credential programs, and other educational agencies to recruit students for the program.

5) As the student enrollment numbers increase, we will continue to develop and recruit a strong pool of new faculty who have experience in Curriculum and Instruction and Education at large. This pool of faculty will also be expected to demonstrate a keen working knowledge of online teaching practices and current trends in educational research methods and analysis.

6) The program coordinator will continue to provide an annual assessment examining program learning outcomes with a focus each year on one of the Sac State Graduate Learning Outcomes. Course offerings and Student Learning Outcomes will be examined annually.

7) In order to prepare for our next program review, we would also like to institute an annual alumni survey to hear directly from our graduates that we can then review and build upon for improvement to our program.

8) We would like to continue our work with the College of Continuing Education to expand recruitment for the program to other local Western states, such as Nevada and Oregon.

b. Conclusions

Based on the data provided in this program review, it is apparent that faculty, staff, and administration are proud of the changes that have been undertaken within the MA in Education programs. We have created increased specificity in Academic Programs with true core/central academic programs. We will review those programs in the coming years. The MA in Education (Curriculum and Instruction) program has already become a highly successful program, attracting students from a variety of backgrounds. The efforts to revise courses and program mission speak to the commitment of faculty, advising and recruitment staff on the benefits and importance of the topics being addressed in the MA in Education program and the benefits it offers students in their career trajectories.

External Review Process and Report Template
The External Review Report Template is intended to allow two disciplinary experts to provide academic units with constructive feedback on the self-study and provide ways forward to maintain learning and student success and accomplish desired change to improve learning and student success for each degree under review. The report is due one month after the external review visit, is to provide commendations/recommendations for each degree offered and should be no more than ten pages.

Department Name:
Department of Graduate and Professional Studies in Education. Managed in the College of Continuing Education.

Degrees:
MA in Education (Curriculum and Instruction)

Site Visit Dates:
April 22 & 23, 2021

STAGE	DESCRIPTION
Initial	The program is at a preliminary stage in this practice. The program shows the need for additional policies, resources, or practices in order for it to provide the education program to which it is committed or aspires. Insufficient data is available to make determinations.
Emerging	The program partially satisfies the criterion. Some data is available documenting this dimension. The program has many, but not all, of the policies, practices, and resources it needs to provide the educational program to which it is committed or aspires.
Developed	The program satisfies this criterion, with developed policies and practices. The program has the availability of sufficient resources to accomplish its program goals on this dimension. Data demonstrates accomplishment of this criterion.
Highly Developed	The program fully satisfies this criterion. The program may serve as a model and reference for others on campus. The program's practices, policies, and/or its resources contribute to program excellence on this dimension.

The review team did not receive a self-study report for the C&I program and is unable to assess all inquiry areas within the five elements.

Element One: Department Mission and Institutional Context	
Inquiry	**Stage**
Does the department have a mission statement or statement of program goals that is appropriate?	E
Is the department mission and its programs aligned with CSUS and college missions and strategic priorities?	D
Is the department supportive of the CSUS general education program and/or general graduate learning outcomes?	D
Does the department engage key constituencies and campus partners in academic and strategic planning, including faculty, professional colleagues, current and prospective students, and the community?	D
Does the program have policies and procedures that facilitate articulation with community colleges and/or other external educational partners?	D
Comments:	

The MA in Education (Curriculum and Instruction) coordinated by Dr. David Jelinek is a new iteration of the program. The program is administered as a fully online program and was online before the pandemic. Intended for teachers, the C&I program uses principles of action research which require students to collect and analyze data in three phases during the program.

Recommendations:

- College and program leadership should clarify a long-term organizational structure across the College of Continuing Education and the College of Education.
- Program leadership should continue to develop relationships with local district partners to support current curriculum and future curriculum changes

Element Two: Learning Outcomes and Assessment to Maintain Success and Engage in Continuous Improvement	
Inquiry	**Stage**
Does each degree program have appropriate and measurable learning outcomes that reflect current standards in the discipline?	D
Does each course have appropriate and measurable learning outcomes that allow students to achieve program learning outcomes?	D
Are the curriculum and graduation requirements for each degree reflective of current standards in the discipline?	D
Does each degree's curriculum and graduation requirements appropriate for the degree level and reflect high expectations of students?	D
Is the assessment loop regularly being closed for each of the degree's program learning outcomes?	D
Is the learning assessment data being used to make maintain Success and Engage in Continuous Improvement?	D
Do students feel connected to academic support services (writing, math, tutoring, library, etc.)?	D

Comments:
Program faculty are enthusiastic about their program content and expressed commitment to designing and delivering curriculum that is action research focused. The curriculum reflects current standards in the discipline with a focus on inquiry and practice for teachers. Students expressed receiving clear expectations of course content, organized course instruction, and direct application of course material to their practice. One student said "nothing felt like a waste of time" when recounting the significance of the course material and coursework in general. Students indicated the curriculum was developmental with each course feeding into the next. Students reported a clear understanding of the course sequencing and the scaffolding of course material.

Recommendations:

- Continue assessment of curriculum alignment and strong theory to practice program focus
- Consider building a data dashboard or similar instrument for student tracking and self-assessments of their SLO's. Consider dashboard to include student self-perception, outside evaluation (e.g. supervisor, instructional coach, etc.) and indirect assessments.
- Continue communication with students of curricular changes and rationale for curriculum changes. Writing elements of the program could be strengthened particularly from courses taught by adjunct faculty.

- Continue to develop relationship with local district partners to bridge course material with their classroom practices

Element Three: Student Success and Assessment to Maintain Success and Engage in Continuous Improvement	
Inquiry	**Stage**
Does each degree program use aggregated and disaggregated data to understand admission trends and manage enrollment with an eye to diversity, impaction, or address program specific concerns?	E
Does each degree program use aggregated and disaggregated data to consider ways to improve retention?	E
Does each degree program use aggregated and disaggregated data to consider ways to improve time to degree or close graduation gaps?	--
Does the program provide appropriate opportunities for students to participate in curricular-related activities, such as research and creative opportunities, service learning experiences, performances, and internships?	D
Does the program provide or partner with other entities to provide appropriate co-curricular activities for its students, such as clubs, fieldtrips, lectures and professional experiences?	--
Does the program provide adequate student advising?	D
Do students feel connected to student success support services?	D
Comments: Students expressed feeling connected to their program faculty and peers. There was a shared sense of community amongst students and a sense of pride in being associated with the program and its faculty. The review team did not receive a self-study report for the C&I program and is unable to assess each of the inquiry areas.	
Recommendations: - Continue to develop tools for aggregated and disaggregated data to understand admission trends and manage enrollment with an eye to diversity, impaction, or address program specific concerns. - Continue to consider appropriate co-curricular activities for online students. - Continue considerations for how a cohort model might support student engagement, student learning, faculty/student relationships, and co-curricular experiences	

Element Four: Developing Resources to Ensure Sustainability	
Inquiry	**Stage**
Does the program have faculty in sufficient number, and with appropriate rank, qualification, and diversity to allow students to meet the program learning outcomes and deliver the curriculum for each degree program?	E
Does the program employ professional staff and/or appropriately partner with campus partners (graduate studies or College of Continuing Education) to support each degree program?	H

Are its facilities, including offices, labs, practice and performance spaces, adequate to support the program?	
Does the program have access to information resources, technology, and expertise sufficient to deliver its academic offerings and advance the scholarship of its faculty?	H
Does the program seek and receive extramural support at the appropriate level, includinggrants, gifts, contracts, alumni funding?	--
Has the program identified other concerns that impact budget and resource planning?	D

Comments:

Program is offered stateside as well as through the College of Continuing Education. There is a strong relationship between degree program coordinator and CCE staff.

The program offers multiple course delivery options (face to face, synchronous, and asynchronous) which affords flexibility for students who work full time

Recommendations:

- Continue to foster relationship between stateside program staff and CCE staff ensure organizational structure of duties (e.g. recruitment, staffing, budget, etc.)
- Continue to monitor stateside coverage of faculty workload. Continue to assess how stateside faculty are able to be involved in the program and determine capacity for continued short term and long term support

Element Five: Planning to Maintain Success and Engage in Continuous Improvement	
Inquiry	**Stage**
Does the academic unit engage in planning activities which identify its academic priorities and their alignment with those of the college and the University?	E
If appropriate, does the program have an advisory board or other links to community members and professionals? Does the program use community professional input for program improvement? Does the program maintain a relationship with its alumni?	--
Does the academic unit have a strategic plan, and other long term plans (5 year hiring, facilities, etc)?	--
Does the academic unit have regular processes to revise plans and timelines.	--
Do plans include engagement with needed campus partnership and external entities to accomplish goals?	E

Comments:

Program faculty are engaging in activities to identify academic priorities although it is unclear how these align with the college.

Program faculty are actively engaged with campus partners (specifically the CCE) to administer the program and are to be commended for their working relationship

Recommendations:

- Program faculty are encouraged to work with campus partners like the Institutional Research, Effectiveness, and Planning office to support their efforts to engage in continuous improvement. Additionally, the Center

> for Teaching and Learning might be another campus partner to consider for maintaining strong online teaching strategies.

Commendations:

The MA in Education (Curriculum and Instruction) has a strong course delivery option with the capacity to support multiple learning modalities (face to face, online, asynchronous, synchronous) and is to be commended for its multiple course modality that can foster the demands for the program in the region and/or beyond the geographic area.

The program has a strong focus on action research with a distinct focus of blending theory, research, and practice. The program is to be commended for its curricular design and the intentional efforts related to curricular alignment.

A strong relationship between the College of Education and the College of Continuing Education (CCE) highlights the organizational context of the C&I program. CCE has the resources to support recruitment for the program and is equipped to adopt additional resources to support retention to degree completion.

Recommendations and Specific Considerations to Improve Learning and Student Success for Each Degree:

1. Curriculum review and revision should continue as planned. This work can examine how courses prepare students to conduct action research.
2. Ensuring all faculty involved with the program (stateside/CCE) are familiar with the curricular improvements will be key.

Recommendations and Specific Considerations to Develop Resources to Ensure Sustainability:

1. Continue to evaluate relationship between the College of Education and the College of Continuing Education (CCE) to ensure program needs are met.
2. Unclear of sustainable support of tenure-track stateside faculty involved with the program. Continue to evaluate how stateside faculty can oversee courses/supervision of program courses and assess if a future tenure-track faculty lines are needed for long term program sustainability.

Recommendations and Specific Considerations to Improve Academic Unit Planning:

1. There is strong willingness to adjust to student/teacher needs and the collection of current students and alumni data will be essential to program improvements. Ensuring tools are developed to collect necessary data will be fundamental to future program improvements.
2. The building of a data dashboard for student self-assessment of their SLO's is a viable opportunity to collect student data and support future curricular and program changes. Strong consideration should be given to provide the resources necessary to support the development of the dashboard (technology, professional development, etc.)
3. Identify the role and purpose of alumni as a constituency group. What role can alumni play in shaping program curriculum, developing co-curricular activities, and in mentoring current students.

External Reviewer One Name: Ignacio Hernández   Affiliation: California State University, Fresno

Signature:

External Reviewer Two Name: Susana Hernández   Affiliation: California State University, Fresno

Signature:

Internal Review Report: Graduate and Professional Studies in Education

Degrees: Masters Degree (MA) in Education

College: College of Education

Internal Reviewers: Dr. Thomas Krabacher, Department of Geography & Dr. Lindy Valdez, Department of Kinesiology

I. Self-Study

The Department of Graduate and Professional Studies in Education submitted the Self-Study for the MA in Education program in February 2021; the Study consisted of 19 pages, including text and tables. The degree has undergone a major transformation in the past four years in order to bring it into compliance with E.O. 1071. As a result, the degree, which had previously been a single MA program with nine concentrations, is in the process of converting to been converted to seven separate MA programs. Currently, however, the degree still houses a number of stateside concentrations that still have students enrolled in them, although admissions have been suspended. At the time of the Self-Study the MA in Education is the one of the program currently offered, with under development. The MA in Education provides professional preparation for candidates interested in the design and development of curriculum and related instructional practices. The Program offers the degree in two formats: a traditional stateside cohort centered around in-person instruction, and an online cohort offered through the College of Continuing Education (CCE). Prior to admission, students are expected to have two years teaching experience or its equivalent, or approval of the program coordinator. The program itself consists of 30 units of course work, including a three-unit one semester culminating experience.

Previous Program Reviews: Due to the restructuring, the Self-Study does not address the recommendations from prior program reviews.

Student Learning: The Education MA program assesses student attainment of learning goals by measuring performance against nine Student Learning Outcomes (SLO). An Assessment Map links specific SLOs to performance in six required courses and the culminating experience. Graduate Learning Goals are linked in turn to the program SLOs.

Student Success: In accordance with the definition used by both Sacramento State and the CSU system, student success is primarily defined in terms of graduation rates and associated indicators. The Self-Study offers only limited information on graduation and retention rates under the program's new structure. Twenty-eight students were admitted to the program in Fall 2019, and 24 in 2020. Of those admitted in 2019, 27 had graduated by Fall 2020.

Operations: The Self-Study notes that one full-time faculty member has been designated Program Coordinator, who has been charged with facilitating implementing and coordinating both the stateside (on-campus) and CCE-based online degree programs. The Graduate and Professional Studies Department also created a Curriculum & Instruction Committee in 2020.

II. <u>External</u> <u>Consultant</u> <u>Report</u>

Dr. Ignacio Hernández (Department of Educational Leadership, CSU, Fresno) and Dr.Susana Hernández (Department of Educational Leadership, CSU, Fresno) provided a detailed and thoughtful review of the MA Program in Education. They answered the most areas of inquiry under each of the five Elements (content areas): Program Mission, Learning Outcomes/Assessment, Student Success, Resources, and Planning. In some cases, however, the consultants found it necessary to leave queries unanswered since they review team did not receive a copy of the Self-Study, which would have contained the relevant information. The External Consultant Report offers specific recommendations in the case of each Element, and general commendations and seven recommendations for the program as a whole.

III. <u>Internal</u> <u>Feedback</u>

The internal input takes into account both the Self-Study and the External Consultants Report. As part of the program review the Graduate and Professional Studies Department will be expected to develop an Action Plan for the next six years to address current challenges facing the program and to implement its vision for the future. To this end, in addition to those of the external reviewers, the internal subcommittee offers the following suggestions:

- We support the external consultants' recommendation that the Program develop a formal mission statement that links directly to programmatic goals.

- The Program should develop a strategic plan that anticipates ongoing programmatic needs such as faculty hiring and resources.

- The Program establish a regular planning process to revise curriculum, timeline, and strategic plans as needed.

- The Program, in coordination with OIR, should establish a process for collecting data on student academic progress and success. The Program should consider incorporating the student data dashboard recommended by the external consultants as part of this process.

- The Program should work with both the Dean's Office and CCE to assess the impact on tenure/tenure-track faculty workload of offering both stateside and CCE-based online program options.

Note: the internal review team recognizes that some of these recommendations my already be under implementation as a carryover from the Program's pre- E.O. 1071 iteration.

MOU/Action Plan

The current Action Plan was composed based upon results from the recent self-study, external reviewer report, and internal reviewer report for the MA in Education (Curriculum and Instruction), College of Education, CSU-Sacramento.

Program: MA in Education (Curriculum and Instruction)
College: Education

Date: November 28, 2021

Program Review Finding Cite self-study, external review, internal review, and/or accreditation documentation	2 YR List goal, success indicator, responsible parties, and resource implications.	4 YR List goal, success indicator, responsible parties, and resource implications.	6 YR List goal, success indicator, responsible parties, and resource implications.
To Maintain Success			
Continue assessment of curriculum alignment and strong theory to practice program focus.	Update the annual assessment plan to include specific assessment of learning outcomes that identify theory to practice	Examine these specific learning outcomes annually; make curricular changes as needed	Examine these specific learning outcomes annually; prepare report and document curriculum changes and other "closing the loop" strategies focused on application of theory into practice
Consider building a data dashboard or similar instrument for student tracking and self-assessments of their SLO's. Consider dashboard to include student self-perception, outside evaluation (e.g. supervisor, instructional coach, etc.) and indirect assessments.	Program coordinator and College staff will work together to explore how to incorporate this innovative idea for self-assessment of SLOs within the program.	If built, launch and utilize the tool	Assess student progress annually; request student feedback on the tool and alter/adjust accordingly
To Improve Student Learning (consider university/college goals on learning, research/scholarship, diversity)			
Continue to develop tools for aggregated and disaggregated data to understand admission trends and manage enrollment with an eye to diversity, impaction, or address program specific concerns.	Program faculty will work with data management teams and data warehouse to determine what data points to collect to best understand the enrollment trends and needs of student populations.	Program faculty/coordinator will examine data collected to see if program is meeting needs of students/region.	Continue and examine 5 years of data/trends. Examine changes made to program and what impact they have had on students and programs/region.

Continue to consider appropriate co-curricular activities for online students	Program faculty will meet to create an assessment tool to examine efficacy of online and co-curricular engagement and student involvement.	After launching tool, faculty and coordinator will examine trends and adjust curriculum.	Assessment of 5 years of data of online and co-curricular outcomes and efficacy of adjustments made.
To Improve Student Success (consider university/college goals on recruitment, retention, graduation, diversity, engagement)			
Continue communication with students of curricular changes and rationale for curriculum changes.	Create a "whats new" in the program, where faculty coordinator can share curricular and SLO outcomes. Tie these to the data dashboard created (see above). Allow student feedback in this process.	Continue to communicate with students "whats new" in the program, where faculty coordinator can share curricular and SLO outcomes. Tie these to the data dashboard created (see above)	Continue to communicate with students "whats new" in the program, where faculty coordinator can share curricular and SLO outcomes. Tie these to the data dashboard created (see above). Examine student perceptions of the changes/iterations.
Writing elements of the program could be strengthened particularly from courses taught by adjunct faculty.	Examine syllabi for standardization of expectations around written communication.	Continue to monitor trends in student learning outcomes by faculty status. Examine impact of standardization of writing assignments/rubrics and note any changes.	Continue to monitor trends in student learning outcomes by faculty status. Examine impact of standardization of writing assignments/rubrics and note any changes.
Continue considerations for how a cohort model might support student engagement, student learning, faculty/student relationships, and co-curricular experiences	Program faculty will meet to create an assessment tool to examine learning outcomes, engagement faculty-student engagement and student involvement.	Implement this assessment tool and make adjustments to cohort experiences as needed.	Assess changes/updates and outcomes of defined objectives. Note any adjustments to the program as a result.
To Build Partnerships and Resource Development to Enhance the Student Experience (consider university/college goals on university as place, university experience, community engagement)			
Continue to develop relationship with local district partners to bridge course material with their classroom practices	Develop a network of regional partners in school districts and with alumna. Engage with the group for feedback on how to bridge theory and practice in our region.	Continue meeting with regional partners. Note suggestions, needs, and program/curricular updates as needed.	Continue meeting with regional partners. Note suggestions, needs, and program/curricular updates as needed.

Continue to monitor stateside coverage of faculty workload. Continue to assess how stateside faculty are able to be involved in the program and determine capacity for continued short term and long term support	Actively recruit more state-side faculty to become involved in the program and work to more actively recruit for the stateside program.	Actively recruit more state-side faculty to become involved in the program and work to more actively recruit for the stateside program.	Actively recruit more state-side faculty to become involved in the program and work to more actively recruit for the stateside program. Assess the outcomes of such efforts.

To Improve Strategic & Budget and Operational Effectiveness and to Ensure Sustainability (consider university/college goals on innovative teaching, scholarship, research, university as place, university experience)

Continue to evaluate relationship between the College of Education and the College of Continuing Education (CCE) to ensure program needs are met.	Establish twice-yearly meetings between coordinators and administrators of the two colleges for this purpose.	Continue twice annual meetings of the two College representatives.	Continue twice annual meetings of the two College representatives. Assess and evaluate the outcomes of these standard meetings.
Continue to evaluate how stateside faculty can oversee courses/supervision of program courses and assess if a future tenure-track faculty lines are needed for long term program sustainability.	Actively recruit more state-side faculty to become involved in the program and work to more actively recruit for the stateside program.	Actively recruit more state-side faculty to become involved in the program and work to more actively recruit for the stateside program.	Actively recruit more state-side faculty to become involved in the program and work to more actively recruit for the stateside program. Assess the outcomes of such efforts.
Program faculty are encouraged to work with campus partners like the Institutional Research, Effectiveness, and Planning office to support their efforts to engage in continuous improvement.	Engage the core faculty with OIREP to develop a student dashboard for the program, specific to the outcomes of the program.	Continue to engage with OIREP to develop a student dashboard for the program, specific to the outcomes of the program.	Continue to engage with OIREP to develop a student dashboard for the program, specific to the outcomes of the program. Examine and assess trends and efficacy of programmatic and curricular changes.

Department Chair Name/Signature *Carlos Rieconn*

College Dean Name/Signature

A Gordon