# Academic Program Review
# MA **Educational Leadership and**
# **Policy Studies**

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**APROC Recommendation to Faculty Senate**
**MA Educational Leadership and Policy Studies**
**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 Educational Leadership and Policy Studies. 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**

**Carlos Nevarez, Department Chair**

**Karen O'Hara, Associate Dean for Instruction and Student Success**

**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.

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# 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 $\cong$ | 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 |

<div align="center">Course List</div>

| 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.**

Degrees:
**MA in Educational Leadership and Policy Studies (Higher Education)**

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. |

| Element One: Department Mission and Institutional Context | |
|---|---|
| **Inquiry** | **Stage** |
| Does the department have a mission statement or statement of program goals that is appropriate? | D |
| 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? | E/D |
| Does the program have policies and procedures that facilitate articulation with community colleges and/or other external educational partners? | N/A |
| Comments:<br><br>The Master of Arts in Educational Leadership and Policy Studies with a concentration in Higher Education Leadership is coordinated by Dr. Geni Cowan. The higher education concentration develops educational leaders from diverse backgrounds who will effectively lead and improve higher education systems. The recent organizational | |

change to a concentration within a stand-alone program provides an opportunity for self-evaluation and strategic planning for the concentrations within the program.

Recommendations:

- Leadership should identify ways the concentration aligns with the mission of the Department of Graduate and Professional Studies in Education. This work can assist program efforts within the three concentrations of the MA in ELPS.
- Leadership can clarify how the higher education concentration's mission is distinct and if any overlap exists. This clarification should be communicated to higher education students, campus affiliates, and other constituents.
- Clarify programmatic goals and mission across stakeholders (e.g. faculty, adjuncts, and students) on any communication materials (recruitment materials, website, etc.)

| 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? | E |
| Does each course have appropriate and measurable learning outcomes that allow students to achieve program learning outcomes? | E |
| 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? | HD |
| Is the assessment loop regularly being closed for each of the degree's program learning outcomes? | I |
| Is the learning assessment data being used to make maintain Success and Engage in Continuous Improvement? | I |
| Do students feel connected to academic support services (writing, math, tutoring, library, etc.)? | E |

Comments:

The higher education concentration's curriculum changes reflect current standards in the discipline. Current student learning outcomes are shared across all concentrations within the degree. Learning outcomes specific to the higher education concentration should be identified.

Recommendations:

- The concentration relies heavily on adjunct instructors to support program course staffing. Leadership should continue to assess adjunct faculty's familiarity with program mission, course curriculum structure and alignment, and university deadlines.
- Concentration courses are not reflected on the SLOs. Consider reviewing how the MA core, concentration, and culminating experience are in alignment
- Consider developing learning outcomes that are distinct to the higher education concentration's mission and goals. Clarify the learning domains faculty envision alumni will be able to demonstrate.

| 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? | I |
| Does each degree program use aggregated and disaggregated data to consider ways to improve retention? | I |
| Does each degree program use aggregated and disaggregated data to consider ways to improve time to degree or close graduation gaps? | I |
| 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? | E/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? | E/D |
| Does the program provide adequate student advising? | D |
| Do students feel connected to student success support services? | D |
| Comments:<br><br>There is a strong collaborative nature of faculty within the three program concentrations that can foster curricular-related experiences and co-curricular opportunities. | |
| Recommendations:<br><br>• Attention can be given to identifying, collecting, and maintain aggregated and disaggregated data to understand admission trends and manage enrollment with an eye to diversity, impaction, or address program specific concerns<br>• Attention can be given to use aggregated and disaggregated data to consider ways to improve retention<br>• Consideration can be given to make data informed decisions related to program specific concerns<br>• Report and share data on an annual basis with key constituency groups | |

| 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? | D |
| Are its facilities, including offices, labs, practice and performance spaces, adequate to support the program? | N/A |
| Does the program have access to information resources, technology, and expertise sufficient to deliver its academic offerings and advance the scholarship of its faculty? | D |
| Does the program seek and receive extramural support at the appropriate level, including grants, gifts, contracts, alumni funding? | |

| Has the program identified other concerns that impact budget and resource planning? | E |
|---|---|

Comments:

The program will benefit from new faculty hires to meet the projected program learning outcomes and deliver the curriculum.  The program currently relies on concentration faculty within the program to offer courses as well as adjunct support.

Recommendations:

- Anticipated new faculty hires should be included in the re-envisioning of the concentration's goals of the five-year plan within the self-study. While being considerate of their pre-tenure status, new faculty hires should be empowered to shape the concentration's future directions by leveraging their professional expertise.
- Consideration of extramural support (in the form of grants, alumni giving) can be explored to support community-based project or other programmatic initiatives

| **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)? | D |
| Does the academic unit have regular processes to revise plans and timelines. | E |
| Do plans include engagement with needed campus partnership and external entities to accomplish goals? | E |

Comments:

The higher education concentration is in a growth phase and hiring new faculty. The concentration has an established presence in the capitol region and thus faculty do not actively recruit prospective students. Current students and alumni provide the word of mouth advertising necessary to maintain enrollment.

Recommendations:

- Consider developing an advisory board with composition of area higher education partners, current students, and alumni. Students expressed a strong interest to be connected to the program and an advisory board might be an appropriate mechanism for their perspectives to be collected.
- Explore how academic unit engage in planning activities which identify its academic priorities and their alignment with those of the college and the University.
- Consider faculty participation in WASC assessment trainings to assist in the development of program learning outcomes
- Within the five-year plan, are there concentration specific items that necessitate particular attention. Consideration can be given to identifying elements within these goals that are specific to the HE concentration

**Commendations:**

The site visit team met with the coordinator of higher education leadership concentration, the Chair of the Department of Graduate and Professional Studies in Education, the Dean and two Associate Deans of the College of Education, faculty, and students. There is a sense of enthusiasm for the concentration to build on its track record and history of success as they search for a new faculty colleague.

The higher education leadership concentration is poised for purposeful growth in the ways it helps develop equity-minded leaders to work in higher education. The site visit team was able to observe multiple instances of the concentration's commitment to equity. Faculty members described the concentration as a place where theory and practice come together. Students described the concentration as a collaborative and supportive community and a space for rigorous and challenging graduate education.

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

1. Build on recent changes in organizational structure to develop a framework for learning that will guide assessment.
2. Consider faculty participation in WASC Assessment training to assist in the development of program learning outcomes or other assessment related professional development trainings

**Recommendations and Specific Considerations to Develop Resources to Ensure Sustainability**:

1. Attention should be given to maintaining updated student data to include retention rates, time to degree, student demographic characteristics, and other indicators to monitor continuous improvement.
2. Report and share data on an annual basis with key constituency groups. This data can be used to identify and recruit prospective students.

**Recommendations and Specific Considerations to Improve Academic Unit Planning:**

1. Clarify programmatic goals and mission across stakeholders -- faculty, adjuncts, and students.
2. Report and share data on an annual basis with key constituency groups

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

Signature:

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

Signature:

**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.**

Degrees:
**MA in Educational Leadership and Policy Studies (TK-12)**

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. |

| 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? | N/A |
| Comments: <br><br> The Master of Arts in Educational Leadership and Policy Studies with an emphasis in TK-12 leadership coordinated by Dr. Sarah Jouganatos is a community oriented program which attracts practicing teachers and leaders focused on | |

developing as equity minded leaders. The program aims to help student develop their leadership skills by focusing on making connections between theory and practice. Over 90% of students in the program also seek the Preliminary Administrative Services Credential.

Recommendations:
- Continue work towards developing an online delivery option for the Preliminary Administrative Services Credential (PASC).
- Now that the doctoral students are able to complete the PASC, identify collaboaration opportunites between master's and doctoral students.

| 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? | E |
| Does each course have appropriate and measurable learning outcomes that allow students to achieve program learning outcomes? | E |
| 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? | HD |
| Is the assessment loop regularly being closed for each of the degree's program learning outcomes? | I |
| Is the learning assessment data being used to make maintain Success and Engage in Continuous Improvement? | I |
| Do students feel connected to academic support services (writing, math, tutoring, library, etc.)? | D |

Comments:

The program has undergone a major transformation as the college has sought to comply with the CSU Executive Order 1071. This transformation has led to a Master of Arts in Educational Leadership and Policy Studies with concentrations in TK-12, Higher Education, and Workforce Development.

Recommendations:
- All planned assessment activities should be reviewed and/or revised and should be carried out as planned. The program coordinator was clear that all elements of assessment need to be bolstered as limited assessment data has been collected during the program review period.
- The program should consider providing some clarity among the learning outcomes for the three concentrations.

| 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? | I |

| | |
|---|---|
| Does each degree program use aggregated and disaggregated data to consider ways to improve retention? | I |
| Does each degree program use aggregated and disaggregated data to consider ways to improve time to degree or close graduation gaps? | E |
| 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? | D |
| Does the program provide adequate student advising? | D |
| Do students feel connected to student success support services? | D |

| |
|---|
| Comments:<br><br>Students and faculty reported positive feelings about the program's cohort structure and the valuable connections developed between students. These connections are nurtured through out of the classrooom actvities. Some students reported not having clarity on the program and course learning outcomes stating that some fieldwork experiences felt disjointed and not aligned with the curriculum. Student data from the self study report showed some admissions and graduation trends although other demographic and student success measures were not provided. |
| Recommendations:<br><br>• Regular collection of student, alumni, and employer data will help the program to more be more agile in meeting leadership needs of its constituent groups.<br>• Program leadership should examine how the goals and purpose of the fieldwork activities are understood among students, faculty, and fieldwork supervisors.<br>• Consider how the advisory board can be leveraged to assist in engagement of continuous improvement |

| 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? | I |
| Are its facilities, including offices, labs, practice and performance spaces, adequate to supportthe  program? | N/A |
| Does the program have access to information resources, technology, and expertise sufficient to deliver its academic offerings and advance the  scholarship of its faculty? | D |
| 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? | E |

| Comments: |
|---|
| The program benefits from university resources and student engagement on and off campus. Students reported high levels of satisfaction from the shared resources within a cohort. The high levels of faculty engagement are significant, however wide variances in instructors' professional experiences and instructional quality were noted. |

| Recommendations: |
|---|
| <ul><li>Identify data collection needs and work in collaboration with the Higher Education and Workforce Development concentration coordinators to share in this responsibility.</li><li>Recommended increase in full-time, tenure-track faculty with the requisite equity focus and leadership experiences in TK-12 schools, districts, or related state agencies.</li></ul> |

| **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? | D |
| 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? | E |
| Does the academic unit have a strategic plan, and other long term plans (5 year hiring, facilities, etc)? | E |
| Does the academic unit have regular processes to revise plans and timelines. | E |
| Do plans include engagement with needed campus partnership and external entities to accomplish goals? | E |

| Comments: |
|---|
| The appointment of Dr. Sarah Jougonatous as program coordinator and recent hire of Dr. Feliz position the TK-12 program for sustainable future. Students and faculty reported high levels of satisfaction with the cohort structure within the concentration. Students indicated cohort members often share information about advising, university deadlines, and student success strategies. |

| Recommendations: |
|---|
| <ul><li>Faculty and staff workload should be considered as the concentration considers an online delivery of the PASC</li><li>Consideration for workload/compensation related to CALAPA training</li><li>Responsibility for sharing advising and student success strategies should be distributed.</li><li>Careful and systematic monitoring of staffing needs should align to the concentration's goals. Leadership can consider partnering with the ELPS Higher Education master's degree program to fill graduate assistantships to advise and support students</li></ul> |

**Commendations:**

The Master of Arts in Educational Leadership and Policy Studies is designed to develop TK-12, higher education and workforce development leaders. Each concentration within the program is focused on cultivating leaders who promote learning, equity, social justice and achievement for all students. Strong collaborative nature amongst concentration faculty.

The site visit team met with the TK-12 concentration coordinator, the Chair of the Department of Graduate and Professional Studies in Education, the Dean and two Associate Deans of the College of Education, faculty, and students. Students and faculty in the TK-12 concentration described a graduate program with a strong commitment to prepare educational leaders with an equity focus. The TK-12 concentration allows students and faculty to advance theory to practice through fieldwork assignments with school districts and sites in the students' communities. Students reported high quality instruction from a combination full-time and part-time faculty as well as fieldwork supervisors.

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

1. The TK-12 concentration coordinator should work with the coordinators of the Higher Education and Workforce Development concentrations to identify shared formative and summative standards of quality based on assessment findings for their respective concentrations.

2. Continue to examine the purpose, format, and expected outcomes of the fieldwork experiences as they relate to statewide credentialing for educational leaders. College and department leadership should support faculty involvement in the California Administrator Performance Assessment (CalAPA) scoring.

**Recommendations and Specific Considerations to Develop Resources to Ensure Sustainability:**

1. Continue building college and university support to offer an online delivery of the PASC.

2. Attention should be given to maintaining updated student data to include retention rates, time to degree, student demographic characteristics, and other indicators to monitor continuous improvement.

3. Report and share data on an annual basis with key constituency groups. This data can be used to identify and recruit prospective students.

**Recommendations and Specific Considerations to Improve Academic Unit Planning:**

1. When developing an assessment plan and other documents, all assessment language should refer to or align to the TK-12 concentration's outcomes and clearly indicate plans for data collection, analysis, and reporting.

2. Build on recent changes in organizational structure (*e.g*., E.O. 1071) to develop a framework for learning that will guide assessment. The organizational structure (*i.e*., three concentrations) an opportunity for the TK-12 concentration to clearly identify differentiating factors unique to Sac State.

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:  MA in Educational Leadership and Policy (3 concentrations)

College:  College of Education

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

I. Self-Study

There was no Self-Study submitted for the MA in Educational Leadership and Policy since the program did not exist as a distinct degree at the time the program review got underway.   The program has come into being as part university's response to E.O. 1071, which required that the previous MA degree, consisting of a single program with multiple concentrations (including ones in Education Leadership, and Higher Education Leadership), be reorganized into individual MA programs. One result is the MA in Educational Leadership and Policy, which offers three concentrations:  TK-12;  Higher Education; and Workforce Development.  The workforce concentration is offered through the College of Continuing Education (CCE), while the other two are offered stateside.   At the time of the Self-Study the only available information on the program consisted of assessment plans and curriculum matrices that had recently been approved by the Chancellor's Office.   Given that the first students were only admitted in Fall 2020, there was no data on student performance available for review.

Previous Program Reviews:  Due to restructuring and the lack of a Self-Study, no prior recommendations were addressed.

Student Learning:  Data unavailable.

Student Success:  Data unavailable.

Operations:  Data unavailable.

II. External Consultant Report

Given the lack of a Self Study, Dr. Ignacio Hernández (Department of Educational Leadership, CSU, Fresno) and Dr. Susana Hernández (Department of Educational Leadership, CSU, Fresno) were asked, instead of providing a traditional review, to provide input on creating systematic assessment and future planning, as well as identifying ways of strengthening relationships with the College's existing doctoral program (EdD) in Educational Leadership.  In line with this directive, they answered the standard inquiries that are part of the five elements in the report template and offered specific recommendations in each case; they also provided two commendations and six recommendations for the program as a whole.   Recommendations emphasize the importance of collecting and updating student data, and the importance of sharing the data with constituency groups. Also highlighted is the need to clarify the programs mission goals; the development of a strategic planning process; and assessment.

While thorough in many respects, the internal review subcommittee notes two significant limitations to the External Consultant Report.  First, the report focused almost exclusively on the program's Higher

Education concentration, with no discussion of the other two in TK-12 and in Workforce Development. Second, it fails to examine the potential impact that the different manner in which the concentrations are offered (one is through CCE, while the other two are stateside) may have on learning and student success.

III. Internal Feedback

Due to the lack of a Self-Study, internal feedback is based solely on the External Consultants Report, particularly as it aligns with the guidance provided by Academic Affairs regarding the focus of their visit. 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 MA in Educational Leadership 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:

- Expand outreach to include not just university constituency groups, but also external stakeholders in the wider education community.

- Develop SLOs specific to each of concentration in the MA Education Leadership and Policy program.

- Establish a regular planning process to revise curriculum, timelines, and strategic plans (including faculty hiring) as needed.

- Clarify and strengthen existing relationships with the College's doctoral program (EDD) in Educational Leadership. (A subject not addressed in the External Consultant's Report.)

- The program should work with both the College of Education and CCE to assess the relative impact on learning and student success of offering both stateside and CCE-based online concentrations in the same program.

- The program should work with both the College of Education and CCE to assess the impact on tenure/tenure-track faculty workload of offering both stateside and CCE-based online concentrations.

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 Educational Leadership and Policy Studies, College of Education, CSU-Sacramento.

Program: MA in Educational Leadership and Policy Studies
College: Education

Date: November 28, 2021

| Program Review Finding<br>Cite self-study, external review, internal review, and/or accreditation documentation | 2 YR<br>List goal, success indicator, responsible parties, and resource implications. | 4 YR<br>List goal, success indicator, responsible parties, and resource implications. | 6 YR<br>List goal, success indicator, responsible parties, and resource implications. |
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| **To Maintain Success** | | | |
| Clarify and communicate with stakeholders the goals and mission of both the shared program, and the unique concentrations. | Faculty will meet to develop a statement of the shared mission and goals of the program and those specific to the three concentrations | Will continue to make sure that the goals and mission are on public-facing documents and on those shared with key stakeholders | Will continue to make sure that the goals and mission are on public-facing documents and on those shared with key stakeholders |
| Continue working toward developing an online delivery option for the Preliminary Administrative Services Credential (PASC) | Faculty will meet to discuss this option, and where the program is in the process, as well as challenges/obstacles. | If possible, launch the online program and develop annual assessment to keep track of student outcomes and changes in program outcomes | If program launched, continue annual assessment to keep track of student outcomes and changes in program outcomes, and curricular/programmatic changes as a result. |
| **To Improve Student Learning** (consider university/college goals on learning, research/scholarship, diversity) | | | |
| Engage in regular and cyclical examination of curriculum and assessment of SLOs. | Program and College leadership will clarify the assessment plan and identify unique SLOs for each concentration | Continue implementation of the assessment plan and note curricular and program changes as a result. | Continue implementation of the assessment plan and note curricular and program changes as a result. |
| Provide resources and encourage faculty to participate in WASC assessment trainings to assist in the development of comprehensive assessment plans. | Program and College leadership will work to identify these opportunities and encourage faculty to attend. | Program and College leadership will continue to identify these opportunities and encourage faculty to attend. | Program and College leadership will continue to identify these opportunities and encourage faculty to attend. |
| Clarify the ways the three concentrations are distinct from one another. Embed these distinctions within three different sets of Program SLOs, and include | Program and College leadership will clarify the assessment plan and identify unique SLOs for each concentration | Continue implementation of the assessment plan and note curricular and program changes as a result. | Continue implementation of the assessment plan and note curricular and program changes as a result. |

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| distinct ones for each concentration. | | | |

| **To Improve Student Success** (consider university/college goals on recruitment, retention, graduation, diversity, engagement) | | | |
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| Examine how the goals and purpose of fieldwork activities are understood among students, faculty and fieldwork supervisors. | Program faculty will meet to clarify the language in program handbooks and syllabi to ensure that purpose and goals of fieldwork are clear and methods of assessment are embedded. | Continue to monitor language and frameworks for fieldwork. | Continue to monitor language and frameworks for fieldwork. |
| Engage in regular and systematic collection of data on students, alumni and employers | Program faculty and College leadership will work to develop a comprehensive strategy to collect and analyze and share data on students, alumni and employers. | Continue to collect and analyze data. Create strategies to share data on a regular basis. Review data strategically and note curricular and programmatic changes that result | Continue to collect and analyze data. Create strategies to share data on a regular basis. Review data strategically and note curricular and programmatic changes that result |
| Develop a systematic manner for identifying, collecting and maintaining student data, such as enrollment trends, retention data and time-to-completion. | Program faculty and College leadership will work with OIRED to identify key measures of student enrollment, retention and completion to collect on an annual basis. | Annually collect and analyze data on key measures of student enrollment, retention and completion. Share with constituent groups and note curricular and programmatic changes that result | Annually collect and analyze data on key measures of student enrollment, retention and completion. Share with constituent groups and note curricular and programmatic changes that result |

| **To Build Partnerships and Resource Development to Enhance the Student Experience** (consider university/college goals on university as place, university experience, community engagement) | | | |
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| Develop an advisory board (for Higher Education), and connect its work to the advisory board in place for TK-12. Leverage their input for continuous improvement. | Program faculty will build on the advisory board for TK-12 to create an advisory board across all programs. | Maintain minutes and input from the advisory board meetings and note changes/updates as a result of this input. | Maintain minutes and input from the advisory board meetings and note changes/updates as a result of this input. |

| **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) | | | |
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| Examine the role of adjunct faculty in the program and work to ensure they are familiar with the program mission, course curriculum and university deadlines | Program faculty and department leadership will examine on-boarding practices for both adjunct faculty and program supervisors to ensure that individuals are given all program materials. | Maintain the process of onboarding to ensure all faculty remain updated on program and university goals/deadlines. | Maintain the process of onboarding to ensure all faculty remain updated on program and university goals/deadlines. |

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| Anticipate new faculty hires within a 5-year plan, and engage new faculty in the future direction of the program. | College and program leadership will work to develop an 5-year hiring plan, and work to engage faculty in an onboarding process that focuses on program goals and curriculum/program development | Continue to update the 5-year hiring plan, and work to engage faculty in an onboarding process that focuses on program goals and curriculum/program development | Continue to update the 5-year hiring plan, and work to engage faculty in an onboarding process that focuses on program goals and curriculum/program development |
| Consideration of extramural support (in the form of grants, alumni giving) can be explored to support community-based project or other programmatic initiatives | Program faculty will work with the Associate Dean for Resource and Engagement so identify extramural support for these initiatives. | Program faculty will continue to work with the Associate Dean for Resource and Engagement so identify extramural support for these initiatives. Maintain records of these fundraising activities and their outcomes. | Program faculty will continue to work with the Associate Dean for Resource and Engagement so identify extramural support for these initiatives. Maintain records of these fundraising activities and their outcomes. |

**Department Chair Name/Signature**

**College Dean Name/Signature**