

## Program Review Self-Study MA in Education

SSU Mission: <http://sonoma.edu/about/mission>

Program Name: Master of Arts in Education

Departments: Curriculum Studies and Secondary Education, Early Childhood Studies, Literacy Studies and Elementary Education, Educational Leadership and Special Education

School: School of Education

Degrees Offered: MA Degree in the following concentrations:

Curriculum, Teaching, and Learning

Early Childhood Education

Educational Leadership

Reading (Language and Literacy)

Special Education

Teaching English to Speakers of Other Languages (discontinued as of December 2018)

### **I. Program Overview**

- a. Describe what makes the degree(s) offered distinct and provide a program mission, if available.

The MA Program in the School of Education adheres to the mission of the School of Education:

The School of Education provides transformative educational experiences through teaching, research, and key initiatives. We prepare undergraduates, graduate students, and credential candidates to advocate for social justice in their learning and throughout their careers so that students, schools, and communities flourish.

The MA program is distinct in the variety of concentrations offered to meet the academic interests and professional needs of educators working with populations from birth through adulthood, in a range of settings, both public and private, from pre-school through community college, in community organizations and businesses. The program is also distinct in providing three different pathways to completion: the 30-unit thesis/project pathway, the 33-unit exam pathway and the 36-unit cognate pathway. Through these choices, we are able to accommodate the professional interests of graduate students and support them in reaching different goals for their MA degree, whether as a stepping stone to doctoral work, to advance their knowledge and skills in working with their own students, or in order to assume leadership roles in their local school districts or their communities. We have successfully prepared students to enter top tier PhD programs in Education, including UC Berkeley, UC Davis, UC Santa Cruz, and Michigan State University, among others.

- b. What is the role of this program in the educational mission of the campus? How does it align with the university vision, values, and outcomes?

The degree is aligned with the mission and core values of Sonoma State University as well as the mission of the School of Education.

<http://www.sonoma.edu/about/mission>

<http://web.sonoma.edu/education/school/mission.html>

The courses in this degree are designed to enable graduate students to continue on a path of lifelong learning as a necessary aspect of being a professional educator. We prepare students to be advocates for social justice in their work with students and in their communities. The program embodies the SSU core value of connectivity and community engagement through fieldwork and field-based research assignments. Graduate students also acquire additional knowledge and skills that enable them to be adaptable and responsive in meeting the challenges of serving and educating others for the 21<sup>st</sup> century.

Courses engage graduate students in examining issues of access and equity in education, in considering the diverse theoretical and research perspectives that have informed educational practice, as well as the perspectives of diverse families and communities that will enable them to be advocates for children and families.

- c. Describe the ways in which the program serves regional and state needs.

There are several ways in which the program serves regional and state needs, most notably in the preparation of educators for leadership roles. In the concentrations that offer advanced credentials, MA candidates become site administrators, literacy coaches, district level employees, and directors of services at the county level, for example. Graduates of the concentration in Early Childhood Education are directors of pre-schools or serving on state boards addressing early childhood education and teaching in higher education institutions. Graduates of the concentration in Curriculum, Teaching, and Learning often become curriculum directors in district level offices or county offices of education. Graduates of the concentration in TESOL are teaching at universities abroad or working in leadership capacities in California on behalf of immigrants and English learners.

Another example of how the School of Education MA program serves regional and state needs can be seen in the titles of theses and projects MA candidates have completed. It is evident that graduates of the MA in Education program have researched or developed culminating projects involving parents, TK-12 students, undergraduates, international students, educational colleagues, and other service providers. They have researched curriculum models, investigated the implementation of instructional approaches, authored handbooks and developed inservice experiences for other professional educators and childcare providers. They have carried out numerous research projects focused on addressing issues of access and equity for preschool through higher education. The following titles provide a few examples from each concentration. For a full list of titles, see:

<https://drive.google.com/drive/u/1/folders/1My0kizQIPcQas6I52gvJbzIIKg9xneK3>

**In Early Childhood:**

“Engaging Parents in Thinking About Their Young Child’s Learning Strategies” Amy Warzybok

“Promoting Gender Equity: A Handbook for Early Educators” Chelsi Shulz

“Strength-based, Equitable Family Engagement in Early Childhood Programs” Janice Wood

**In Curriculum, Teaching, and Learning:**

“Exploring How First-Generation College Students Describe Their Social Capital, Academic Self-concept, and Self-efficacy” Andrea Chambers

“Avoiding the Pull-Out: Language Development for English Learners in a Project-based Learning Classroom” Tara Lyon

“World Peace Education: An Undergraduate Course of Study” Ostin Moon

**In Educational Administration:**

“Digital Citizenship Project” Macy Juhola

“Supporting Project-based Learning in a Secondary School” Greg Weaver

“Building a Bridge between Curriculum and Assessment” Anh Tovar

**In Reading and Language:**

“Combining the Walk to Read Model with Readers Workshop” Rosanne Muldoon

“Mentor Texts: Reading to Write” Kory Hanchey

“Engaging 5<sup>th</sup> Grader Students in Critical Conversations About Social Justice” Diana Foster

**In Special Education:**

“Paraprofessional Behavior Analysis Self-guided Training” Alyson Frisch

“Social Skills Resource Guide for Education Specialists” Rachel Bruwell

“Blogging to Improve Performance and Self-efficacy of 6<sup>th</sup> Grade Students” Jamie Martinez

**In TESOL:**

“Using Graphic Novels to Teach Language to English Learners” Christine Cook

“ESL Programs in Clearlake, CA: Realities and Possibilities” Lily Woll

“Erasing Invisibility: A Community Project to Create Understanding Between Newcomer Students and their Adopted High School” Jennifer Little

- d. Include goals (general statements about what the program aspires to achieve) and student learning outcomes (specific results that arise if goals are being met).

Program Goals:

The MA in Education program seeks to prepare graduates who:

- Develop as reflective practitioners
- Critically examine educational theories and research through a variety of lenses
- Develop an informed educational vision and innovative pedagogies suitable to their respective educational settings
- Develop as leaders in their field and as agents of change

(source: MA Handbook, p. 3:

[https://drive.google.com/drive/folders/1\\_Ec35eW7DCsyPnpYMgiY1FtQCA4HYMjW](https://drive.google.com/drive/folders/1_Ec35eW7DCsyPnpYMgiY1FtQCA4HYMjW))

Program Learning Outcomes:

Fall 2012 – Spring 2018

PLO 1: Students can articulate how the MA coursework has contributed to their personal, intellectual, and professional growth.
PLO 2: Students demonstrate how their breadth and depth of knowledge has changed in regard to reading and applying educational research.
PLO 3: Students demonstrate how the breadth and depth of their knowledge has changed by reading and applying educational research in their program area of concentration.
PLO 4: Students demonstrate their ability to critically analyze multiple historical, philosophical and theoretical perspectives in relationship to issues of educational and social inequities.
PLO 5: Students demonstrate the ability to write at a graduate level.
PLO 6: Students complete a culminating activity in which they cogently demonstrate: <ul style="list-style-type: none"> <li>• their ability to draw from appropriate and adequate peer-reviewed research</li> <li>• connections between their project and their work as an educator</li> <li>• the significance of the project to the local educational context</li> </ul>

(source: MA Handbook, revised 2013)

Through a three-year process of renewal and re-envisioning our mission and core values (discussed below) the new Program Learning Outcomes for the students enrolled in the MA program beginning in fall of 2018 are:

PLO 1: Students can articulate how the MA coursework has contributed to their personal, intellectual, and professional growth.
PLO 2: Students demonstrate how their breadth and depth of knowledge has changed in regard to reading and applying educational research, including connections with social justice in education.
PLO 3: Students demonstrate their ability to critically analyze multiple historical, philosophical and theoretical perspectives in relationship to issues of educational and social inequities.

PLO 4: Students demonstrate how their breadth and depth of their knowledge has changed in their area of concentration.
PLO 5: Students explain how the MA program has contributed to their ability to be an advocate for social justice in their community of practice.
PLO 6: Students demonstrate the ability to write at a graduate level.
PLO 7: Students complete a culminating activity in which they cogently demonstrate: <ul style="list-style-type: none"> <li>• their ability to draw from appropriate and adequate peer-reviewed research</li> <li>• connections between their project and their work as an educator</li> <li>• the significance of the project to the local educational context</li> </ul>

(source: MA Handbook, revised 2018:

[https://drive.google.com/drive/folders/1\\_Ec35eW7DCsyPnpYMgiY1FtQCA4HYMjW](https://drive.google.com/drive/folders/1_Ec35eW7DCsyPnpYMgiY1FtQCA4HYMjW), p. 15)

- e. Provide relevant history/overview of the program with any information about external contexts such as disciplinary accreditation.

The MA program in the School of Education was last reviewed in 2011-2012, when the School went through accreditation by both the Commission on Teacher Credentialing and the National Council for Accreditation of Teacher Education. The credential programs that are part of concentrations in the MA program (Reading and Language and Educational Administration) have also gone through other reviews in relationship to new standards being released and programs being updated to meet the new standards. The Reading and Language program courses were revised in the spring of 2011, though the 2011-2012 accreditation review was based on the previous standards. The revised standards for the Preliminary Administrative Service Credential (concentration in Educational Leadership) were implemented in 2015. Special Education added induction courses to their program in 2014. The courses within these concentrations had their course revisions approved by the Commission on Teacher Credentialing.

## **II. Outcome of the Previous Program Review**

- b. List the recommendations made at the conclusion of the previous review (these may have been made by the review committee, the school curriculum committee, and/or the dean or provost). Include the goals identified and how the program has responded.

The previous program review was completed in 2012 when the MA program was also reviewed as part of the joint state and national accreditation processes carried out by National Council for Accreditation of Teacher Education (NCATE) and the Commission on Teacher Credentialing (CTC). Much of the review process was focused on the credential programs, which are separate from the MA program. But there was a review of the advanced credential programs in Reading and Language and in Educational Leadership, which are two areas of concentration within the MA program. Additionally, NCATE reviewed the MA program as a whole.

The following recommendations came out of that review process: All standards were met or exceeded to such an extent that there were no areas for improvement cited in the NCATE Board of Examiners' final report. Likewise, the Commission on Teacher Credentialing (CTC) reviewers stated that all standards had been met with no areas of concern:

“The unit has demonstrated exemplary standards and remarkable achievements in multiple areas. The achievements are substantiated by numerous exhibits and within many interviews. They are evident in the ways that the unit makes assessments, defines transition points, employs admission criteria, and defines the professional dispositions of its candidates. The candidates participate in an impressive system in which they, themselves assess the impact that they have on student learning” (Board of Examiners Final Report, 2012, p.4).

The only area for continued monitoring and improvement was a recommendation from CTC to further explicate how rubrics were used in some reading courses to “drive grade decisions,” where “grades are used to determine candidate competence.”

Reading program faculty generally met twice per semester immediately following the last review to discuss course content, student learning outcomes and other curricular and programmatic revisions. Rubrics were not revised as evaluation of candidates in the concentration of Reading and Language (see MA Exit Survey data, program completion rates, sample portfolios) did not indicate any problems with candidate competence.

- c. Describe changes in the program since the last program review and the impact of those changes.

The School of Education received high praise in our previous program review for our commitment to social justice:

“A commitment to social justice is a critical feature of the unit's conceptual framework. This feature permeates every aspect of the programs. Students provided eloquent, inspiring, and frequently heart-wrenching testimonials about their personal wish to make genuine changes within classrooms, communities, and the world.” (BOE Final Report, 2012, p. 5).

Notwithstanding this review, in the fall of 2015, the School of Education faculty and Dean decided it was time to undertake a renewal of the commitment previously highlighted to redesign the School's conceptual framework. The new conceptual framework was adopted in spring 2016. Aligning courses and documents to the new conceptual framework has been ongoing. Graduate students admitted to program in the fall of 2018, will find the portfolio requirements aligned to the new conceptual framework.

Other changes in the MA program made since the last review are the following:

The concentration in Special Education added courses at the graduate level to meet the new induction standards established in 2014. New teachers enrolled in these courses were able to apply them toward an MA degree. The impact of adding the induction program coursework was two-fold: 1) new teachers were supported in earning a clear credential while earning credit toward an MA degree; 2) university-based induction courses maintain the link between theory, research, and practice that is critical to high quality teaching and learning.

The TESOL concentration, which became an approved concentration in 2009, will be dissolved in 2018-19, due to decreasing enrollment. Other CSU TESOL programs have noticed a decline in applications to their programs, including large programs, with excellent reputations, such as the ones at San Francisco State University and San Jose State University. Because many of these students would be interested in teaching abroad, and there are many online degree options in this field, it is hard to discern the impact in the service area of Sonoma State University of discontinuing this program. The existence of the program did make a small impact (as a small program) in our local service area during its existence. For example, one graduate is now the director of the ESL program at Canal Alliance, a service agency working with immigrants in Marin County. Another is teaching ESL at Santa Rosa Junior College, another is providing leadership in adult education in the Petaluma School District. Several of the graduates are teaching abroad. Potential applicants interested in teaching abroad are being referred to the programs at SF State, USF, and St. Mary's. Applicants interested in improving their knowledge of language and literacy development for working in the public schools can pursue the MA in Reading (Language and Literacy).

The Reading and Literacy Leadership Specialist credential will be put on hiatus through the Commission on Teacher Credentialing in January 2019, due to decreasing enrollment. It appears that local school districts are no longer hiring Reading Specialists. The Added Authorization is being maintained as well as the concentration in Reading. This concentration will be renamed Language and Literacy to foreground the work the School of Education is doing in bilingual and dual immersion education. Students currently enrolled in the program report that having the MA degree will still enable them to pursue goals related to obtaining leadership roles in literacy and improving TK-12 student learning.

### **III. Student Profile**

- a. Discuss the number of students in the program and trends over the last review period.

Table 1: Annual Enrollments by Concentration:

AY	CTL	ECE	Ed Leadership	Reading and Language	Special Education	TESOL	Total
2012-2013	13	6	25	6	6	5	61
2013-2014	18	4	12	8	9	5	56
2014-2015	16	9	34	7	9	6	81
2015-2016	9	3	28	6	7	5	58

2016-2017	13	8	21	5	3	3	53
2017-2018	19	3	19	1	4	0	46

One recent trend is the decline in total enrollment in the last two years. There are several factors that might be contributing to this decline. The Early Childhood Studies program has anecdotal data that possible applicants are choosing an online ECE certificate and MA option. In the area of Reading, as previously mentioned, local districts are not hiring Reading Specialists, which appears to be impacting enrollments as the courses were designed to lead to this advanced credential in addition to an MA degree. The Special Education concentration had to suspend their induction program after 2015 while they addressed new standards from the Commission on Teacher Credentialing and the induction program attracted applicants seeking a clear credential in Special Education and an MA degree.<sup>1</sup>

With support from the Dean, the School of Education pursued some recruiting strategies in the 2017-18 academic year, including writing sponsored content ads for Sonoma Media Investments which appeared in the Press Democrat and on social media outlets. Data analytics showed much more traffic to the School of Education website, but we have yet to see a yield in more applications.

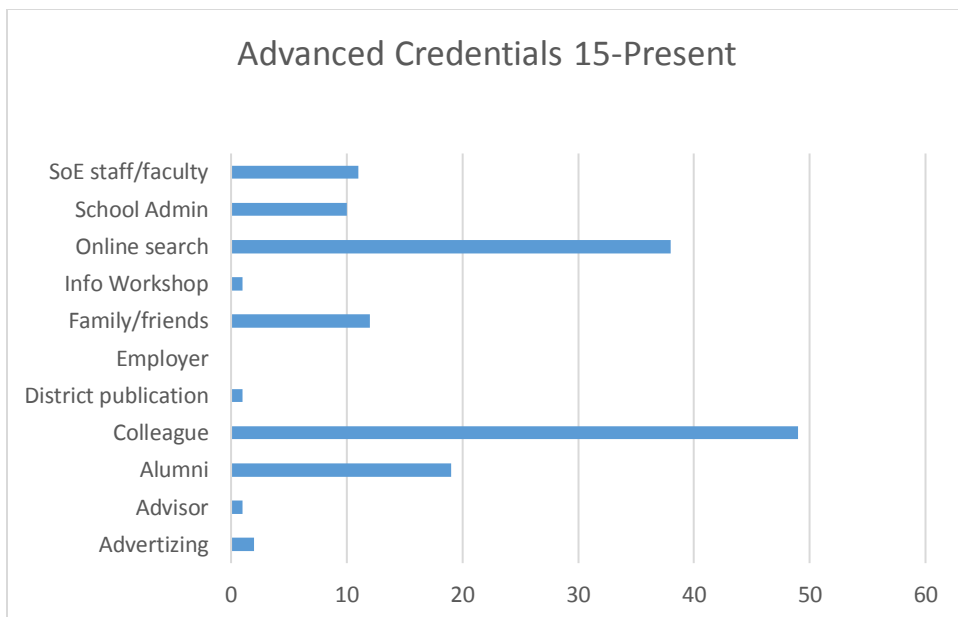
The following data, which we started collecting in 2015, provide some evidence of how students are finding out about the advanced credential and MA programs.

Charts 1 and 2: How did you learn about the advanced credentials and MA program offered by the School of Education?

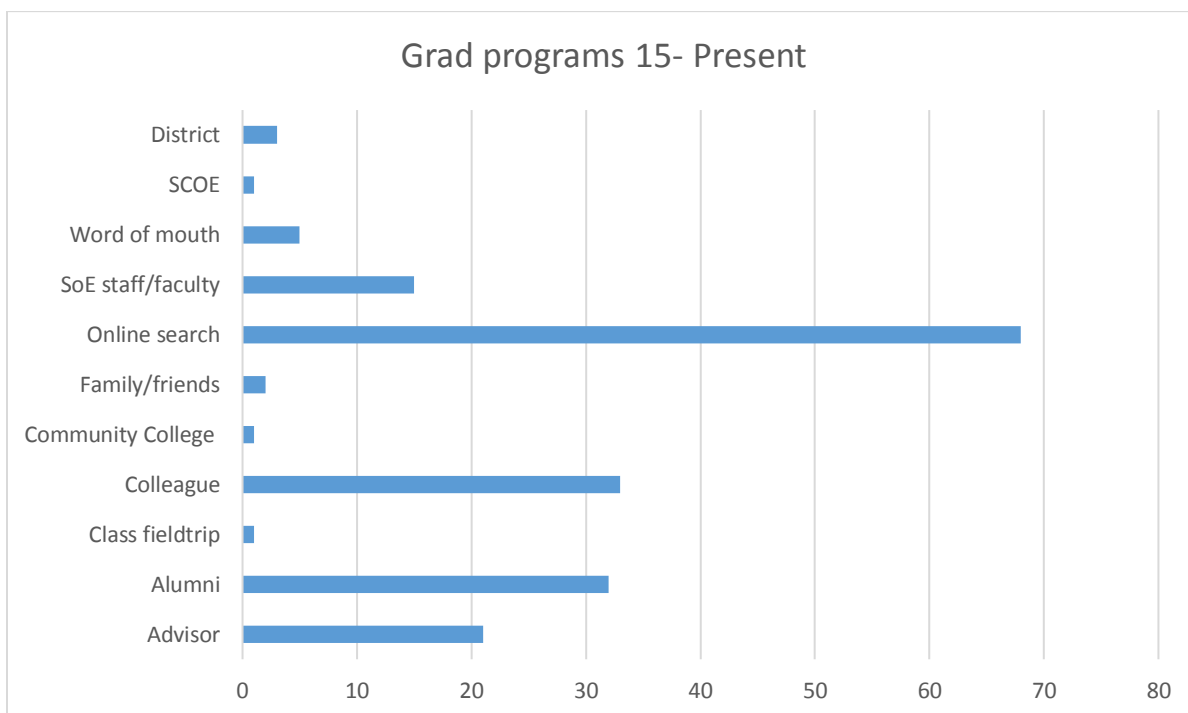
---

<sup>1</sup> New teachers in the state of California are required to participate in an induction program, a mentoring process, in order to maintain their licensure. Induction programs are offered by several local education agencies, such as school districts, universities, and county offices of education.





N=155 responses



N=225 responses

The School of Education Graduate Studies Committee will continue to focus on outreach and recruitment in the spring of 2019. It must be noted that Sonoma State University does not provide a budget to support graduate studies, therefore, zero resources are dedicated to recruiting graduate students to SSU MA programs.

- b. Discuss the number of degrees conferred in the program and trends over the last review period.

Table 2: Number of Students Completing MA Degree

Academic Year	MA Degrees Awarded
2012-2013	7
2013-2014	15
2014-2015	37
2015-2016	33
2016-2017	32
2017-2018	31

(Source: Office of Reporting and Analytics)

With the exception of the anomalous data provided for the 2012-2013 year, the number of students completing their MA degrees and applying to graduate has been fairly consistent and in line with a 5-6 semester completion rate for a student population enrolled part-time and working as full-time professionals.

The following table shows the number of candidates who advanced to candidacy and went on to finish the degree, demonstrating that the SOE MA program has a high completion rate among students who approach the end of their coursework and then finish culminating projects under the guidance of their committee, particularly the committee chair.

Table 3: Completion Rates per Concentration, fall 2013- spring 2018\*

	# Advanced to Candidacy	# Who Completed Culminating Project	Percentage
CTL	66	60	91
ECE	26	23	88
Ed Admin	50	46	92
Reading	33	31	94
Sp Ed	33	31	94
TESOL	22	20	90

(Source: SOE Student Services Office)

\*The academic year 2012-2013 is not included in the total count of students who advanced to candidacy as those who enrolled beginning in 2012 would not have been able to complete the program in two semesters.

- c. Discuss student demographic trend data that is relevant for the program. Demographics to discuss may include numbers of under-represented students, first-generation students, low-income students, balance among genders, numbers of non-traditionally-aged students, or others that are significant.

Most of the students enrolled in the MA program are educators from the SSU service area of Marin, Sonoma, and Napa counties with a very few from Lake, Mendocino, and Solano counties. The demographics generally reflect the demographics of the educator

population in these counties with the largest percentage of educators being White, non-Hispanic. The enrollment by ethnicity has been fairly consistent over the past 7 years, even with some decline in overall enrollments. We strive to increase the diversity of the student population so that it reflects the demographics of the SSU service area. It should be noted that the enrollment of students who identify as Asian or Hispanic is higher than those in the teaching population in Sonoma County (source: <http://www.ed-data.org/district/Sonoma/Sonoma-County-Office-of-Education>), indicating that we are having some success in increasing the diversity of students enrolled in the program.

Table 4: Enrollment by Ethnicity

AY	Asian	Black/African American	Hispanic of any race	Race and Ethnicity unknown	Two or More Races	White	Non-Resident Alien	Total
2012 – 2013	1 1.6%	1 1.6%	9 14%	15 24%	2 3%	33 54%	0 0%	61
2013 - 2014	2 3%	0 0	8 14%	13 23%	2 3%	31 55%	0	56
2014 - 2015	1 1%	0	9 11%	17 21%	2 2%	52 64%	0	81
2015 - 2016	2 3%	0	10 17%	12 21%	1 1%	33 57%	0	58
2016 - 2017	1 2%	0	4 8%	11 21%	2 3%	35 66%	0	53
2017 - 2018	1 2%	0	6 13%	10 22%	1 2%	27 59%	1 2%	46

Enrollment by gender has also remained consistent, with the largest percentage of students being female (approximately 80%).

Enrollment of first-generation students in the MA program is also a dimension of diversity that we would like to increase. The following table shows first generation enrollments in the MA in Education program over the period under review.

Table 5: Enrollment of First-generation students (parents not enrolling in or completing postsecondary education)

Admission Term	# of First Generation Admits	Total Admitted	%
2012-2013	8	61	13
2013-2014	2	56	3
2014-2015	5	81	6
2015-2016	11	58	19
2016-2017	4	53	8
2017-2018	8	46	17

As higher education becomes more unaffordable and as fewer people pursue teaching as a profession, it also becomes increasingly difficult to address several dimensions of diversity in recruitment of students. One long-term solution may be offered by Sonoma State's recent designation as an HSI and the award of the PUERTA grant (Preparing Underrepresented Educators to Realize their Teaching Ambitions) to the School of Education. If more first-generation, low-income, and students of color can be recruited into the teaching profession, then more teachers of color and teachers from low income backgrounds might also consider graduate work in education. This potential solution is probably 6-7 years down the road. Through monies currently available through the PUERTA grant, the School of Education has been able to provide tutoring support for low income, first generation students of color who want to pursue teaching credentials. These credential candidates are potential graduate students if they are hired in schools within the SSU service area.

Another potential solution would be for SSU to support focused recruitment efforts and dedicated scholarship monies for first generation MA candidates.

- d. Describe the reasons that students give for choosing the program (range of courses, time to degree, career goals, civic engagement, social justice, subject matter is interesting, etc.).

In addition to living and working in the service area of Sonoma State University, graduate students listed the following reasons for choosing the School of Education MA program for the following reasons (written responses from students enrolled in the core MA courses of EDUC 570 and EDUC 571):

**Being familiar with the university through their undergraduate and/or credential program and recognizing the quality of the learning experiences:**

In my time at the Hutchins School I learned to trust SSU and the people who work here. I chose this program over an online program because I knew I would receive a better education.

I was encouraged to pursue my masters at Touro. It would have been more convenient, but I hated my experience with the Touro interviews. I chose SSU and

did not regret it. I am learning a lot, often pushed outside my comfort zone, but am completely supported.

**The reputation of the program:**

I chose SSU due to their strong Ed Leadership credential program.

I was impressed with the credential program I went through.

Knowing the professors are familiar with the [Tk-12] schools in the area.

The professors have ALL been exceptional.

Academic rigor and collaborative model

**The size of the program and support:**

I had heard about the support that was given [by faculty]

I live 3 miles from SCOE and I could have signed up for the program there. Instead I chose to drive 45 minutes + 15 minutes of parking time because I wanted to be in an academic environment with professors who encourage critical thinking and have a focus on social justice, (not just how to get the job done and fit into the system).

- e. Describe student/alumni achievements (e.g., community service, research/scholarship publications, awards and recognitions, other professional accomplishments, etc.).

Current students and alumni have achievements in the areas of scholarship and professional leadership.

In the area of scholarly endeavors, SOE graduate students have

- Presented at international, national, and state research and professional conferences, such as the annual conferences of National Council of Teachers of English, the Council for Exceptional Children, the California chapter of TESOL, regional Lesson Study conferences, the National Association for Research in Science Teaching, and the National Council of Teachers of Mathematics. Proposals are peer reviewed and acceptance is very competitive.
- Published articles in peer-reviewed practitioner and scholarly journals
- Been admitted to and completed PhD programs

In the area of professional leadership, alumni now work as:

- Instructors in higher education at universities across the country, at Sonoma State, at Santa Rosa Community College, and at Mendocino College, among others
- Curriculum directors for school districts
- Curricular leaders at the Sonoma County Office of Education
- Executive directors in local non-profit agencies, such as Los Cien
- Literacy coaches for school districts

#### IV. Faculty Profile

- a. Describe faculty rank and tenure make-up in the program (numbers and percentages of the whole for tenure-track faculty, tenured faculty, full professors, lecturers). Discuss trends during the review period (new faculty hires, retirements, separations, etc.).

All faculty in the School of Education are eligible to teach in the MA program and we have developed a system for rotating courses among interested faculty so that faculty can bring various areas of expertise to the core required courses of EDUC 570, EDUC 571, and EDUC 598. The following chart reflects that number of tenured and tenure track faculty available to teach in the MA program. Both department chairs and FERP faculty are counted at the percentage of the instructional time available, fifty percent.

Table 6: Number of tenured/tenure track faculty available to teach MA courses

<b>AY</b>	<b>Tenure/Tenure Track</b>
2012-13	18.5
2013-14	17.5
2014-15	16
2015-16	17.5
2016-17	18.5
2017-18	20.5

All departments, except for Early Childhood Studies, have experienced a reduction in the number of tenure track faculty available to teach graduate courses. During the period under review, seven faculty fully retired or separated from SSU and four faculty are currently FERPing. The 11 faculty members who have retired were in the departments of CSSE, ELSE, and LSEE. During this same period, the Early Childhood Studies department developed both a major and minor, which has become one of the largest majors at SSU. The greatest need for tenure track faculty has been in the Early Childhood Studies department with faculty in that department largely teaching courses within the major. Recent hires in LSEE and in CSSE have needed to teach basic credential courses. Consequently, there are fewer faculty available to staff the MA courses. All of the faculty who have left the School of Education in the past six years taught MA courses regularly. Over the past two years the School of Education has had to hire adjunct faculty to staff graduate courses.

- b. Describe the demographic trends for faculty during the review period, including factors such as race/ethnicity and gender. Discuss efforts to improve diversity in the faculty ranks.

Approximately 80% of the tenure track faculty in the School of Education are female. Ethnic diversity is limited, with approximately 25-30% of faculty identifying as people of

color. We have made concerted efforts to increase the ethnic and racial diversity among faculty in the School of Education through our recruitment strategies, but we have lost excellent candidates in recent years to other campuses that provide higher starting salaries in areas with a lower cost of living. The most recent faculty searches have been at the assistant or associate level in an attempt to attract and keep faculty.

Table 7: Ethnic Diversity of Tenured/Tenure Track Faculty

	White	Hispanic/ Latino	Asian	Native Hawaiian/ Pacific Islander	Two or More	Total*
Spring 2018	16	4	3		1	24
Fall 2017	17	4	2		1	24
Spring 2017	14	4	1			19
Fall 2016	16	4	1			21
Spring 2016	15	4				19
Fall 2015	18	4				22
Spring 2015	12	4				16
Fall 2014	13	4		1		18
Spring 2014	13	4				17
Fall 2013	15	4		1		20
Spring 2013	15	3	1			19
Fall 2012	17	3	1	1		22

\*Totals include FERP faculty.

c. Discuss proportion of faculty with terminal degree.

All of the tenured/tenure track faculty members have earned PhD's or EdD's. Most of the adjunct faculty who have taught in the MA program also have PhD's or EdD's.

d. Discuss faculty specialization and alignment to program curriculum, program mission, and program quality.

Faculty CV's are available electronically in the Program Review file:

<https://drive.google.com/drive/u/1/folders/1SJY-m0TcMx1yERK46hOm75IDsOxtmiy>

Some of the specific areas of expertise and research for each faculty member are listed in the MA Handbook:

<http://web.sonoma.edu/education/handbooks/ma-handbook%20rev%202018.pdf>

Faculty specializations are closely aligned with the concentrations within which they teach. We maintain our alignment with and commitment to program curriculum, mission, and quality in four ways, through:

- 1) monthly meetings of the Graduate Studies Committee
- 2) the biannual school-wide Assessment and Accreditation Colloquia
- 3) periodic reviews of the core courses of EDUC 570 and EDUC 571
- 4) formal and informal mentoring of newly hired faculty

These processes will be described in detail in Section V.d.

- e. Discuss methods used by the department to assess teaching effectiveness.

Tenure Track faculty in the School of Education are assessed according to the University's RTP Policy and within their departments according to the criteria established by the department. This includes yearly reviews for the first six years (until tenure) and a subsequent review after 5 years as a tenured faculty member. RTP reviews are based on Student Evaluation of Teaching Effectiveness (SETE) reports, peer observations, and any other relevant materials that are collected by the department or the faculty member (such as e-mails or other personal communications, nominations for the Faculty excellence award, etc.).

Faculty who teach a course previously taught by another faculty member typically meet to discuss readings, grading criteria, student engagement and ideas for assignments that meet learning outcomes. This informal but high level of collaboration is often mentioned by faculty in their self-assessment of teaching effectiveness in preparing for annual reviews.

- f. Discuss faculty scholarship/creative activity, as well as external funding and professional practice and service (if relevant) in the program and faculty participation in professional development opportunities related to teaching and/or assessment.

Faculty maintain active records of scholarship and creative activities, embodying the teacher-scholar model valued at Sonoma State University and focusing on service to the local community. As teacher-scholars, our research and our work in the community informs our work with undergraduate, credential, and graduate students. Some examples are listed below for the faculty who have taught in the MA program over the period of review and/or who have worked with graduate students as members of their committees. This is not a comprehensive list and is not intended to fully represent the professional practices, service, and scholarship of SOE faculty. Faculty fully retired from SSU who taught in the MA program over the past six years are also not included here. Additional details about faculty activities are provided in the file of faculty CV's:

<https://drive.google.com/drive/u/1/folders/1SJY-m0TcMx1yERK46hOm75IDsOxtmiy>

Dr. Chiara Bacigalupa helped found an annual, local conference for preschool teachers and child care providers, has published articles related to children's thinking, issues in



qualitative research, and anti-racist pedagogy, and worked with ECS faculty to design the new SSU major and minor in Early Childhood Studies.

Dr. Charles Elster's most recent work has been in curriculum development related to multicultural literature, biliteracy development in young children, and integrated curriculum for ECE classrooms.

Dr. Johanna Filp-Hanke has most recently provided professional development workshops on attachment play, on brain development locally and internationally as well as developed courses within the ECS major.

Dr. Ayumi Nagase works with the Berkeley Parenting Self-Efficacy project and an interdisciplinary project on family life and market labor in Japan. Dr. Nagase is part of a state-wide collaborative effort to enrich academic programs for both the current and future ECE workforce.

Dr. Sheri Schonleber is completing a research project on providing equity and access in science for diverse young students and beginning a new study on using ecological sciences and play-based activities to engage young children in the natural world.

Dr. Rhianna Casesa has provided leadership in dual immersion education in the SSU service area in multiple ways, including providing professional development for dual immersion educators, developing the bilingual credential pathway for undergraduates, and as a co-PI for the US DoE Title V grant, PUERTA, to increase the number of Hispanic and Latinx students qualified to teach in California public schools.

Dr. Aja LaDuke has published in the area of critical literacy and the Common Core, provided leadership in the assessment of multiple subjects credential candidates, and in course revisions focused on teaching for social justice.

Dr. Paula Lane has a joint appointment in the College of Education at UC Davis and has chaired and served on several dissertation committees. She consults with school districts in the SSU service area on their elementary education science teaching and learning.

Dr. Kelly Estrada has provided professional development to secondary teachers in disciplinary literacy development throughout Sonoma County and is the co-PI on the external US DoE grant, PUERTA, to increase the number of Hispanic and Latinx students qualified to teach in California public schools.

Dr. Karen Grady has published in the areas of secondary literacy development and teacher identity development. She works with secondary teachers of English on access, and equity for English learners and has chaired and served on dissertation committees during her joint appointment at UC Davis.

Dr. John Kornfeld has published in the field of Curriculum Studies and has recently completed a manuscript for a book on the stories of teaching and learning that foreground dilemmas teachers will face in their careers.

Dr. Edward Lyon engages in teaching, scholarship, and service to address how middle and high school science teachers can best implement instructional and assessment practices that promote scientific sense-making and literacy development in multilingual classrooms. In addition to his many publications, he has co-authored peer-reviewed publications with SOE MA students.

Dr. Sandra Ayala's work focuses on video self-monitoring for students with disabilities and the integration of technology in TK-12 and higher education classrooms, where she has provided leadership at SSU and in the SSU service area.

Dr. Jennifer Mahdavi has published a number of critiques of educational assessments in the *Buros Mental Measurements Yearbooks*. She has also collaborated with MA students to present their thesis work at conferences and co-authored peer-reviewed publications manuscripts with SOE MA students.

Dr. Suzanne O'Keeffe has presented and published in the field of culturally diverse students with disabilities and on the work of exemplary inclusive educators.

Dr. Paul Porter has a joint appointment in the College of Education at UC Davis and has chaired and served on numerous dissertation committees. He also consults with school districts in the field of educational leadership.

g. Describe awards and recognition for faculty in the areas of teaching, scholarship, and service.

A full accounting of awards and recognition are also available in faculty CV's:  
[https://drive.google.com/drive/folders/1Ttk\\_qWQkkU5Vd0mE4dlSoD8kfsPTvImS](https://drive.google.com/drive/folders/1Ttk_qWQkkU5Vd0mE4dlSoD8kfsPTvImS)

The categories of recognition include faculty being nominated for Excellence in Teaching awards, securing highly competitive state and federal external grants, being awarded RSCAP funding for research and being awarded Instructional Innovation grants. Individual faculty have also been honored in relationship to their specific areas of expertise.

## V. Assessment

a. Confirm that the Program Learning Outcomes are easily accessible in the catalog and on the program website  
 The MA Program Handbook describing the goals and PLO's is linked on a few different places on the SOE website, including the page for general information about the program and how to apply:  
<http://web.sonoma.edu/education/graduate/index.html>

And on the home pages for different concentrations:

<http://web.sonoma.edu/education/graduate/masters/ece/index.html>

- b. Explain the relationship of SLOs to WASC Core Competencies (written and oral communication, quantitative reasoning, critical thinking, and information literacy) or Institutional Learning Outcomes (ILOs).

The program goals (from section I.d) are:

- Develop as reflective practitioners
- Critically examine educational theories and research through a variety of lenses
- Develop an informed educational vision and innovative pedagogies suitable to their respective educational settings
- Develop as leaders in their field and as agents of change

(source: MA Handbook, p. 3:

[https://drive.google.com/drive/folders/1\\_Ec35eW7DCsyPnpYMgiY1FtQCA4HYMjW](https://drive.google.com/drive/folders/1_Ec35eW7DCsyPnpYMgiY1FtQCA4HYMjW))

The School of Education MA Program established these goals as the foundational competencies for an MA degree in Education that were then developed through coursework and evaluated in terms of the more specific program learning outcomes (see section I.d and below). A few examples of how the program meets the WASC criterion for graduate programs to “foster students’ active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice” (WSCUC 2013 Handbook of Accreditation revised, p. 15) are as follows:

In *EDUC 570: The Reflective Educator*, students learn to critically reflect on their own practice through the philosophical lenses that have informed public schooling in the US over the past 250 years. This reflection process continues in other courses within each concentration.

An example of students learning to critically evaluate educational research occurs in *EDUC 571: Research Paradigms in Education* where students learn to examine research articles in terms of knowledge claims, theoretical/conceptual framing, methods employed and conclusions drawn.

Another key assignment in this course, as well as within the different concentrations, is for students to write and present to peers a theoretical and/or empirical literature review.

In specific courses within concentrations, students develop leadership and/or curricular projects focused on addressing pedagogical issues specific to their professional settings.

Students in different concentrations carry out, write up and present action research projects. Many of these initial research projects serve as pilot studies to theses or cognate

projects and are often presented to the stakeholders involved and in other professional settings such as at state and national conferences.

- c. Please provide a program curriculum matrix or map identifying in which required courses in the curriculum each PLO is introduced, practiced, and demonstrated and/or assessed.

At the fall 2018 Assessment Colloquium, faculty who teach in each of the concentrations reviewed all course syllabi to identify where the program learning outcomes are introduced, developed, and mastered. Faculty also analyzed the curricular maps and syllabi to identify any gaps, redundancies, and needed revisions.

As stated in Section I.d, the program learning outcomes from fall 2012-spring 2018 are:

PLO 1: Students can articulate how the MA coursework has contributed to their personal, intellectual, and professional growth.
PLO 2: Students demonstrate how their breadth and depth of knowledge has changed in regard to reading and applying educational research.
PLO 3: Students demonstrate how the breadth and depth of their knowledge has changed by reading and applying educational research in their program area of concentration.
PLO 4: Students demonstrate their ability to critically analyze multiple historical, philosophical and theoretical perspectives in relationship to issues of educational and social inequities.
PLO 5: Students demonstrate the ability to write at a graduate level.
PLO 6: Students complete a culminating activity in which they cogently demonstrate: <ul style="list-style-type: none"> <li>• their ability to draw from appropriate and adequate peer-reviewed research</li> <li>• connections between their project and their work as an educator</li> <li>• the significance of the project to the local educational context</li> </ul>

(source: MA Handbook, revised 2013)

Matrices for each concentration:

Table 8: Curriculum, Teaching, and Learning

<i>Curriculum, Teaching, Learning</i>	<i>EDCT 585</i>	<i>EDCT 586</i>	<i>Area of Emphasis</i>	<i>Area of Emphasis</i>	<i>Area of Emphasis</i>	<i>Area of Emphasis</i>
<i>PLO 1</i>	I	D				
<i>PLO 2</i>	I	D				
<i>PLO 3</i>	I, D	D				
<i>PLO 4</i>	I, D	D				
<i>PLO 5</i>	I	D				
<i>PLO 6</i>		I				

PLO's in area of emphasis courses for CTL candidates are shown in the matrices for Educational Technology, Reading and Language and Special Education, which are common area of emphasis courses taken by CTL candidates.

Table 9: Early Childhood Education

<i>Early Childhood</i>	<i>EDEC 531</i>	<i>EDEC 532</i>	<i>EDEC 535</i>	<i>EDEC 538</i>
<i>PLO 1</i>	I	D	D	D
<i>PLO 2</i>	I	D	D	D
<i>PLO 3</i>	I	D	D	D
<i>PLO 4</i>	I	D	D	D
<i>PLO 5</i>	I	D	D	D
<i>PLO 6</i>	I	D	D	D

Table 10: Educational Leadership

<i>Ed Leadership</i>	<i>EDEL 580A</i>	<i>EDEL 580B</i>	<i>EDEL 582</i>	<i>EDEL 583</i>	<i>EDEL 588</i>	<i>EDEL 589</i>
<i>PLO 1</i>	I, D	D, M	I, D	I, D	D, M	D
<i>PLO 2</i>	I, D	D, M	D	D, M	D, M	D
<i>PLO 3</i>	I, D	D, M	D, M	I, D	D, M	D
<i>PLO 4</i>	I, D	D, M	D, M	I, D, M	D	D
<i>PLO 5</i>	I, D	D	D	D	D	D
<i>PLO 6</i>	I	D	D		D	

Table 11: Reading and Language

<i>Reading &amp; Language</i>	<i>EDRL 521A</i>	<i>EDRL 522</i>	<i>EDRL 524</i>	<i>EDRL 527A</i>	<i>EDCT 552</i>	<i>EDRL 507</i>	<i>EDRL 525</i>	<i>EDRL 529</i>	<i>EDRL 527B</i>
<i>PLO 1</i>	I	D	D	D	D	D	D	D	D
<i>PLO 2</i>	I	I	D	D	I	D	D	D	M
<i>PLO 3</i>	I	I, D	D	D	I	D	D	I, D	M
<i>PLO 4</i>	I	I, D	I	D	I	D	D	D	M
<i>PLO 5</i>	D	D	D	D	D	D	D	D	D
<i>PLO 6</i>	D		D	D		I	D	D	D

Table 12: Educational Technology\*

<i>Ed Tech*</i>	<i>EDCT 552</i>	<i>EDCT 556</i>	<i>EDCT 559</i>	<i>EDCT 557</i>
<i>PLO 1</i>	D	D	D	M
<i>PLO 2</i>	I	D	D	M
<i>PLO 3</i>	I	D	D	M
<i>PLO 4</i>	I	D	D	D
<i>PLO 5</i>	D	D	D	D
<i>PLO 6</i>		D	D	D

\*Educational Technology is not an MA concentration, but we have included a matrix of these four courses because so many MA candidates enroll in these courses either as an

area of emphasis within the CTL program or as elective courses in the other areas of concentration.

Table 13: Special Education

<i>Special Education</i>	<i>EDSP 501</i>	<i>EDSP 502</i>	<i>EDSP 504</i>	<i>EDSP 513</i>	<i>EDSP 515</i>	<i>EDSP 590</i>
<i>PLO 1</i>	I, D	I, D	D	D	D	D
<i>PLO 2</i>	I	D	D	I, D	D	D
<i>PLO 3</i>	I	I, D	D	I, D	D	D
<i>PLO 4</i>	I	D	D	D	D	D
<i>PLO 5</i>	I, D	I, D, M	D	I, D	D	D
<i>PLO 6</i>	I	D	I	D	D	D

Table 14: Teaching English to Speakers of Other Languages

<i>TESOL</i>	<i>EDTE 540</i>	<i>EDTE 541</i>	<i>EDTE 542</i>	<i>EDTE 543</i>	<i>EDTE 544</i>
<i>PLO 1</i>	I	D	D	D	I
<i>PLO 2</i>	I	D	D	D	D
<i>PLO 3</i>	I	D	D	D	D
<i>PLO 4</i>	I	D	D		D
<i>PLO 5</i>	I	D	D	D	D
<i>PLO 6</i>	I		D		D

The following matrix shows alignment between PLO's and the core MA courses. All students enroll in *EDUC 570, The Reflective Educator* and *EDUC 571, Research Paradigms in Education*. Those completing the thesis/project pathway of 30 units enroll in *EDUC 598, Developing a Thesis/Project* and 599. Those completing the 36-unit cognate pathway enroll in *EDUC 572*. *EDUC 599* and *EDUC 572* are supervised by MA committee chairs.

Table 15: Core MA Courses

<i>MA Core Courses</i>	<i>EDUC 570</i>	<i>EDUC 571</i>	<i>EDUC 598</i>	<i>EDUC 599</i>	<i>EDUC 572</i>
<i>PLO 1</i>	I	I	D	M	M
<i>PLO 2</i>		I	D	M	M
<i>PLO 3</i>		I	D	M	M
<i>PLO 4</i>	I	I	D	M	M
<i>PLO 5</i>	I	D	D	M	M
<i>PLO 6</i>		I	D	M	M

- d. How does the program ensure alignment between learning outcomes for individual courses and the PLOs?

As noted in Section IV.d, the faculty and the Dean participate in four processes throughout each academic year to ensure alignment between individual courses, program

goals, and program learning outcomes. The processes occur through regularly scheduled meetings of different configurations of faculty, fostering ongoing, clear communication.

#### **The School of Education Graduate Studies Committee:**

Each department provides a representative to the SOE Graduate Studies Committee, which serves as a liaison for communication to and from departments. The monthly meetings function as a place where MA program curriculum and quality are discussed regularly, as this committee advises the Dean and the Council of Chairs on program revisions, needs, and issues that develop (see meeting agendas linked below). This committee developed the program portfolio criteria, the culminating activity criteria, and the MA Exit Survey. This committee is one of several involved in the university curriculum approval process. Proposals for new graduate courses are reviewed by this committee after being reviewed by the School of Education Curriculum Committee. See GSC meeting agendas: <https://drive.google.com/drive/folders/19zIYmSs18scvJ4s-3HeFhKS-WRy7yNPw>

#### **Biannual Assessment and Accreditation Colloquia:**

The Graduate Studies Committee in conjunction with the Assessment and Accreditation Committee jointly plan the fall and spring colloquia—usually scheduled every October and March. The MA program data is examined and discussed across departments; credential program data is usually discussed within departments.

The typical structure at the fall Assessment and Accreditation Colloquium is to review the MA Exit Survey data, discussing issues and areas of concern that the Graduate Studies Committee then works on throughout the year. For example, in the fall of 2018, we discussed revising the Exit Survey to align with the revised PLO's. We also discussed other data that we might want to collect via the MA Exit Survey.

The fall colloquium is one aspect of supporting new faculty in learning how the multifaceted MA program works. Faculty share strategies for working with MA candidates to support them in producing high quality work and in managing the workload of being a committee chair.

At the spring Assessment and Accreditation Colloquium the focus varies. Generally, it is a time for advanced planning (e.g., discussing recruitment goals and strategies, problem solving challenges students face) and any other issues or questions that have become apparent to faculty chairing MA committees throughout the year. For the past three years we have been working on revisions to the conceptual framework and in developing strategies for increasing diversity among both credential and MA candidates. (See Assessment and Accreditation Colloquia agendas: [https://drive.google.com/drive/folders/1a-pdL4Zq2Z0rVKp\\_LtaWPrVPmMZ9ctHM](https://drive.google.com/drive/folders/1a-pdL4Zq2Z0rVKp_LtaWPrVPmMZ9ctHM))

#### **Periodic meetings of Core Course Faculty:**

The two MA core courses *EDUC 570, The Reflective Educator* and *EDUC 571, Research Paradigms in Education* are taught by faculty from all four SOE departments. Both of these courses require expertise that professors of education acquire through quality doctoral programs in education. Additionally, faculty syllabi are uploaded to the SOE

server every semester so that any new faculty member teaching an MA course for the first time, can make use of previous syllabi. We are committed as a faculty to providing a common experience in the core courses for all of the MA students. Faculty who have taught EDUC 570 and EDUC 571 meet periodically as an anchoring process, to talk about the goals and learning outcomes of each course, what has worked, and any needed revisions.

Additionally, there are periodic meetings of various other faculty to discuss courses within concentrations. For example, the Reading and Language faculty usually meet once a semester to discuss courses, to plan advisory meetings, and to stay updated on CTC and CAR (Center for the Advancement of Reading) advisements.

### **Formal and Informal Mentoring:**

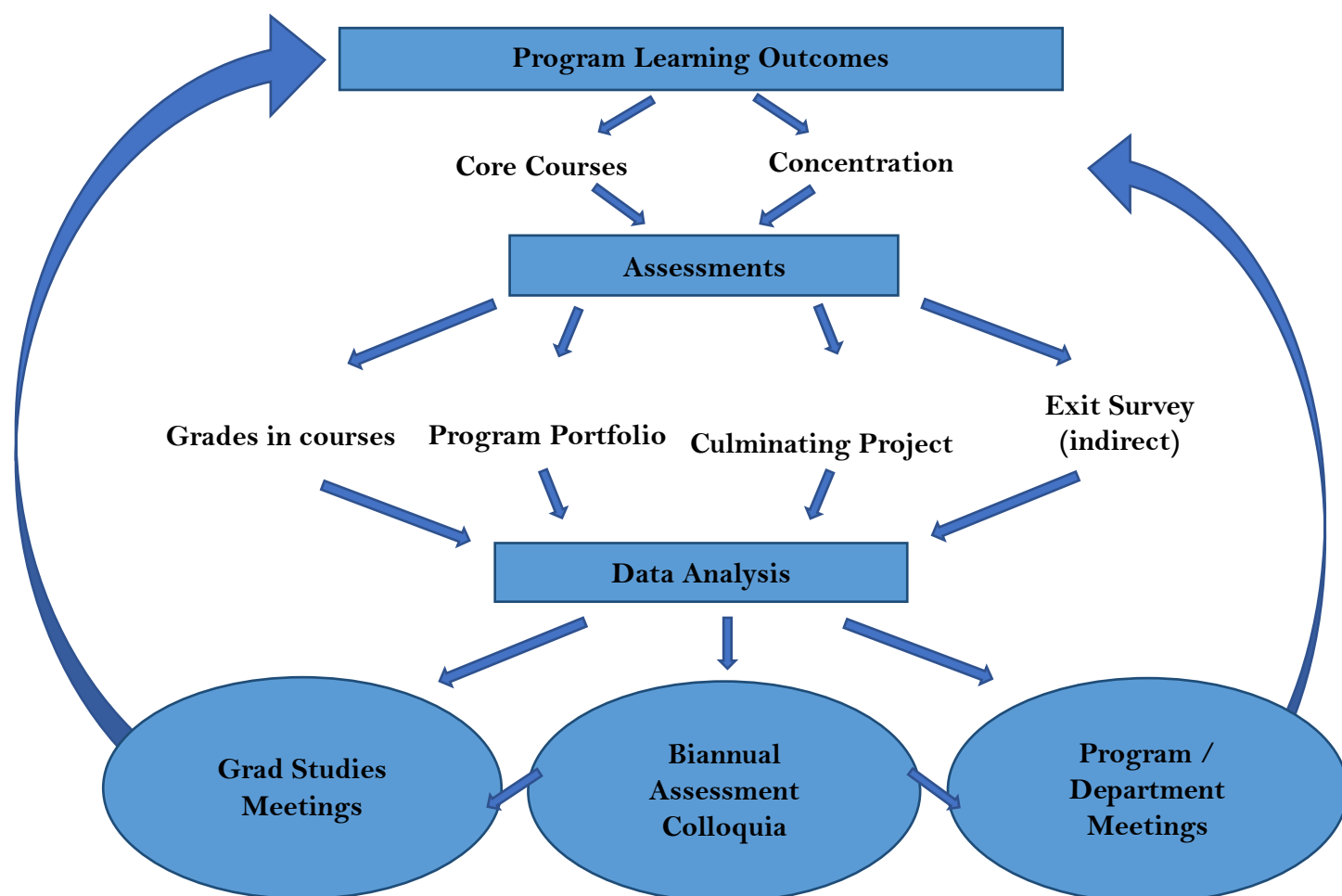
The Director of Graduate Studies also convenes periodic meetings for new and experienced faculty to discuss SOE and SSU procedures and processes for MA degrees. These mentoring sessions also serve to ensure alignment of course learning outcomes and program learning outcomes as new faculty can better see how the courses they teach fit into the overall program.

In summary, alignment between course learning outcomes and program learning outcomes is ensured through regularly scheduled school-wide, committee, and department meetings. At these meetings, we review and discuss the MA Exit Survey data and student learning as represented in candidates' portfolios and culminating projects. These reviews and discussions occur biannually with all SOE faculty. Additional conversations about program quality, alignment, and learning outcomes also occur through monthly meetings of the Graduate Studies Committee, through meetings of faculty across departments associated with particular concentrations (e.g., Reading and Language faculty), in meetings of faculty who teach the core MA courses, and at department meetings.

Figure 1 represents the assessment processes and feedback loops aimed at continuous improvement of student learning and meeting the goals and PLO's of the MA program. Direct assessments are course grades, the MA Portfolio, and the Presentation and write up of the culminating activity (either a thesis or cognate project or exam). Our indirect assessment is the MA Exit Survey of all graduating students.

Figure 1: Assessment Process in the SOE MA Program





- e. How do your program faculty collect and analyze data on student progress toward PLOs?

We have three key points of assessment of each student in the program. While these assessments are not compiled within or across concentrations, the intimate nature of the program and multiple settings for communication about student learning allow faculty within concentrations and across departments to know well how students are progressing. Faculty serve on multiple MA committees, often across concentrations, so that we have shared expectations about the PLO's and a collective picture of student learning.

**Grades in courses:**

Grades serve as one major indicator of student progress toward PLO's. When students are struggling within courses, advisors are often contacted by the instructor or other instructors may also be contacted to discern what support should be provided. Students may be referred to the SSU Writing Center or might be advised to decrease their course load

for the next semester or will be advised about another course to take to assist them in developing the necessary background knowledge to succeed in other MA courses.

### **The Program Portfolio:**

The next point of direct assessment of student progress occurs at the advancement to candidacy meeting (referred to by the form name, GS01 meeting) where students present their portfolios and proposals for the culminating activity. Students learn about the portfolio through advisors and program orientations. It is also thoroughly described in the MA Handbook. (See pp. 13-15 in previous handbook and pp. 16-17 in current handbook: [https://drive.google.com/drive/folders/1\\_Ec35eW7DCsyPnpYMgiY1FtQCA4HYMjW](https://drive.google.com/drive/folders/1_Ec35eW7DCsyPnpYMgiY1FtQCA4HYMjW))

Students begin collecting artifacts for the portfolio in their first course. The advisor for each concentration often answers questions about the portfolio and provides advice, but work on the portfolio begins in earnest when students have formed an MA committee as it is the requirement for advancing to candidacy.

The committee chair works closely with each student on the portfolio. Our practice is to not have the advancement to candidacy meeting until the student has created a quality portfolio that meets the criteria and has a proposal that provides a strong jumping off point for discussion among the committee members and the candidate about the culminating activity. Students may write multiple drafts of their portfolio and proposal before the advancement to candidacy meeting is set. While portfolios are always unique products, there tends to be little variation among students in regard to the meeting the Program Learning Outcomes because committee chairs are quite diligent in their work with students on this key assessment. For several years we used a rubric to assess the portfolios, but with little variation in the scoring, it did not provide useful feedback for program improvement. All students either met or exceeded the standards by the time the meeting was held, so we decided not to continue using the rubric. While we have considered having a school-wide storage system for portfolios, it has been working for students to use the platform of their choice (e.g., Google, Weebly, Word) and for faculty to keep exemplars of portfolios if they want to offer examples to other students. Part of the learning process involved in assembling the portfolio is for students to think through how to represent their learning over the course of the program. We value the individuality of the portfolios and would not want to standardize them beyond having students meet the PLO's. For examples of portfolios in each of the six concentrations, see:

[https://drive.google.com/drive/folders/1kZ2EqSvs1idfOAN7\\_SCYkmQXsgpgbkZM](https://drive.google.com/drive/folders/1kZ2EqSvs1idfOAN7_SCYkmQXsgpgbkZM)

Culminating Activity (Thesis/Project or Cognate Project or Individualized Exam)

The final assessment of student learning occurs at the final presentation of the culminating activity (referred to as the GS02 meeting). The assessment process for the culminating activity is, in general, similar to that of the portfolio. The committee chair oversees the work, meeting regularly with the student. The meeting for the final presentation is not scheduled until the committee chair decides that the work meets the criteria established for each of the culminating activities (see MA Handbook for links, p. 50:

[https://drive.google.com/drive/folders/1\\_Ec35eW7DCsyPnpYMgiY1FtQCA4HYMjW](https://drive.google.com/drive/folders/1_Ec35eW7DCsyPnpYMgiY1FtQCA4HYMjW)).

The other committee members receive either a penultimate or final draft of the project write-up before the presentation. If committee members have any concerns, they communicate with the chair before the meeting. The final presentation may be postponed or held with the understanding that the student will have significant revisions to make.

It is worth noting that each MA committee chair is compensated by the Dean for the work of chairing a committee: one-third unit for chairing a thesis and one-sixth unit for chairing a cognate project (the final write-up generally being a shorter document). The compensation honors the dedication of faculty in guiding students to produce high quality work in the final portion of the MA program.

- f. Please summarize the findings from direct and indirect assessment of student learning, identifying particular areas of strength or challenge for student learning. For direct assessment, please describe the methodology for sample selection and size. (Note: direct assessment includes capstone projects, pre-tests and exit tests for majors, exams, or signature assignments identified in the curriculum matrix; indirect assessment includes student evaluations of the program (not faculty), exit surveys, focus groups, employer or stakeholder surveys or focus groups, graduation and retention rates.)

Direct assessments:

As noted above, direct assessments consist of grades in courses, evaluation of advancement to candidacy portfolios, and evaluation of culminating activities.

At the Biannual Assessment and Accreditation meetings, faculty typically form small groups around a prompt and record and discuss strengths in the program. The Director of Graduate Studies then examines faculty responses to pull out common themes. We have identified the following strengths of the program in regard to student learning. Most students:

- Develop a clear, well-articulated philosophy of education and are able to reflect on their practice in new ways.
- Learn to write a literature review and to carry out small-scale studies.
- Learn to critically analyze research studies in the field of education.
- Learn about and can apply seminal and contemporary research findings in their area of concentration.
- Demonstrate leadership related to their professional contexts.

Areas of challenge for some students include:

- Writing at the graduate level in new genres, such as writing a literature review
- Managing the reading load of graduate courses

Indirect assessments:

MA Exit Survey: <https://drive.google.com/drive/folders/1HEO4DiaRgfTDLup1baP-1TIRiG6Yfc6f>

All MA candidates complete an exit survey after the final presentation of their culminating activity. We have a 100% response rate. The following results are for the period under review: academic years 2012-2017. Each element in the survey maps onto the program learning outcomes as follows:

PLO 1: Students can articulate how the MA coursework has contributed to their personal, intellectual, and professional growth.

Continuing your personal and professional reflection and growth	No Impact at All		Strong Impact	
	2012-2013 N = 34	0%	3%	24%
2014-2015. N = 40	0	0%	10%	90%
2015-2016 N = 38	3%	11%	18%	68%
2016-2017 N = 28	4%	4%	36%	57%
2017-2018 N = 44	9%	2%	14%	75%

Encouraging your leadership/advocacy roles in schools, professional organizations, an/or the private sector	No Impact at All		Strong Impact	
	2012-2013 N = 34	0%	0%	26%
2014-2015 N = 40	0%	3%	35%	63%
2015-2016 N = 38	3%	11%	29%	58%
2016-2017 N = 28	4%	4%	46%	46%
2017-2018 N = 44	9%	2%	25%	64%

Encouraging your development as an agent of change for social justice, equity, and/or equality in your educational setting	No Impact at All		Strong Impact	
	2012-2013 N = 34	0%	3%	32%
2014-2015 N = 40	0%	8%	28%	65%
2015-2016 N = 38	3%	3%	24%	71%
2016-2017 N = 28	4%	7%	54%	39%
2017-2018 N = 44	9%	5%	23%	64%

Reflecting on your professional experiences	No Impact at All		Strong Impact	
	2012-2013 N = 34	3%	12%	29%
2014-2015 N = 40	0%	13%	35%	53%
2015-2016 N = 38	3%	13%	32%	53%
2016-2017 N = 28	4%	0%	50%	46%
2017-2018 N = 44	9%	5%	18%	68%

PLO 2: Students demonstrate how their breadth and depth of knowledge has changed in regard to reading and applying educational research.

Enhancing your ability to critically examine educational issues and apply to your practice	No Impact at All		Strong Impact	
	2012-2013 N = 34	0%	6%	18%
2014-2015 N = 40	0%	0%	40%	60%
2015-2016 N = 38	3%	5%	32%	61%
2016-2017 N = 28	4%	0%	36%	61%
2017-2018 N = 44	9%	9%	9%	73%

Continuing to improve your practice	No Impact at All		Strong Impact	
	2012-2013 N = 34	0%	3%	21%
2014-2015 N = 40	0%	0%	26%	66%
2015-2016 N = 38	3%	5%	18%	68%
2016-2017 N = 28	4%	7%	36%	54%
2017-2018 N = 44	9%	2%	14%	75%

PLO 3: Students demonstrate how the breadth and depth of their knowledge has changed by reading and applying educational research in their program area of concentration.

Continuing to engage in your own inquiry and investigation in the field	No Impact at All		Strong Impact	
	2012-2013 N = 34	0%	6%	24%
2014-2015 N = 40	0%	5%	40%	55%
2015-2016 N = 38	3%	8%	32%	58%
2016-2017 N = 28	4%	0%	39%	57%
2017-2018 N = 44	11%	2%	11%	75%

PLO 4: Students demonstrate their ability to critically analyze multiple historical, philosophical and theoretical perspectives in relationship to issues of educational and social inequities.

Understanding research from multiple historical, philosophical, ideological, historical, and theoretical perspectives	No Impact at All		Strong Impact	
	2012-2013 N = 34	3%	12%	18%
2014-2015 N = 40	0%	8%	33%	60%
2015-2016 N = 38	3%	3%	32%	63%
2016-2017 N = 28	4%	4%	36%	57%
2017-2018 N = 44	9%	2%	16%	73%

PLO 5: Students demonstrate the ability to write at a graduate level.

Continuing to improve your proficiency in communication skills	No Impact at All		Strong Impact	
	2012-2013 N = 34	0%	3%	21%
2014-2015 N = 40	0%	0%	26%	66%
2015-2016 N = 38	3%	5%	18%	68%
2016-2017 N = 28	4%	7%	36%	54%
2017-2018 N = 44	9%	2%	14%	75%

PLO 6: Students complete a culminating activity in which they cogently demonstrate:

- their ability to draw from appropriate and adequate peer-reviewed research
- connections between their project and their work as an educator
- the significance of the project to the local educational context

Engage in research related to your own professional practice	No Impact at All		Strong Impact	
	2012-2013 N = 34	0%	3%	12%
2014-2015 N = 40	0%	0%	15%	85%
2015-2016 N = 38	3%	3%	21%	74%
2016-2017 N = 28	4%	4%	21%	71%
2017-2018 N = 44	11%	2%	7%	80%

Integrating theory and inquiry into your practice	No Impact at All		Strong Impact	
	2012-2013 N = 34	0%	6%	12%
2014-2015 N = 40	0%	3%	20%	78%
2015-2016 N = 38	3%	0%	37%	61%
2016-2017 N = 28	4%	11%	32%	54%
2017-2018 N = 44	11%	0%	14%	75%

Writing and critically thinking about educational issues and topics	No Impact at All		Strong Impact	
	2012-2013 N = 34	0%	3%	24%
2014-2015 N = 40	0%	3%	13%	85%
2015-2016 N = 38	3%	0%	32%	66%
2016-2017 N = 28	4%	4%	18%	75%
2017-2018 N = 44	11%	0%	14%	75%

Most students completing the program indicated that the program strongly impacted their learning along all of the dimensions we have established as the Program Learning Outcomes. There are two years with some exceptions to this claim. In 2015-16, there were 4-6 students of the 38 who perceived no or little impact on their learning in several categories. In 2017-2018, there were 5-6 students of the 44 who also did not perceive the program to have had much impact on their learning. In discussing this data, we wonder if the results might be an artifact of how the statements are worded. For example, we sometimes have students pursuing a second master's degree and perhaps the program itself did not impact their ability to think and write critically, as they may have been quite skilled in this area upon entering the program. It might certainly be the case that the program did not increase the knowledge and skills of these particular students. The Graduate Studies Committee will undertake a revision of the MA Exit Survey in the next year and will consider how the prompts are worded and other changes that could produce more refined data. Apart from these 9-12 students, approximately 175 students over the past six years indicated that they learned a great deal and the program positively impacted their lives personally and professionally.

There are two prompts for narrative feedback about the program. The Director of Graduate Studies reads through the responses to look for trends, looking for multiple instances of a similar theme/trend. The following strengths were consistently

remarked upon over the six years of the period under review in response to the question, What do you feel are the strengths of the SSU Master's Program?

**1. High quality of instruction: Graduate students noted that faculty are knowledgeable, passionate about education, committed to students, engaging, available, supportive.**

“The major strengths are the professors who became my mentors in various specialty areas. The constant mantra of connecting theory and practice was heard loud and clear.” (2012-13)

“I believe that the [faculty} are innovative and committed to developing teachers who can enhance not only the educational system, but the world.” (2012-13)

Professors who were incredibly knowledgeable, clearly connected to the classroom and current school climates, were organized and built strong connections with students.” (2013-14)

“My professors made a huge difference in my experience. I appreciated their insistence on excellence and their repeated emphasis on reflection.” (2014-15)

“The teachers were exceptional, brilliant, and inspiring. They are why I stayed in the program and have evolved as a better educator and participant in my community.” (2015-16)

“My professors' knowledge, expertise, and passion for teaching shined through every class. They and their class activities, assignments, projects were so inspiring. They made me want to work as hard as I could to become a better teacher.” (2015-16)

“The professors are dedicated, invested and genuinely helpful and thoughtful.” (2017-18)

**2. Small class sizes**

**3. Flexibility: These comments included references to choices in pathways to completion, in topics of inquiry within courses, in scheduling of classes to meet the needs of working professionals, in professors' abilities to adapt to the needs and interests of individual students.**

“The flexibility of the program allowed us to reach our potential.” (2012-13)

“I was encouraged to let different class projects build off of one another. In this way, my studies included a nice combination of in-depth study . . . and breadth of topics.” (2012-13)

“Flexibility to adapt to individuals from different backgrounds, teaching areas, and interests. I like that I felt I could create my own path throughout this program.” (2014-15)

“I appreciate the option of the cognate for those who more comfortable creating something than conducting research. This is a unique quality that SSU Master's program has compared to other Master's programs.” (2015-16)

“The program recognizes the wealth of experience participants bring in. This is reflected in a number of projects where participants have the flexibility to incorporate, apply and

extend their expertise. At the same time, there are a number of projects that personally challenged me and exposed me to research that influenced my practice and ultimately guided my culminating project.” (2016-17)

#### **4. Connections between theory and practice**

“... the strengths of the SSU Master’s are the core subjects that are taught, the way in which theory and practice are connected.” (2014-15)

“The SSU Master’s Program enabled me to become a better thinker professionally and personally. I am able to critically examine educational issues and apply it [sic] to my teaching practices to better aid the population I serve.” (2014-15)

“The focus on social justice was a surprise and completely changed my teaching practice.” (2017-18)

#### **5. The cohort model in the Ed Leadership program:**

“It was the most meaningful educational experience of my life. The relationships I built with my cohort will last a lifetime.” (2015-16)

While many students wrote that they were satisfied with the program, their learning, and wrote that they had no suggestions for improvements, the following areas were mentioned by more than one student in response to the question, “How could the program have better prepared you?”

**1. Advising:** Depending on the area of concentration, some students noted that they wished advisors had been more available and that they had more information about the overall process.

“The program should provide informational workshops and socials for students to create a community of learners. It would also be helpful to have more speakers, research workshops, APA workshops and overall guidance from the beginning of the program to the end.” (2012-13)

“An orientation upon enrollment would have been great. I felt like I needed to figure things out on my own throughout the program, and this often left me missing out on deadlines/opportunities or just feeling not fully prepared.” (2014-15)

“More info (required one day workshop?) on how the different pathways work. Opportunities to meet and interact with faculty and other grad students.” (2017-18)

#### **2. More guidance on culminating projects. This is related to advising, but more specific to the work of committee chairs.**

[I] would have liked more support during cognate project by checking in monthly or ...” (2014-15)



“I wish I understood the process of thesis and/or cognate more in depth to have been better prepared.” (2014-15)

- g. Discuss changes to curriculum as a result of assessment findings made during the review period.

Based on examination of MA Exit Survey data and the curricular mapping process in the fall of 2018, the following program and course revisions will be undertaken:

**Program wide recommendations:**

1. More opportunities for orientation should be provided for students. The challenge is that full time professionals rarely have the time to come to campus other than for class meetings and are usually in classes two nights per week. The SOE Director of Graduate Studies will offer more than one orientation, on more than one afternoon/evening of the week to accommodate as many new students as possible.

2. We want to develop a consistent means for identifying and supporting students who struggle with writing and for advisors to be informed of these issues. The Graduate Studies Committee will develop a plan for faculty review.

3. While the core courses of EDUC 570 and EDUC 571 appear to serve students well (according the Exit Survey data that specifically asks about learning in these courses), it is also time to re-examine the role of these courses in relationship to program pathways. For example, the student learning outcomes for EDUC 571 of learning to critically examine research, learning to carry out both quantitative and qualitative research, and learning to write a literature review, are challenging outcomes for all students in one course. This course may need to be revised.

4. The role of *EDUC 598, Developing a Thesis/Project*, also needs to be reconsidered. With declining enrollment and fewer students choosing the thesis pathway, it is difficult to mount this course (see Table 16). We used to run the course every semester. Now we run the course once a year in the spring but often only have 3-4 students who need the course.

Table 16: Pathways to Completion of MA Degree

Fall 2013 - Spring 2018		
Cognate	Thesis	Exam
126	65	4

5. If the SOE decides to offer a Masters of Teaching as part of the credential programs, then the roles of the core courses will change significantly. Discussions of this possible change will begin in soon and the reasons for this possible change are further discussed below, in Section VI.b.

**Concentration specific recommendations:**

1. The student learning outcomes for some courses need to be reviewed and revised. Students are meeting Program Learning Outcomes and, based on our assessment of Program Portfolios and Culminating Activities, do not have any difficulty articulating

how their learning in courses has enabled them to meet the PLO's, but the process of further review of student learning outcomes will ensure continued alignment and bring to light where SLO's could be improved and where they are missing and need to be developed. Departments that oversee each concentration will decide on this process with representatives to the Graduate Studies Committee keeping the GS Committee informed.

2. There is some overlap of types of assignments (e.g., action research projects) in some courses so department faculty will review assignments to ensure they build on one another.

3. Reading and Language courses will be reviewed to make sure that there is sufficient content about dual immersion/bilingual education. The courses have always met State standards for developing the literacies of English learners, but with the new bilingual authorization in the credential program, we want to make sure that MA courses continue to develop educators' expertise in this area.

h. Discuss plans to develop or change assessment strategies over the next review period, and provide a summary of key limitations that inhibit effective assessment of PLOs.

1. The MA Exit Survey will be revised to align with the new PLO's and in consideration of how prompts might also be revised. The Graduate Studies Committee will begin this process in the spring of 2019.

2. Faculty who teach EDUC 571 will look into establishing the literature review assignment as a signature assignment with a common set of criteria used for evaluation purposes.

The key limitation to changes in assessment is faculty time. Another limitation is that several new hires are not teaching in the MA program or have limited teaching in the MA program (therefore lack of familiarity with the overall program) because of other teaching obligations in major courses and credential courses. As new faculty begin serving on MA committees, they will be in a more knowledgeable position to participate in the next generation of MA assessments.

## **VI. Program Quality and Integrity**

a. Discuss program demand by analyzing trends over the review period in student applications, admits, and enrollments.

As discussed in Section III.a, applications and admissions to the program have declined over the past two years. The anecdotal evidence for the decline includes competition from fully online programs, fewer educators pursuing MA degrees as there are fewer jobs available that used to be associated with more advanced credentials (e.g., Reading Specialists). The trend may also reflect the demographic reality of many educators nearing retirement and therefore not pursuing advanced degrees while new teachers are not yet ready for or in need of professional renewal through graduate work.

- b. Discuss disciplinary changes, including market research, or changes in career prospects for graduates that might affect student demand or the curriculum in the next five years.

The following changes in the CTC standards and in the work of the School of Education will affect student demand for particular courses over the next five years. We have already developed courses to meet these disciplinary changes:

The Commission on Teacher Credentialing revised the standards for Teacher Induction to include Multiple Subjects, Single Subject, and Education Specialist credentials. The two year program of mentoring and course work enables new teachers to maintain their qualifications to teach by “clearing” their credential. The School of Education has developed an Induction Program and the courses are making their way through faculty governance for full approval.

Course syllabi will be reviewed to meet the demand for teachers and educational leaders to be well-informed educators in dual immersion and bilingual programs.

Two new courses in the CTL concentration have been developed about teaching for social justice through project-based learning. These courses are designed to foreground the renewed mission of the School of Education, and to foster leadership among educators ready to confront inequities in schools in new ways. The courses are making their way through faculty governance and will be offered beginning in the fall of 2019.

We receive a significant number of inquiries from potential students about the option of a teaching credential + MA degree program. Several UC campuses have this option as well as some sister CSU campuses. Until recently, we have not supported offering this type of program at SSU as we believe it would decrease the theoretical depth that exists in the current MA program. It is, however, an option that is in demand. The Graduate Studies Committee will undertake a review of other credential + MA programs and develop a plan for a high quality credential + MA degree pathway to present to the faculty within the next year.

- c. Discuss retention trends and time to degree for first-time freshmen and transfer students or graduate students (compare to all students at the same level and disaggregate for significant student demographic groups identified above). Discuss plans for improving retention and graduation rates.

We have a high completion rate for students who enroll in the MA program. It is not uncommon for MA students who are working professionals to take a leave of absence for a semester or a year, but most students return to complete the degree within the 7-year limit. The number of MA students who do not ever graduate is about 10 percent. Of those 10%, some do not finish because of family or personal health issues or, as mentioned previously, because of the financial burden of graduate school.

- d. Discuss student perceptions of the program, including satisfaction with the major, instruction, advising, and course offerings, as information is available.

Both formal and informal feedback from students indicate they are satisfied with the program while enrolled and upon completion of the program. Please see MA Exit Survey numerical and narrative data above for evidence of student satisfaction.

- e. Discuss what your students are doing after graduation and/or program completion. What is your program doing to support students in achieving their goals during their time at SSU and/or after they leave? Are there activities, curriculum, or co-curriculum that your program would like to add in order to help students meet their goals?

Please see Section I.c and Section V.b above.

## **VII. Instruction, Advising, and Resources in the Program**

- a. Discuss data related to instruction (Headcount in major, FTES, SFR by instructor type, participation in hybrid and online instruction).

Table 17: FTES and SFR for the period under review

<b>Year</b>	<b>Term</b>	<b>School</b>	<b>FTES</b>	<b>FTEF</b>	<b>SFR</b>
2012	Fall	School of Education	85.22	6.055	14.07
2013	Spring	School of Education	82.03	6.434	12.76
2013	Fall	School of Education	78.22	5.492	14.24
2014	Spring	School of Education	67.77	5.431	12.48
2014	Fall	School of Education	92.73	5.995	15.47
2015	Spring	School of Education	91.88	5.96	15.42
2015	Fall	School of Education	71.38	5.43	13.15
2016	Spring	School of Education	71.43	6.169	11.58
2016	Fall	School of Education	63.02	5.079	12.41
2017	Spring	School of Education	65.7	5.313	12.37
2017	Fall	School of Education	56.62	4.376	12.94
2018	Spring	School of Education	49.18	5.01	9.82

While the SFR is lower than the SFR in undergraduate and credential courses, it is not out of line with seminar-based graduate programs and indeed may account for the consistently high ratings that graduate students in the School of Education give to the program.

The SFR for the School of Education MA program is also higher than or consistent with the SFR for other MA programs at SSU. Because of our concern with the recent decline in enrollment, we also examined the highest and lowest SFR in other MA programs at SSU over the past several years to see if the fluctuation in SFR in the School of

Education is anomalous. It does not appear to be and perhaps demonstrates the need for university resources to be directed toward recruitment for graduate programs at SSU.

Table 18: High and Low SFR for State-side SSU MA programs, fall 2010-spring 2018

	Education	Bio	Poli Sci	Business	History	Nursing	Counseling	CRM	English
High	15.47	8.61	19.54	16.85	8	13.89	14.51	8.25	14.44
Low	9.82	4.99	10.72	9.31	2.42	8.43	9.8	3.8	7.36

- b. Discuss pedagogical methods (activities and assignments) used in the program and reflection on their purpose, relationship to learning outcomes, and educational effectiveness.

Faculty in the SOE use many pedagogical methods supported by theory and research in education, but all informed by a constructivist approach to teaching and learning. Faculty also teach in ways that align with the School of Education social justice mission. The following list provides some of the common methods used and the types of assignments students complete:

- Small group and whole class seminar discussions led by students and facilitated by faculty members
  - Choice of readings within a given topic for the week or over the course of the semester
  - Differentiated responses to readings (e.g., visual, written, 3-dimensional)
  - Weekly reflective writing that enable students to tack back and forth between theory and practice
  - Critical analysis of key issues and ideas through writing, discussion
  - Simulations (e.g., mock presentations to school board members)
  - Hybrid courses using various online tools
  - Technology supported instruction during class (e.g., the use of videos of teaching)
  - Gallery walks that extend individual responses to readings into a full class discussion
  - Group and individual presentations
  - Curriculum evaluation
  - Peer responses to major assignments before they are due
  - Interim due dates for portions of major assignments so students can improve writing
  - Action research projects
  - Curriculum design projects
  - Critical evaluation of research studies
- c. Discuss relevant learning experiences outside the classroom offered to students in the program (e.g., internships, community-based learning, research experience, study abroad, etc.).

All of the concentrations within the SOE MA Program require field experiences and/or field-based research projects. There are clinical, supervised field experiences with mentors (in Special Education, in Educational Leadership, and in Reading and Language). Faculty with grants have involved graduate students in their research projects and most students in each concentration carry out some kind of field-based research.

- d. Comment on the adequacy of faculty to maintain program quality, including the following:

**1. Number of full-time faculty and the ratio to part-time/lecturer faculty**

Until very recently, there have been enough full-time tenured and tenure track faculty to teach graduate courses, but this is changing because of faculty retirements and department needs for faculty leadership from tenured/tenure track faculty within undergraduate and credential programs. One-third of the graduate courses are being taught by adjunct faculty this academic year (2018-2019). Adjunct faculty cannot chair MA committees nor do they necessarily have a sense of the entire program, which has the potential to negatively impact the experience of the students, in spite of the excellent teaching of adjunct faculty. One of the consistent positive remarks from students about the program has to do with the overall vision and how the courses fit together and build on each other, which is much harder to maintain when adjunct faculty must be hired who have to work as freeway flyers, teaching in different programs.

**2. Student-faculty ratio for teaching and advising**

The SFR varies by concentration, but has enabled us to maintain high quality teaching and student learning. In some concentrations, such as Early Childhood and Educational Leadership, the advising load is much higher than in other concentrations and negatively impacts faculty workload, and therefore student experiences, when this responsibility is added to the many other service requirements faculty have.

**3. Faculty workload (including department, school, university, and community service)**

The faculty workload regarding service, coupled with faculty retirements and new hires needed to teach undergraduate and credential courses, negatively impacts the quality of the MA program in two ways. There are fewer faculty available to chair and serve on MA committees. The second impact on program quality is consistent advising, one of the few areas named by students on the MA Exit Survey that could be improved. If faculty fulfill service requirements on department, school, and university committees there are fewer faculty with time to serve on MA committees and to provide adequate advising. Given the heavy community service workload associated with faculty who teach in a school of education, this also impacts the availability of faculty to serve on MA committees and to advise graduate students.

**4. Faculty review and evaluation processes**

The review and evaluation processes are adequate. As explained in Section IV.e, departments follow university procedures for evaluating teaching and follow the University RTP policy for tenure and promotion with some departments also having department criteria that must be met for tenure and promotion.

#### **5. Availability of faculty mentoring programs**

New faculty participate in the University mentoring program. At the department level, each new faculty member has a faculty mentor with whom they meet regularly. When new faculty are teaching MA courses for the first time, the Director of Graduate Studies and/or other faculty who have previously taught the course provide support them via meetings and/or through access to course syllabi.

#### **6. Availability of and participation in professional development opportunities**

All faculty have access to professional development opportunities through the SSU Faculty Center. In addition, each department receives funds from the Provost that can be used for professional development activities for tenure-track faculty. These funds are generally first allocated to assistant and associate faculty to support their work towards tenure and promotion.

#### **7. Time allocation for course development, research, scholarship**

Resources are limited. With a 12-unit course load each semester, faculty realistically spend most of their time on teaching and service. A significant level of service for faculty in the School of Education involves working with community partners and in supervising field experiences. Thus the workload may well include hours of driving time to schools and organizations within the SSU service area. New tenure-track faculty members receive a course release for their first four semesters. While time allocation is limited, faculty are supported in other ways through the Office of Research and Sponsored Programs grant opportunities, which have funded research for SOE faculty. Most recently faculty have been supported by funding from the Dean and Provost through the Instructional Innovation Grants that have enabled faculty to develop new courses and to form important and ground-breaking community partnerships, serving both post baccalaureate credential candidates and MA students:

[https://drive.google.com/drive/folders/1Ttk\\_qWQkkU5Vd0mE4dlSoD8kfsPTvImS](https://drive.google.com/drive/folders/1Ttk_qWQkkU5Vd0mE4dlSoD8kfsPTvImS)

A significant contributing factor to being able to maintain the quality and integrity of the program (in addition to the hard work of faculty) is funding from the Dean for a course release each semester for the SOE Director of Graduate Studies. This enables the director/coordinator to regularly attend meetings (University Graduate Studies Subcommittee, SOE Council of Chairs, SOE Grad Studies meetings, and Assessment and Accreditation meetings as needed) thereby fostering good, consistent communication. The course release also enables the director to respond to student inquiries in a timely manner, to coordinate with advisors and/or program faculty for other necessary meetings,

to plan for and manage several dimensions of program assessment, to plan and coordinate experiences for MA students, such as the Fall SOE Graduate Showcase, participation in the Faculty and Graduate Student Scholarship Symposium, and to work with students in navigating School of Education and/or university procedures and processes.

e. Comment on student support offered in the program and at the institutional level, including the following:

1. **Analysis of advising system in the program (who is responsible for freshmen, majors, prospective majors, graduating students, and GE advising? Who does career advising? Who works with at-risk students?). How is successful advising documented and measured in the program?**

Each concentration has a tenure track faculty member who advises graduate students. Additionally, the SOE Director of Graduate Studies answers phone and e-mail inquiries about the program, provides initial advising to prospective students and overall program advising and an orientation to newly enrolled students. Advisors generally meet with graduate students once a semester until they have selected a committee chair.

The MA Exit Survey provides one means of assessing advising. As previously noted, a few students over the period under review noted that they wished for more advising at the beginning of the program and then as they worked on their culminating activities. The Graduate Studies Committee will consider adding a question specific to advising to the MA Exit Survey to assess advising more consistently. With fewer faculty available to chair and serve on MA committees (as described above), the faculty who do chair multiple committees per year are hard-pressed to meet more often with students.

Career advising, when requested, is provided by advisors within the concentration and by the Director of Graduate Studies.

2. **Analysis of advising and career resources on campus (are resources adequate to meet the needs of your students?)**

The majority of the students enrolled in the SOE MA program are full time educational professionals seeking professional renewal and/or career advancement and therefore do not need campus career resources. Staff in the Student Services Office of the School of Education provide information and assistance to those applying for advanced credentials. Both faculty and the Students Services Office receive e-mail requests from employers that are passed on to students.

3. **Analysis of the availability and need for tutoring, supplemental instruction, writing support, and TA training for students in the program.**

It is not clear how well the SSU Writing Center is able to support graduate students. Some graduate students for whom English is not their first language have sought help from the Writing Center. But we have been told that the time is often limited or the help available is not specific to the needs of graduate students.



**4. Discuss the adequacy of orientation, transition, and transfer programs.**

Analysis of narrative feedback from the MA Exit Survey indicates that some students would like more orienting to the program. The lack of any campus wide orientation for SSU graduate students is also a problem. Some School of Education graduate students are full-time students who would benefit from an orientation to the campus and campus life.

**5. Discuss the adequacy of financial support (scholarships, fellowships, teaching/research assistantships, etc.)**

Financial support for graduate students is inadequate. Even though many of the SOE graduate students are working full-time, it can still be a financial hardship to attend graduate school, particularly over the 5-6 semesters that it takes to complete the program when attending part-time. Newer teachers often do not have a salary high enough to afford graduate school and living in the area. One of the main reasons students cite for discontinuing the program is financial hardship.

**6. Discuss the adequacy of health, wellness, and psychological support services.**

School of Education MA students who are employed full time often have employer provided health, wellness, and psychological support services. But we have graduate students who are not employed full time, who pay for these services through their student fees, and are not able to take advantage of them because of the hours of the services or because the services, though excellent, are understaffed. This also reflects the lack of funding for and concomitant lack of visibility of graduate programs at SSU. Most services on the campus operate from Monday – Friday and close at 5 pm, whereas graduate students are in classes Monday – Saturday until 9:40 pm on some evenings.

**7. Discuss the support in the department and at the institutional level for research or engagement in the community (fieldwork, internships, community engagement).**

No funds are available to support the operational side of fieldwork: setting up placements, meeting with community organizations, managing all of the paperwork. With fieldwork embedded in courses, faculty are supported in supervising as part of their workload.

**8. Discuss the support the department and the university provides to ensure the success of first-generation, low-income, and under-represented students.**

Because class sizes in graduate courses are small, much individual support can be provided to students by faculty. As stated previously, students may be referred to the Writing Center and advisors in the concentration may also be contacted to provide additional support when students are struggling. There are no university resources specifically dedicated to graduate students who are first-generation, low-income and from under-represented groups.

- f. Comment on the adequacy of library and information resources (including library holdings to meet both curricular and research/scholarship needs of students and faculty).

Graduate students noted in the MA Exit Survey that the library staff are helpful and supportive. In general, the resources are very good, though, faculty and students do not have access to some important research and pedagogical journals because they have been embargoed. This is true in the fields of science education and literacy education.

- g. Comment on the adequacy of technology resources in support of pedagogy and research/scholarship for students and faculty.

These resources have greatly improved since all of the classrooms in Stevenson Hall have recently had WiFi capability increased and projectors have been installed. Instructional support for using Moodle and Canvas has improved greatly over the period under review. We still need tech support to be available after 5:00 pm, when most of our graduate courses are scheduled. The support for developing high quality online courses is inadequate.

- h. Comment on the adequacy of instructional space and facilities, including the following, as appropriate:

1. Classroom space

We anticipate having fully functional classrooms with adequate electrical outlets, screens that do not cover white boards, and furniture for interactive pedagogies after the Stevenson Hall renovation is completed in 2022.

2. General office space

There is a need for offices to be cleaned once or twice a year. We realize that Facilities is understaffed and are doing as much as they possibly can. We do all of our own vacuuming, mopping, and dusting of our office. Perhaps the renovation of Stevenson Hall will also allow for regular upkeep of office spaces.

3. Access to instructional technology in classrooms

Improvement has occurred over the past six years and the renovation of Stevenson Hall should ensure further updates.

4. Access to alternate learning/universal design classrooms

The acoustics in some classrooms in Stevenson Hall make it difficult to hear when working in small groups and sound from other classrooms carries through the walls. Again, we are anticipating much improvement when the renovation is complete.

- i. Comment on the adequacy of staff support, including clerical and technical staff, to support program operations

The School of Education has adequate and hard-working staff who support both students and faculty. They are critical to the School's ability to manage the intricacies of licensure and compliance with State regulations as well as with other dimensions of the graduate program such as data collection.

- j. Comment on department needs and trends for operational budget over the review period.

The operational budget specific to the MA program includes funding of the position of Director of Graduate Studies, funding of clerical support for the processing of forms, the Exit Survey and other data collection, and funding of the annual Fall Graduate Showcase.

**VIII. Summary Conclusion** (Interpret the significance of the findings presented in the above sections in relation to each of the aspects below).

- a. What are the program's strengths and weaknesses? Are program goals and student learning outcomes being achieved at the expected level?
- b. Where are the program's opportunities for improvement?
- c. Discuss the program's action plan for the next five years. Findings from the prior sections of the self-study serve as the foundation for building an evidence-based plan for program improvement. Include the following elements:
  1. What are the goals for the program over the next few years?
  2. How will the program specifically address any weaknesses identified in the self-study?
  3. How will the program build on existing strengths?
  4. What internal improvements are possible with existing resources?
  5. What improvements can only be addressed through additional resources?
  6. Are there possible collaborations that may improve program quality?

Approved by APARC 9/12/17

Karen Grady and the SOE Graduate Studies Committee (Charles Elster, Aja La Duke, Edward Lyon, and Jennifer Mahdavi) would like to thank the following people with their gracious help with the program review:

Dean Carlos Ayala  
 Gayle Graff, Administrative Manager  
 Kristen Boland, Accreditation Specialist  
 Maricela Ibarra, Student Services Coordinator  
 Chelsea Kilat and Sean Johnson, Office of Reporting and Analytics  
 SOE MA students and alumni

List of Supporting Evidence:

MA Program Handbooks

Course Syllabi

Advancement to Candidacy Program Portfolios

Culminating Activities

Faculty Scholarship and Achievements

MA Exit Survey and Results

Graduate Studies Committee Agendas

Biannual Assessment and Accreditation Colloquia Agendas