

Master of Arts in Education Curriculum & Instruction Option

URL: www.fresnostate.edu/kremen/graduate/ma-education.html

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The Student Outcomes Assessment Plan (SOAP) for the Curriculum and Instruction option of the Master of Arts in Education degree program is located online at http://www.fresnostate.edu/academics/oie/documents/SOAP/Kremen_School_of_Education/education-curriculum-instruction-option-ma-2013.pdf

In addition, the 2015-16 Annual Report for the MAE-C&I program provides the most current program assessment report and details on progress made on the 2009-2019 M.A in Education Action Plan. This Annual Report is provided below:

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M.A. in Education – Curriculum and Instruction (MAE-C&I) Annual Report for 2015-16

Prepared by Dr. Carol Fry Bohlin, Program Coordinator
(May 2006-January 2012; September 2014-Present)

1. What learning outcomes did you assess this year?

- **Objective 1.1:** Graduates will identify important theoretical and research-based characteristics of well-developed curricula and use them to analyze curricula.
- **Objective 1.2:** Graduates will identify historical and contemporary issues that have implications for curricular selection and change, including, but not limited to, second language learners, developing a global perspective, state and national standards, and “workplace know-how.”
- **Objective 2.1:** Graduates will evaluate various forms of research and/or evaluation used to document students’ learning, teaching effectiveness, curricula, and programs
- **Objective 2.2:** Graduates will implement instructional strategies that facilitate learning for cognitively, ethnically, culturally, and linguistically diverse populations.
- **Objective 3.2:** Graduates will develop tools to assess students’ content knowledge and attitudes, and evaluate instructional practices or programs, recognizing the biases within different forms of assessment.
- **Objective 4.1:** Graduates will communicate research-based arguments for educational issues, policies, or research design.
- Students’ perceptions of their level of preparedness on 15 items related to professional dispositions and practice.

2. What instruments did you use to assess them?

a. Graduate Writing Requirement Assignment

CI 250 (Advanced Curriculum Theory and Analysis) has primary responsibility for assessing Objectives 1.1, 1.2, 2.1, and 4.1. The key assignment that is used to determine the level of a student's attainment of these objectives is the Graduate Writing Requirement (GWR). Two instructors of CI 250 (one in Fall 2015 and Summer 2016 and another in Fall 2015) provided data on student performance according to the rubric.

Instructor A taught (a) one on-campus, non-cohorted section (Fall 2015) where an estimated 75% were Gr. PK-12 teachers and (b) one section (Summer 2016) for students in the Fresno Teacher Residency Program (FTRP), where students earn two teaching credentials (Multiple Subject plus a Foundational-Level Single Subject credential in either mathematics or science) *plus* the MAE-C&I degree in 1.5-2 years. Instructor B taught a fall section of CI 250 for FTRP students. Both instructors used the same rubric to grade the writing assignments, where a score of 3 ("Good") or 4 ("Excellent") was required in each category in order to pass the GWR. In last year's assessment report, it was noted that the first-time pass-rate for the FTRP cohort members was considerably lower than it was for the non-cohorted, on-campus students. The instructor of the cohort recommended that CI 250 be scheduled later in the FTRP students' credential/master's course trajectory (not as one of the initial courses).

b. Implementation and Analysis of Teaching Assignment

Objectives 2.1, 2.2, and 3.2 are assessed in CI 275 (Advanced Instructional Theory and Strategies) via the Implementation and Analysis of Teaching assignment. The same instructor taught two sections of CI 275 during 2015-16--during Spring 2016 and during June 2016 (FTRP section). He provided data on student performance according to the approved rubric.

The following prompt and directions were provided to the students: "Design, implement, and evaluate an instructional project that will move you toward improving your instructional skills. Using prior knowledge, readings, and discussions in class, develop a plan to improve your teaching. This project will involve at least one new intervention or instructional strategy with a method to gather data to evaluate the implementation and its effectiveness. Include a discussion of the important issues to consider in both the planning and implementation. The report will describe in detail the entire instructional process, how it was evaluated, and a self-evaluation and reflective analysis of the complete overall process. See the rubric for more specifics." This assignment is conducted twice during the semester to help support and ascertain student growth.

c. Comprehensive Exam

In addition to analyzing student performance via the Graduate Writing Requirement assignment and the Implementation and Analysis of Teaching assignment, the instructors of CI 250 and CI 275 developed Comprehensive Exam (CE) questions assessing Objectives 1.1, 1.2, 2.1, and 4.1. The exams are required of all students in the Fresno Teacher Residency Program unless they specifically opt to write a project or thesis. The graduate faculty of MAE-C&I have determined

that only students who are in special accelerated programs such as the FTRP will be allowed the CE option unless there is a strong rationale for taking the CE. Only one student in the first FTRP cohort elected the project (CI 298A) option. The next CE for an FTRP cohort will be administered in December 2016.

d. Exit Surveys

Data from two instruments assessing student perceptions of program quality and attainment of skills and dispositions have been reviewed in the past as part of this annual report. For a number of years, the KSOEHD Survey was given to students who applied to graduate, or (more recently) a common link was provided so students could fill out the survey online at any time. This survey contained 15 Likert-type items which asked students to assess the impact the program had on their professional growth (measures of professional dispositions). The survey also included open-ended items (major strengths of the program; suggestions for potential change), which provided important and useful information for program coordinators. In May 2016, each 2015-16 graduate was sent a unique link to a revised **Kremen End-of-Year Survey**, which included the 15 disposition items.

The **Office of Institutional Effectiveness** is responsible for the second of the two surveys: a survey conducted for the Division of Graduate Studies of graduating master’s and doctoral students. This sentence is at the bottom of the Application to Graduate: **“IMPORTANT NOTE: Please take the **Graduating Students Survey** by clicking on the following link – https://fresnostate.co1.qualtrics.com/jfe/form/SV_0lk7ZagnvdtioKh.”** This URL leads the student to a survey that has students rate their classes (relevant, current, available, challenging) and program faculty (knowledgeable about degree requirements and deadlines, helpful, committed, timely in feedback, and available), among other questions. An open-ended section asks about the most notable aspects of their graduate experience and recommendations for improvement.

3. What did you discover from these results?

(a) Graduate Writing Requirement (GWR) Assignment

The following chart summarizes the number of students who passed the GWR with a score of 3 (“Good”) or 4 (“Excellent”) in each rubric category on the first, second, or third attempt, as well as the number who haven’t yet passed the GWR, broken down by instructor and cohort:

Instructor	Passed GWR on 1 st attempt	Passed GWR on 2 nd attempt	Passed GWR on 3 rd attempt	Haven’t passed	Total # of students
A	24 (96%)	1 (4%)	0	0	25
A (TRP)	19 (95%)	1 (5%)	0	0	20
B (TRP)	4 (18.2%)	11 (50%)	2 (9.1%)	5 (22.7%)	22

Instructor A reported that students in both sections of CI 250 were encouraged to submit a preliminary draft of the GWR paper. These drafts were read for content, APA style, and language mechanics. Feedback included suggested APA style resources, review of citations,

highlighting of colloquialisms, comments on general academic language, and other suggestions. After editing reflecting the preliminary feedback, students submitted their research papers. Two papers (one in each section) needed additional editing (one needed additional literature review/citations, while the other needed to move from an ethnographic account to a more balanced paper with resources cited). These changes were made, and the students met the requirement.

Instructor B does not require submissions of preliminary drafts of the GWR paper, so the percentage of passing scores on initial submissions is relatively low. However, the majority (all but 2 who submitted a revision) of her students (Fall 2015 class) passed on their second attempt, after some feedback. There are still 5 (out of 22 students) who have not yet submitted a second attempt and thus have not yet passed the GWR. This delay may be in part because of the time-intensity of the FTRP program.

(b) Implementation and Analysis of Teaching Assignment:

The following table shows the number of students with rubric scores at each level (4=Excellent, 3=Good, 2=Fair, 1=Poor) on the first and the second implementations of this assignment for two semesters in CI 275. As expected, scores on the second assignment were higher than those on the first in each of the classes.

Rubric Score	Spring 2016		Summer 2016 (FTRP)	
	First	Second	First	Second
4	14	19	15	19
3	4	0	5	1
2	2	0	0	0
1	0	0	0	0

(c) Comprehensive Exam

The following chart provides the scores of the 19 students who took the Comprehensive Exam during July 2015. All of these students were members of the first Fresno Teacher Residency Program (FTRP) cohort to earn both a teaching credential (or two) and MAE-C&I degree.

The responses to each item were rated as follows by the instructors of the courses (who also wrote the prompts): 1–Fail, 2–Pass, or 3–Exemplary. All students passed the CE on the first attempt. Four of the 19 students earned all 2’s, and six earned all 3’s. Performance was mixed (2’s and 3’s) for the other nine students.

CI 250 Issues (1.2)	CI 250 Curriculum (1.1)	CI 275 Instruction (2.1)	CI 275 Research (4.1)	PASS ALL
2	2	2	2	Yes
3	2	2	3	Yes
3	3	3	3	Yes
2	2	3	3	Yes
3	2	3	3	Yes

3	2	3	3	Yes
3	3	3	3	Yes
2	3	2	3	Yes
3	2	3	3	Yes
3	3	3	3	Yes
2	2	2	2	Yes
3	3	3	3	Yes
3	2	3	3	Yes
3	3	3	3	Yes
2	2	3	3	Yes
3	2	3	3	Yes
2	2	2	2	Yes
3	3	3	3	Yes
2	2	2	2	Yes

(d) Exit Surveys

- Kremen End-of-Year Survey:

Of the 48 students who applied to graduate in Spring 2016 or who graduated in Summer or Fall 2015, 16 students completed the survey. Since this is approximately the number of students who graduated in Spring 2016, the low number could be due to proximity to graduation. The FTRP students graduated in Summer 2015, and most of the Sanger cohort members finished in December 2015. Perhaps the Kremen survey could be given at the end of each term.

The survey was designed for all Kremen School programs. All (100%) of the MAE-C&I respondents indicated that they feel “Prepared” or “Extremely Prepared” to do the following:

- Organize my professional tasks and responsibilities.
- Uphold the concept that all individuals can learn.
- Apply my learning to real life situations in my professional practice.
- Conduct myself in accordance to my profession's code of competencies, standards, or ethics.*
- Collaborate with others in a professional setting.*
- Engage in lifelong learning. **
- Organize my professional responsibilities.

In addition, all of the respondents indicated that they feel “Prepared” or “Extremely Prepared” to do the following except for the number in parentheses, who indicated that they feel “Moderately Prepared”:

- Use techniques to build rapport with students or clients. (2)
- Have an equity mindset when working with racially and linguistically diverse communities. (3)
- Integrate theoretical foundations in my professional practice. (1)
- Access the research in my field. (1)
- Conduct assessments or evaluations of individuals or organizations. (1)
- Reflect on my learning experiences and their influence on my professional practice. (1)**
- Apply theoretical concepts into practice relevant to my field. (1)

Note: One asterisk (*) indicates that over two-thirds of respondents marked “Extremely Prepared,” and two asterisks (**) indicates that over 75% of respondents marked “Extremely Prepared.”

In addition to these survey responses, the MAE-C&I coordinator received a number of unsolicited emails and cards expressing appreciation for the great amount of support, advising, and mentoring they have received in the program, as well as the excellent instruction by the faculty.

- OIE Exit Survey (Graduating Students Survey)

The Office of Institutional Effectiveness reported that, like year, none of the MAE-C&I graduates completed this survey.

4. What changes did you make as a result of these findings?

(a) Graduate Writing Requirement (GWR) Assignment:

The success rate of Teacher A’s students on this assignment may be indicative of the structured support and guidance the students are given on their papers prior to submitting them for a grade. The FTRP students in Teacher B’s class may have especially benefitted from this because students in this intensive program are typically recent graduates of an undergraduate program and take both credential and graduate coursework while student teaching. Thus the master’s degree candidates in this program are typically younger and less experienced than the average student in the MAE-C&I program. They also take more courses while teaching during the day than the typical master’s student. All of these factors can play a role in course assignment success, including the GWR. We have encouraged all students with writing challenges to utilize the services of the Graduate Writing Studio and will continue to do so.

(b) Implementation and Analysis of Teaching Assignment

The overall-excellent scores on this assignment indicate that the students are meeting the measured objectives quite well. However, the assignment is challenging for students who do not have access to a classroom of students, preferably their own class. For these students, the instructor needs to make some adaptations to the assignment (from full class to a smaller group of students for instruction with instructor recommendations for implementation, particularly for the graduate athletic coaches), which is not optimal, but necessary.

During June 2016, the instructor taught a section of CI 275 for the FTRP and had expected that the Teacher Residents would be teaching summer school and thus have access to K-6 students, but this was not the case. In the future, scheduling for the FTRP sections of CI 275 should take into account this need for access to K-12 students.

(c) Comprehensive Exam

The success of the students on the comprehensive exam is likely due in part to the effectiveness

of an elective that the FTRP students take which reinforces the objectives assessed on the CE. Thus the course will continue to be offered as part of the curriculum of the FTRP students.

(d) Exit Surveys

- Kremen End-of-Year Survey

While we are very pleased with the results of the survey, we are disappointed with the response rate. We will encourage students to complete this survey and hope that it can be sent to students at the end of each term (Summer, Fall, Spring). As with the results on this entire survey, the MAE-C&I program faculty will review the findings and make any necessary adjustments to the program, curriculum, or processes to help ensure student attainment of objectives.

- OIE Graduating Students Survey

We were quite surprised and again disappointed to learn that there were no OIE Exit Survey data for our program graduates, despite there being a relatively prominent link at the bottom of the application to graduate. Student responses on this survey have been helpful in the past (pre-2011). We will email the link to the OIE Graduating Students Survey (https://fresnostate.co1.qualtrics.com/jfe/form/SV_e3ZwmKqz3y6Oc9D) to students during the semester they intend to graduate, as well as during the week after they graduate to help ensure that we obtain more data to use in our program evaluation and inform project revision.

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As an addendum, we noted that student success (progress to completion) among students in the Sanger master's cohort (experience teachers) was excellent. This spurred us to heavily recruit for another cohort in Chowchilla and, when numbers turned out to be relatively low, the MAE-C&I coordinator actively advertised throughout Madera County with the strong support of the Madera County Office of Education (especially Tricia Protzman) and held an information session at MCOE. We began the **new MAE-C&I cohort in Madera** with a section of CI 250 held at Madera South High School on 23 August 2016.

Last year we noted that the student success rate in online courses for teachers was very low for the members of our program with no teaching experience (especially members of the football coaching staff). More appropriate electives were strongly recommended during advising sessions with the MAE-C&I program coordinator, and success in **electives in other departments** (e.g., Kinesiology) were evident among most students. We still have challenges with some students (particularly those on the coaching staff who are on the road coaching games or recruiting prospects and who must take at least 8 units a semester) meeting the 3.0 GPA requirement. We will continue looking for ways to help support their success.

5. What assessment activities will you be conducting in the 2016-17 academic year?

Briefly list the outcomes to be assessed and how you will measure them. This should align with the activities provided in your SOAP.

During 2016-17, we will continue to use the following methods to measure program objectives:

- **Graduate Writing Requirement Analysis:** Objectives 1.1, 1.2, 2.1, and 4.1
- **Implementation and Analysis of Teaching Assignment Analysis:** Objectives 2.1, 2.2, and 3.2
- **Comprehensive Exam:** Objectives 1.1, 1.2, 2.1, and 4.1
- **Exit Surveys:** These will be used to assess educator dispositions, as well as students' program perceptions and recommendations.
- **Alumni Survey:** We plan to develop an alumni survey to assess graduates' retrospective view of the program and also their current leadership roles (Objectives 4.1, 4.2, and 4.3), as well as to assess their use of technology in their instruction (Objective 3.3), especially if they also earned a Certificate of Advanced Instruction in Educational Technology (CASET).

6. What progress have you made on items from your last program review action plan?

The M.A. in Education Action Plan for 2009-2019 included the goals below. Progress made by the MAE-C&I program since 2009 is included below each:

(1) Increase the visibility of the program through newsletters, e-blasts to former credential students, updated Web sites, etc.

- To promote the MAE-C&I program, the Program Coordinator has created and distributed informational flyers about the program over the past 10 years. In Fall 2015, Dr. Fry Bohlin created a poster display for the following events: (a) two Kremen Open Houses held on October 8 (USU) and October 15, 2015 (ED 140) and the (b) Division of Graduate Studies Resource and Recruitment Fair (SSU, February 17, 2016).

- Dr. Fry Bohlin created a Twitter account for the MAE-C&I program (https://twitter.com/Fresno_MAECI) and actively tweets information, student pictures, etc., to support and celebrate the MAE-C&I graduate students (and program graduates), as well as to promote the MAE-C&I program, the Certificate of Advanced Study in Educational Technology (CASET), and the Fresno Teacher Residency Program (all of the FTRP students are in the MAE-C&I program, as well as a teaching credential program).

- The MAE-C&I website is kept updated with information about the master's degree program, as well as the Certificate of Advanced Study in Educational Technology (CASET):

<http://www.fresnostate.edu/kremen/graduate/ma-education.html>

- Dr. Fry Bohlin emails all students regularly with detailed program updates and advising notes. She also maintains a very detailed spreadsheet where the progress of all 150+ students is tracked and student information is noted. This helps with targeted and "just in time" advising and student success in the program. This is particularly important since half of the units in the program are electives, and almost no two students have the same set of electives. In addition, over 25% of the students are also pursuing a CASET, which increases the number of required units by 9 for the MAE-C&I students. The FTRP students are also earning at least one teaching credential.

- During 2016, a recruitment grant was received by the MAE-C&I; program materials will be developed during Fall 2016.

- A near-record 42 MAE-C&I students were admitted to the program for Fall 2016. Counting the two FTRP cohorts, the new admits total 82 for Fall 2016, a new program record for a semester.

(2) Increase the number of courses offered in an online or hybrid format.

- The MAE-C&I faculty noted that student success and rich, meaningful interaction among classmates and faculty is typically not as great in the online courses as in face-to-face classes, so there has not been a strong motivation to develop online courses. However, CI 225 continues to be primarily online, and some MAE-C&I students take online courses such as CI 240 and CI 241 (courses developed for the MAT program) as electives. Some students take online sections of ERE 153 and ERE 220 to fulfill their research course requirements for the program. To help increase student access to courses, alternative scheduling of classes has been implemented and district-based cohorts have been established.

(3) Continue partnering with local school districts to form graduate cohorts.

- We were very pleased that all of the Sanger Unified School District MAE-C&I cohort members graduated during 2015-16. This is the program's second SUSD cohort during this program review period. The last MAE-C&I cohort in Sanger Unified was established in 2008, along with a Central Unified cohort that year. Most of the students from those cohorts graduated in 2009-2010, an academic year that saw a record high number of MAE-C&I graduates, $n=48$, which ties the number who graduated during this past year (2015-16).

- Active recruiting during began during 2015-16 for an MAE-C&I cohort in Madera County to serve that region. This new cohort (the first MAE-C&I cohort in the northern part of our service region) will commence in August 2016.

- The **Teacher Residency Program** began in Fall 2013 as an innovative and powerful partnership between Fresno Unified School District (FUSD) and the Kremen School with S.D. Bechtel, Jr. Foundation grant support. While the initial TRP cohort did not include a master's degree, the university's first unified Multiple Subject credential (and Foundational-Level Mathematics or FL General Science credential) and master's (MAE-C&I) program was initiated in 2014, with students admitted to the master's program that fall. Since that time, three more credential/MAE-C&I cohorts have been started (TRP 3 began during Fall 2016), all with support from a 5-year U.S. Department of Education 2014 Teacher Quality Partnership grant administered by FUSD.

- We have made initial contact with Fresno Unified School District's coordinator of the National Board for Professional Teaching Standards to explore the possibility of developing a partnership with the district to support teachers attaining National Board certification as well as an MAE-C&I degree.

- We continue to offer courses at times convenient for teachers, including 4-6:50 p.m. and 7-9:50 p.m. Monday-Friday, all day Saturday, and during the summer when possible.

(4) Continually revise our courses for relevance and currency.

- MAE-C&I program faculty take this very seriously, continually updating course requirements, assignments, and resources. Appropriate and current use of instructional technologies is modeled. This is facilitated through the excellent, cutting edge computer labs in the Kremen Education

Building (ED 157, ED 165, and ED 169), where most of the CASET courses and many of the ERE courses are taught.

(5) Model and infuse current technologies in our courses.

- See (4) above. The MAE-C&I program has benefitted from its close relationship with the Certificate of Advanced Study in Educational Technology (CASET) program. Many MAE-C&I students take at least one of the courses designed for this certificate program, and a number of students elect to earn the Certificate in addition to the master's degree, providing them with documentation of their additional expertise in educational technology.

The CASET was initiated in 1991-92 by Otto Benavides, Dr. Roy Bohlin, and Dr. Nancy Hunt, who developed CI 225 (Benavides and Hunt), CI 227 (Bohlin), and CI 230 (Hunt), along with 2 electives that are no longer on the books. Dr. R. Bohlin, the current CASET coordinator, developed the following two 3-unit courses in 2013 following a resurgence of interest in the program and schools' need for teachers with this knowledge and expertise:

- **Designing Motivating Instruction** – This course is designed to explore instructional design, a number of motivational theories, and the integration of technology into instruction. Students will investigate theories and models of designing motivating instruction, as well as investigate exemplary activities and strategies to motivate target groups.

- **Exploring Technology and Critical Thinking** – This class involves series of explorations of various technological tools – simulations, problem-solving applications, complex search engines, etc. The focus is on the theoretical foundations of critical thinking and how specific applications of student-centered instruction can improve the quality and depth of teaching and learning in classrooms.

In addition, the following 3-unit course was developed and first taught by Dr. Bohlin in Spring 2016:

- **Exploring Innovative Technologies** – This course provides opportunities for students to explore fifteen different innovative technologies (e.g., 3D printing, gamification, data analytics, etc.). Together with the instructor, students will discuss and plan ways that these might be integrated into learning experiences in classrooms and co-curricular activities.

(6) Project new hires that will be needed over the next 10 years and put emphasis on recruitment as well as retaining new faculty.

Since 2009, the Department of Curriculum and Instruction has hired six new faculty members, (Dr. Frederick Nelson, Dr. Libbi Miller, Dr. Mariya Yukhymenko, Dr. Trang Phan, Dr. Emy Lopez Phillips, and Dr. Myung Shin), all of whom have graduate faculty status. In addition, two members of the Kremen research faculty (one untenured) from the former Educational Research and Foundations Department requested and were granted permission to become members of the Department of Curriculum and Instruction. Faculty mentors are actively supporting the excellent probationary faculty members and hope that they will continue to enjoy being Fresno State faculty members for years to come! We project that we will need to hire new faculty in the Department of Curriculum and Instruction to teach CI 250, CI 275, CI 285, and our CASET courses during the

next 10 years when many of the faculty who were hired during the 1980s and 1990s will be retiring and when the majority of our newly hired faculty will most likely be moving to the new Liberal Studies Department (pending approval).

(7) Maintain state and national program accreditation (e.g., CTC, NCATE, NAEYC, etc.).

All initial and advanced programs in the Kremen School of Education and Human Development received outstanding reviews during the last state (CTC) and national (NCATE) accreditation visits in March 2014. No areas for improvement were identified.

(8) Develop an additional Option on Linguistically and Culturally Diverse Learners

The M.A.Ed. **Option in Multilingual and Multicultural Education** received approval in 2013. Its mission is “to provide advanced level candidates with a foundation in research, curriculum, and leadership in order to promote equity in schools serving linguistically and culturally diverse (LCD) learners.” Although this is a separate option from the MAE-C&I program, several of the courses developed for the MME option are appropriate as electives for a number of our students.