ATTALLAH COLLEGE OF EDUCATIONAL STUDIES

Office of Program Assessment and Improvement
Master of Arts in Curriculum and Instruction and Multiple Subject Credential

Program Annual Report Template 2017-2018

NOTE: If your program currently cannot address item(s) below, please explain how you plan to address the item in the future.

I. DESCRIPTION OF THE PROGRAM

1A: Name and description of the program

- Program Data – general descriptive
    - Description of the Program

    - Mission

    - Goals/Objectives

1B: Faculty Members

- Tenured and tenure-track faculty
- Non-tenure-track full-time faculty
- Adjunct faculty (if any)
- Supervisors (if any)

II. STUDENT ADMISSION

2A: Admission Data

- Admission criteria: What are the admission criteria and protocol for the program?
  - Requirements (exams, GPA, etc.)
  - Admissions protocol
  - Diversity of applicants
  - Disposition of applicants

- Admission data
  - Student application and acceptance data
  - Quality of applicants (exams, GPA, etc.)
  - Diversity of applicants
  - Dispositions of applicants

2B: Review and Evaluate Improvements on Student Admissions

- Explanation of admission process changes and improvements
- Strengths and weaknesses identified in the application process
- Planned changes for next academic year (list and explain)

Questions to consider:

When responding to the questions below, please: (a) refer to specific program data, and (b) justify your responses with data analysis.

1. When reviewing the program's admission standards and process, do they contain sufficient, appropriate, and multiple measures of candidate qualifications (including disposition) for your program?
2. Are this past year's admitted students – high-quality candidates?
3. Do this past year's admitted students reflect the diversity of Orange County/Southern California?
4. When reviewing your program's recruiting and admission processes, what improvements are planned for this area?

III. STUDENT PROGRESS AND SUPPORT

3A: Student Progress and Support Data

- Student enrollment data

- Student status data
  - Academic performance progress monitoring – All MACI MS students made normal progression in the program ($N = 11$)
    - Number of students making normal progression
    - Number of students behind normal progression
    - Number of students dropped or counseled out – No students dropped or were counseled out

- Student advising data and protocol (e.g., program evaluation, conclave, etc.)
  - MACI faculty advisory load
  - MACI faculty advisory appointments

- TPA support
  - TPA presentations

- Students of concern protocol and data
  - MACI Student of Concern Protocol and Information Form
  - Data of counseling and decisions

- End-of-Semester Student Feedback Survey data

- Exit Survey data

- Student support data
  - Financial support

- Student dispositional progress monitoring

3B: Review and Evaluate Improvements on Student Progress and Support

- Explanation of student progress and support system – changes and improvements made this year
- Strengths and weaknesses identified in the student progress and support processes
- Planned changes for next academic year (list and explain)

Questions to Consider:

When responding to the questions below, please: (a) refer to specific program data, and (b) justify your responses with data analysis.

1. How do you monitor and foster student success in the program? What criteria and protocols are you using to measure and facilitate their progress?
2. Do students perceive program requirements as being clear, transparent, and achievable? How are you measuring and monitoring this?
3. What is your program's remediation protocol? What student expectation criteria trigger remediation? Are these criteria and protocol clear and consistent to students?
4. Do the students develop the desired dispositions as they matriculate through your program?
5. When reviewing your program's student progress and support protocols, what improvements are planned for this area?

IV. STUDENT PERFORMANCE ASSESSMENT

Note: Much of this section will be covered in your WASC ALOAR.

4A: Student Performance Data – Compiled for MACI

- Program Learning Outcomes

- Program Standards Course Matrix

- Key Assignment list

- Key Assignments' descriptions and assessment rubrics
  - Relevant course syllabi, assignment instructions (including capstone/portfolio projects), standards, learning objectives, and assessment rubrics

- Key Assignment data
  - Student performance data on key assignments

- GPA data

- License certification exams

- Teacher Performance Assessment (TPA)

4B: Review and Evaluate Improvements on Student Progress and Support

- Explanation of your program's student performance assessment system – changes and improvements made this year
- Strengths and weaknesses identified in student performance assessment
- Planned changes for next academic year (list and explain)

Questions to Consider:

When responding to the questions below, please: (a) refer to specific program data, and (b) justify your responses with data analysis.

1. Do your program learning standards sufficiently reflect the current requirements of your students' respective profession?
2. Is your program's curriculum scope, course sequence, and other educational experiences sufficiently aligned to your program learning standards?
3. Is your program's curriculum up-to-date, research- and technology-based, and appropriate for students' knowledge, skills, and dispositional (KSD) development?
4. Are your performance assessment standards clear, observable, rigorous, and sufficiently reflect program learning outcomes?
5. Please discuss the quality and/or rigor of your program's curriculum and assessment strategies.
6. Are there clear and multiple measures of student performance that sufficiently demonstrate development aligned to program learning standards? For instance, are students able to demonstrate elementary, intermediary, and mastery levels of new content (KSDs)?
7. When reviewing your program's student performance assessment, what improvements are planned for this area?

V. CLINICAL EXPERIENCES ASSESSMENT

5A: Clinical Experiences Data

- List of sites
- Agreements (i.e., MOUs) and expectations
  - Protocol for choosing sites
    - MACI Protocol for Choosing Sites
    - Teacher Education site diversity data
    - Teacher Education Master Teacher recommendations
  - Evidence of quality partnerships, protocols and shared accountability for candidate outcomes

- Credentials of University Supervisors, Master Teachers, Coordinators, etc.
  - MACI University Supervisors 2017 – 2018
  - MACI University Supervisor resumes
  - MACI Master Teacher Information

- Training and development for University Supervisors and Master Teachers
  - University Supervisor and Master Teacher Handbooks
    - MACI-MAT University Supervisor Handbook
    - MACI-MAT Elementary Education Master Teacher Handbook
  - Training meeting, topics, attendance, feedback
    - MACI-MAT University Supervisor meetings
    - MACI-MAT Student Teaching Orientation for students, University Supervisors and Master Teachers

- Timesheets/logs of students' clinical experiences
  - Teacher Education Fieldwork Log Template
  - Teacher Education logs collection procedure

- Student performance data on clinical experiences (formative and summative)
  - MACI MS University Supervisor evaluation
    - Formative evaluation
    - Summative evaluation
    - Interim evaluations

  - MACI MS Master Teacher evaluation
    - Formative evaluation
    - Summative evaluation

- Student evaluation of University Supervisors and Master Teachers
  - MACI University Supervisor Feedback
  - MACI University Supervisor Feedback - compiled results
  - MACI Master Teacher Feedback
  - MACI Master Teacher Feedback - compiled results

- Student self-evaluation
  - MACI Student Competency Survey results
  - MACI Student Competency Survey compiled results

5B: Review and Evaluate Improvements on Clinical Experiences Assessment

- Explanation of your program's clinical experiences assessment system – changes and improvements made this year
- Strengths and weaknesses identified in clinical experiences
- Planned changes for next academic year (list and explain)

Questions to Consider:

When responding to the questions below, please: (a) refer to specific program data, and (b) justify your responses with data analysis.

1. Do your clinical experiences requirements meet state standards?
2. Are your clinical experience oversight responsibilities and expectations clear and mutually agreed between program/institution and a clinical site?
3. How do you select and ensure the high-quality clinical experience coordinator and site supervisors/faculty? Does your program provide any professional development/training for them? If so, how effective is your training?
4. How do you ensure breadth and scope of clinical experiences (e.g., working with diverse populations, using technology at the site)?
5. Are there clear and multiple measures of clinical experience assessment that sufficiently demonstrate development of students' KSDs?
6. When reviewing your program's clinical experiences, what improvements are planned for this area?

VI. GRADUATE OUTCOMES

6A: Graduate Outcome Data

- Degree conferral data
  - Total number of degree completers

- Completers' performance assessment
  - Number of on-time completers
  - Number of completers (within 1 year of on-time) – 0
  - Number of completers (over 1 year of on-time) – 0

- Other graduate/alumni data:
  - CTC credential license data

6B: Review and Evaluate Improvements on Graduate Outcome

- Explanation of your program's graduate/alumni assessment system – changes and improvements made this year
- Strengths and weaknesses identified in graduate/alumni data
- Planned changes for next academic year (list and explain)

Questions to Consider:

When responding to the questions below, please: (a) refer to specific program data, and (b) justify your responses with data analysis.

1. Are your graduates in the profession that they were trained for in your program? Are they successful in their profession?
2. Do your graduates perform as expected in their profession after they leave the program?
3. Do your graduates utilize the KSDs that they learned while in the program? Do they find their KSDs as a valuable asset for their profession?
4. How do they evaluate their learning experiences in your program? What aspects of the program do they find particularly valuable? What aspects of the program do they find as not as valuable?
5. How do you determine the impact of your program?
6. When reviewing your program's graduates/alumni, what improvements are planned for this area?

VII. PROGRAM REVIEW

7A: Program Review Data

- Program Coordinators' meeting

- Program meeting agenda and minutes
    - Faculty meetings

- Part-time faculty meetings – No meetings

- Program retreat agenda and minutes – No meetings

- Part-time Faculty Critical Reflection Survey

- Data Analyses and Decision-Making Protocol (i.e., how are you using/reviewing your data?)

- Review of changes and initiatives this year

- Data on faculty recruitment and development efforts that support diversity and excellence

- Review of program resources

7B: Review and Evaluate Improvements on Program Review

- Explanation of your program review process – changes and improvements made this year
- Strengths and weaknesses identified in program review process
- Planned changes for next academic year (list and explain)

Questions to Consider:

When responding to the questions below, please: (a) refer to specific program data, and (b) justify your responses with data analysis.

1. How do you determine the quality of your program? What do you rely on when attempting to justify the quality of your program? Who are the stakeholders involved in this process?
2. How are program improvement decisions made (i.e., decision-making process)? How are new program improvement ideas and projects measured? How do you track the quality of new program improvement ideas and projects?
3. How do you determine the quality of your resources? How do you determine the effectiveness of spent resources?

4. How do you determine the quality of your faculty and other affiliated personnel (e.g., supervisors and staff)? How do you manage or promote continuous improvement of faculty and affiliated personnel?
5. What are some of the key program protocols to monitor and improve the operation of the program? Who are involved?
6. When reviewing your program review processes, what improvements are planned for this area?
7. As you complete this review, what are some of the most important takeaways, highlights, improvements, needs, and constraints?

VIII. DIRECTOR OF PROGRAM ASSESSMENT AND IMPROVEMENT REVIEW COMMENTS

Director of Program Assessment and Improvement provides assessment of report.

IX. APPENDIX

1. **Acronyms**
   a. CTC – California Commission on Teacher Credentialing
   b. GPA – Grade Point Average
   c. KSD – Knowledge, Skills, Dispositions
   d. MOU – Memorandum of Understating
   e. PLO – Program Learning Outcome
   f. TPE – Teaching Performance Expectations
   g. WASC ALOAR – Western Association of School and Colleges Annual Learning Outcomes Assessment Report