



**Graduate College of Education Annual Assessment Report
Office of Academic Planning
San Francisco State University
July 18, 2016**

Overview of Program Assessment in the GCOE

Academic Program Assessment is required by [Academic Senate Policy](#) of all Colleges and Departments at SF State for two purposes: (a) to inform and support program improvement; and (b) to meet accreditation and other external requirements. Program assessment in the GCOE is ongoing, in response to both of the above goals. This report highlights GCOE assessment activities for the AY 2015-2016, as part of continuous program improvement and accreditation requirements of the Western Association of Schools & Colleges (WASC). In addition, due to the central nature of preparation of educators and speech-language pathologists in the GCOE, regular assessment systems and reports are completed for the CSU Chancellor's Office, California Commission on Teacher Credentialing (CTC), American Speech-Language and Hearing Association/Council on Academic Accreditation (ASHA/CAA), and Association of the Rehabilitation of the Blind and Visually Impaired (AER). Each of these professional accreditors determine program standards, program learning goals and student learning outcomes that are evaluated in formative and summative methods for program improvement and student achievement. Further, undergraduate and graduate degrees are structured to meet program learning goals and student learning outcomes that are related to program standards for promoting leadership in education and clinical settings.

The diversity of programs in the GCOE and multiple assessment requirements can be framed within the context of Academic Program Assessment that includes four components, outlined below. The stages in the program assessment cycle include the following:

1. *Mission Statement* – A brief statement of the values and principles that guide the curriculum and differentiates from other SF State programs;
2. *Program Learning Goals* – Statements of the knowledge and skills that are determined as essential for program graduates;
3. *Assessment Findings* – Results from examining evidence of student learning in light of program learning goals; and
4. *Response/Closing the Loop* – Actions taken to respond to assessment findings.

Each of the GCOE Departments and related Programs demonstrate differing stages of Program Assessment, based on the above. Highlights of assessment processes are included regarding College and Department activities for the past AY, 2015-2016.

GCOE Mission, Vision, and Strategic Directions. Since fall 2014, the GCOE has engaged in strategic planning to develop and develop a comprehensive program assessment system. Achievements in the past AY focused primarily on refining the [GCOE Mission, Vision and Strategic Directions](#), shown on the GCOE website. In AY 2016-2017, Program Assessment will focus on the development of a Unified Assessment System (UAS) that follows the assessment cycle, outlined above and draws upon reporting required throughout the AY, including the following formative and summative measures and others to be developed:

- SF State: APRC & Academic Program Development Reports
- ERRS Reports: Chancellor's Office Credential Enrollment reports
- ERST Reports: Chancellor's Office Credential Completer reports
- Title II: Program Requirements & Completers of Selected Credential Programs
- CTC Biennial Reports: Achievement of Signature Assignments
- CTC Biennial Reports: Student Teaching Observations
- CTC Biennial Reports: Educator Mastery (EdTPA and other TPA measures)
- CTQ: Chancellor's Office Program Completer Exit Survey
- CTQ: Chancellor's Office Educator One-Year Employment & Employer Survey
- ASHA Annual Report regarding CD Program and Student Outcomes
- SF State Graduate Degree Exit Surveys

Education Minor Program Learning Goals. The revision of the EDUC Minor was conducted through extensive collaboration across GCOE Departments in series of meetings with Department Chairs and the EDUC Minor Task Force. Resulting PLOs and curriculum were developed through input from representatives of each Department in the GCOE and include the following:

1. Develop a social justice educational philosophy that articulates the role of educators as agents of change.
2. Develop advocacy skills to build inclusive and supportive classroom communities for all students.
3. Prepare future educators to apply culturally responsive pedagogy to classroom environments.
4. Develop content appropriate instructional strategies that maximize learning for all students
5. Develop interpersonal skills to interact professionally in educational environments.
6. Develop and participate in research in teaching and learning.
7. Explore and apply the arts as integral to a comprehensive educational experience
8. Integrate multiple literacies into learning environments.

Following approval of the Revised EDUC Minor by the Academic Senate in April 2016, the curriculum scheduled for implementation in fall, 2016. Program assessment will be conducted in AY 2016-2017 to determine the effectiveness of the PLOs to guide student-learning outcomes.

Program Learning Goals in Educator Preparation. In the new AY, 2016-2017, assessment will focus on the development and updating of Program Learning Goals in all Departments in the GCOE. In particular, CTC recently authorized revised Program Standards for Education Administrators and related changes in curriculum are required to be submitted to CTC

this fall. In June 2016, the CTC also authorized new standards and Teacher Performance Expectations (TPEs) for Multiple and Single Subject Credentials. Further, TPEs for Special Educators (Education Specialists) are also under review and scheduled for revision in the coming year. The emphasis in new standards on inclusion of **all** students, universal design for learning, instructional technology, culturally responsive pedagogy and collaboration will require extensive curriculum planning and development across the College.

The following sections provide brief summaries of Department assessment activities for the AY, 2015-2016.

Department of Secondary Education

Department Contact: Maika Watanabe, Chair

Department Programs, AY 2015-2016:

Degrees & Credentials

- [M.A. in Education, Secondary Education](#)
- [M.A. in Education, Math Education](#)
- [Single Subject Credential + M.A in Education](#)
- [Single Subject Preliminary Credential with Intern Credential](#)

The mission statements for our two MA programs are posted on our website. The mission statements are as stated below:

M.A. in Education, Secondary Education

- The purpose of the Master of Arts in Education Concentration in Secondary Education, is to support beginning teachers in developing and reflecting on their practice in relation to recent and continuing research on teaching and learning in their subject areas.

M.A. in Education, Math Education

The purpose of the MA in Mathematics Education program is to promote and support teacher-leaders to be knowledgeable both in mathematics content and in the use of pedagogical practices that enable all students to learn mathematics. For CA teachers holding a multiple subject credential, the mathematics courses required for this program will also satisfy the requirements for a supplementary authorization to teach mathematics at the middle school level.

The Program learning goals for the MA in Math Education are as follows:

Teachers will work together to:

- Increase their mathematical knowledge and pedagogical knowledge
- Examine current equity issues in mathematics
- Develop leadership skills

- Design classroom research to answer relevant questions about student's mathematical learning

Plans are underway to develop and review the Mission and Goals in the coming AY, 2016-2017.

Single Subject Credential + M.A. in Education; Single Subject Preliminary Credential with Intern Credential

Revising our Mission Statement. A draft of a new statement will be presented to faculty at our first Department meeting in August 2016. The proposed mission statement is as follows:

The Department of Secondary Education prepares teachers to inspire their middle and high school students to see the beauty and power of their content areas by modeling pedagogical content knowledge. Drawing on their understanding of urban communities and multi-talented students, teachers develop lesson plans that empower students to problem solve and create new understandings. The department is committed to equitable access and excellence for all students. Our faculty is on the forefront of change in pedagogical content knowledge, and collaborate closely with middle and high school partners.

The department will post the revised and adopted mission statement during the fall of 2016.