Section A, Goals for 2007-08

Goal: Host successful joint accreditation visit by state and national accrediting bodies.
University Mission and Goals: VIII. A. Assess university activities and programs to ensure that they fulfill our mission and to identify areas of needed improvement, change, or elimination.
Measures of Productivity and Indicators of Quality: Full accreditation of all Education Unit programs by both the state and national accrediting bodies following the November, 2007 campus visit.

Goal: Implement and expand the independent Ed.D. program.
University Mission and Goals: II.A. Support undergraduate and graduate programs in professional and preprofessional studies and in the arts and sciences. V.D. Provide an affordable education without sacrificing quality.
Measures of Productivity and Indicators of Quality: Report on the characteristics of the students admitted to the program: current positions, master’s institutions and GPA’s, GRE scores, etc. Report on first year progress of students: grades, qualifying examination results, etc.
Develop charter for a research center to foster a doctoral research culture in collaboration with partners. Develop curriculum proposal for community college specialization.

Goal: Expand diverse program delivery modes by enhancing technology-rich programs and facilities.
Relationship to University Mission and Goals: I.G. Integrate advances in information technologies into learning environments.
Measures of Productivity and Indicators of Quality: Continued expansion of online or hybrid online programs as well as continued expansion of Web-based content and online interactive tools and resources. Use of Web-based technologies for candidate assessment and program evaluation/improvement. Expansion of partnerships with ITunes University and Intel Education. Increased skill development of full and part-time faculty through FDC and department-based technology trainings. Expansion of Web-based information for student recruitment, advisement and support.

Goal: Respond to assessment results to produce continuous program improvement.
University Mission and Goals: I.a. learning is central to everything we do. I.c. use evidence to improve programs.
Measures of Productivity and Indicators of Quality: Appoint a college-wide task force that will be charged with making recommendations, with particular emphasis on improvement of preparation of teachers to teach exceptional students in inclusive classrooms, teach English learners, and use educational technology to engage and support all learners. Task force report to dean that includes faculty
development activities and curricular modifications to improve student learning outcomes in the targeted areas.
Indicator of quality (improved student outcomes) in the targeted areas is expected to be noted on the 2008-09 CSU credential completer exit survey, a self-assessment instrument.

Goal: Formalize Operational Procedures for College of Education programs and CLLC on CSUF, Irvine campus.
University Mission and Goals: I.F. Develop and maintain attractive, accessible, and functional facilities that support learning. V.G. Provide an accessible, attractive and safe environment, and a welcoming campus climate. VII.B. Serve as a regional center for intellectual, cultural, athletic and life-long learning activities.
Measures of Productivity and Indicators of Quality: Appoint a faculty coordinator who will: communicate faculty and staff requests and concerns as appropriate to the Director of the Irvine campus; provide a COE perspective on the instructional and technical needs of current and future facilities; reach out to the greater Central and South Orange County community and alumni related to available and needed COE programs. CLLC will accept and work with community clients, both with assessment and tutoring. Publicity procedures will be implemented. Fund raising plan will be developed and initiated.

Goal: Increase student scholarships.
University Mission and Goals: VI.A. Increase the proportion of campus resources generated by private giving. VI.B. Strengthen links with our alumni that optimize an on-going commitment to the success of the University. VII.D. Involve alumni as valued participants in the on-going life of the university.
Measures of Productivity and Indicators of Quality: Increase student scholarship funds by 20%.

Goal: Expand Advancement efforts.
University Mission and Goals: VI.A. Increase the proportion of campus resources generated by private giving. VI.B. Strengthen links with our alumni that optimize an on-going commitment to the success of the University. VII.D. Involve alumni as valued participants in the on-going life of the university.
Measures of Productivity and Indicators of Quality: Meet Advancement target for funds raised. Publish and mail 50th Anniversary newsletter/brochure to all alumni and friends of the college in the fall. Refine goals and activities of advisory boards. Host two alumni outreach events on campus – a performing arts evening in the fall semester and sport event in the spring.
Section B: Other Topics to be Addressed

1. Progress Report on Goals for AY 2006-07 – College of Education

The following represent goals framed during the 2005-06 academic year and the degree to which they were accomplished by the conclusion of the 2006-07 academic year.

**Goal:** Move independent Ed.D. successfully through the approval process and formally accept candidates into program.

**University Mission and Goals:** II.A. Support undergraduate and graduate programs in professional and preprofessional studies and in the arts and sciences. V.D. Provide an affordable education without sacrificing quality.

**Measures of Productivity and Indicators of Quality:** Substantive Change Document approved by WASC, Executive Committee, and Associate Vice President for Academic Programs. All courses approved by all appropriate review and approval levels. Accept student applications for Fall, 2007.

**Accomplishments:** Completed. The Ed.D. program was approved by the Chancellor’s Office and the full WASC board on June 22, 2007. We have accepted 19 of the 50 applicants into the program.

**Goal:** To measure effectiveness of student learning common College-wide assessment process and assessment instruments will be developed and implemented. The instruments will be completed by graduates and credential recipients. The assessment process will be conducted every five years.

**University Mission and Goals:** I.C. Assess student learning collegially and continually use the evidence to improve programs. I.C. Assess student learning collegially and continually use the evidence to improve programs. VIII.A. Assess university activities and programs to ensure that they fulfill our mission and to identify areas of needed improvement, change, or elimination.

**Measures of Productivity and Indicators of Quality:** Assessment instruments will be developed by ad hoc assessment group. The group will be chaired by Associate Dean. Final instruments will be reviewed/evaluated by COE Advisory Board and appropriate department advisory groups.

**Progress:** A college-wide assessment committee was established and has met twice monthly to systematize and standardize data-gathering assessments, mechanisms and processes for both the credential and master’s level programs.

An on-line master’s program student survey was developed and implemented. Students complete this survey at mid-point and at program completion. ([http://www.zoomerang.com/recipient/survey.zgi?p=WEB2263UULZN66](http://www.zoomerang.com/recipient/survey.zgi?p=WEB2263UULZN66)). This assessment is beginning to provide valuable data on students’ perceptions of quality of advisement, instruction, and faculty preparation; and on students’ increased knowledge, skills, and dispositions as a result of having completed the program.

Other assessments include the CSU-managed credential completer Exit Survey and the year-out survey for credential recipients and completed by year-out program graduates and their supervisors.
Goal: Fully operationalize IRVC2 (Building 65).

University Mission and Goals:

I.F. Develop and maintain attractive, accessible, and functional facilities that support learning.

V.G. Provide an accessible, attractive and safe environment, and a welcoming campus climate.

VII.B. Serve as a regional center for intellectual, cultural, athletic and lifelong learning activities.

Measures of Productivity and Indicators of Quality:

All appropriate courses and programs will be housed in the building. Appropriate advisement will be provided.

Accomplishments:

Through the joint sponsorship of the Dean of the College of Education and the Vice President of Academic Affairs a coordinator was funded to provide leadership related to COE activities and programs in IRVC2. This individual assumed coordination responsibilities as IRVC2 opened in August 2006. By the conclusion of the Fall, 2006 semester IRVC2 housed courses and programs in all COE departments and programs. In addition, all teacher preparation and graduate degree programs provided credential and program advisers.

Goal: Community Learning and Literacy Center will be operational on CSUF, Irvine campus.

University Mission and Goals:

II.G. Provide opportunities to learn from external communities through internships, cooperative education, and other field activities.

VII.A. Develop mutually beneficial working partnerships with public and private sectors within our region.

VII.C. Develop community-centered programs and activities, consistent with our mission and goals, that serve the needs of our external communities.

Measures of Productivity and Indicators of Quality:

Reading Center will accept and work with community clients, both with assessment and tutoring. Publicity procedures will be implemented. Fund raising plan will be developed and initiated.

Accomplishments:

The CLLC opened on August 21, 2006, and initiated work with community clients—children, adults and local schools. Eight of the goals developed by the 23 member external advisory board were implemented (see separate CLLC report). “For Parent and Caregivers Only” workshops were conducted by graduate students on April 21 and 29, 2007. The Center received both external and in-kind contributions for development of a materials and software resource center, a pilot project with Orange County Social Services for work with foster care children, and implementation of a regional Community Literacy Festival to be held on April 19, 2008, as part of the 50th Anniversary events. The public relations infrastructure was finalized with the design and implementation of standard identity and professional materials (newsletter, website, and other PR material) utilizing a new CLLC logo with Irvine branding.

Goal: Expand on-line graduate degrees in Education.

Relationship to University Mission and Goals:

I.G. Integrate advances in information technologies into learning environments.

Measures of Productivity and Indicators of Quality:

Develop On-Line graduate degree, MS in Adult Learning and Higher Education, and offer hybrid on-line graduate degree in Secondary Education.

Accomplishments:

MS in Adult Learning and Higher Education: JoAnn Carter-Wells organized an interdisciplinary team from CSUF and Claremont Graduate University, developed NPP draft items including course contract template with campus counsel, library holdings, bibliography, consultations
with Chancellor’s Office about new WASC and CO requirements for online degree programs, and received campus recommendation to use MSIDT as program model due to recent award of full program status. Master’s in Secondary Education is now 49% on-line, the maximum permitted by WASC. Elementary and Bilingual Education has begun planning to put the Master’s specialization in Education Technology online.

**Goal:** Increase student scholarships.

**University Mission and Goals:** VI.A. Increase the proportion of campus resources generated by private giving. VI.B. Strengthen links with our alumni that optimize an on-going commitment to the success of the University. VII.D. Involve alumni as valued participants in the on-going life of the university.

**Measures of Productivity and Indicators of Quality:** Increase student scholarship funds by 10%.

**Accomplishments:** Scholarship monies available to students in 2005-2006 totaled $10,500.00. Through strong outreach efforts to alumni and friends of the college, scholarship funds for 2006-2007 increased to $16,500.00 – a 56% growth.

**Goal:** Expand Advancement efforts.

**University Mission and Goals:** VI.A. Increase the proportion of campus resources generated by private giving. VI.B. Strengthen links with our alumni that optimize an on-going commitment to the success of the University. VII.D. Involve alumni as valued participants in the on-going life of the university.

**Measures of Productivity and Indicators of Quality:** Meet Advancement target for funds raised. Publish first COE Connected newsletter/magazine to go to all alumni. Have Founders Wall installed and celebrated through an open house.

**Accomplishments:** Advancement funds raised produced a 20% increase over monies raised in 2005-2006. An electronic version of COE Connected was initiated, with the decision made to delay a full-scale mailing to all alumni until the kick-off of the 50th anniversary in fall 2007. The Founders Wall was installed outside EC190 in January and celebrated with an outreach event attended by 200 donors and friends of the college.

**Goal:** Hire six new faculty.

**University Mission and Goals:** I.E. Recruit and retain a highly-qualified and diverse staff and faculty.

**Measures of Productivity and Indicators of Quality:** Secondary Education will hire three new faculty, and Special Education, Educational Leadership, and Reading will each hire one new faculty.

**Accomplishments:** The goal has been met and exceeded. A total of nine new tenured and tenure-track faculty have been hired:
- 4 in Secondary Education
- 2 in Special Education
- 2 in Educational Leadership (includes one tenured full professor for doctoral program)
- 1 in Elementary Education

**Goal:** Prepare for successful joint accreditation visit by state and national accrediting bodies
University Mission and Goals:  VIII. A. Assess university activities and programs to ensure that they fulfill our mission and to identify areas of needed improvement, change, or elimination.

Measures of Productivity and Indicators of Quality:  Full accreditation of all Education Unit programs by both the state and national accrediting bodies following the fall, 2007 campus visit.

Accomplishments:
Progress:  A great deal of time and effort has been devoted to preparing for a successful accreditation visit:
- From its own resources, the college has provided 2 full semesters of assigned time to one faculty member to develop an assessment system, a requirement of the national accrediting body, that enables the college to electronically gather, aggregate and analyze data across all credential and master’s programs. A minimum of two semesters of program data must be presented and analyzed at the accreditation visit.
- Again from the college’s resources, a consultant was retained and has provided assistance via on-site consultations and a great deal of electronically provided information.
- In April, a mock visit was conducted by two individuals who have served as members of the organization’s Board of Examiners. The mock visit provided much insight and direction for work to be accomplished in the six-month period prior to the accreditation visit.

2. Inventory of Educational Effectiveness Indicators in Degree Programs

a. Yes

b. On the college web site http://ed.fullerton.edu/Faculty/fac_resources.html; on all college course syllabi; on posters located in the EC Building; on bookmarks given out to all education program students

c. The learning goals and key assignments of each of the college’s syllabi are linked to program outcomes so that students are aware of how each key assignment is preparing them to achieve the college’s stated program outcomes. The master’s program mid-point and exit survey (self-assessment instrument) are aligned with the college’s mission statement and program outcomes so that we can assess to what extent the graduates of our programs believe that they are successful in this regard. Credential program completers also take a CSU-managed self-assessment that we have aligned to program outcomes.

d. A college-wide assessment committee consisting of representatives from each of the college’s credential and master’s programs are beginning the process of reviewing these data sets. Additionally, the data are reviewed by college administration, all department faculty, and several external advisory boards. Recommendations for curriculum improvement are derived from all of these sources. The dean and department chairs are ultimately responsible for implementing necessary modifications to bring about program improvement as deemed necessary by the data. Careful processes for monitoring individual student achievement are in place at the programmatic
level to ensure that only those students who demonstrate proficiency at each of the programs’
three transition points may proceed through the program.
e. See above
f. The college has aggregated data for students who graduated with initial teaching credentials
during the 2004-05 school year and their employers (data from students who have graduated, data
from their employers, and data aggregated from both of these groups). These data are gathered
and analyzed by the CSU system and reflect graduate and employers’ assessment of Fullerton’s
credential students’ preparation to teach. Other data that we are beginning to collect at the
graduate level that will help us examine program effectiveness are the master’s mid-point and exit
survey (see b above). The most recent college-wide accreditation review occurred in 2000 and is
scheduled again for fall 2007.

3. Concurrent Professional Accreditation

November, 2000

a. Conceptual Framework--- in 2000 this referred specifically to the research- and theory-based
resources that faculty utilized to inform their instruction, and that students were expected to be
familiar with. In 2002, the national accrediting body substantially broadened the definition of the
conceptual framework to include the mission and vision statements, research/theory, professional
standards that guide the programs, and an electronically managed assessment system capable of
aggregating data for the purpose of assessing student and program efficacy.
b. The state accrediting agency placed no stipulations or areas for concern.
c. We are required to have in place key performance indicators at three transition points for each
one of our programs (see attached).
d. The following table presents data on our initial credential students’ knowledge and skills to
promote diversity (Program Outcome 2a- Students will promote diversity):

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<th>Somewhat Prepared (%)</th>
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</table>
4. **Faculty (and Staff) Scholarly and Creative Activities**

The College of Education had a productive year in relationship to scholarly and creative activities. Individual department reports provide in-depth detail.

5. **Activities of Research Centers, Specialty Centers & Institutes**

   a. **Name of Center and Contact information**
      Community Learning and Literacy Center-Irvine campus
      JoAnn Carter-Wells, Director

   b. **List of Major Projects undertaken during 2006-07**
      The following goals developed with the 23 member external advisory board were either partially or fully implemented during the past 9 months since the inception of the center in late August, 2006:
      - **Individual Literacy Assessment and Tutoring**: established for all people of all ages.
      - **Individual Reading Tutoring for All Ages**: instruction provided by graduates of the Masters of Science program based on an earlier and very successful Reading Department Community tutoring model “9 to 90.”
      - **Assessment and Testing Services**: provided by current graduate students as part of the curriculum and training requirements in the Reading Department. This service is offered to anyone requesting detailed information on reading strengths and weaknesses.
      - **Professional Development Training for Educators**: (non-credit): collaborating with schools to provide professional development courses and in-services- New Horizons, Irvine.
      - **Family/Care-Providers Literacy Education Seminars and Programs**: “For Parents and Caregivers Only” workshops, April 21 and 28, 2007- 25 workshops conducted by graduate students in READ 508 and READ 514.
      - **Educational Linkage between Educational Organizations, Businesses, Public and Private Agencies**: partnerships with a variety of agencies have been established and will continue to form as the Center develops including Orange County Social Services with a pilot project in a local school district pending approval by the Orange County Board of Supervisors, Court Appointed Special Advocates, Project Jeremy for scholarships for foster care children, Scholastic Publishing with regular donations of books and other materials, and Teacher Created Materials with donations of samples of materials.
Materials Display and Resource Facility: utilizes and displays numerous types of educational materials, including commercial and teacher developed projects.

Public Relations infrastructure: public relations infrastructure was finalized with the design and implementation of standard identity and professional materials (newsletter, website, and other PR material) utilizing a new CLLC logo with Irvine branding.

c. Funds Received --- amounts and sources
Titan Fund Foundation- $15,000
50th Anniversary Committee -Golden Idea Award -$15,000
Teacher Created Materials- $10,000 (books, etc.)
Scholastic Publishers - $5,000 (books, kits, software, etc.)
New Horizons –private school- professional development workshops- $3400
Orange County Social Services - $130,000- August, 2007 pilot project implementation with literacy support for foster children in school districts.

d. Planned projects or major activities anticipated for 2007-08

- **Math Services:** tutoring and workshops and possible Math and Literacy Camps-summer, 2008.
- **Coordination of Service Organizations via “Irvine Collaborative” Concept**
- **Child Development Services:** family training workshops conducted by the faculty and students in the Child and Adolescent Studies Department.
- **General Literacy Enrichment:** products and programs being investigated to identify appropriate student support services, including college preparation, content area reading, writing and math.
- **Workplace and Corporate Training:** support specific needs for literacy services within the workplace.
- **Community Literacy Festival** – Saturday, April 19, 2008- large community event cosponsored by Office of Governmental Relations as part of the 50th Anniversary events.
- **Implementation of OCSS contract with local school district:** pilot project with literacy support for foster care children.
- **Additional CLLC infrastructure items:** such as application for state supplemental support grants, workplace literacy grants, naming opportunities with COE Development Officer, development of advisory board charter and additional advisory board membership.