

College Planning Initiatives
Michael D. Eisner College of Education

1. Briefly explain how your plans relate to your college's mission/vision.

During the last several months, lengthy discussions have been held in the college among faculty and administrative staff regarding planning goals and priorities. We have consensus on six primary initiatives for AY 2008-2009 and beyond. These six build on current initiatives and are vital to the long range vitality of our programs and services. The substance of the initiatives include: (1) student recruitment, (2) advising, (3) budget enhancement (4) university and state education mandates, (5) wider use of technology, and (6) partnerships.

These initiatives are consistent with and enhance the college's urban/metropolitan mission of preparing teachers, counselors, administrators, and other professionals to serve the diverse educational needs of the region. To fulfill this mission, these planning initiatives "will enable the faculty to design, deliver, and continually improve highly effective programs for pre-professionals through advanced graduate and professional levels by promoting and influencing the reciprocal relationships between scholarship and practice. Faculty will collaborate with colleagues across the campus and in other professional and community settings as partners in the mission and provide leadership in teaching, learning, assessment, and professional development for our diverse community within and outside the University."

The initiatives also are consistent with university expectation of a college being regionally focused and nationally recognized. Our vision since AY 2001 has been that of a "dynamic organization vital to the growth and development of Southern California, particularly the greater San Fernando Valley. In addition, the College shall be nationally and internationally recognized as being at the forefront of efforts to shape and improve teaching and learning. College students and faculty will reflect the diversity of the local community, be well-prepared to meet their professional responsibilities, experience pride and satisfaction in their accomplishments, and commit themselves to life-long learning."

Our plans will promote a student body that reflects the diversity of the local community through targeted recruitment. Improved advising will help us direct students to the areas where they are best suited and help prepare them to meet their future professional responsibilities. We will create the atmosphere necessary for students to experience pride in and have more satisfaction about the profession they are entering. Potential budget enhancement will be generated from grants, philanthropy, programming through Extended Learning, and sound business practices. Mandates for assessment as well as new academic initiatives, including the implementation of a doctoral program, will allow the college to enhance its national and international recognition as being at the forefront of efforts to shape and improve teaching and learning. Plans for additional collaboration with colleagues across the campus and faculty in local schools as well as other teacher educators will aid us in achieving our vision. Finally, as we remain responsive to the educational workforce needs of our region, we stay at the forefront of national trends in education. We want to be on the cutting edge of technology, innovative program delivery, utilizing experiential learning, and informing program development through evidence.

We have identified responsibility for the initiatives, proposed appropriate funding, and are in the process of establishing benchmarks to assess the progress in achieving our goals.

2. ACADEMIC QUALITY

a) Assessment

Explain how the college intends to assess the outcomes of the planning initiatives: setting benchmarks, assessing against them, using results, etc.

If state funding becomes available in AY 2008-09, both the Multiple and Single Subject Credential programs will fully implement a state-mandated teaching performance assessment (PACT) that all candidates must pass prior to being recommended for a California teaching credential. We will continue to refine assessment instruments that form a part of our Unit Assessment System. Studies in each program to ensure the credibility of assessments (fairness, consistency, accuracy, and avoidance of bias) will be conducted. Additionally, we will continue to collaborate with Information Technology Resources to refine the central data warehouse. An Institutional Report (self-study) will be written for the next accreditation site visit, and our accreditation website will be completed. Lastly, Deaf Studies faculty will begin the process to seek national accreditation for the interpreter program.

A full-time Coordinator of Assessment and Evaluation is now employed in the MDECOE. Working with candidate assessment data extracted from the central data warehouse, he has developed data tables for faculty to analyze and discuss. The build of the warehouse continues with priority being given to the automatization of sending out passwords to evaluators who complete online evaluations. Selected online assessments are currently under revision, while some new instruments are under development. Rubrics created for the Ed.D. in Educational Leadership program, specifically the Qualifying Examination, the Dissertation Proposal, the Dissertation, and the Dissertation Defense, are ready to be placed on line. We will continue to bring congruence to the elements of our assessment system.

Faculty are currently reviewing accreditation standards and identifying assessment reports that need to be generated to provide evidence that the standards are met. The Special Education Department participated in a pilot project sponsored by the California Commission on Teacher Credentialing (CTC) that allowed the department to offer a structure that might be given to the Biennial Reports (assessment data) that are soon to be required of all credential programs under the state's revised accreditation system. All of the departments in the professional education unit that offer a credential program are currently updating their respective program documents that are due at the CTC in January 2008, again, a new requirement in the revised system.

Departments of Elementary and Secondary Education are piloting appropriate assessments. Camcorders, tripods, and scanners were purchased to facilitate the videotaping of lessons taught by teacher candidates. Faculty are being trained to score the Teaching Event (analysis of videotaped lesson) that will be posted on an electronic platform (TaskStream). They are also being trained to guide candidates through particular embedded signature assignments (included in electronic portfolio as well) that lead up to the Teaching Event. Several faculty participated in a PACT Implementation Conference. Finally, both departments submitted to CTC in January 1, 2008, responses to three assessment standards that call for detailed explanations of how PACT will be administered for validity, accuracy, and fairness; scored; and reported; as well as how assessors will be selected and trained.

Survey findings from both the beginning teachers who participated in the first cohort of the CSUN/LAUSD Joint Induction/Master's Program as well as faculty who taught the first two classes in the program are currently being studied to ascertain if there are aspects of this newly implemented program that should be changed for the second cohort that will begin the program in spring 2008. Many examples of the use of assessment findings across programs can be cited: 1) the Educational Leadership and Policy Studies Department recognizes that a stronger connection between the EDUC 600 Research course and the fieldwork course needs to exist and therefore is considering making EDUC 600 (currently a program prerequisite) a program requirement; 2) fieldwork materials for mathematics, science, and social studies are being piloted with university supervisors in the undergraduate integrated program pathway as a result of TNE findings; 3) Secondary Education faculty are exploring the large percentage of "No Opportunity to Observe" scores on the student teaching evaluation forms for "Teaches English Learners effectively" and "Integrates computer technology into instruction;" and 5) Special Education faculty are examining consistency among university supervisors and cooperating teachers in rating candidates.

New state funds will be required to implement PACT. If there are no funds, we will implement candidate assessment as instructed by the CO. The completion of the accreditation website and interpreter accreditation will be accomplished through the accreditation funding provided by the university.

2. ACADEMIC QUALITY *(continued)*

b) The Learning-Centered University

CSUN faculty and staff have developed pedagogies and learning objectives that take into account the different ways and paces by which students learn, as well as the different media and formats that suit different disciplines and levels of instruction. Recently, we have especially encouraged the replacement of seat time—hours as a measure of learning—with indices and supplementary experiences which allow students to proceed faster, if they can. Record the major ways in which the college has implemented—and will implement—several principles of a learning-centered and/or innovative university. Indicate, too, the extent to which funds have been redeployed to these ends.

As a learning centered college, in AY 2008-2009 the MDECOE will focus on three major state and university mandates related to the area of being learning-centered. These include PACT, the Ed.D. programs and research into pupil learning in schools, which will further inform our teacher and administrator preparation programs. Also, we recognize that an effective LCU needs dedicated and committed students. As a result, student recruitment will continue to be a meaningful aspect of our strategic plans. We must stabilize our enrollments and insure that we meet our targets with a fair share of able students wanting to pursue education as a career at the credential, Master's and Ed.D. levels as we look at additional models of program delivery to attract a wider audience of students. Being learning centered we believe that competent students, well designed flexible programs, talented faculty, active learning, and outcomes assessment are all necessary.

As part of this year's initiatives, we have implemented the Teaching, Learning and Counseling Consortium (TLC) and have the Ed.D. program approval in progress. The concept driving the TLC is assessment and individual student learning. In the Ed.D. we have proposed hybrid coursework and extensive student assessment. We also are developing several partnerships with local LAUSD and charter schools with whom we will continue research started through the Teachers for a New Era (TNE) initiative. Lastly, through the Course Redesign Project, two Elementary Education courses have been developed as hybrid courses with multiple learning objects.

Implementing the Ed.D. will require new funds, as will PACT. We will hire two additional Ed.D. faculty. The research and partnership initiatives will be accomplished through reallocation of money in the Center for Teaching and Learning (CTL), external funding, grant, and the current state funds. We have employed a consultant to work with all our service centers, including the TLC Consortium, in order to develop a business plan on fees, costs, processes, accountability and the like. The consultant is working with service center directors, the CTL, and the dean. The final report will lay the foundation for service quality and cost effectiveness. This will aid us in working collaboratively and equitably with school, agency, and CSUN college partners.

The MDECOE has been a leader at CSUN in implementing the principles of a LCU. Our vision, mission, and strategic goals commit us to student learning based on learning goals as a primary focus. Our methodology actively involves students in learning and we have stated learning outcomes for all programs and courses. Faculty commitment, as well as state and national standards, drive our outcomes approach to quality education. We have local and system-wide data regarding effectiveness of our teacher candidate learning as perceived by candidates and their employers. We and our colleagues are engaged in assessing K-12 pupil learning and the value added by our program pathways. We have multiple credential pathways for students, cohorted programs, on-line programs, and programs offered totally off campus. Our pedagogy is rich and varied, and we partner closely with local schools and agencies to provide meaningful field experiences. We are committed to be a model learning centered college.

2. **ACADEMIC QUALITY** *(continued)*

c) **Research and Creative Activity**

Colleges and other units should report initiatives that will: (1) “incentivize” research, (2) require matches, in-kind support, or enhancements to facilities, (3) respond to regional needs, (4) revamp the delivery of the curriculum and/or the involvement of students as research/creative apprentices, and (5) or require reforms in RPT that, for instance, clarify the standards for early promotion and specify how alternatives to publication will be appraised. (6) Pay special attention to opportunities, through grants and contracts, to enhance the General Fund support of units and the total compensation of faculty.

In some way, each of the initiatives we propose for AY 2008-2009 impacts research and creative activities relative to our urban/metropolitan mission. Recruitment and enhanced advising will bring us doctoral students and additional Master’s degree students as well as stabilize credential enrollments. We will continue to develop more fully a “doctoral culture” that will influence our full range of programs. Mandates provide opportunities for research through the Ed.D., PACT, Early Assessment Program (EAP) and TNE. Our programs and utilization of technology will focus on teaching, while research will inform our programs through data such as that gathered in value added pupil learning studies. Partnerships will give us the laboratories in which we can research and inquire. Improved business practices will enable us to better realize our goals.

Current progress in addressing research and creative activities associated with AY 2007-2008 planning initiatives include: final stages of approval of the Ed.D., research resources listed on our revised web pages, employment of a Coordinator of Assessment and Evaluation, further implementation of the data warehouse, moving forward with PACT and EAP, planning for integrated services and instruction in the TLC, establishment of an Ed.D. Research Center and employment of a half-time Research Associate for the center, preparation for the implementation of the University Research Fellows program, awarded college research grants, and strengthening of our formal partnership with LAUSD schools and local charter schools.

In AY 2008-2009 much of our research will focus on urban pupil learning, candidate assessment, teachers as clinicians, and school improvement. We still need to employ a Coordinator of Grants and a Director of Development to help us gain funding for our proposed initiatives. Specifically, we have the goals of expanding faculty research efforts, increasing grant funding, increasing philanthropic support, and furthering research opportunities through the TLC, EAP, and PACT with school partners and doctoral students. We will leverage funds already in the college as well as seek new external monies to achieve these goals. The foundation for research and creative programming laid this year associated with the Ed.D., PACT, EAP, TNE, CTL, and TLC will serve us well for the future as we implement our initiatives and set strategic research plans for the next several years. Our creative programming will center primarily on the Ed.D. and the TLC. We have the funding, faculty and staff already in place to further these initiatives. However, we will still need to employ two new doctoral faculty. We will lead the way at CSUN in laying the foundation for a doctoral research culture. We will explore the creation of new educational programs that can benefit non-educational settings like business and industry. We view this as an excellent opportunity to work with other colleges, especially COBAE and the Tseng.

The MDECOE has a creative and competent faculty. As a result, the college typically is second at CSUN with respect to securing external grants and gifts to support faculty research and development projects. We continue to be active in seeking philanthropic support from individuals, corporations, and foundations. The majority of the research and development activities of MDECOE faculty have a strong impact on local schools and agencies. Faculty research and creative projects have resulted in curricular innovations that have made CSUN nationally recognized for inclusive education, reading instruction, educational partnerships, urban teaching, deaf cultural studies, and counselor education.

2. ACADEMIC QUALITY *(continued)*

d) **On-Going Programs**

What changes do you anticipate? In particular, how will change to existing programs support growth and quality improvement? How will the proposed change be supported: with new and/or repurposed resources? Will it entail experiential learning, reduce seat time, reinforce GE, and/or respond to regional needs or accreditation reviews? Will it reflect an entrepreneurial direction to enhance General Fund and total compensation?

This current year we are successfully addressing the planning initiatives proposed for AY 2007-2008. Examples of this are the Ed.D. program, collaboration with The Tseng College of Extended Learning and EPC, revision of the Educational Therapy program, the Math and Science Initiative, and others.

As noted earlier, we are proposing only a limited number of major planning initiatives for AY 2008-2009 based on the reality of target expectations and constraints on state funding. However, as we consider the broad college initiatives, we recognize our obligation to indicate how they interact and enhance ongoing programs. In each of our academic departments we will continue to focus on candidate assessment and K-12 student learning. Also, each department has plans for student recruitment to complement college efforts. Additionally, we will more fully develop faculty web pages for instructional purposes and conduct faculty development seminars in the use of technology for instruction.

We plan to offer a new summer funded writing project, provide off-campus courses in elementary education, extend our induction/master's program, and expand clinical opportunities at CHIME, LAUSD and charter schools.

In Deaf Studies we will begin the process to apply for accreditation of the interpreter program and purchase special equipment for Deaf Studies course presentation. Some of these goals are currently being addressed in part.

The ongoing program initiatives illustrated here, as well as others, will be funded primarily by repurposing money in the college, including state and other. We will seek modest additional university funds for student recruitment, interpreter accreditation, technology, advisement and web enhancement. Our priority is always to give current students full measure in their programs as they study with us.

3. STUDENT ENGAGEMENT

Describe how your unit will contribute to the CSUN effort to engage, retain, stimulate, and graduate its students. Specifically, concentrate on plans to improve first to second year retention, reach out to K-12 pupils and teachers, make advising more consistent in practice and policy, and improve the support structures for students in courses with high failure rates. Finally, if pertinent, describe plans to mentor and channel undergraduates into post-baccalaureate study.

Throughout academic year 2008-09, we will focus our recruitment efforts on prospective candidates for the Community College strand of the Ed.D. program in Educational Leadership. We will continue to recruit candidates for the math and science teaching credential programs. Also, we will continue to improve the college, department, and faculty websites. Efforts will be made to improve the advisement and interpreting services offered to a growing population of Deaf Studies majors. Finally, changes in the appearance of the lobby of the Student Information Offices will be made.

The college now has a half-time Coordinator of Outreach and Recruitment who has been focusing our credential program recruitment efforts on CSUN undergraduate students and community college students. Special attention is being given to the recruitment of math and science credential candidates. The Coordinator has also been working with several charter schools to recruit teachers into our master's degree programs. Simultaneously, the Department of Educational Leadership and Policy Studies (ELPS) is involved in recruiting the first cohort of doctoral candidates for the P-12 Strand of the Ed.D. program. Additionally, we continue to work with 170 nearby schools through the Early Assessment Program, an attempt to increase the number of high school graduates who will be ready to engage in college-level work as entering freshmen.

The college and department websites are currently under revision. Visitors to the websites already find them to be far more navigable and information to be far more accessible. A new website has been developed for the Ed.D. program. It provides program information, the admission process and forms, and the schedule of informational meetings. An online credential program information session is now available to undergraduate students in the Integrated Teacher Education Program (ITEP). It serves as a prototype for other online workshops we hope to develop. Through the Course Redesign Project, a Master Teacher Website is under construction in all three teacher education departments. Once completed, the website will accommodate master teachers coaching and advising their student teachers, university supervisors providing professional development for master teachers, etc.

Based upon findings from the current interview process that all prospective teacher credential candidates need to participate in prior to admission to the program, the process is being modified. Full-time faculty will conduct the interviews, thereby allowing prospective candidates the opportunity to meet professors from whom they may eventually take classes. Another student engagement activity that was inaugurated this fall is the Annual College Convocation. Students had the opportunity to visit poster displays depicting the activities of the various departments, centers, and student organizations in the MDECOE. Faculty and staff participated in this advisement and community building event. The Equity and Student Affairs Committee is now planning a complementary event, one that we hope will become an annual spring activity, where students can showcase their work. The installation of Delta Kappa, our student chapter of the Pi Lambda Theta Honor Society, occurred in September. Members of the organization will submit an application to Associated Students to become a recognized student group on campus as well.

Various student support systems have been put in place. The Department of Deaf Studies now has an advisor. In the ELPS Department, a Comprehensive Exam Seminar has been designed and offered to candidates who experienced difficulty passing one or more parts of the comprehensive examination. Faculty in this department developed a procedure for working with candidates who demonstrate inappropriate professional behavior and/or less than satisfactory academic performance. The proposed procedure is consistent with the "Student Delay/Withdrawal Process" that the Elementary Education Department implemented this fall. We are working on a business plan for our centers which will improve both services and instruction for our students.

Finally, a doctoral suite in the MDECOE is under construction. Ed.D. candidates will seek assistance from the Program Coordinator, Research Associate, and staff in this facility. Both Ed.D. candidates and faculty will have access to the technology-equipped seminar room within the suite. This physical site will contribute to the doctoral culture we need to build in the MDECOE.

The student engagement initiatives proposed for 2008-09 will be funded primarily by repurposing money in the college, including state and other money. We will seek some modest additional university funds for student recruitment, advisement, and web enhancement.

4. SHARED VALUES

Discuss how proposed initiatives reflect the shared values of the university and your college's core values. What philosophy—what thread—ties together these efforts? Indicate how they respond to assessment reports.

The major initiatives being proposed for AY 2008-2009 include: student recruitment; advising; budget enhancement; university and state education mandates of assessment; wider use of technology; and partnerships. The philosophy that ties them together is found in our Vision and Mission Statements which indicate that the college will be at the forefront of efforts to shape and improve teaching and learning. To do this, we must recruit strong students, give them effective advising, provide them with state-of-the-art programs and technology, frequently assess their knowledge and skills, and assist them in becoming high quality practitioners. Through research into student and pupil learning we will further inform and strengthen our programs. The research associated with these initiatives will advance a "doctoral culture" so necessary for the Ed.D. program.

Initiatives in this report, as well as university and state mandates evolve from several data sources: MDECOE Advising Survey, the CSU System-Wide Teacher Education Evaluation reports, CSU System-Wide Student Exit Survey, university targets, TNE evaluation reports, accreditation activities, and other similar sources. Most important, the quality of our work depends on attracting and retaining an outstanding cadre of students who want to pursue education as a profession.

Consistent with our value of evidence to inform our work, following are some of the preliminary benchmarks under consideration by faculty for our planned initiatives:

1. **Student Recruitment**
 - Increase number of basic teacher credential program candidates by 5%
 - Increase number of math and science teacher candidates by 35%
 - Increase number of master degree program candidates by 5%
 - Targeted recruitment efforts: Ed.D. Community College cohort
2. **Advising**
 - Improve advising in Deaf Studies per report from Department Chair
 - Web enhancement per student focus group
3. **Budget Enhancement**
 - Explored programming with Tseng and other colleges
 - Increase in grants by 5%
 - Increase in gifts by 10%
 - Business plan for service centers
4. **University and State Education Mandates**
 - MS and SS Credential candidates are slated to take PACT in May 2009
 - First Ed.D cohort will begin doctoral program in Educational Leadership in Fall 2008
 - Two faculty qualified to teach in the Ed.D. program (one in P-12 strand and one in Community College strand) will join the ELPS Department of Educational Leadership and Policy Studies (ELPS)
 - Two job announcements for faculty positions in the ELPS Department will be advertised (one for the P-12 strand and one for the Community College strand)
 - Write an Institutional Report for submission to both state and national accreditation teams
 - Increase the number of data sources in the Unit Assessment System (e.g., Field Supervisor Survey, Candidate Survey of Field Experience)
 - Employ a Coordinator of Grants and Director of Development
 - Conduct two research studies on pupil learning in schools in cooperation with the TNE Office
5. **Wider Use of Technology**
 - MS and SS Credential candidates will make use of an electronic portfolio (TaskStream)
 - Offer faculty development seminars in the use of technology for instruction
 - Continue to more fully develop faculty web pages for instructional purposes
 - Continue to improve college, department, and faculty websites
 - Purchase technology equipment for the Deaf Studies program
6. **Partnerships**
 - Offer the Multiple Subject Credential program to a cohort on site in the Glendale USD
 - Increase the number of student teachers placements at CHIME by 20%
 - Participate in one project with the schools in the Teacher Education Partnership
 - Participate in one project with charter schools