



CSU Channel Islands
DRAFT -August 18, 2010

Pilot Conversion Review Template for External Review Site Visit and Report

The external review of the CSU Channel Islands graduate programs will serve as a key document in the University's request to the CSU Office of the Chancellor and the California Postsecondary Education Commission (CPEC) to convert the program from pilot to regular status.

The external reviewer is asked to use this template and rubric to assist in preparing for and organizing the site visit. **The completed template will constitute the reviewer's final report.** The template parallels the organization of the program's pilot conversion report, emphasizing the CPEC criteria for review contained in it.

The reviewer is invited to provide comments and recommendations. Comments can include reference to information or conversations, observations about campus practices, and statements about program strengths, weaknesses, and areas of improvement. Recommendations should be specific suggestions for improvement, irrespective of whether that improvement should be initiated at the program, division, or university level. In this fashion, the review will serve the program's goal of assessing program strengths and student learning. *The reviewer need not provide a recommendation after each item.*

Finally, at the end of the **Pilot Conversion Review Template** the reviewer will find space to provide a recommendation whether the program should be converted from pilot to regular program status and make summary comments.

CSU policy on pilot programs and their conversion are found at www.calstate.edu/app/documents/pilot_procedures.pdf and www.calstate.edu/app/documents/program_modification/pilot_conversion.pdf

External Reviewer Information:

Program Name:	Date of Site Visit:
Master of Arts in Education – Specializations: Educational Leadership, Special Education	October 1, 2010

External Reviewer Name: Victoria L. Graf, Ph.D.	Affiliation: School of Education, Loyola Marymount University
--	--

RUBRIC ASSESSMENT SCALE

STAGE	DESCRIPTION
Initial	The program is at a preliminary stage in this practice. The program shows the need for additional policies, resources, or practices in order for it to provide the education program to which it is committed or aspires. Insufficient data is available to make determinations.
Emerging	The program partially satisfies the criterion. Some data is available documenting this dimension. The program has many, but not all, of the policies, practices, and resources it needs to provide the educational program to which it is committed or aspires.
Developed	The program satisfies this criterion, with developed policies and practices. The program has the availability of sufficient resources available to accomplish its program goals on this dimension. Data demonstrates accomplishment of this criterion.
Highly Developed	The program fully satisfies this criterion. The program may serve as a model and reference for others on campus. The program's practices, policies, and/or its resources contribute to program excellence on this dimension.

Pilot Conversion Review Template

Instructions: Narrative responses should be made in the "Comments and Recommendations" sections below each criterion for review. Please enter responses in paragraph form. Text boxes will expand as information is entered. Recommendations are not required for every section. Reviewers may indicate an assessment state for each criterion using the rubric scale above.

I. Student Demand and Societal Need		
CRITERION FOR REVIEW	INQUIRY	Stage
A . Societal Need	Has the program established that there are sufficient employment opportunities for graduates? Yes	Highly Developed
Comments: Based on interviews with employers, a letter from the Superintendent of Schools for Ventura County and data provided from the California Labor Market, it is has been established that there is a significant shortage of Education Administrators and Special Educators in Ventura and Santa Barbara Counties. This program is designed to meet the projected demand. In addition, this program was designed by leaders and educators from Ventura County including the Director of Human Resources for Ventura County		
Recommendations: It is recommended that the Program continue to survey market trends so that the Program is responsive to the needs of the field.		

B. Student Demand	Does the program provide evidence of student interest in enrolling in the program? Yes.	Highly Developed
	Does the program provide a list of other CSU and/or neighboring campuses offering the program? Yes	Highly Developed
<p>Comments: Data was provided for the three most recent years that indicate steady enrollment in the Program as well as a commitment to completing the Masters Program. The completion rate that was reported was 92%. It was noted by current students and graduates of the Program that they appreciated having some classes offered at local schools.</p> <p>The Program did provide a list of other local universities with similar programs. However, regional employers who teach in the Program stated that they have a vested interest in preparing graduates at CSU CI since they are hiring these graduates. The Program is designed to meet both the needs of the local area as well as meet the needs of candidates who are place-bound.</p>		
<p>Recommendations: While there is evidence of student interest in enrolling in the Program, the University must maintain a flat enrollment for the next five years. It is hoped that this will not deter students from enrolling at CSU Channel Island and that they will enroll in a private university that doesn't have this requirement of flat enrollment.</p>		
C. Program Distinctiveness	Is the program distinctive from the graduate programs listed above and provide for the advancement of the field? Yes	Highly Developed
<p>Comments: Please see above.</p>		
<p>Recommendations: It is important that the Program continue to monitor the local needs of the Counties as well as continue to hire future employers as part-time faculty.</p>		

II. Program Purpose and University Mission		
CRITERION FOR REVIEW	INQUIRY	Stage
A. Program Mission and Operating Practices	Is the graduate program appropriate to and supportive of the institution and the division's mission? Yes	Highly Developed
	Does the program have organizational structures and procedures for its key activities such as advising, scheduling, and program development? While the Program has structures and procedures for advising and scheduling, program development based on systematic data is emerging.	Emerging
<p>Comments: The Program emphasizes the mission of the University including "experiential and service learning" and graduates students with "multicultural and international perspectives". This was supported by interviews with current candidates and graduates.</p>		
<p>Recommendations: It is strongly recommended that a formal assessment process be developed so that ongoing program development is data driven.</p>		

III. Existing Programs in the Field		
CRITERION FOR REVIEW	INQUIRY	Stage
A. Program Distinctiveness	Is the program distinctive from the graduate programs listed above? Yes	Highly Developed
Comments: Please see comment above in Section I. C. Program Distinctiveness		
Recommendations:		

IV. Achieving Educational Outcomes		
CRITERION FOR REVIEW	INQUIRY	Stage
A. Curriculum Requirements and Expectations for Learning	Does the program's curriculum and degree requirements reflect high expectations of students? Yes, although the Masters Research Thesis/Project and Comprehensive Examination needs to be examined related to a number of issues.	Developed
	Is that curriculum reflective of current standards in the discipline? Yes	Highly Developed
Comments: The Program is to be commended that the Director of the School of Education reads all theses and signs off on them in addition to the supervising faculty member. This process is an excellent way to provide quality control.		
The curriculum is reflective of standards in the discipline since the coursework is aligned with the Administrative Services and Education Specialist Professional Clear (Level 11) Credential.		
Recommendations: The curriculum and degree requirements reflect high expectations of students except in the area of the culminating activity for the Masters Degree. While the candidates' theses demonstrate a high standard, the workload for the faculty is a concern and should be assessed. The benefit of completing a thesis for candidates who are practitioners should be also evaluated especially if completion of the thesis delays graduation. One employer suggested that it is important for graduates to have the skills to develop a research question and collect and analyze data. However, this might also be accomplished through an action research project that has clear guidelines and is comparable across both specializations. In addition, the Comprehensive Examination for both specializations should be examined so that the expected outcomes for the examination are comparable for both areas.		
B. Maintenance and improvement of Quality	Does the program regularly collect course and program learning data? No. While the Program does collect some data, the collection is not systematic nor is the data used for program development and improvement in a ongoing manner.	Emerging

	Is that data analyzed, available, and used for program improvement? No. The data are not collected, analyzed, available, and used for program improvement in a systematic way.	Emerging
<p>Comments: The Program has identified goals and program learning objectives. However, there is no evidence to support that data are being systematically collected, analyzed, and used for program improvement.</p>		
<p>Recommendations: It is recommended that the Program develop benchmarks related to the Program goals and learning objectives. Data sources should then be identified that link to the benchmarks. The California Commission on Teacher Credentialing Biennial Report that is required of all credential programs could serve as a model for the Masters Program. This report requires that programs identify changes to the program that have been made over a certain period of time and the sources of data to support the changes. It also requires that programs identify key assessments of candidate performance and program effectiveness. This results in an assessment and feedback loop to the program.</p>		
C. Timeliness of Degree Attainment	Do students in the program attain the degree in a timely fashion? Yes	Highly Developed
<p>Comments: It was reported that the program completion rate has been 92% over the last three years,</p>		
<p>Recommendations:</p>		
D. Involvement of Students in Curricular Activities	Are students active participants in the learning process? Consider whether the program provides opportunities for students to participate in curricular-related activities, such as research, laboratory, and creative opportunities. There may be additional opportunities for all students to participate in these activities other than through coursework but evidence wasn't presented to document this.	No Evidence
	Does the program require an appropriate culminating experience for those completing the graduate program? The culminating experience should be reviewed to insure that the culminating experience is comparable across the specializations in terms of rigor and is appropriate given the goals of the candidates.	Emerging
<p>Comments: There may be opportunities for all students to participate in curricular-related activities other than the culminating activities but evidence wasn't presented to document this.</p>		
<p>Recommendations: While the quality of the theses that were reviewed is high, the benefit of completing a thesis for candidates who are practitioners should be evaluated especially if completion of the thesis delays graduation. One employer suggested that it is important for graduates to have the skills to develop a research question and collect and analyze data. However, this might also be accomplished through an action research project that has clear guidelines and is comparable across both specializations. In addition, the Comprehensive Examination for both specializations should be examined so that the expected outcomes for the examination are comparable and rigorous for both areas.</p>		

V. Program Costs and Resources		
CRITERION FOR REVIEW	INQUIRY	Stage
A. Faculty	Does the program have faculty in sufficient number, and with appropriate rank, qualification, and diversity,	Highly

Resources	to support its academic program in a manner consistent with its objectives? Yes	Developed
<p>Comments: The faculty in both specializations are highly qualified and include practitioners from the field. There are sufficient number of faculty including both full and part-time faculty. However, only the Special Education specialization has a Coordinator who is on the tenure-track.</p>		
<p>Recommendations: It is highly recommended that a tenure-track faculty member be hired for the Educational Leadership specialization. The current Coordinator for the Educational Leadership specialization is a full time faculty member but is on a five-year contract. It is critical that a tenure-track faculty member be recruited to provide stability for the specialization.</p>		
B. Professional Staff	Does the program employ professional staff --support coordinator, technicians, lab assistants --sufficient to support the academic program?	Not Applicable
<p>Comments:</p>		
<p>Recommendations:</p>		
C. Fiscal and Physical Resources	Does the program have the budgetary resources needed to support its educational program? Yes	Highly Developed
	Are its facilities, including offices, labs, practice and performance spaces, adequate to support the program? Yes, to a degree	Developed
D. Information Technology and Library	Does the program have access to information resources, technology, and expertise sufficient to deliver its academic offerings and advance the scholarship of its faculty? Yes	Highly Developed
<p>Comments: The Provost has demonstrated the commitment to the Program, including budgetary resources, in a letter to the Academic Vice President for Academic Programs. The Program has access to the campus labs and classrooms as well as classrooms in the local schools. Each campus classroom is equipped with smart boards, document cameras, and internet connected computers. The Program has access to current journals and books through interlibrary loan. Candidates also have access to cameras and laptops.</p>		
<p>Recommendations: It is recommended that an additional Education Lab be provided in order to meet the needs of the Program.</p>		
E.. Community Involvement and Liaison	If appropriate, does the program have an advisory board or other links to community members and professionals? Does the program use community professional input for program improvement. Yes	Highly Developed
<p>Comments: The Program is very fortunate to have community professionals as part-time faculty. Based on interviews with the community members, it is apparent that the community members are dedicated to the Program and feel very involved in its development.</p>		
<p>Recommendations:</p>		

VI. Advancement of Knowledge and Program Planning		
CRITERION FOR REVIEW	INQUIRY	Stage
A. Scholarship	Does the program contribute to the growth and development of scholarship? Yes somewhat.	Developed
<p>Comments: The Program does make a contribution to the growth and development in a limited and somewhat passive way through the emphasis on preparing candidates to research skills to educational issues. Candidates' theses are available through the University Library which can be accessed by other interested individuals.</p>		
<p>Recommendations: It would be helpful to follow up with graduates of the Program to determine how the graduates are using research skills in their work and to gather examples of the impact of their research skills.</p>		
B. Program Planning	Does the program engage in planning activities that identify its academic priorities and their alignment with the division and the University? This is an emerging practice.	Emerging
<p>Comments: The Program is not as systematic as it could be in planning activities that identify its academic priorities and their alignment with the division and the University.</p>		
<p>Recommendations: Once a more systematic assessment system is in place, there will be documented alignment with the priorities of the division and the University. Consequently, it is critical that this assessment system be developed in implemented.</p>		

VII. Recommendation Concerning Conversion from Pilot to Regular Program Status:

Based on the above report, it is recommended that the Master of Arts in Education Program be converted to Regular Program Status. The current Program is strong and has many positive components that are highly developed. However, the two areas that need attention include 1) the development of a systematic assessment process related to Section IV.B. Maintenance and Improvement of Quality and 2) evaluation of the culminating experience to insure that it is rigorous and comparable across the specializations as well as appropriate for the graduates and their professional work.

Submitted by:

Signature: Victoria Y. Wolf

Date: 10/18/10