

California State University, Stanislaus
Doctor of Education (Ed.D.), Educational Leadership

Assessment Plan - Program to initiate Fall 2008

MISSION

CSU Stanislaus' Doctoral Program in Educational Leadership, with specializations in P-12 and Community College Education, is positioned to have a major impact on the education community throughout the six county region of the northern San Joaquin Valley. Preparing outstanding leaders to improve teaching and learning in schools and colleges, the faculty is committed to developing tomorrow's change agents for complex educational organizations in multicultural settings.

Emphasizing models of instruction, research, and practice, the program provides an opportunity for candidates to work in learning communities as educators, leaders, policy makers, and policy advocates.

PROGRAM GOALS AND STUDENT LEARNING OUTCOMES

Student Learning Outcomes were developed for guiding students in their demonstration of the four Program Goals. One or more Student Learning Outcomes are predominant in each of the courses and are stated in course syllabi. See Attachment A for Program Goals and Student Learning Outcomes.

CURRICULAR MAP

The attached curricular map displays the alignment between program learning outcomes and course learning outcomes. See Attachment B for Curricular Map and the Assessment Matrix Table.

HOW WILL DATA BE COLLECTED?

Evaluator:

- Specialized Program Accreditation
- Meta-Review of Dissertations
- External Review

Direct:

- Embedded Assessment
- Student Presentations
- Nationally-normed Test
- Dissertation

Indirect:

- Institutional Data
- Focus Groups/Interviews
- Student Surveys (Program)
- Employer Surveys Course Evaluations
- Graduate Exit Survey
- Alumni Survey

HOW WILL DATA BE EVALUATED AND RECOMMENDATIONS MADE?

The following will evaluate the data: Department Chair, Graduate Director, Faculty, Accrediting Body, Executive Committee, Admissions Committee, and Community Advisory Board. Program Director will analyze data and meet with faculty to discuss recommendations. See Appendices C and D for process and timeline.

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Program Goals and Student Learning Outcomes
Attachment A

Program Goal 1: Visionary Leadership

Develop and implement visionary leadership for systemic educational reform in improving instruction and learning in P-12 schools and community colleges.

Student Learning Outcomes

- 1.1 Provide visionary leadership focused on systemic educational reform for the improvement of curriculum, teaching, and learning.
- 1.2 Create a philosophy for implementing collaborative management practices that involve the active participation of stakeholders in educational improvement.
- 1.3 Demonstrate effective cross-cultural written and oral communication skills appropriate for internal and external communities.
- 1.4 Demonstrate a comprehensive understanding of educational policy within the context of state and federal school accountability mandates.
- 1.5 Demonstrate skills required to balance human, material, and fiscal elements of complex educational organizations.

Program Goal 2: Teaching and Learning

Create and lead educational environments in which exemplary teaching is linked to high levels of achievement.

Student Learning Outcomes

- 2.1 Demonstrate ability to establish an ethical educational environment and a commitment to high academic achievement for diverse students.
- 2.2 Demonstrate ability to foster professional growth opportunities for professional staff that are research-based and dedicated to the improvement of teaching and learning.
- 2.3 Demonstrate application of research-based models for student learning interventions.
- 2.4 Demonstrate an understanding of the diversity and cultural contexts of schools and communities, and primary languages as they relate to academic development and educational equity.

Program Goal 3: Program Evaluation

Create and implement empirical (data-driven) systems for evaluating and improving educational effectiveness through performance-based student assessments.

Student Learning Outcomes

- 3.1 Demonstrate skill for establishing educational accountability measures through the use of a variety of print and technology-based sources related to instructional leadership and reform.
- 3.2 Employ a variety of qualitative, descriptive, and inferential research methodologies in investigating the effectiveness of school policies and programs and their impact on student learning.
- 3.3 Apply research on the social, emotional, and cognitive growth of students and the role of language and culture to students' academic development/achievement.
- 3.4 Demonstrate assessment skills to promote and evaluate student learning.
- 3.5 Demonstrate ability to lead internal and external education organization reviews through evidence-based decision-making.

Program Goal 4: Applied Research

Design and execute applied research studies of school practice that result in educational improvement and increased student achievement.

Student Learning Outcomes

- 4.1 Demonstrate advanced knowledge of the research literature related to professional practices in education.
- 4.2 Conduct an original and significant applied research study in areas of focus (P-12 Leadership or Community College Leadership).
- 4.3 Publish and present research findings that contribute to the body of knowledge of educational leadership and the improvement of student learning and achievement.

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Curricular Map Identifying Courses and Alignment between Program Goals and Student Learning Outcomes
 Attachment B

STUDENT LEARNING OUTCOMES FOR EACH PROGRAM GOAL

		<i>Program Goals</i>																	
		Visionary Leadership					Teaching and Learning				Program Evaluation					Applied Research			
		<i>Student Learning Outcomes Index</i>																	
		1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	4.1	4.2	4.3	
COURSES	Core	EDEL 9001 Applied Qualitative Research						X	X			X	X			X	X	X	
		EDEL 9002 Applied Quantitative Research						X	X			X	X			X	X	X	
		EDEL 9003 Leadership and Organizational Theory and Practice	X	X		X		X											
		EDEL 9004 Curriculum, Instruction, and Assessment	X		X				X	X	X	X					X		
		EDEL 9005 Policy Design		X	X	X			X		X		X			X			
		EDEL 9006 Data-Driven Decision-Making in Educational Settings								X		X							
		EDEL 9007 Social, Psychological, and Philosophical Issues in Education						X		X	X	X		X			X		
		EDEL 9008 Development of Educational Partnerships		X	X			X											
		EDEL 9009 Curriculum Design for Transformative Learning and Education	X	X		X			X		X				X		X		
		EDEL 9990 Dissertation																X	X
P-12	COURSES	EDEL 9040 School Law and Organizational Politics			X				X	X									
		EDEL 9041 Implementation and Evaluation of Staff Development/Student Interventions		X				X	X	X				X	X				
		EDEL 9042 Instructional Models for Improving Student Achievement	X	X		X			X			X							
		EDEL 9043 Management of Human, Fiscal, and Material Resources				X				X									
		EDEL 9044 Effective Instructional Strategies	X			X			X		X						X		
		EDEL 9045 Curriculum Leadership for Linguistically and Culturally Diverse Students	X					X		X	X		X	X			X		
		EDEL 9046 Critical Pedagogy								X			X						
Community College	COURSES	EDEL 9070 Foundations of the Modern Community College							X	X		X							
		EDEL 9071 Leadership, Policy, and Organizational Governance in the Community College	X	X	X			X		X	X					X			
		EDEL 9072 Institutional Planning, Assessment, and Accountability in the Community College		X	X	X			X			X	X		X	X			
		EDEL 9073 Roles and Responsibilities of Community College Administrators	X	X	X	X	X		X			X					X		
		EDEL 9074 Adult Development and Learning in the Community College						X	X	X	X			X	X		X		
		EDEL 9075 Teaching, Curriculum, and Program Development in the Community College	X	X		X			X	X	X		X	X	X		X		
		EDEL 9076 Roles and Responsibilities of Community College Faculty	X	X				X	X	X				X			X		

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Doctor of Education (Ed.D.), Educational Leadership
Assessment Matrix Table – Student Learning Outcomes and Methods
 Attachment B

		Student Learning Outcomes																
		Visionary Leadership					Teaching and Learning				Program Evaluation					Applied Research		
		1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	4.1	4.2	4.3
Formative	Assessment of Student Work (Embedded Assessment)	X	X				X	X	X	X	X		X	X		X	X	X
	Written Qualifying Examination	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
	Graduate Writing Proficiency Assignments			X												X	X	X
	iSkills Assessment						X		X		X	X						
	Graduate Record Examination			X														
	Student Focus Groups	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Student Course Evaluations	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Evaluations of Course Syllabi	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Summative	Dissertation Research	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Oral Defense of Dissertation			X				X								X	X	
	Graduate School Exit Survey	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Alumni Survey	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
	Employer Evaluations	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
	Academic Program Review	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
External Review	Meta-Review of Dissertation Research			X								X				X	X	X
	Meta-Review of Oral Defense of Dissertation			X												X	X	X
	External Review of Embedded Assessments and Examinations	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

"X" indicates the Student Learning Outcomes the assessment activity will measure.

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Flow Chart of the Program Assessment Process
Attachment C



