California State University, Stanislaus
Doctor of Education (Ed.D.), Educational Leadership
Assessment Plan
(excerpt of the WASC Substantive Change Proposal submitted to WASC August 25, 2007)

A. Annual assessment leading to the program review - Describe the annual assessment process for year one and subsequent years leading to the overall program review. Attach an assessment plan for the first several years of the program that describes how core faculty review the performance of the students in each cohort as it progresses annually to determine satisfactory progress. The assessment plan should include the review of student work and achievement of program learning outcomes as well as rubrics for assessment of the qualifying exam and the dissertation.

CSU Stanislaus recognizes the complexity of assessment and the importance of designing measures that are multidimensional, meaningful, manageable, and oriented toward program improvement and enhanced student learning. Consequently, four interrelated components of quality indicators guide the evaluation of educational effectiveness: 1) Program Goals, 2) Student Learning Outcomes, 3) Faculty Quality, and 4) Accreditation.

Program Goals and Student Learning Outcomes for the doctoral program were developed in concert with educators in P-12 schools and community colleges. During the planning meetings, these partners described the specific qualities and skills most essential for future educational leaders. As a result, Program Goals and Student Learning Outcomes are linked explicitly to the essential characteristics identified by the external partners. The program's design and delivery, admission standards, course content, and pedagogical methods are inextricably linked to achieving these outcomes.

Faculty quality is evidenced primarily by successful P-14 educational preparation and experience; teaching/pedagogical effectiveness; rigor of research, scholarship, and creative activities; and strength of service contributions to P-12 schools and community colleges.

The Program Director will coordinate the program's assessment process and data collection by organizing direct and indirect methods for assessing student learning, implementing actions for program improvement, attending assessment conferences and participating in faculty development workshops to stay current in assessment knowledge and skill, and leading doctoral faculty in shared conversations about student learning based on assessment information.

A draft assessment plan has been developed and will be refined. As the assessment plan is a living document the Program Director in conjunction with core doctoral faculty will:

1.   Evaluate and adjust as appropriate formative and summative methods for assessing Program Goals, Student Learning Outcomes, and faculty quality.
2.   Identify the level of student attainment expected for each learning outcome;
3.   Employ both direct and indirect methods for examination of students' level of attainment;
4.   Interpret assessment results ensuring actions are taken and documented for program improvement;
5.   Identify the timetable for review of assessment reports by the Doctoral Executive Council, and Community Advisory Group; and
6.   Determine methods for communicating to students, the campus, and the external community the ways in which the assessment results were used for program improvement.

A flow chart summarizing how the assessment plan was developed and will be implemented is attached. (See **Attachment 42,** Flow Chart of the Program Assessment Process)

The methods used to assess Program Goals, Student Learning Outcomes, and Faculty Quality are critical components of the assessment process. The following methods have been designed to provide meaningful results. Each method is linked to Student Learning Outcomes and Program Goals. A summary of which method will be used for each outcome and goal can be found in **Attachment 43**, Assessment Matrix Table - Student Learning Outcomes and Methods.

Formative Assessment
Assessment of Student Work (Embedded Assessment)
For each learning objective, faculty will identify courses that introduce, reinforce, and address at an advanced level from both the core and specialization courses, in order to embed performance-based prompts in course assignments. Faculty will then develop rubrics for these embedded assignments that provide scoring criteria specific to the assessment of the appropriate Student Learning Outcome. The criteria will draw upon emerging research and practices of professional/disciplinary organizations as related to student learning. The reliability and validity of the rubrics will occur through pilot testing, inter-rater reliability methods, calibration over program cohorts, and faculty professional judgment.

Each semester one or two learning outcomes from one of the four program goals will be evaluated. The Program Director will provide the instructor with the assignment and a copy of the rubric. The embedded course assignment will be graded as usual by the individual course instructors as related to the faculty's course-specific learning outcomes. Students will be notified in the course syllabi that samples of their work will be used for program assessment and improvement. Faculty will use a purposeful sample method for selecting artifacts – the professor of the course will select students' work samples that represent 10% each of the lowest, middle, and highest achievement. The doctoral staff member will remove identifying student and faculty information from the embedded assignments, copy/scan the assignments, and forward them to the Program Director for program assessment. These assignments will be assessed using a faculty developed rubric by a faculty cohort. At the end of each year the results will be discussed in a program faculty meeting and actions (if necessary) taken. The samples then become artifacts that demonstrate achievement of Program and selected Student Learning Outcomes.

Embedded assignments will be varied with the following characteristics: (1) multiple types of student work such as research papers, essay examinations, poster presentations, grant applications, articles for publication, seminar presentations, and oral defenses (videotapes); (2) individual and collaborative learning assignments; (3) electronic and print formats; (4) integrated and interdisciplinary application of learning; and (5) self-reflection essays about applying student learning to educational reform in P-14 education.

Written Qualifying Examination
The required Written Qualifying Examination (critical essay) required of each doctoral student prior to his or her advancement to candidacy provides a direct assessment of student competence. The Doctoral Executive Council will conduct a comprehensive evaluation of a representative sample of qualifying examinations and discuss the results with the program faculty, along with any requisite adjustments for instructional effectiveness. The Rubric for Qualifying Examination and Advancement to Candidacy will be used.

Graduate Writing Proficiency Assignments
Writing proficiency commensurate with doctoral education is expected to be evidenced in all assignments throughout the program. To assess this outcome, 20% of the students from each of the specializations will be randomly selected and their embedded course assignments (as described above) will also be analyzed for writing competency. While no student self-assessment component is built into this system (as would be true with electronic student portfolios), the examination of student written work allows faculty to track student growth over the duration of the program.

An external team of reviewers will rate types of writing and strength of writing on the continuum from program initiation to completion based on a rubric of criteria to be developed by the faculty. The external review team will be comprised of professors from doctoral-granting universities and with expertise in rhetoric and the assessment of writing commensurate with doctoral education. Because graduate writing proficiency at the doctoral level requires advanced critical thought, the assessment of student writing proficiency will include the following: originality in conceptualizing and formulating the premise/thesis of the written communication; evidentiary and analytical basis for assertions; interdisciplinary perspectives toward topic; sophisticated analysis of the prior scholarship related to the research and explication of the connections to the current project; and the scholarly integration of theory, research, and practice as applicable to the topic. Special attention will be given to cross-cultural communication and appropriateness for internal/external audiences. In addition, students will be judged on their demonstration of writing style characterized by clarity of expression, grammatical correctness, coherence, rhetorical sophistication, and analytical and creative expression.

iSkills Assessment
Faculty will review student performance on the iSkills assessment, formerly known as Advanced Information and Communication Technology Examination Literacy Assessment (ICTLA), a scenario, web-based test of students' cognitive information competencies and technical skills in accessing, evaluating, and using information.

Graduate Record Examination
Graduate Record Examination (GRE) scores are required as part of the admission criteria. Students' overall performances on the Graduate Record Examination (GRE) will be reviewed to determine trends and comparison to national norms in the key areas of verbal reasoning, quantitative reasoning, critical thinking, and analytical writing skills. Students needing assistance in any of the three areas will be advised of resources available to them for strengthening proficiencies in the relevent area(s).

Student Focus Groups
Program faculty will meet with students in focus groups to discuss program strengths, areas for improvement, and perceptions of student achievement of Student Learning Outcomes.

Student Course Evaluations
Doctoral courses will be evaluated using the University's existing student course evaluation system, the Individual and Education Assessment Student Evaluation of Courses (IDEA) developed by Kansas State University, referred to as IDEA. The IDEA student ratings of instruction system focus on student learning, tailored to fit each professor's identification of the most essential student learning outcomes from among 12 course objectives for the specific course. Examples include written proficiency, oral communication, and critical thinking.

Teaching effectiveness is determined by student progress on those goals chosen as "essential" by the professor. Items on the IDEA instrument are based on research and results are interpreted by comparing to a national database. These date are used by the individual faculty for improvement of course quality and teaching effectiveness. Ratings are one element used by the Department, College, and University in evaluating faculty for retention, promotion, and tenure. This diagnostic tool allows an assessment of the congruence between faculty selections of course objectives and students' ratings of their achievement of these essential learning objectives. In addition, aggregate IDEA results for doctoral courses will be provided for review. Faculty will consider adding doctoral student or program learning goals to IDEA for the purpose of determining student ratings of the extent to which the course contributed to the achievement of these goals.

Summative Assessment
Dissertation Research
The dissertation research is a highly individualized, rigorous experience developed for the student to demonstrate integrative thinking and achievement of Program Goals at the highest level. The dissertation is the most comprehensive direct assessment of student learning providing evidence of written expression, research methodology and data analysis, mastery of advanced disciplinary knowledge, critical and creative thinking, integration of theory and practice, and other elements related to the specific areas of specialization. A committee of two core doctoral faculty and one P-12 or community college educator serves as experts to determine student proficiency. The Proposal Rubric, the Review of Dissertation Chapters 1, 2, & 3 Rubric, and the Dissertation Rubric will be used to score the dissertation proposal and completed dissertation.

Oral Defense of Dissertation
Both the preliminary and final oral defense of the research dissertation will provide a mechanism for the faculty to assess oral expression, mastery of advanced disciplinary knowledge, research methodology, theoretical constructs, and critical and creative thinking. A rubric will be used to judge proficiency of the oral defenses. The Oral Defense of the Proposal Rubric and the Oral Defense of the Dissertation Rubric will be used.

Graduate School Exit Survey
The Graduate School Exit Survey will be administered annually at the time of graduation. The survey contains questions about students' perceptions of their achievement of Program Goals and Student Learning Outcomes, quality of the curriculum, faculty, library, facilities, learning and environment, and preparation for careers.

Alumni Survey
The Alumni Survey will be sent three years after students' receipt of their degree. Alumni are asked to respond to questions about student learning outcomes, current employment, evaluation of program and faculty, preparation for their careers, and suggestions for improvement. To gauge the competitive preparation of graduate students for employment, data will be collected, including the percentage of graduate students successful in securing positions and advancing within their employment/profession consistent with their academic preparation and career goals.

Employer Evaluations
Biannually, an employer survey will be sent to employers of doctoral graduates. The employers assess the degree to which the program has prepared the graduates to be instructional leaders. Employers will be asked to provide specific examples of the positive effects of the graduates on reform efforts and

student achievement. Data derived from state and community college California Academic Performance Index will also be used to ascertain the leaders' impact on P-14 student achievement.

To be effective, the methods will be administered on a timeline designed to be manageable and sustainable. Two Student Learning Outcomes will be the assessment focused each semester, scheduled in such a way as to ensure that at least one element of each Program Goal is assessed every two years. A summary of when methods will be administered is displayed as **Attachment 44**, Timeline for Review of Assessment Data Table.

Annually, the Program Director will present the findings and actions for program improvement at regular meetings of the Doctoral Executive Council, the College Executive Committee, and the Community Advisory Board so that program revisions can be considered as appropriate. The Program Director, faculty, and members of governance bodies may suggest curriculum or program changes based on the findings and their relationship to developments in research or professional practice. Also, the Program Director will prepare evaluation reports as mandated by the campus, the CSU, CCTC, and NCATE.

B. Program Review - Describe how and when this program will be incorporated into the department, school and institution's regular assessment and program review processes.

The Doctoral Program Director will serve as the Program Assessment Coordinator (PAC) for the Ed.D. program. PACs serve as campus leaders for the assessment of program quality. They attend assessment conferences and participate in faculty development workshops to stay current in assessment knowledge and skill. As a PAC, the Program Director will:

Engage core and affiliated doctoral faculty in shared conversations about student learning and assessment;

Develop and implement direct and indirect assessment methods appropriate for the program;

Work with doctoral faculty to close the loop between what is found in the review process and instruction;

Revise program goals and student learning outcomes, as needed;

Revise curriculum and its delivery, as needed;

Provide annual reports on the use of assessment data for posting on the University's website; and

Attend monthly Assessment Council meetings with other PACs.

One of the most systematic and comprehensive assessment of program quality and student learning goals occurs through academic program reviews. Components of academic program review for the doctoral program include a self-study and action plan to be reviewed by college and university governance committees and administration. The current formal academic program review process will incorporate the doctoral program into its review cycle every 5 years and will include criteria related specifically to the assessment of the educational effectiveness of the doctoral program. The inclusion of external reviewers in this review cycle, under the direction of the CSU Stanislaus Office of Assessment and Quality Assurance, is described in the section that follows. The academic program review process is evaluative, not merely descriptive, based on a cycle of self-inquiry, review, and a future-oriented action plan for improvement. The assessment of Student Learning Outcomes is at the core of this review process. The Office of Institutional Research provides longitudinal data to assist in evidence-based judgments and conclusions (e.g., enrollments, student-faculty ratio, grade distributions, student survey data, staffing, and faculty research productivity in 21 categories).

CSU Stanislaus has three existing resources that will support the assessment of doctoral program quality and student learning: the Office of Assessment of Student Learning, the Office of Assessment and Quality Assurance, and the Office of Institutional Research:

Office of Assessment of Student Learning
The Office of Assessment of Student Learning is led by the Faculty Coordinator for the Assessment of Student Learning (FCASL). The primary role of the FCASL is to enhance student learning by working with faculty to support classroom teaching innovation, research investigations, and indirect and direct assessment that demonstrate student academic achievement. FCASL will support doctoral faculty in their assessment of Student Learning Outcomes in ways sustainable and manageable. In coordination with the Faculty Development Center, the FCASL will provide resources, workshops, and individual and program consultations to support doctoral student learning. This faculty leader chairs the Assessment Council, a forum for communicating information about effective methods for improving and assessing student learning, reviewing and encouraging the scholarship of teaching and assessment, and supporting the development and improvement of academic program assessment plans. These resources will be deployed to support the director of the doctoral program in the implementation of the program's assessment methods.

Office of Assessment and Quality Assurance
Led by the Associate Vice President, the Office of Assessment and Quality Assurance and the Assessment Leadership Team serve as resource support to academic and administrative units' efforts to evaluate learning goals and implement recommended actions of operating in accordance with the University's principles for the assessment of student learning. The office will allocate funding for direct assessment initiatives in support of the doctoral program.

Office of Institutional Research
Led by the Director, the Office of Institutional Research provides on-going assessment and evaluation of institutional effectiveness, including institutional data and analysis related to the assessment of student learning. This office is a key element of CSU Stanislaus' commitment to the continuous improvement of the quality of students' learning experiences and one that supports a culture of evidence through which the University realizes excellence in its educational endeavors.

California State University, Stanislaus
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Flow Chart of the Program Assessment Process
Attachment 42
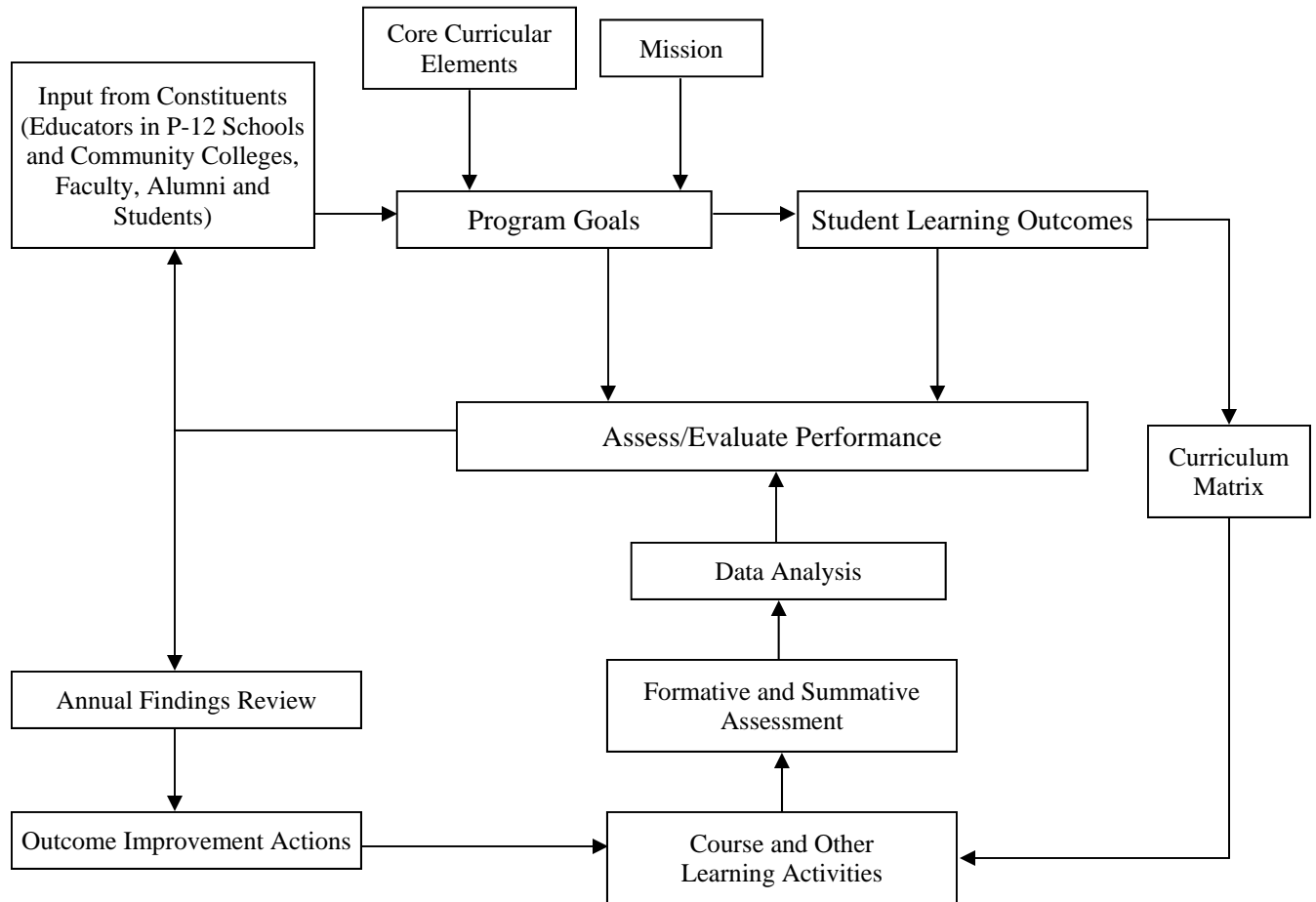
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                    ┌──────────────┐    ┌──────────┐
                    │ Core Curricular│   │ Mission  │
                    │   Elements    │    │          │
                    └──────┬───────┘    └────┬─────┘
┌──────────────────┐       │                 │
│ Input from Constituents│ │                 │
│ (Educators in P-12 Schools│                │
│ and Community Colleges,│  ▼                ▼
│ Faculty, Alumni and │──►┌──────────────┐  ┌─────────────────────┐
│   Students)       │    │ Program Goals │─►│ Student Learning Outcomes│
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         │                       │                     │
         │              ┌────────▼─────────────────────▼──────┐        │
         │──────────────┤     Assess/Evaluate Performance      │        ▼
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         │                                 ▲                      │ Curriculum│
         │                          ┌──────┴──────┐               │  Matrix   │
         │                          │ Data Analysis│              └─────┬─────┘
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│ Annual Findings Review│      │ Formative and Summative │              │
└──────┬───────────┘          │      Assessment         │              │
       │                      └───────────▲────────────┘               │
       ▼                                  │                            │
┌──────────────────┐          ┌───────────┴────────────┐               │
│ Outcome Improvement │──────►│   Course and Other      │◄─────────────┘
│     Actions       │         │  Learning Activities    │
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California State University, Stanislaus
Doctor of Education (Ed.D.), Educational Leadership
Assessment Matrix Table – Student Learning Outcomes and Methods
Attachment 43

	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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Timeline for Review of Assessment Data Table
Attachment 44

		Academic Year						
		2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Formative	Assessment of Student Work (Embedded Assessment)	X	X	X	X	X	X	X
	Written Qualifying Examination		X	X	X	X	X	X
	Graduate Writing Proficiency Assignments	X	X	X	X	X	X	X
	iSkills Assessment		X			X		
	Graduate Record Examination			X			X	
	Student Focus Groups	X	X	X	X	X	X	X
	Student Course Evaluations	X	X	X	X	X	X	X
	Evaluations of Course Syllabi		X		X		X	
Summative	Dissertation Research			X	X	X	X	X
	Oral Defense of Dissertation			X	X	X	X	X
	Graduate School Exit Survey			X	X	X	X	X
	Alumni Survey				X	X	X	X
	Employer Evaluations				X		X	
	Academic Program Review					X		
External Review	Meta-Review of Dissertation Research				X			X
	Meta-Review of Oral Defense of Dissertation				X			X
	External Review of Embedded Assessments and Examinations			X			X	
	Faculty Quality	X	X	X	X	X	X	X
	Accreditation by NCATE/CCTC			X				