



## Commission on Teacher Credentialing Biennial Report

*(For Institutions in the Red, Green, and Indigo Cohort Due Summer/Fall 2011)*

### Academic Years 2009-10 and 2010-11

<b>Institution</b>	California State University, Long Beach
<b>Date report is submitted</b>	Fall 2011
<b>Program documented in this report</b>	Educational Administration Tier I
<b>Name of Program</b>	Educational Administration Tier I
<b>Credential awarded</b>	Preliminary Administrative Services Credential
Is this program offered at more than one site? No	
If yes, list all sites at which the program is offered	
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If the preparer of this report is different than the Program Contact, please note contact information for that person below:	
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## **SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION**

### **PART I – Contextual Information**

The vision of the Educational Administration program is to empower educational leaders to develop the courage, compassion, competence, and commitment necessary to improve the world of schooling for the 21st century. No matter what position an individual holds within an educational organization, all energies should be directed toward maximizing the academic achievement of ALL students served.

The philosophy of the program is an extension of the College of Education Conceptual Framework. The program promotes the development of skills in organizational and political leadership and systemic change, the development of constructivist and culturally responsive leadership and an ethic of justice and caring. Preliminary level courses provide a balanced approach that not only exposes candidates to contemporary educational theories but allows for practical application in contemporary settings. The intent is to develop leaders with multiple perspectives who initiate and manage change, tackle social justice issues and who will help schools to meet challenges of a diverse and ever-changing environment.

The Masters in Education combined with the Preliminary Administrative Services Credential assesses candidate competencies based on skills and dispositions outlined in the Standards of Quality and Effectiveness for Standards-based Preliminary and Professional Clear Administrative Services Credential Programs. The standards are based on the National Interstate School Licensure Leadership Consortium (ISLLC) guidelines and the California Professional Standards for Educational Leadership (CPSEL) standards that were adapted and adopted by the California Commission on Teacher Credentialing (CCTC). These standards function as the source of the program knowledge base, skills and dispositions to be mastered. They also function as the student learning outcomes listed below.

Students take the following courses: Leadership, Organizational Management, and, Legal Aspects of Education: Implications and Applications for School Leadership, Fiscal Resources in Educational Administration, Human Resources in Educational Administration, Urban and Community Leadership, Curriculum, Program Development and Evaluation, Instructional Leadership and Assessment, as well as Field Experience in Educational Administration, and either Masters Research Study or Master's Thesis. They also choose from the following electives: Intellectual Foundations of Educational Reform, 19th Century to Present, Education & Diversity: Historical and Contemporary Perspectives, Language and Educational Policies, Research Methods in Education, and Qualitative Research Methods.

The Professional Administrative Services Credential Program is designed to fulfill the theme of the College of Education – Teaching for Life-Long Learning, Professional Growth, and Social Responsibility. In addition, the program is structured to incorporate the College mission to foster a learning and teaching community committed to educational excellence that focuses on 1) promoting student growth, 2) preparing socially responsible leaders, 3) valuing diversity, 4) developing collaboration, 5) promoting school improvement, and 6) engaging in research, scholarly activity and ongoing evaluation. Both the theme and mission provide the scaffolding of the professional program intent to provide candidates with practical and challenging experiences in order to meet the expectations outlined in the Standards of Quality and Effectiveness for Administrative Services Credential Programs.

Table 1 shows the student learning outcomes and signature assignments, while Tables 2-5 provide data on applications, admissions, the progress of enrolled students, and faculty.

**Table 1***Program Student Learning Outcomes and Relevant Standards*

	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>	<b>Outcome 5</b>	<b>Outcome 6</b>	<b>Outcome 7</b>
<b>SLOs</b>	Develop a shared vision of learning that is supported by the school community .	Advocate, and sustain a school culture and instructional program conducive to student learning and staff professional growth.	Manage the organization, operations, and resources to foster a safe, efficient, and effective learning environment.	Collaborate with families and community members, respond to diverse community needs, and mobilize community resources.	Model a personal code of ethics and develop professional leadership capacity.	Understand, respond and influence the larger political, social, economic, legal, and cultural context.	Demonstrate ability to utilize and apply research skills to solve a school or district based problem.
<b>Signature Assignment(s)</b>	Dev portfolio	Dev portfolio, Team curriculum analysis, critique of school planning process	Dev portfolio, Interview/ field research project	Dev portfolio, Urban school study	Dev portfolio, Field exp plan	Dev portfolio, Case analysis	Dev portfolio, Research masters study or thesis
<b>National Standards</b>	I School Vision of Learning	II Student Learning and Professional Growth	III Organizational Management for Student Learning	IV Collaboration with Families and Community	V Professional Development	VI Political, Social, Economic, Legal, and Cultural Understanding	n/a
<b>State Standards</b>	Standard 10 (CPSEL)	Standard 11 (CPSEL)	Standard 12 (CPSEL)	Standard 13 (CPSEL)	Standard 14 (CPSEL)	Standard 15 (CPSEL)	n/a
<b>Conceptual Framework</b>	Promotes Growth	School Improvement	Service and Collaboration	Values Diversity	Prepares Leaders	Prepares Leaders	Research and Evaluation
<b>NCATE Elements</b>	Student Learning	Student Learning	Knowledge and Skills- Other	Knowledge and Skills- Other	Professional Dispositions	Knowledge and Skills- Other	Knowledge and Skills- Other

**Table 2***Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)*

	<b>Transition Point 1 Admission to Program</b>					
	<b>2009-2010</b>			<b>2010-2011</b>		
	<b>Applied</b>	<b>Accepted</b>	<b>Matriculated</b>	<b>Applied</b>	<b>Accepted</b>	<b>Matriculated</b>
<b>TOTAL</b>	55	40	35	32	27	25

**Table 3***Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)<sup>1</sup>*

	<b>Transition Point 2 Advancement to Culminating Experience</b>	
	<b>2009-2010</b>	<b>2010-2011</b>
<b>Thesis (698)<sup>2</sup></b>	1	1
<b>Comps<sup>3</sup></b>	0	0
<b>Project (695)<sup>4</sup></b>	17	24

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<sup>1</sup> Data are reported Summer term through Spring term (e.g., Summer 2009-Spring 2010 for the 2009-10 academic year.)

<sup>2</sup> This is data on students who were enrolled in thesis work during Fall 2009 and Spring 2010. This figure may include students who actually “crossed into” this transition point prior to Fall 2009 and were still making progress on their theses at this time.

<sup>3</sup> This is data on the number of students who *applied* to take the comprehensive examination in Fall 2009, Spring 2010, or Summer 2010. The data include students who may not have taken or passed the examination(s).

<sup>4</sup> This is data on students who were conducting culminating projects during Fall 2009 and Spring 2010. This figure may include students who actually “crossed into” this transition point prior to Fall 2009 and were still making progress on their theses at this time.

**Table 4***Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)*

	<b>Transition Point 3 Exit</b>	
	<b>2009-2010</b>	<b>2010-2011</b>
<b>Degree</b>	18	21
<b>Credential<sup>5</sup></b>	16	35

**Table 5***Faculty Profile 2009-2011<sup>6</sup>*

<b>Status</b>	<b>2009-2010</b>	<b>2010-2011</b>
Full-time Faculty/Lecturer	2	2
Part-time faculty	1	1
Part-time Lecturer	5	2
<b>Total:</b>	<b>11</b>	<b>7</b>

Changes Since Last Accreditation Activity (Biennial Report, Program Assessment or Site Visit).

- Long Beach Unified School District Masters Cohorts were completed.
- The South Bay Masters Cohort is scheduled to begin in Spring 2012.

## **PART II – Candidate Assessment/Performance and Program Effectiveness Information**

a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?

b) What additional information about candidate and program completion performance or program effectiveness is collected and analyzed that informs programmatic decision making?

<sup>5</sup> Data for Initial and Advanced Credential Programs reflects students who have filed for their credential with the Credential Office. These data generally include students who have completed the program one or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2009 through Spring 2011.

<sup>6</sup> Figures include headcounts of individual faculty who taught in the program during the academic year. Faculty who teach in multiple programs are counted in each.

**Table 6***Program Student Learning Outcomes and Signature Assignments*

<b>Student Learning Outcomes</b>	<b>Signature Assignment(s)</b>	<b>Description of the Assignment</b>
SLO 1: Develop a shared vision of learning that is supported by the school community.	<ul style="list-style-type: none"> <li>• EDAD 541: Developmental Portfolio</li> <li>• EDAD 680: Field Experience Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• A portfolio documenting field work experiences, self-assessments and personal goals in relation to the CCTC Standards for use throughout the program.</li> <li>• Candidates spend three weeks working as an administrator in a school to carry out activities related to the CPSELS standards. They prepare a portfolio that documents their experiences and their learning related to each of the 6 CCTC standards.</li> </ul>
SLO 2: Advocate, and sustain a school culture and instructional program conducive to student learning and staff professional growth.	<ul style="list-style-type: none"> <li>• EDAD 541: Developmental Portfolio</li> <li>• EDAD 677A: Team Curriculum Analysis</li> <li>• EDAD 677B: Critique of School Planning</li> <li>• EDAD 680: Field Experience Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• A portfolio documenting field work experiences, self-assessments and personal goals in relation to the CCTC Standards for use throughout the program.</li> <li>• Candidates choose a curriculum and write a paper in stages to provide an analysis, tell the story of how it came to be, put it in a policy context, and develop an evaluation using multiple data sources.</li> <li>• Candidates will begin to become advocates and learn how to sustain school culture by analyzing and providing a written critique of one school's annual improvement planning process, noting what the site has done that is aligned with goals, teamwork, and data. They will examine what gaps exist in planning.</li> <li>• Candidates spend three weeks working as an administrator in a school to carry out activities related to the CPSELS standards. They prepare a portfolio that documents their experiences and their learning related to each of the 6 CCTC standards.</li> </ul>
SLO 3: Manage the organization, operations, and resources to foster a safe, efficient, and effective learning environment.	<ul style="list-style-type: none"> <li>• EDAD 541: Developmental Portfolio</li> <li>• EDAD 647A: Interview/Field Research Project</li> <li>• EDAD 680: Field Experience Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• A portfolio documenting field work experiences, self-assessments and personal goals in relation to the CCTC Standards for use throughout the program.</li> <li>• Candidates will learn organizational management through an interview/field research assignment. They will describe what a principal needs to know and be able to do regarding district and school-site budget development, legislative and legal accountability requirements, and special program funding. Candidates will interview three administrators and analyze the budget from their school for presentation to a lay audience.</li> <li>• Candidates spend three weeks working as an administrator in a school to carry out activities related to the CPSELS standards. They prepare a portfolio that documents their experiences and their learning related to each of the 6 CCTC standards.</li> </ul>
SLO 4: Collaborate with families and community members, respond to diverse community needs, and mobilize community resources.	<ul style="list-style-type: none"> <li>• EDAD 541: Developmental Portfolio</li> <li>• EDAD 649: Urban School Study</li> <li>• EDAD 680: Field</li> </ul>	<ul style="list-style-type: none"> <li>• A portfolio documenting field work experiences, self-assessments and personal goals in relation to the CCTC Standards for use throughout the program.</li> <li>• Candidates will write a paper that addresses issues of working with children of poverty, their culture and belief systems, challenges faced by educators, and plans for addressing these challenges.</li> <li>• Candidates spend three weeks working as an administrator in a school to carry out activities</li> </ul>

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
	Experience Portfolio	related to the CPSELS standards. They prepare a portfolio that documents their experiences and their learning related to each of the 6 CCTC standards.
<ul style="list-style-type: none"> <li>SLO 5: Model a personal code of ethics and develop professional leadership capacity.</li> </ul>	<ul style="list-style-type: none"> <li>EDAD 647B: Field Experience Plan</li> </ul>	<ul style="list-style-type: none"> <li>Candidates will prepare a written report and presentation that investigate one of the following aspects of Human Resources: collective bargaining, teacher dismissal, the Williams v. California case, teacher tenure, creating an effective HR Department, certificated recruitment, selection and retention, classified recruitment, sexual harassment training, or employee misconduct.</li> </ul>
<ul style="list-style-type: none"> <li>SLO 6: Understand, respond and influence the larger political, social, economic, legal, and cultural context</li> </ul>	<ul style="list-style-type: none"> <li>EDAD 541: Developmental Portfolio</li> <li>EDAD 544: Case Analysis</li> <li>EDAD 680: Field Experience Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>A portfolio documenting field work experiences, self-assessments and personal goals in relation to the CCTC Standards for use throughout the program.</li> <li>Responding to and influencing the multiple contexts required by this SLO often begins with an educational statute or legal policy. This assignment requires 1) a summary of a legal case, 2) an analysis of its implications, and 3) the development of an implementation plan. Before practical implementation of any ruling or mandated policy in an educational setting can begin, school leaders must know how to analyze a legal case and its ruling and consider and <u>understand</u> its various implications first. The analysis must then be followed by the development of an application/implementation plan. Ultimately, this plan is the vehicle by which <u>response and influence</u> will occur. The assignment provides candidates the opportunity to practice constructing plans in order to master this important aspect of leadership.</li> <li>Candidates spend three weeks working as an administrator in a school to carry out activities related to the CPSELS standards. They prepare a portfolio that documents their experiences and their learning related to each of the 6 CCTC standards.</li> </ul>
<ul style="list-style-type: none"> <li>SLO 7: Demonstrate ability to utilize and apply research skills to solve a school or district based problem</li> </ul>	<ul style="list-style-type: none"> <li>EDAD 695: Research Masters Study or</li> <li>EDAD 698: Thesis</li> </ul>	<ul style="list-style-type: none"> <li>Candidates prepare a culminating research study describing their work to include: the issue under investigation, a review of related literature, data collection methods, findings and analysis/discussion, and recommendations for problem resolution.</li> </ul>

**Table 7**

*Program Effectiveness Data*

<b>Data Collection Instrument</b>	<b><i>When Administered</i></b>
Survey	Spring
Alumni Survey	Spring

c) Include aggregated data from 4-6 instruments that were described in (a) and (b).

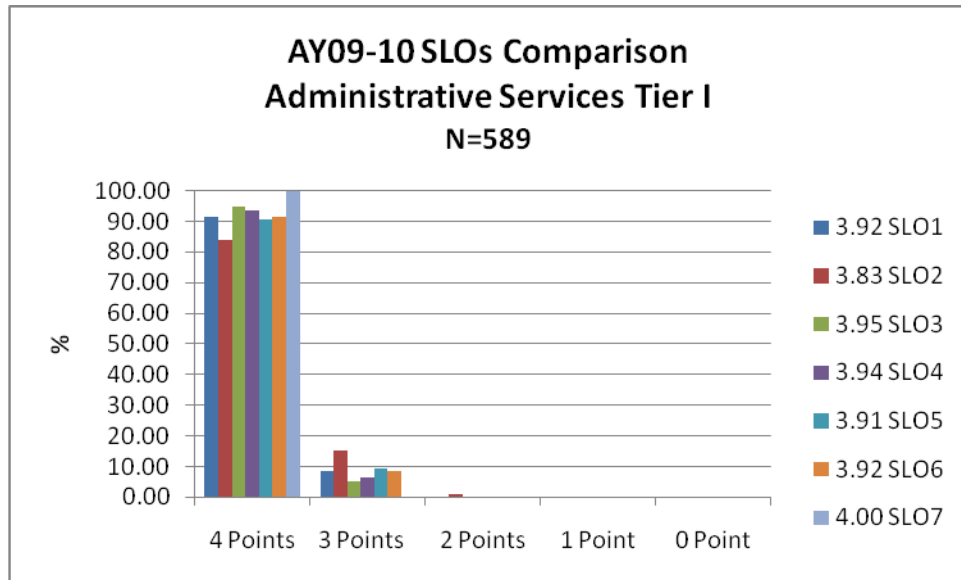
The following figures show a high level of performance on signature assignments for each of the program outcomes. In Figure 1 the scores for 2009-10 range from 4.0 on outcome 7 to 3.83 on outcome 2. Outcome 7 refers to the research skills which are tested in the final research project of the program (EDAD 695, for Master's Degree students). Outcome 2 emphasizes the instructional program and is tested in the curriculum and instruction courses and the field placement (EDAD 677A, 677B, and 680).



## 2009-10 Student Learning Data

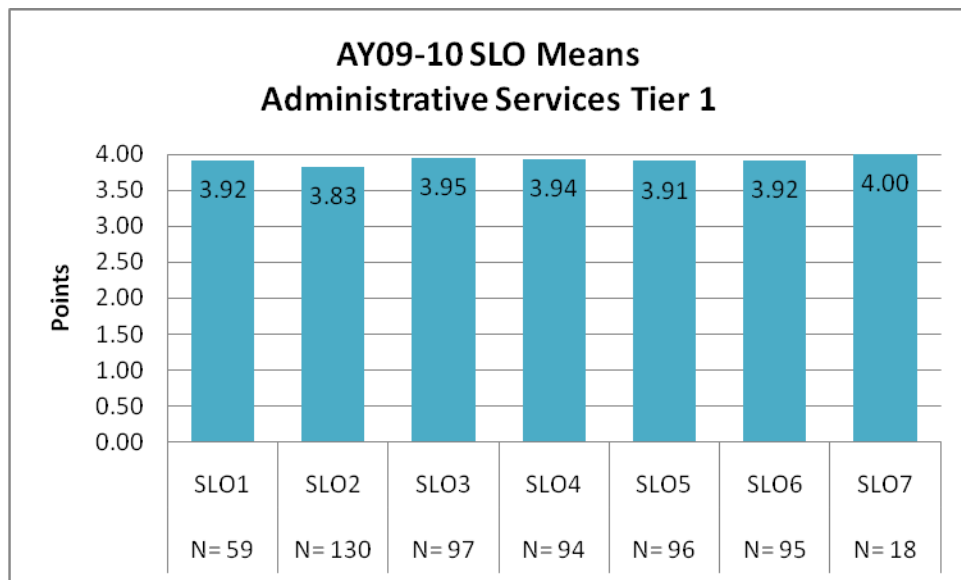
**Figure 1**

*Administrative Services Tier I AY09-10 SLOs Comparison*



**Figure 2**

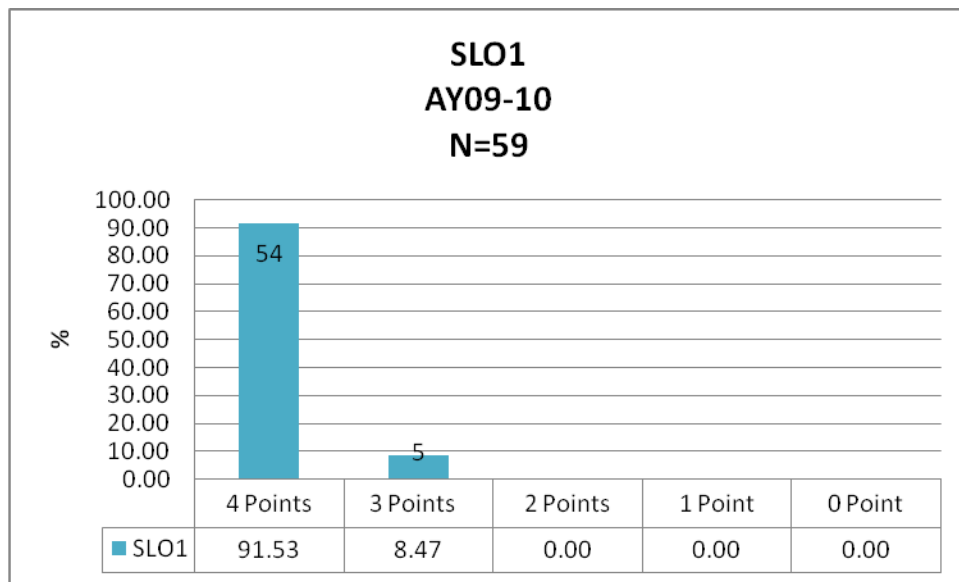
*Administrative Services Tier I AY09-10 Means*



**Outcome 1:** Develop a shared vision of learning that is supported by the school community.

**Figure 3**

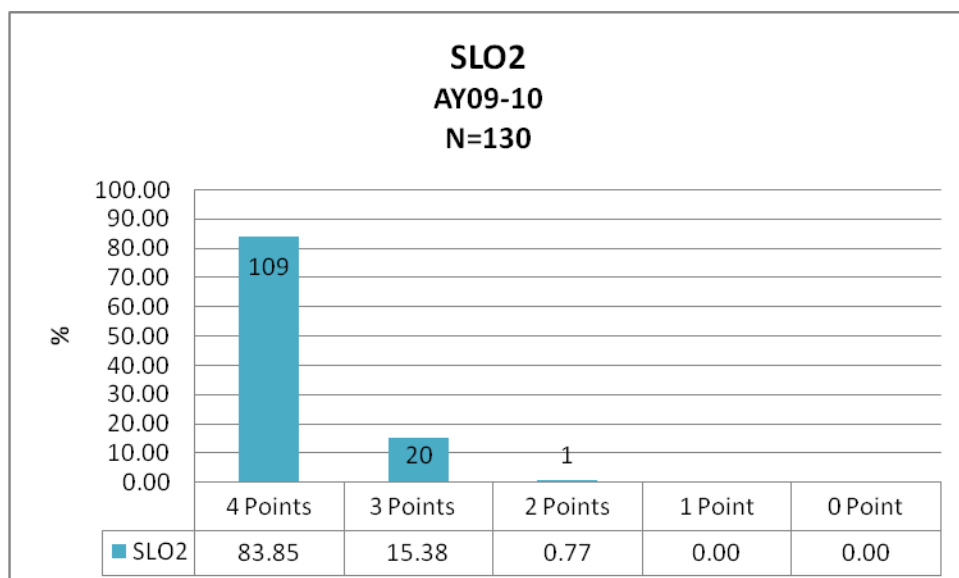
*Administrative Services Tier I AY09-10 Score Distribution-SLO 1*



**Outcome 2:** Advocate and sustain a school culture and instructional program conducive to student learning and staff professional growth.

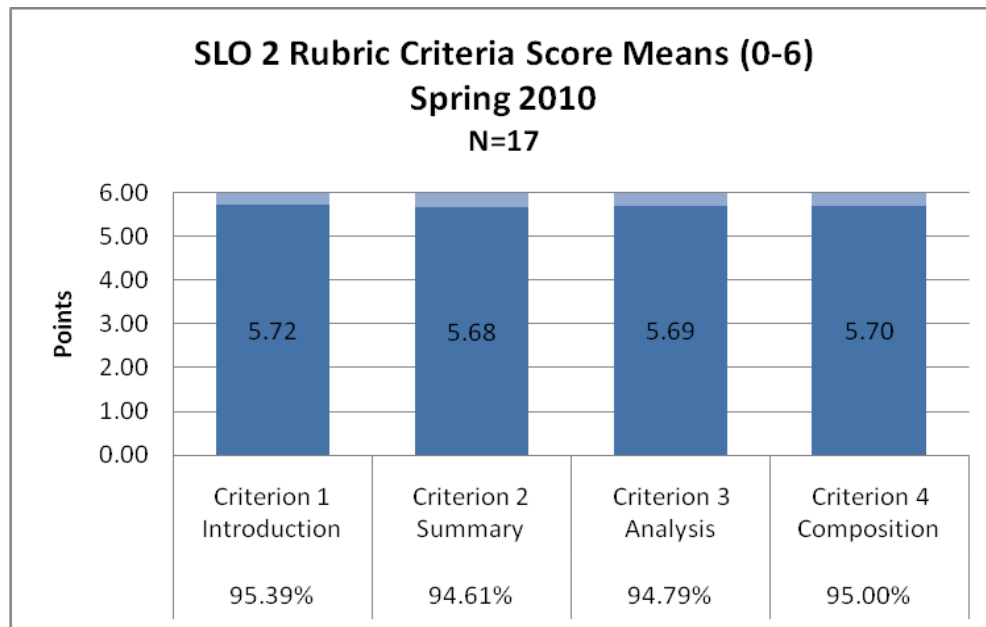
**Figure 4**

*Administrative Services Tier I AY09-10 Score Distribution-SLO 2*



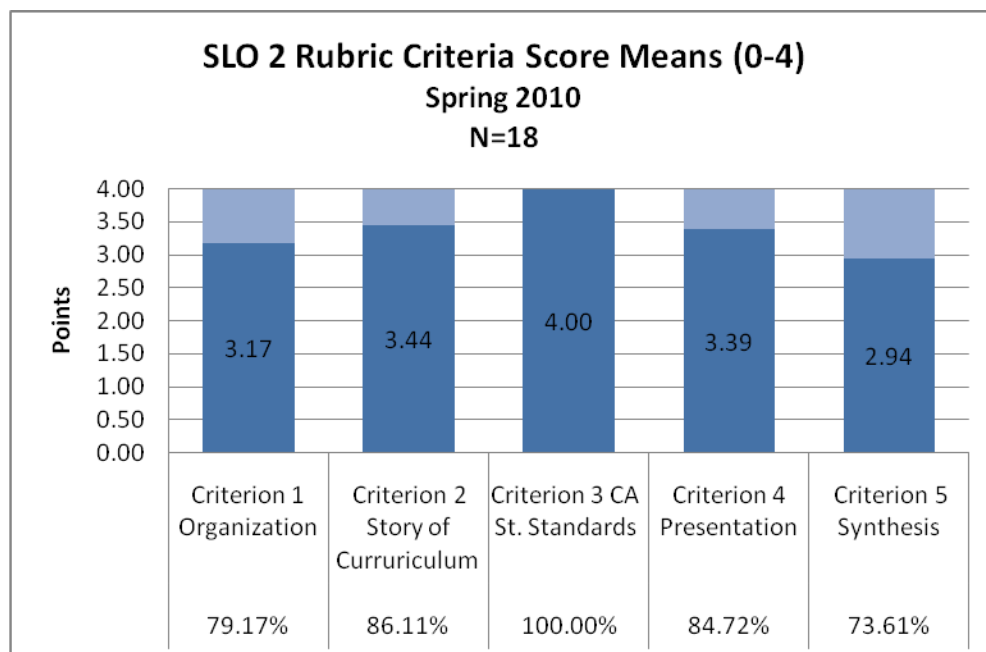
**Figure 5**

*Administrative Services Tier I Spring 2010 Criteria Means-SLO 2*



**Figure 6**

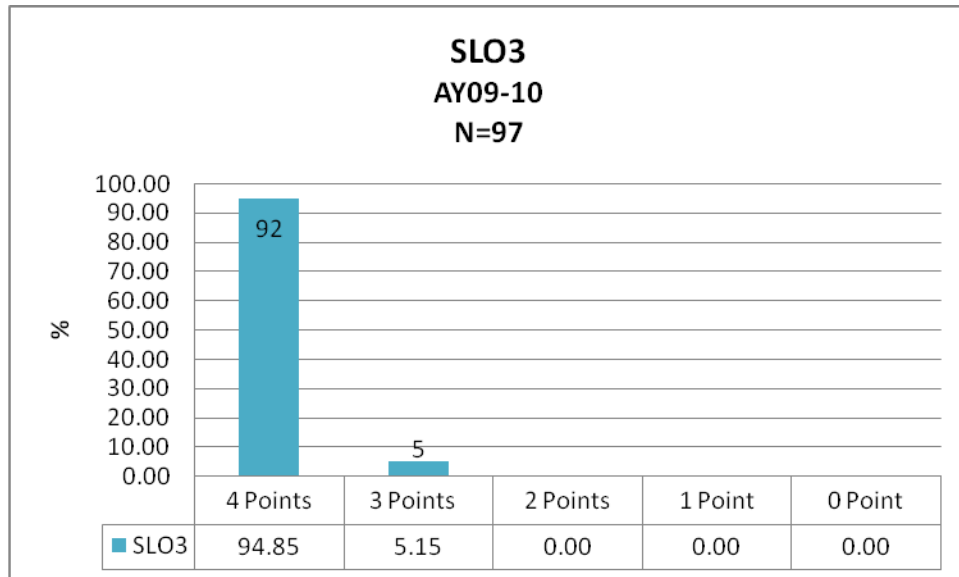
*Administrative Services Tier I Spring 2010 Criteria Means-SLO 2*



**Outcome 3:** Manage the organization, operations, and resources to foster a safe, efficient, and effective learning environment.

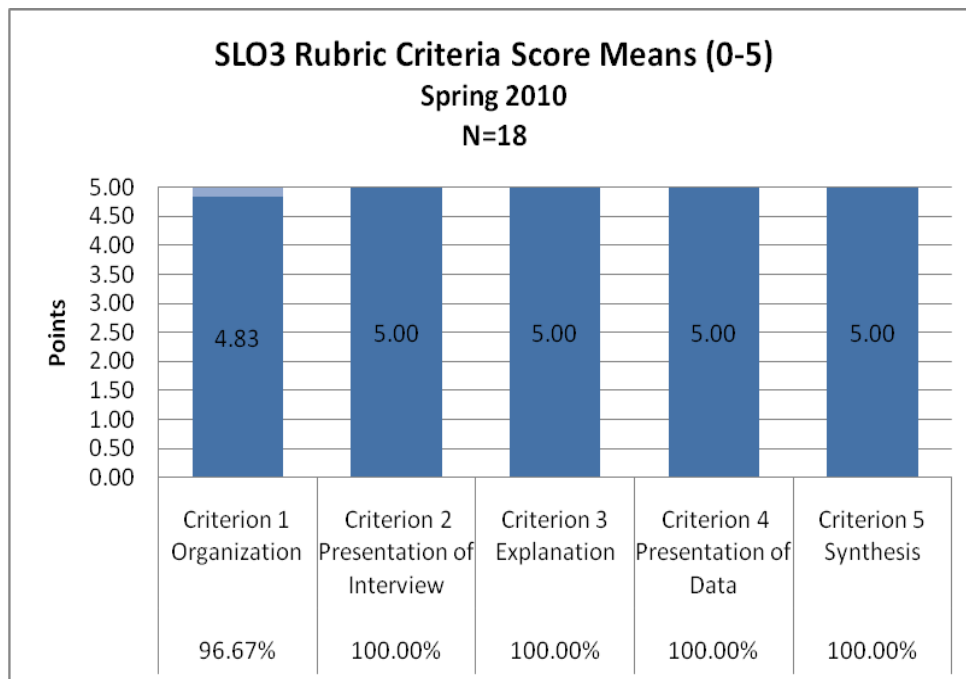
**Figure 7**

*Administrative Services Tier I AY09-10 Score Distribution-SLO 3*



**Figure 8**

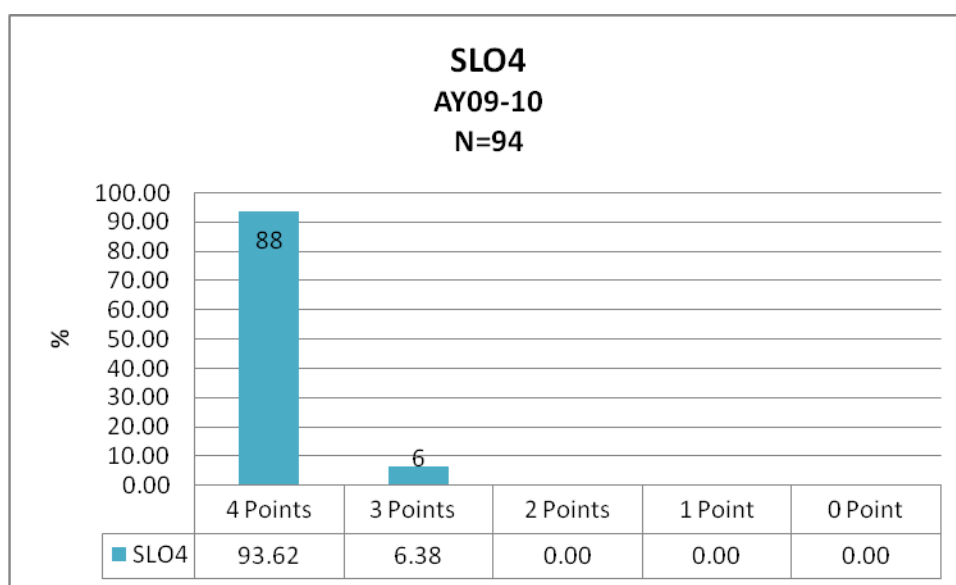
*Administrative Services Tier I Spring 2010 Criteria Means-SLO 3*



**Outcome 4:** Collaborate with families and community members, respond to diverse community needs, and mobilize community resources.

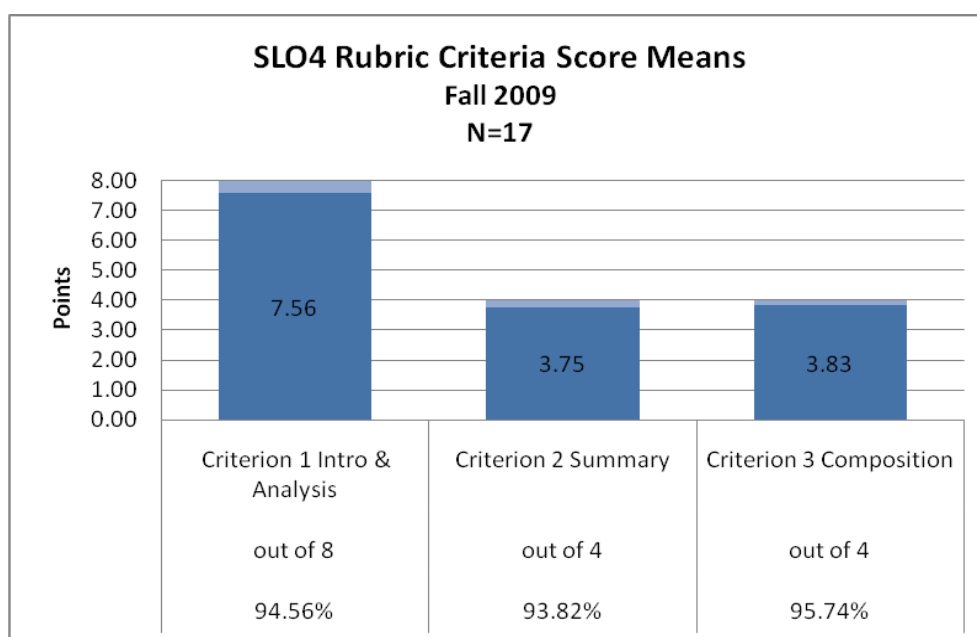
**Figure 9**

*Administrative Services Tier I AY09-10 Score Distribution-SLO 4*



**Figure 10**

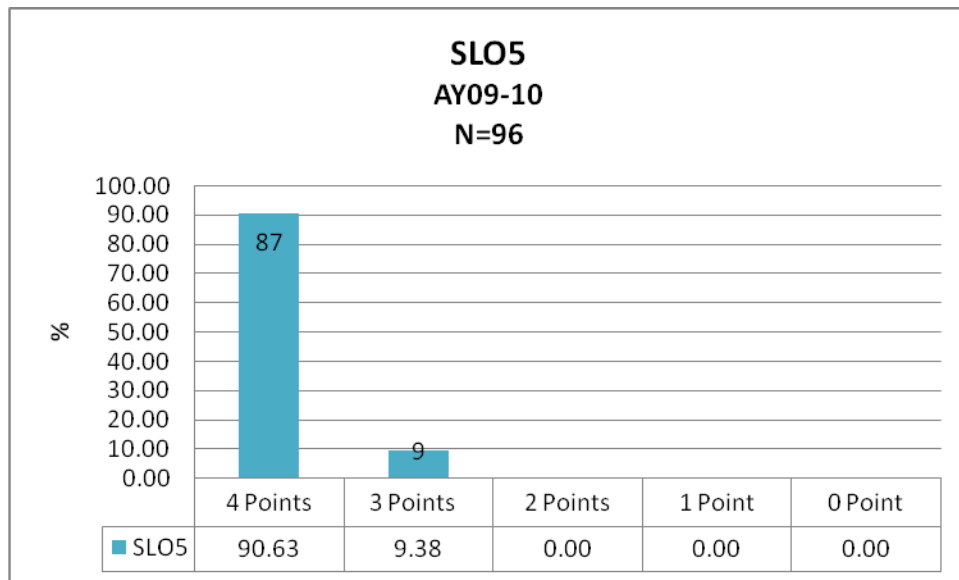
*Administrative Services Tier I Fall 2009 Criteria Means-SLO 4*



**Outcome 5:** Model a personal code of ethics and develop professional leadership capacity.

**Figure 11**

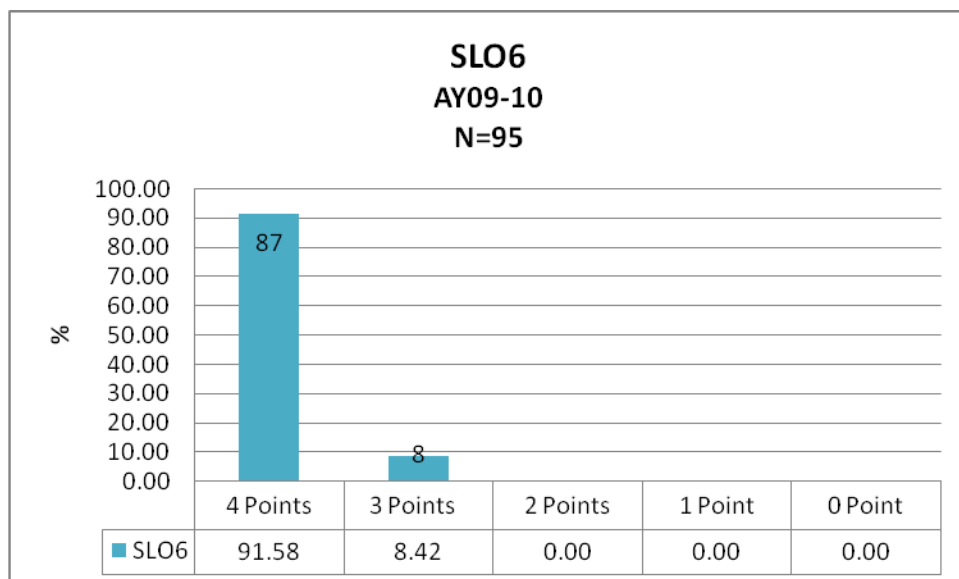
*Administrative Services Tier I AY09-10 Score Distribution-SLO 5*



**Outcome 6:** Understand, respond and influence the larger political, social, economic, legal, and cultural context.

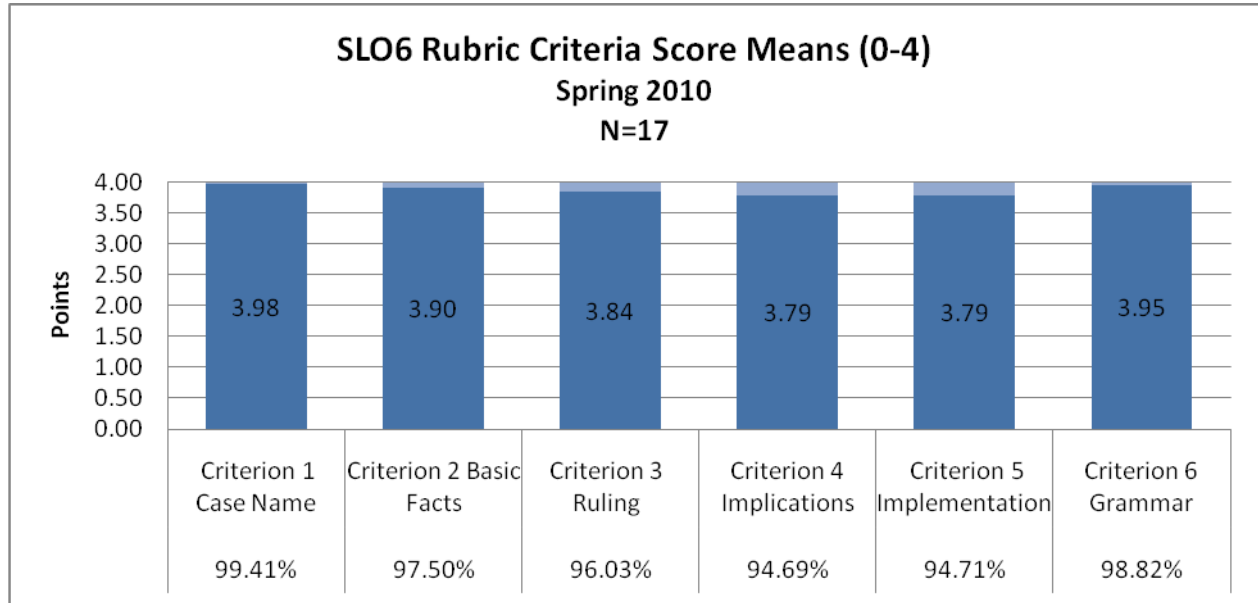
**Figure 12**

*Administrative Services Tier I AY09-10 Score Distribution-SLO 6*



**Figure 13**

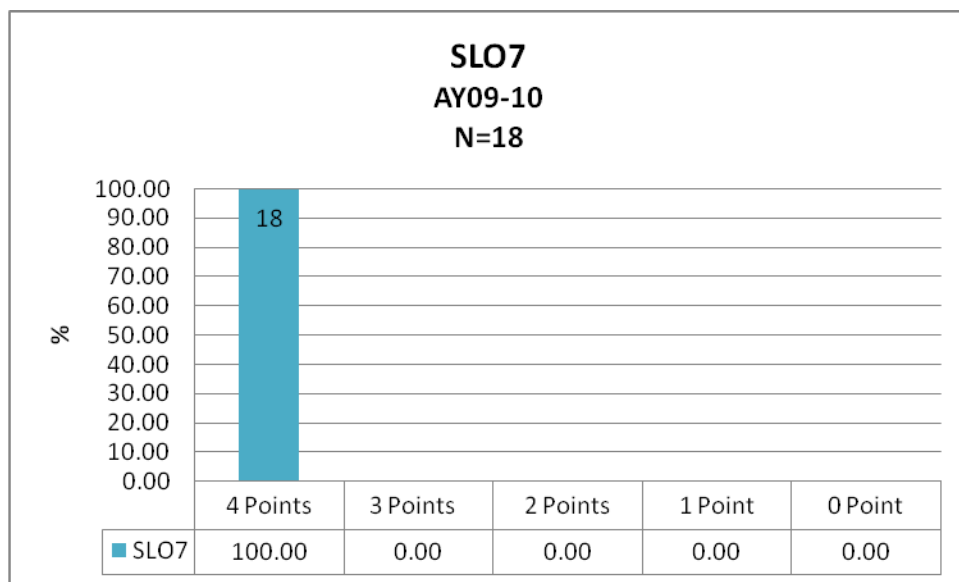
*Administrative Services Tier I Spring 2010 Criteria Means-SLO 6*



**Outcome 7:** Demonstrate ability to utilize and apply research skills to solve a school or district based problem.

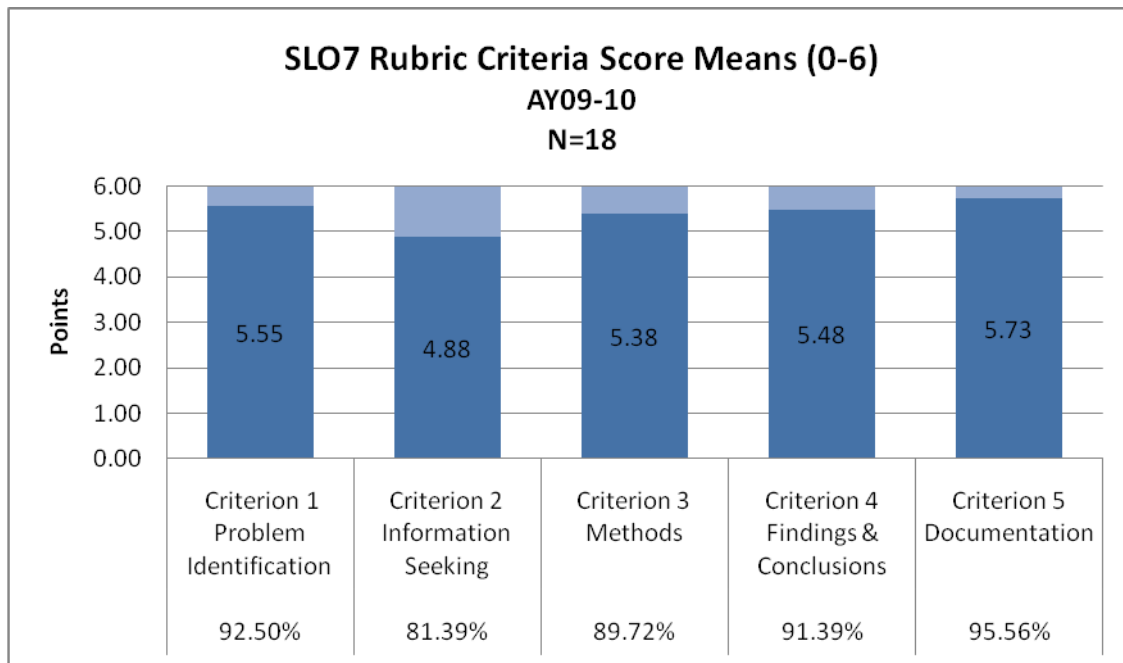
**Figure 14**

*Administrative Services Tier I AY09-10 Score Distribution-SLO 7*



**Figure 15**

*Administrative Services Tier I AY09-10 Criteria Means-SLO 7*



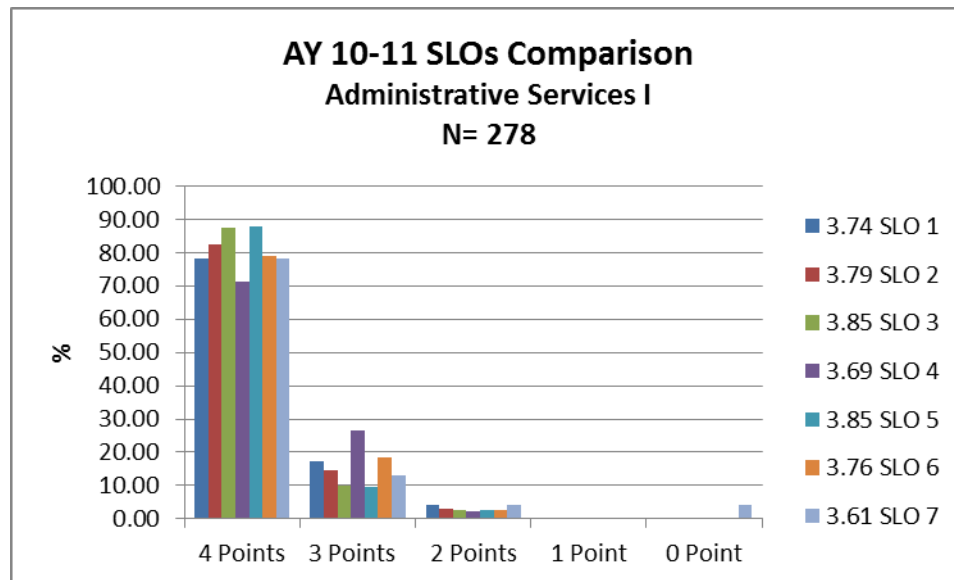


## 2010-11 Student Learning Data

In Figure 2 the scores for 2010-11 show little variation between outcomes. They range from 3.85 on outcomes 3 and 5 to 3.61 on outcome 7. Outcome 7 refers to the research skills which are tested in the final research project of the program (EDAD 695, for Master's Degree students). Outcome 7 is .39 lower in 2010-11 than in 2009-10.

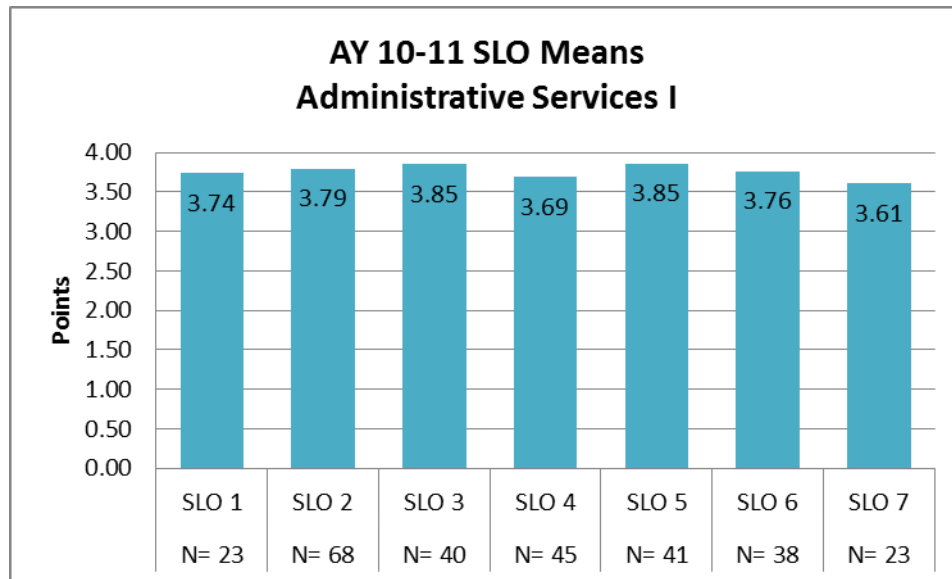
**Figure 16**

*Administrative Services Tier I AY10-11 SLOs Comparison*



**Figure 17**

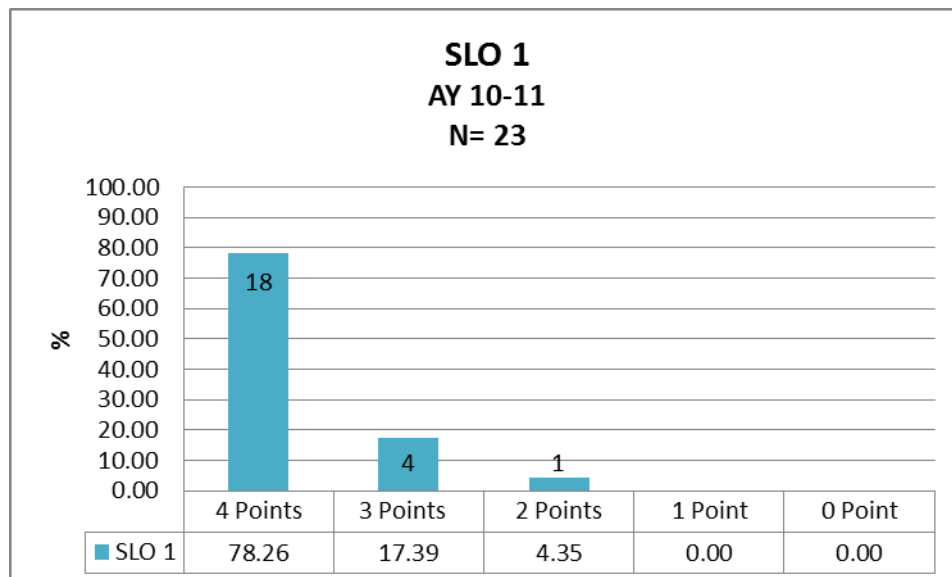
*Administrative Services Tier I AY10-11 SLO Means*



**Outcome 1:** Develop a shared vision of learning that is supported by the school community.

**Figure 18**

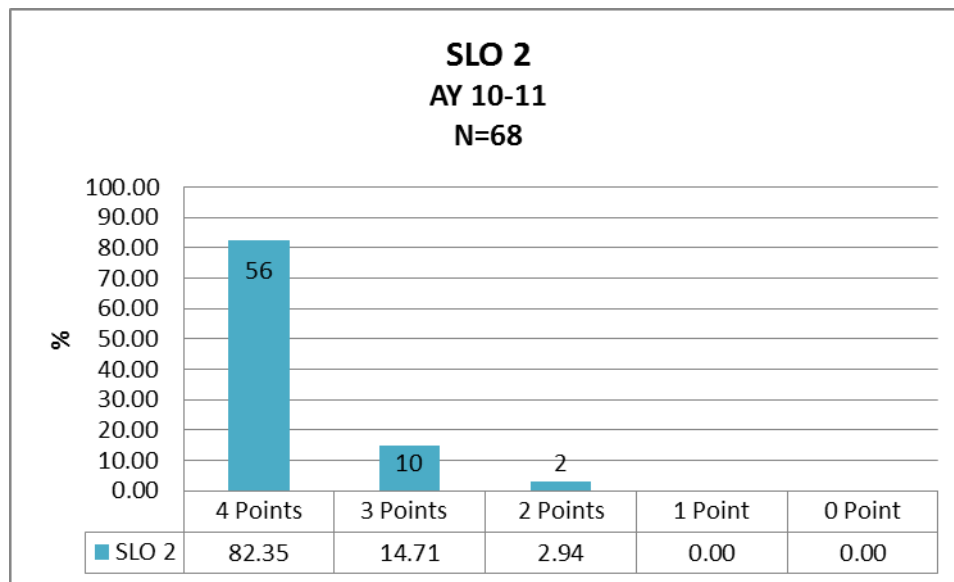
*Administrative Services Tier I AY10-11 Score Distribution-SLO 1*



**Outcome 2:** Advocate and sustain a school culture and instructional program conducive to student learning and staff professional growth.

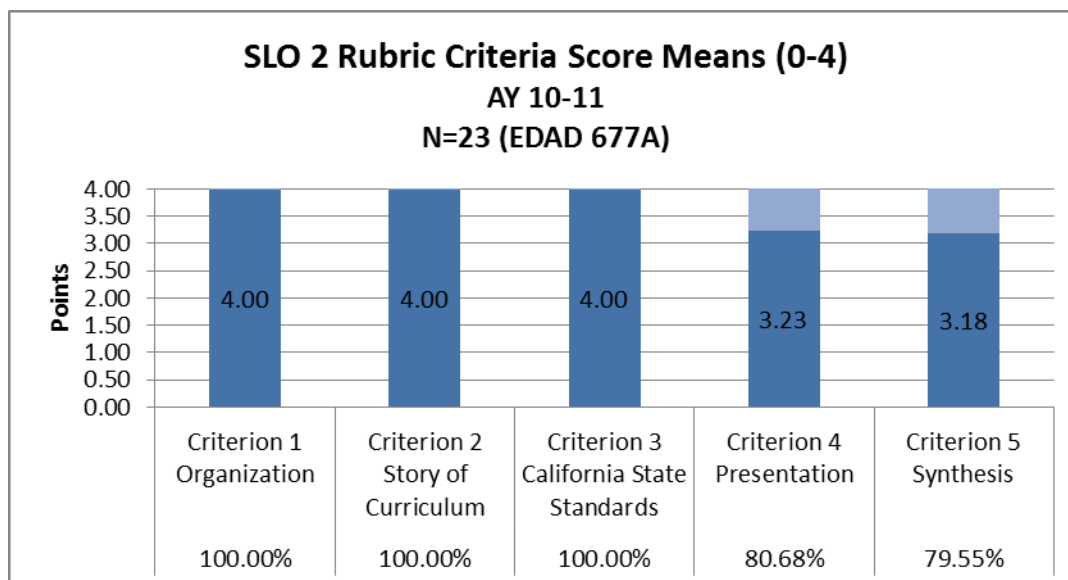
**Figure 19**

*Administrative Services Tier I AY10-11 Score Distribution-SLO 2*



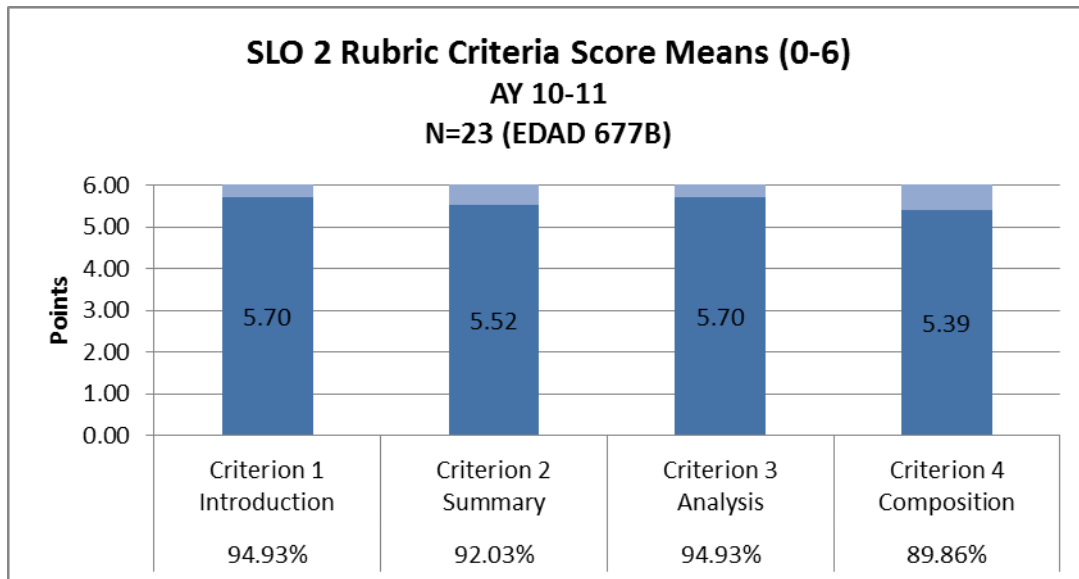
**Figure 20**

*Administrative Services Tier I AY10-11 Criteria Means-SLO 2*



**Figure 21**

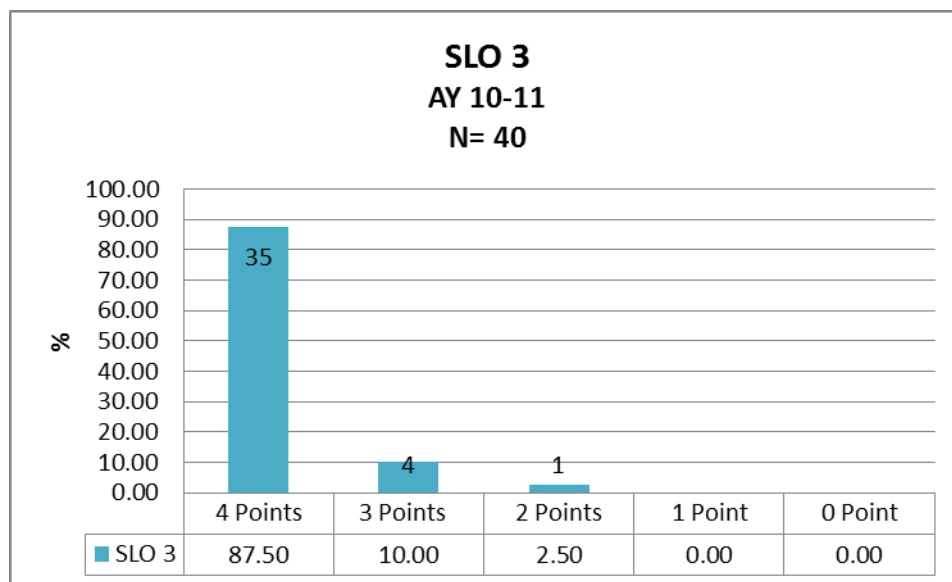
*Administrative Services Tier I AY10-11 Criteria Means-SLO 2*



**Outcome 3:** Manage the organization, operations, and resources to foster a safe, efficient, and effective learning environment.

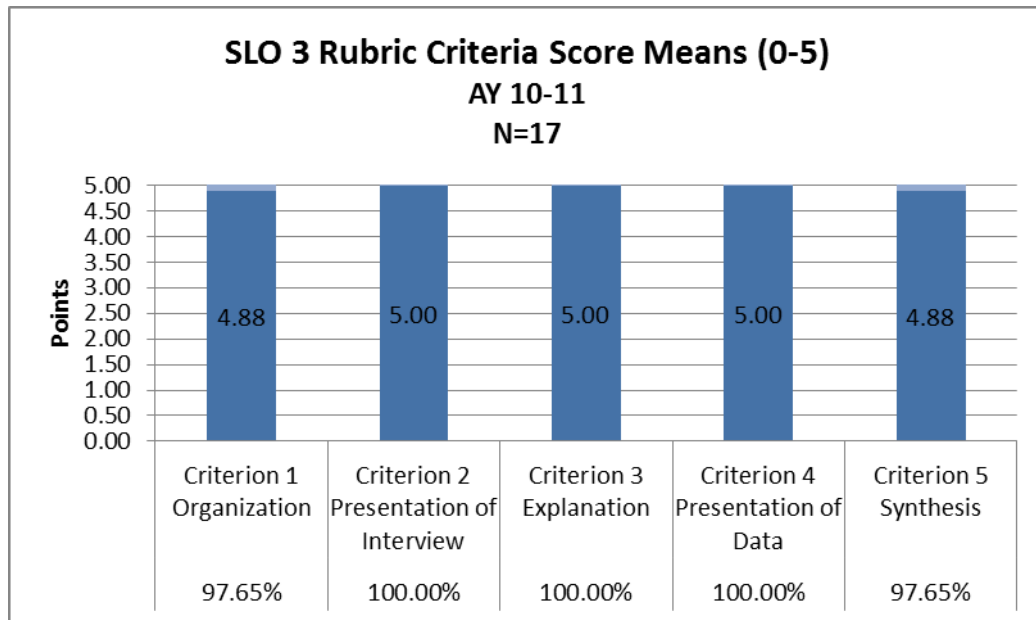
**Figure 22**

*Administrative Services Tier I AY10-11 Score Distribution-SLO 3*



**Figure 23**

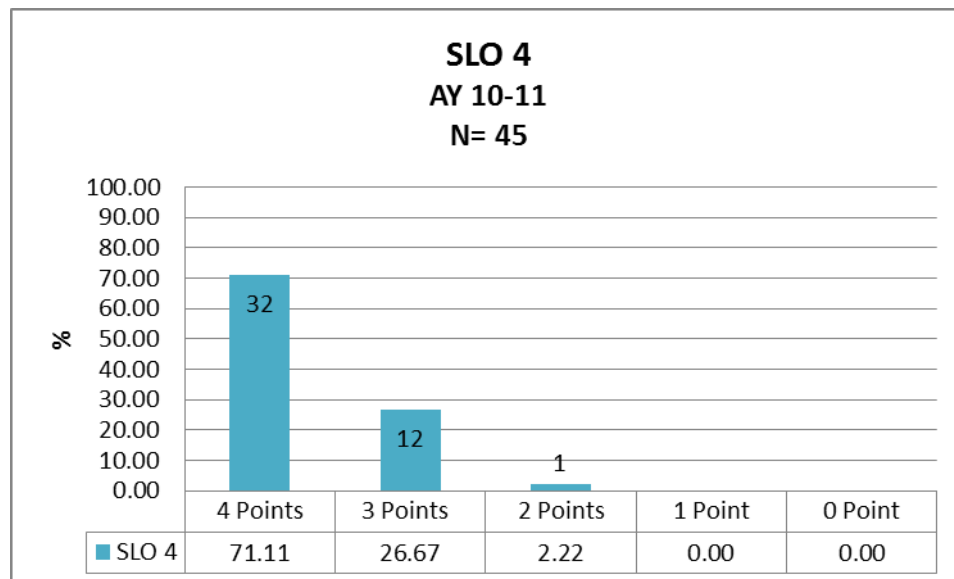
*Administrative Services Tier I AY10-11 Criteria Means-SLO 3*



**Outcome 4:** Collaborate with families and community members, respond to diverse community needs, and mobilize community resources.

**Figure 24**

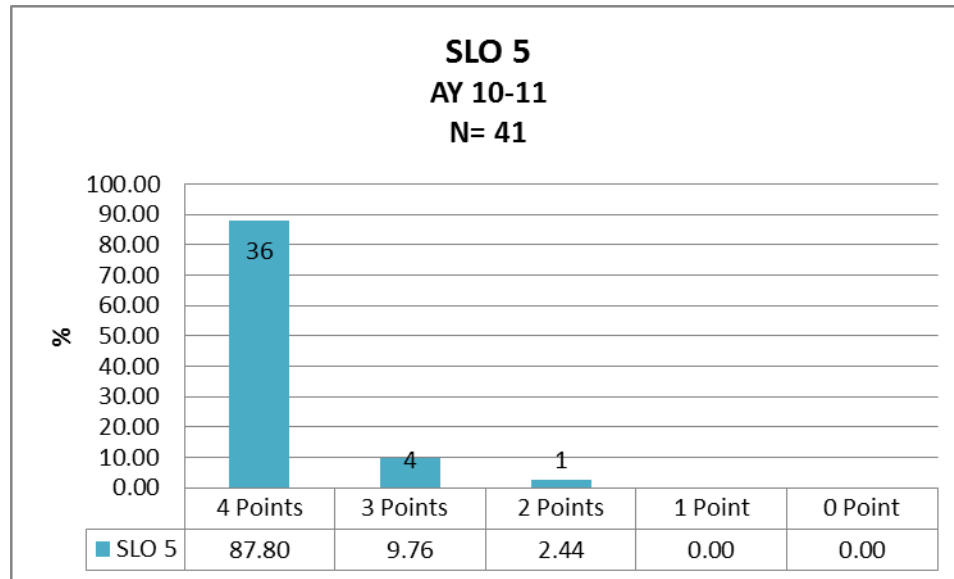
*Administrative Services Tier I AY10-11 Score Distribution-SLO 4*



**Outcome 5:** Model a personal code of ethics and develop professional leadership capacity.

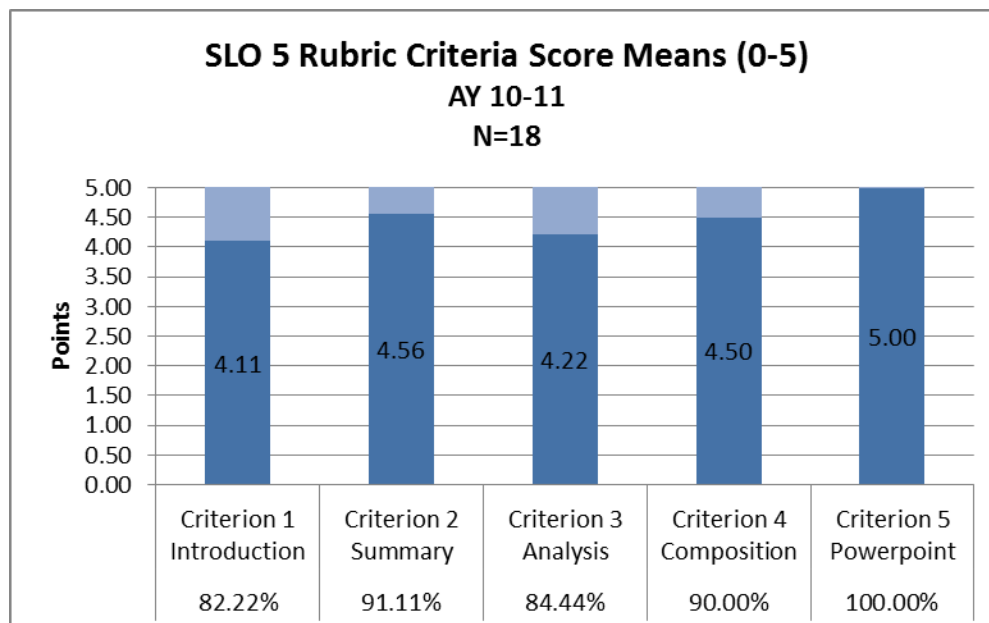
**Figure 25**

*Administrative Services Tier I AY10-11 Score Distribution-SLO 5*



**Figure 26**

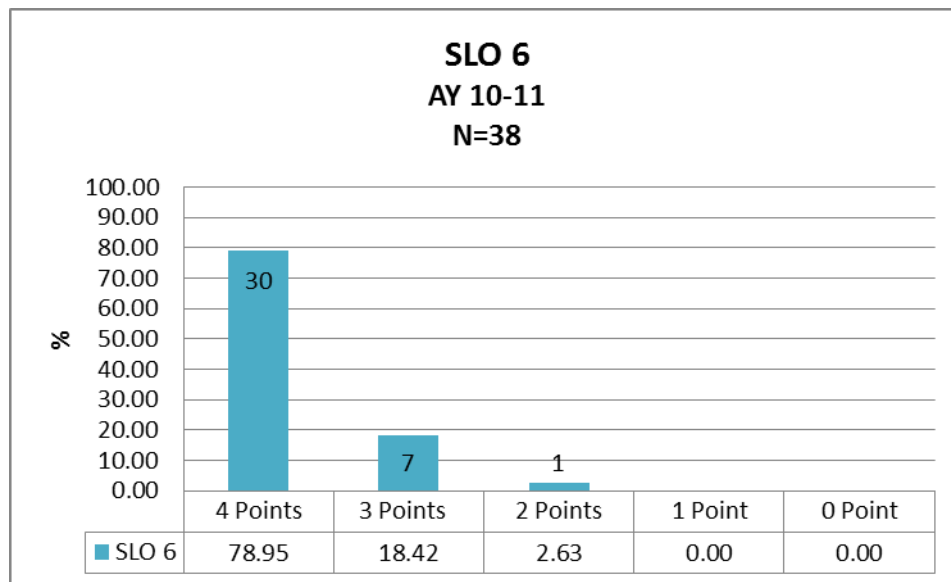
*Administrative Services Tier I AY10-11 Criteria Means-SLO 5*



**Outcome 6:** Understand, respond and influence the larger political, social, economic, legal, and cultural context.

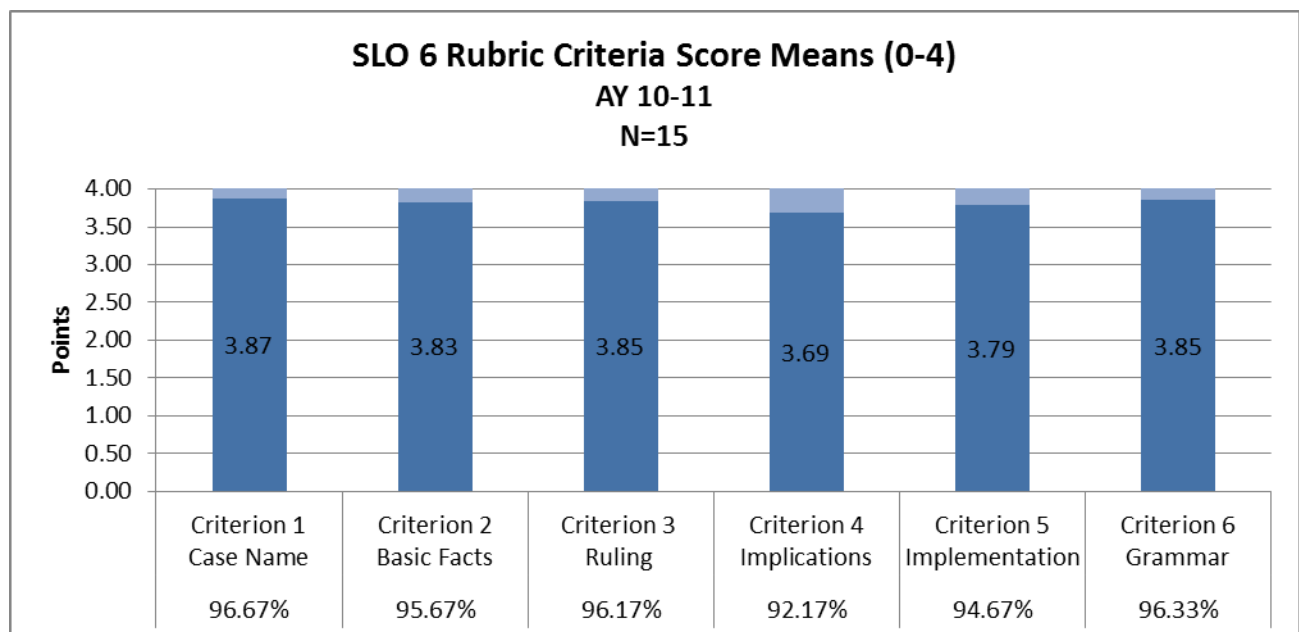
**Figure 27**

*Administrative Services Tier I AY10-11 Score Distribution-SLO 6*



**Figure 28**

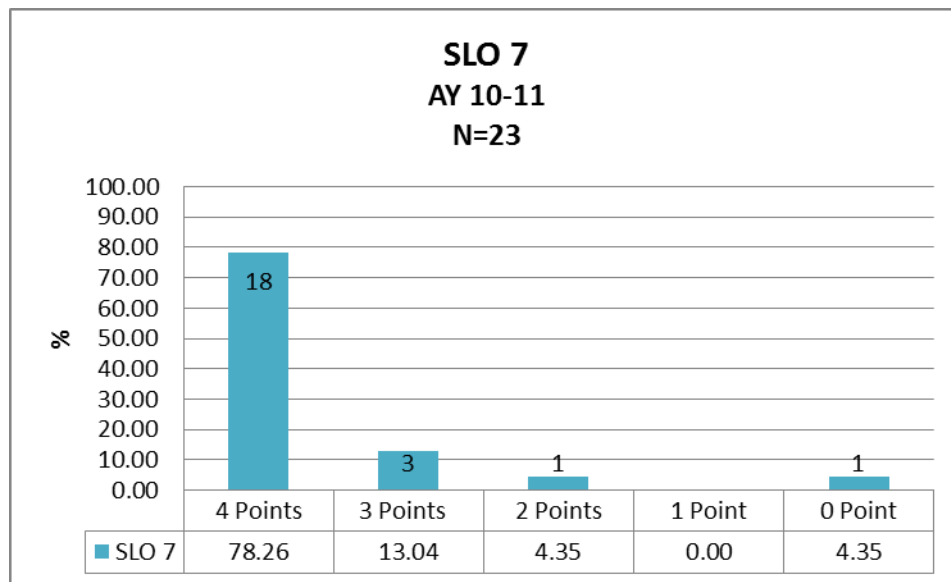
*Administrative Services Tier I AY10-11 Criteria Means-SLO 6*



**Outcome 7:** Demonstrate ability to utilize and apply research skills to solve a school or district based problem.

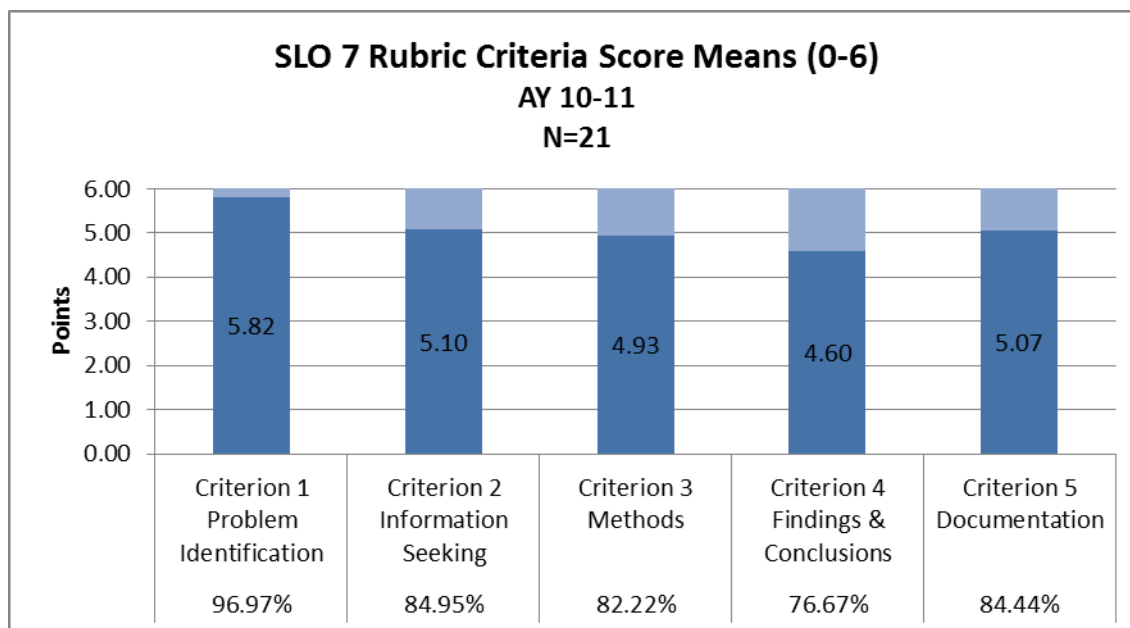
**Figure 29**

*Administrative Services Tier I AY10-11 Score Distribution-SLO 7*



**Figure 30**

*Administrative Services Tier I AY10-11 Criteria Means-SLO 7*

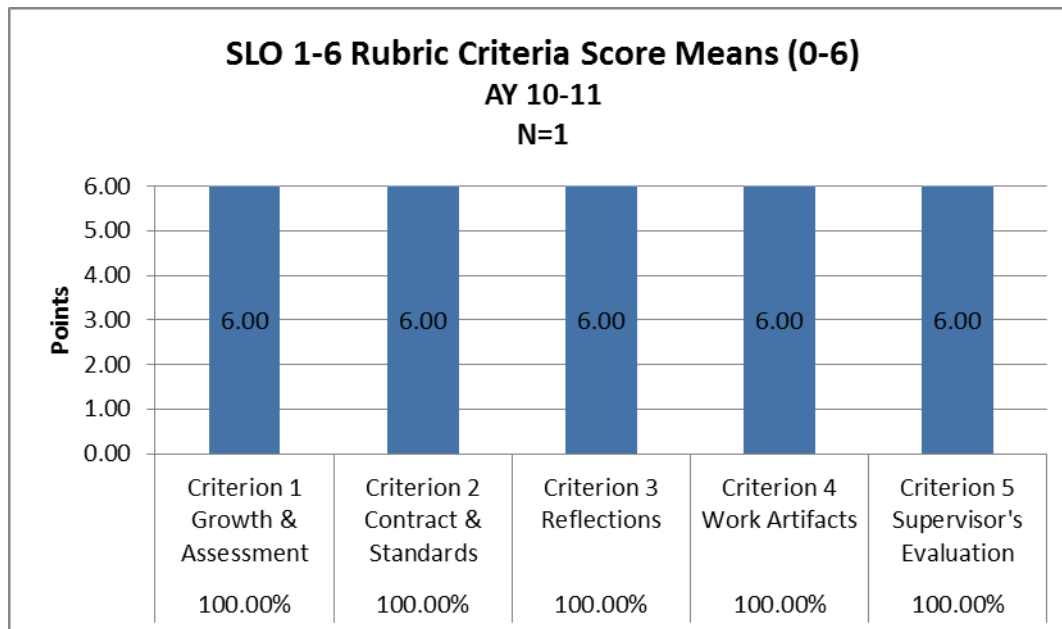




## Outcomes 1-6:

**Figure 31**

*Administrative Services Tier I AY10-11 Criteria Means-SLOs 1-6*

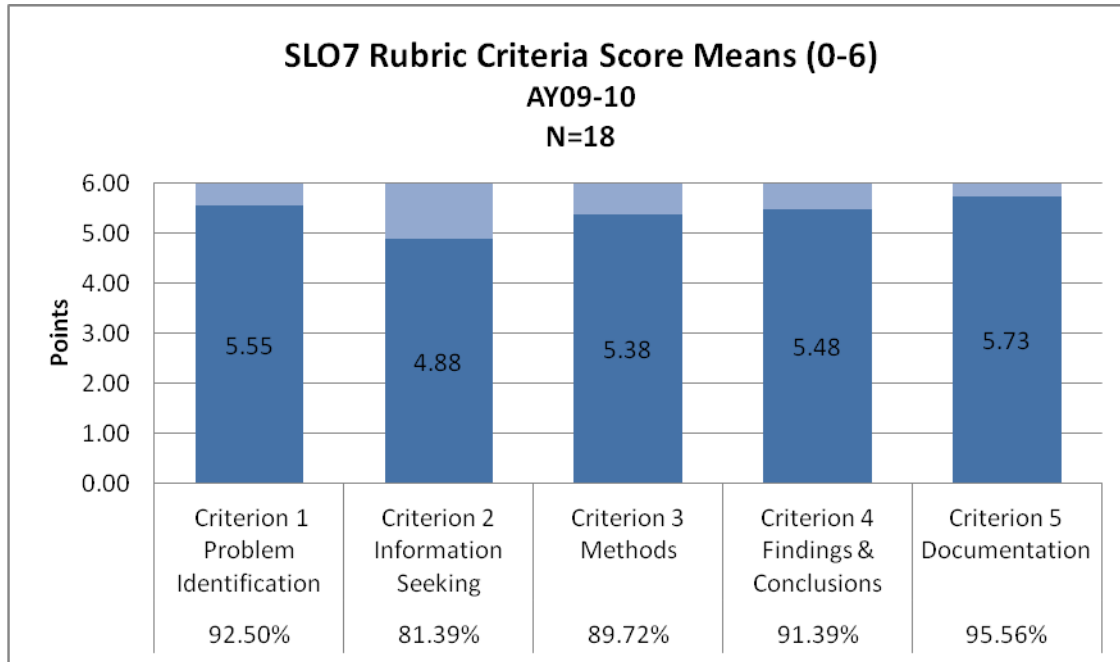


## Comparison of SLO 7 Student Learning Data for 2009-2010 and 2010-11

**The decrease in outcome 7** (demonstrate ability to utilize and apply research skills to solve a school or district based problem) can be considered by looking at the criterion scores for each year in Figures 32 and 33. The largest decreases are in criterion 3, Methods and criterion 4, Findings and Conclusions. These differences merit further examination but may have been due to students having a greater role in evaluating their own research projects.

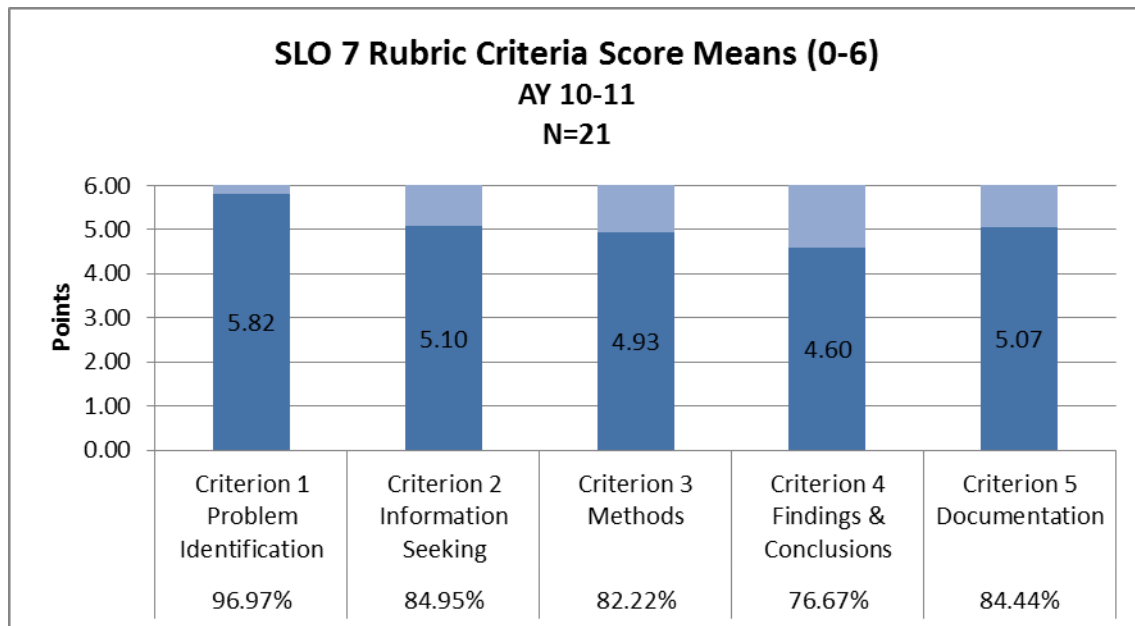
**Figure 32**

*Outcome 7 Criterion Scores for 2009-2010*



**Figure 33**

*Outcome 7 Criterion Scores for 2010-2011*



## 2009-11 Program Effectiveness Data

Upon exit, students were given a survey to evaluate the program. It consisted of multiple choice and open ended items to complete at the conclusion of their final portfolio presentation.

Table 7 shows generally high ratings for all of the EDAD courses, particularly, EDAD 680, Field Experience and EDAD 649 Urban Education.

**Table 7**

*Candidate Exit Survey Results-Courses*

Rate the quality of the following courses	High degree or excellent	Very valuable or strong	Adequate	Needs revising or poor
EDAD 541 Leadership, Organizational Management, and Ethics				
07-08	13	1		
08-09	7	2		
09-10	10	5	1	1
10-11	9	11	1	
EDAD 544 Legal Aspects of Education: Implications and Applications for School Leadership				
07-08	13	1		
08-09	5	1	2	1
09-10	12	3	4	2
10-11	12	8		
EDAD 647A Fiscal Resources in Educational Administration				
07-08	6	7		1
08-09	6	3		
09-10	9	5	3	
10-11	7	11	3	
EDAD 647 B Human Resources in Educational Administration				
07-08	6	5	1	1
08-09	9			
09-10	13	4	1	
10-11	8	12	1	
EDAD 649 Urban Schools and the Community: Social, Political and Policy Issues				
07-08	6	2	4	2
08-09	8	1		
09-10	15	1	2	
10-11	12	9		

<b>Rate the quality of the following courses</b>		<b>High degree or excellent</b>	<b>Very valuable or strong</b>	<b>Adequate</b>	<b>Needs revising or poor</b>
EDAD 677A Curriculum, Program Development, and Evaluation					
	07-08	7	2	4	1
	08-09	8	1		
	09-10	9	5	3	
	10-11	13	5	2	1
EDAD 677B Instructional Leadership and Assessment					
	07-08	9	3	1	2
	08-09	6	3		
	09-10	12	5	1	
	10-11	12	6	1	
EDAD 680 Field Experience					
	07-08	8	1		
	08-09	8	1		
	09-10	14	3	1	
	10-11	12	8		
EDAD 695 Research Study					
	07-08	7			
	08-09				
	09-10	3			
	10-11	8	3		
EDAD 698 Master's Thesis					
	07-08	2			
	08-09				
	09-10	1			
	10-11				

Table 7 shows that most students felt that they met all of the standards. In the last year there were increases in standards 5 model a personal code of ethics and develop professional leadership capacity and standard 6, understand, respond and influence the larger political, social, economic, legal, and cultural context.

**Table 8***Candidate Exit Survey-Standards*

<b>Rate the extent to which the standard was met.</b>	<b>Extremely well</b>	<b>Very well</b>	<b>Moderately well</b>
1. Develop a shared vision of learning that is supported by the school community			
07-08	11	8	
08-09	9	1	
09-10	11	7	
10-11	16	2	3
2. Advocate, and sustain a school culture and instructional program conducive to student learning and staff professional growth.			
07-08	12	2	
08-09	9	1	
09-10	15	3	
10-11	17	4	
3. Manage the organization, operations, and resources to foster a safe, efficient, and effective learning environment.			
07-08	14	5	
08-09	6	3	
09-10	9	7	1
10-11	15	5	1
4. Collaborate with families and community members, respond to diverse community needs, and mobilize community resources.			
07-08	10	3	1
08-09	7	3	
09-10	9	7	
10-11	16	3	2
5. Model a personal code of ethics and develop professional leadership capacity.			
07-08	12	2	
08-09	8	2	
09-10	12	7	(1 not well)
10-11	18		
6. Understand, respond and influence the larger political, social, economic, legal, and cultural context.			
07-08	14		
08-09	7	1	3
09-10	9	7	1
10-11	16	4	1

### **PART III – Analyses and Discussion of Candidate and Program Data**

#### **Program Strengths**

- Signature assignment data from 09-10 and 10-11 indicate that candidates exceeded or met expectations for all six SLO's.
- Most candidates indicated that they met the standards extremely well or very well.
- Candidates continue to rate the classes positively, particularly the field experience.
- Instructors are using rubrics to make assessments on signature assignments.

#### **Areas for improvement**

- In addition to the overall rubric score, all instructors need to report student performance on individual rubric criteria (they do use rubrics to score signature assignments). These data can help identify targeted areas to make program improvements.

### **Part IV – Use of Assessment Results to Improve Candidate and Program Performance**

Based on the data reported and our analysis of these findings, the following program changes are warranted:

<b>Priority</b>	<b>Action or Proposed Changes To Be Made</b>	<b>By Whom?</b>	<b>By When?</b>
1	Adjunct professors will report criterion data by the points on the syllabus and they will be transposed to rubric points.	Charles Slater and Instructors	12-15-11
2	EDAD 695 Masters Research will give greater emphasis to instruction on findings and conclusions.	Instructor	Spring 2012
3	Review alignment of Rubrics and SLOs	Faculty	2-19-11
4	Change Rubric for EDAD 541 to Self as Leader: Reflective Paper	Instructor	Spring 2012
5	Assess Developmental Portfolio at conclusion of program	James Scott	Spring 2012