



College of Education and Affiliated Programs
Annual Assessment Report – 2009-10
Administrative Services I Program

Note: this report presents and analyzes data from the 2009-2010 academic year.

Background

1. Describe your program (general goals, how these connect to the college conceptual framework, enrollment, and number of faculty). Describe any program changes since your last CED Annual Report?

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 Masters 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.

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 2 shows that 40 students were accepted to the program. About half of these students formed the Long Beach Unified School District Cohort. Additional LBUSD cohorts are not planned at this time, and additional cohorts will be needed to maintain enrollment.

Table 1
Program Student Learning Outcomes and Relevant Standards

	Outcome 1:	Outcome 2:	Outcome 3:	Outcome 4:	Outcome 5:	Outcome 6:	Outcome 7:
SLOs	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.
Signature Assignment (s)	Dev portfolio	Dev portfolio, Team curriculum analysis, critique of school planning proc	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
National Standards	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
State Standards	Standard 10 (CPSEL)	Standard 11 (CPSEL)	Standard 12 (CPSEL)	Standard 13 (CPSEL)	Standard 14 (CPSEL)	Standard 15 (CPSEL)	n/a
Conceptual Framework	Promotes Growth	School Improvement	Service and Collaboration	Values Diversity	Prepares Leaders	Prepares Leaders	Research and Evaluation
NCATE Elements	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, 2009-2010 (snapshot taken F09)*

	Transition Point 1		
	Admission to Program		
	Applied	Accepted	Matriculated
	#	#	#
TOTAL ¹	55	40	35

Table 3*Program Specific Candidate Information, 2009-2010 (snapshot taken F09)*

	Transition Point 2
	Advancement to Culminating Experience
	#
Thesis (698)²	1
Comps³	0
Project (695)⁴	17

¹ Totals include combined figures for Master's and Advanced Credential Programs.

² 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.

³ 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).

⁴ 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, 2009-2010 (snapshot taken F09)*

	Transition Point 3
	Exit
	#
Degree	18
Credential⁵	16

Table 5*Faculty Profile 2009-2010*

Status	Number
Full-time Faculty	2
Part-time Lecturer	5
Total:	11

2. How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting.

Copies of this report were mailed to full-time and part-time faculty. Two full-time faculty members and three part-time faculty members reviewed progress in the program and discussed areas for improvement.

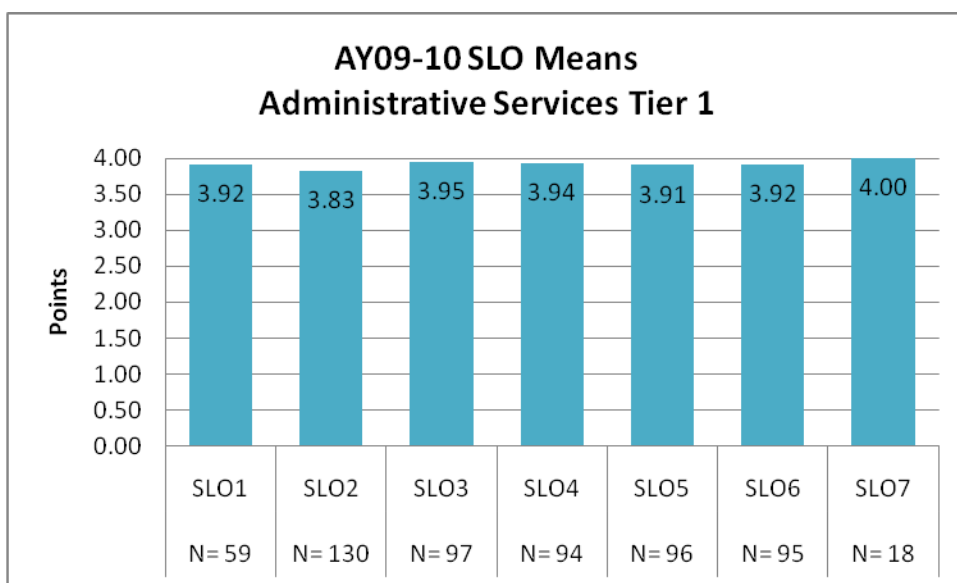
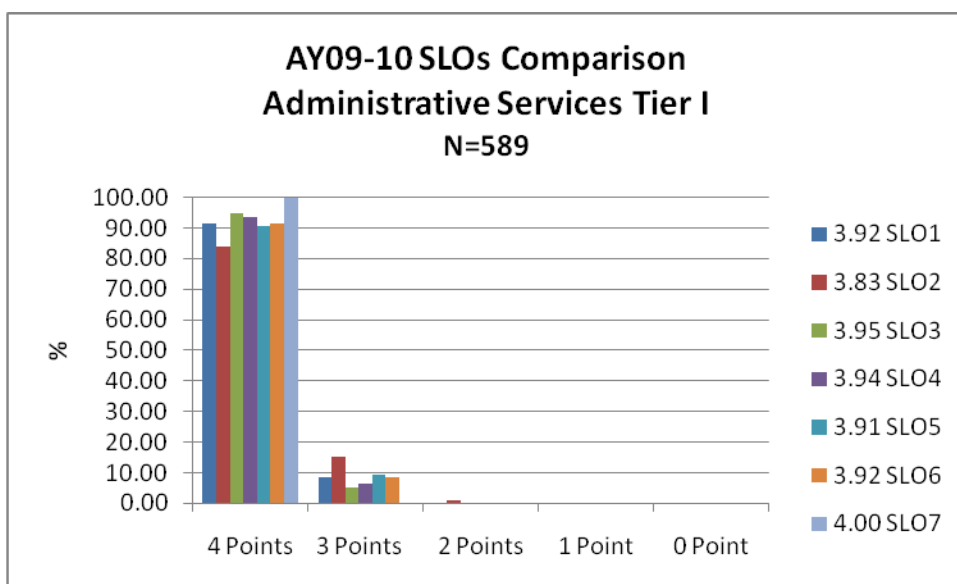
Data

3. Question 3 is in 2 main parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:
 - a. Candidate Performance Data: Provide *direct* evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used). Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, percentage passing as appropriate for each outcome.

⁵ 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 1 or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2009, Fall 2009, and Spring 2010.

The following figures show a high level of performance on signature assignments for each of the program outcomes. The scores 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).

Administrative Service Tier I AY09-10



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

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

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

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

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

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

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

- b. Program Effectiveness Data: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness. Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome.

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 6 shows generally high ratings for all of the EDAD courses, particularly, EDAD 680, Field Experience.

Table 6

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
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
EDAD 647A Fiscal Resources in Educational Administration				
07-08	6	7		1
08-09	6	3		

Rate the quality of the following courses	High degree or excellent	Very valuable or strong	Adequate	Needs revising or poor
09-10	9	5	3	
EDAD 647 B Human Resources in Educational Administration				
07-08	6	5	1	1
08-09	9			
09-10	13	4	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	
EDAD 677A Curriculum, Program Development, and Evaluation				
07-08	7	2	4	1
08-09	8	1		
09-10	9	5	3	
EDAD 677B Instructional Leadership and Assessment				
07-08	9	3	1	2
08-09	6	3		
09-10	12	5	1	
EDAD 680 Field Experience				
07-08	8	1		
08-09	8	1		
Total	14	3	1	
EDAD 695 Research Study				
07-08	7			
08-09				
09-10	3			
EDAD 698 Masters Thesis				
07-08	2			
08-09				
09-10	1			

Table 7 shows that students felt that they met all of the standards/outcomes quite well.

Table 7

Candidate Exit Survey-Standards

Rate the extent to which the standard was met.	Extremely well	Very well	Moderately well
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	
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	
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
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	
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)
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

4. **OPTIONAL:** You may provide *additional* information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data sources.

Analysis and Actions

5. What do the data for each outcome say regarding candidate performance and program effectiveness? Please note particular areas of strength or areas in need of improvement.

Program Strengths

- Signature assignment data from 09-10 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, 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.
 - The procedures for the program portfolio need to be communicated to all instructors. Connections should be made between the portfolio and the signature assignments.
 - The portfolio is described in the first course EDAD 541, and students present their portfolios at the end of the program. However, between those two times, instructors often do not connect the portfolio to their class assignments. In addition, students need to see the connection between the signature assignments and the portfolio.
 - The year 2009-10 was the last year for the Long Beach Unified School District cohort. Students need to be recruited for an additional off-campus cohort.
6. How do these findings compare to past assessment findings regarding: a) candidate performance and, b) program effectiveness?

The program continues to be highly effective.

7. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes, etc. based on these findings in Questions 5 and 6? Please link proposed changes to data discussed in Q5.

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

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
1	Instructors need to report student performance on individual rubric criteria.	Instructors	10-11
2	The procedures for the program portfolio need to be communicated to all instructors. Connections should be made between the portfolio and the signature assignments.	Instructors	12-10
3	Both the signature assignments and portfolio for the program need to be communicated to students.	Instructors	10-11
4	Students need to be recruited for an additional off-campus cohort.	Program Coordinator	Spring 11

EDAD Program

Minutes

12-1-10

Butler School

Attendance: Sparkle Peterson, Linda James Perry, Claudia Kreis, Jim Scott, Charlie Slater

Rubric reports on signature assignments are due at the end of the semester. In addition to the overall score for each student, the individual criteria should be completed if available. A prize will be awarded to the first instructor to send in the report ☺

Linda James Perry presented portfolio instructions that she uses in EDAD 541.

Claudia Kreis explained the portfolio for the field experience in EDAD 680. We are searching for another name to distinguish the field experience portfolio from the program portfolio (Field Experience Handbook, Report, or Record, other?). We discussed whether to merge the two portfolios for the Portfolio night presentation.

We discussed having a larger group of faculty participate in the portfolio night and read the portfolios in advance. The next Portfolio Night is December 20. All are welcome.

Jim Scott suggested that we could develop a case study that would carry across all of the courses. Charlie Slater will work on a combined portfolio/signature assignment/standards explanation.