



College of Education and Affiliated Programs
Annual Assessment Report – Fall 2012
Administrative Services I Program

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 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 presents the program's learning outcomes and related information. Tables 2 through 5 provide data on applications and admission, advancement to the culminating experience, program completion, and the number of faculty.

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	Reflective Paper	Team curriculum analysis, critique of school planning proc	Interview/ field research project	Urban school study	field exp plan	Case analysis	Research masters study or thesis
National Standards	I School Vision of Learning	II Student Learning and Professional Growth	III Organization al Management for Student Learning	IV Collaboratn with Families and Community	V Professional Developmt	VI Political, Social, Economic, Legal, and Cultural Understdng	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	Leadership; Evidence-based Practices	Effective Pedagogy	Innovation	Collaboration	Leadership	Advocacy	Scholarship
CSULB Learning Outcomes	Collaborative Problem Solving	Integrating liberal education	Well- prepared	Knowledge and respect for diversity; Collaborative problem solving	Well- prepared	Engaged in global and local issues	Integrating liberal education
NCATE Elements	Student Learning- Other	Student Learning- Other	Knowledge and Skills- Other	Knowledge and Skills- Other	Professional Disposition s	Knowledge and Skills- Other	Knowledge and Skills- Other

Table 2

Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 1 (Admission to Program)

	Number Applied	Number Accepted	Number Matriculated
TOTAL¹	49	46	40

Table 3

Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 2 (Advancement to Culminating Experience)

	Number
Project (695)²	12

Table 4

Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 3 (Exit)

	Number
Degree	12
Credential³	19

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

² This is data on students who were conducting culminating projects during Fall 2011 and Spring 2012. This figure may include students who actually "crossed into" this transition point prior to Fall 2011 and were still making progress on their theses at this time.

³ 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 2011, Fall 2011, and Spring 2012.

Table 5

Faculty Profile 2011-12⁴

Status	Number
Full-time TT/Lecturer	2
Part-time Lecturer	5
Total:	7

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.

Program faculty discussed the program on February 6, 2012. (Attendance: Jim Scott, Linda James Perry, Charles Slater.) Jim Scott presented EDLD 723 as a model rubric. Faculty agreed to make each rubric worth 30 points and weigh the components. Faculty revised the rubric for EDAD 541 to give greater emphasis to the content of the leadership reflective paper, weight each item, and make the total worth 30 points. Faculty will work on the remaining rubrics to make them consistent with this model.

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.

⁴ Faculty numbers reflect headcounts of any faculty member teaching a course in the program for the prior academic year (Summer through Spring). Faculty who teach across multiple programs will be counted in each program.

Table 6*Program Student Learning Outcomes and Signature Assignments*

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
SLO 1: Develop a shared vision of learning that is supported by the school community.	EDAD 541: Reflective Paper	Candidates thoroughly reflect on and identify their leadership style, strengths, weaknesses, capacity, and natural tendencies. The reflection address implications for future leadership positions. The process is generated through a formalized assessment of leadership capacity, qualities, and style, along with information gleaned through lectures and readings.
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"> EDAD 677A: Team Curriculum Analysis EDAD 677B: Critique of School Planning 	<ul style="list-style-type: none"> 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. 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.
SLO 3: Manage the organization, operations, and resources to foster a safe, efficient, and effective learning environment.	<ul style="list-style-type: none"> Portfolio EDAD 647A: Interview/Field Research Project 	<ul style="list-style-type: none"> 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.
SLO 4: Collaborate with families and community members, respond to diverse community needs, and mobilize community resources.	EDAD 649: Urban School Study	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.
SLO 5: Model a personal code of ethics and develop professional leadership capacity.	EDAD 647B: Field Experience Plan	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.
SLO 6: Understand, respond and influence the larger political, social, economic, legal, and cultural context	EDAD 544: Case Analysis	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 understand 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 response and influence will occur. The assignment provides candidates the opportunity to practice constructing plans in order to master this important aspect of leadership.
SLOs 1-6	EDAD 680: Field Experience Portfolio	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.
SLO 7: Demonstrate ability to utilize and apply research skills to solve a school or district based problem	EDAD 695: Research Masters Study or EDAD 698: Thesis	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.

Figure 1

AY11-12 SLO Comparison

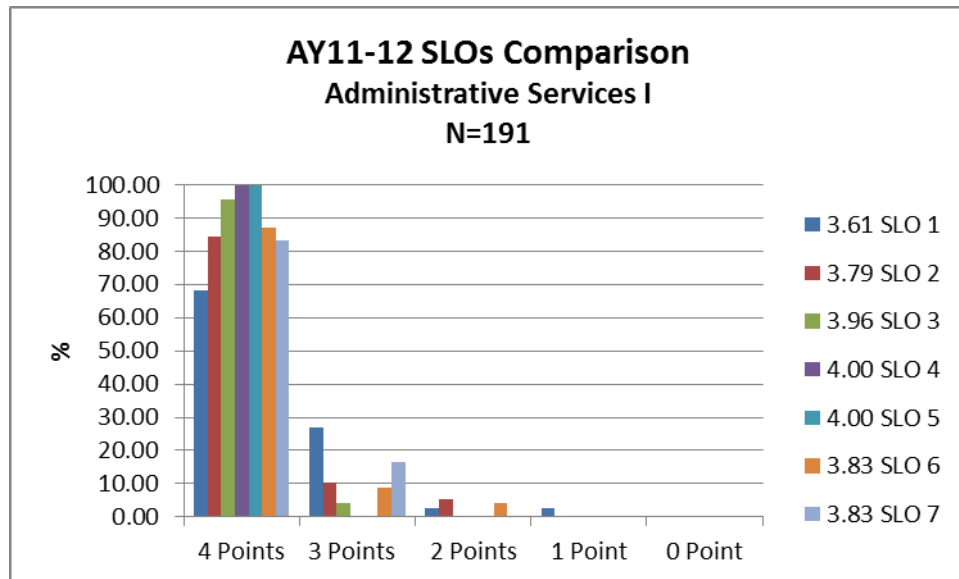
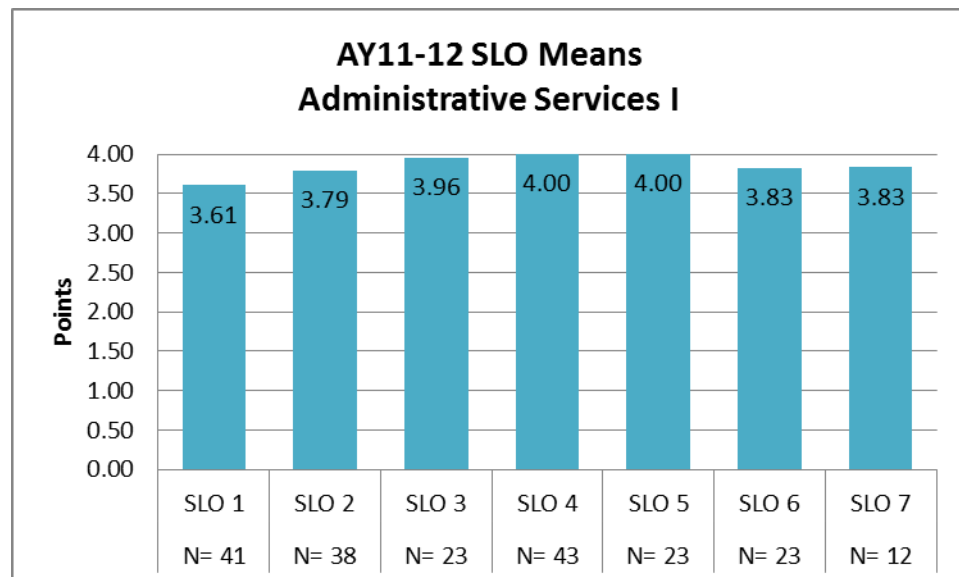


Figure 2

AY11-12 SLO Means



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

Figure 3

AY11-12 Score Distribution-SLO 1

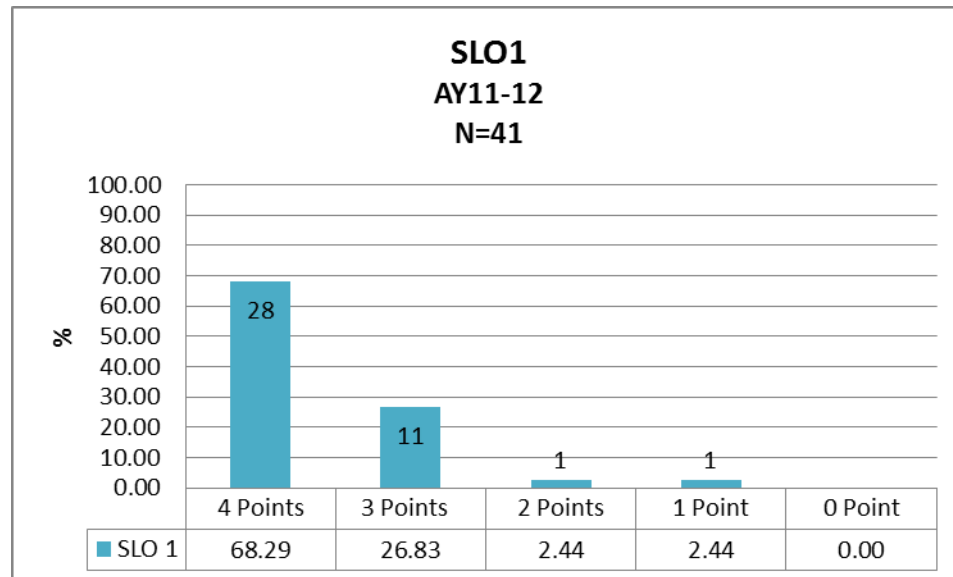
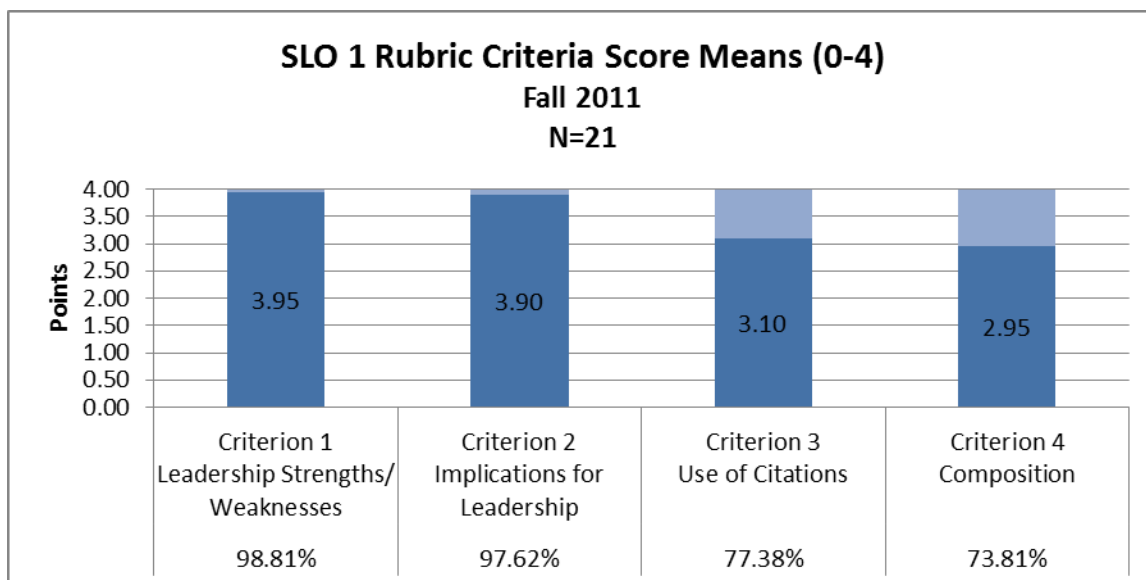


Figure 4

AY11-12 Criteria Score Means-SLO 1



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

Figure 5

AY11-12 Score Distribution-SLO 2

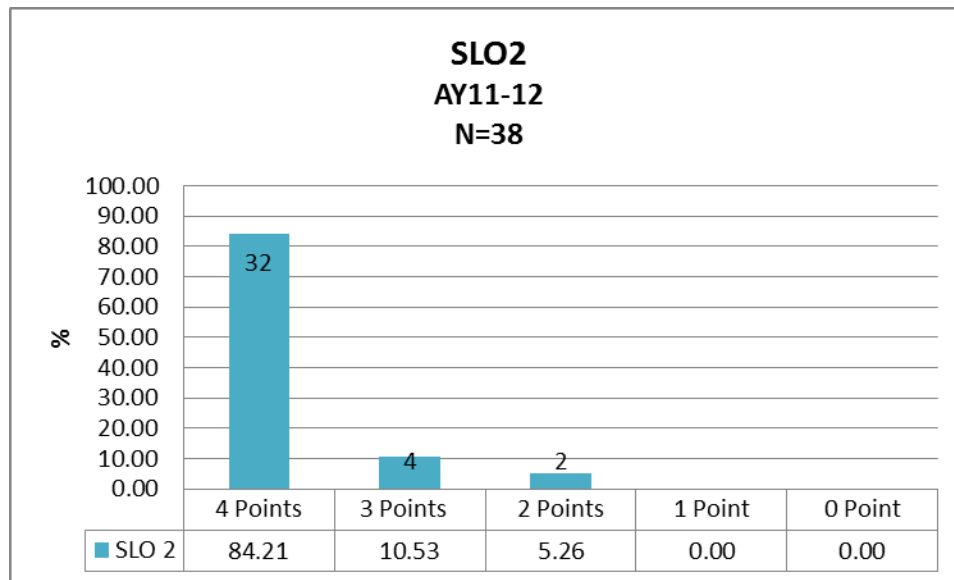
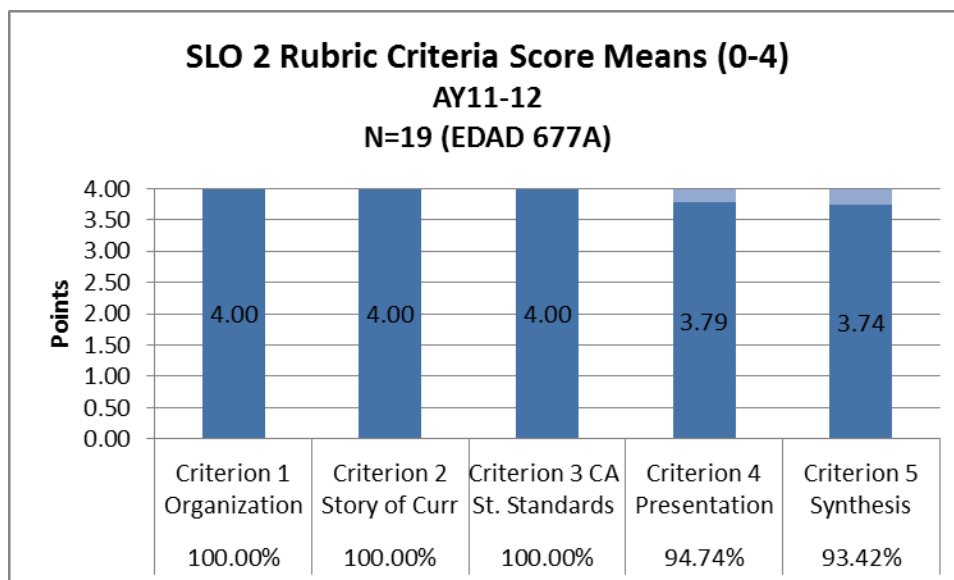


Figure 6

AY11-12 Criteria Score Means-SLO 2



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

Figure 7

AY11-12 Score Distribution-SLO 3

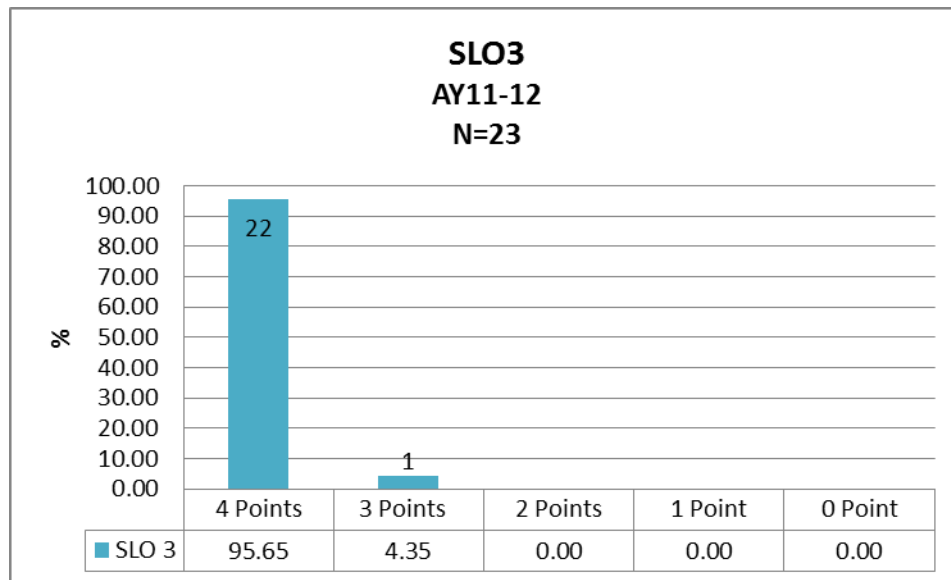
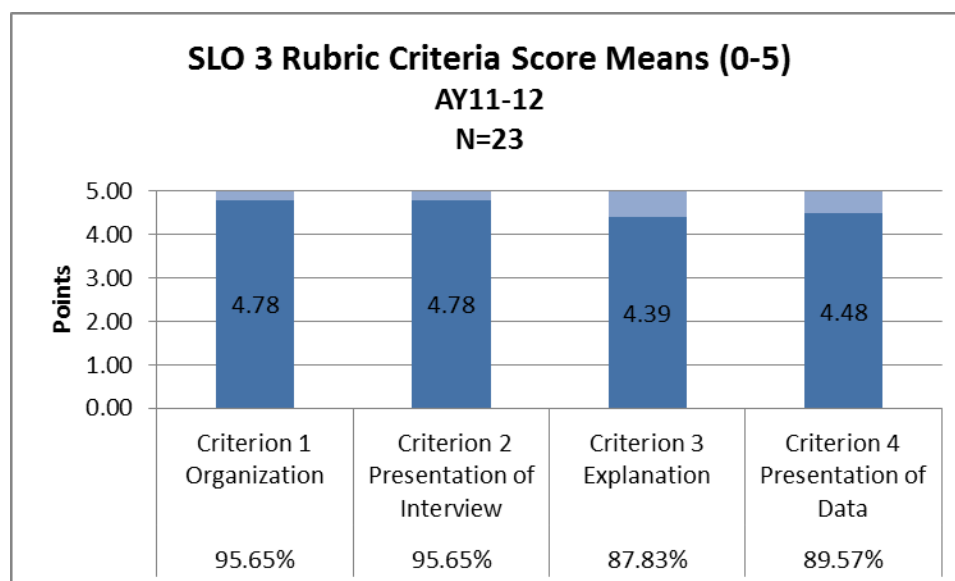


Figure 8

AY11-12 Criteria Score Means-SLO 3



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

Figure 9

AY11-12 Score Distribution-SLO 4

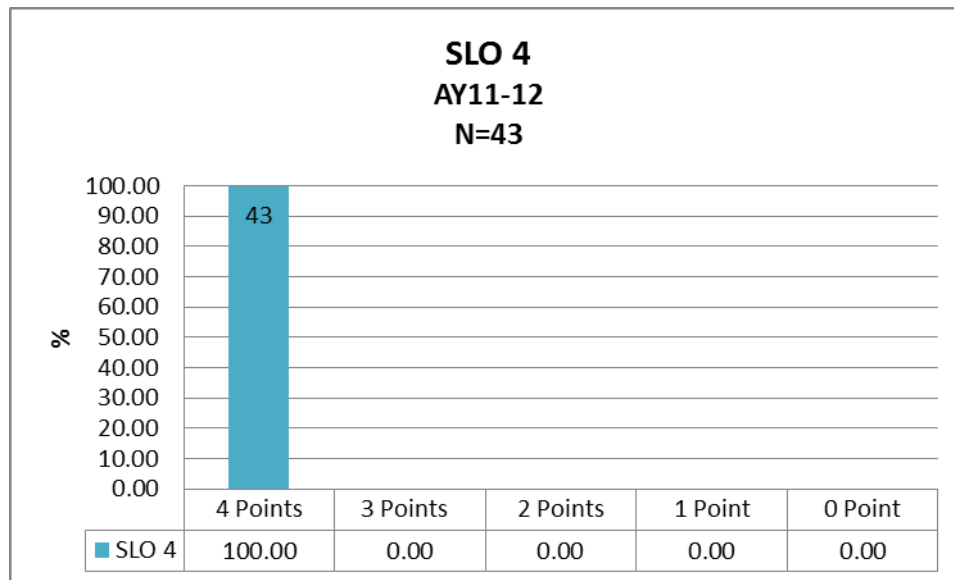
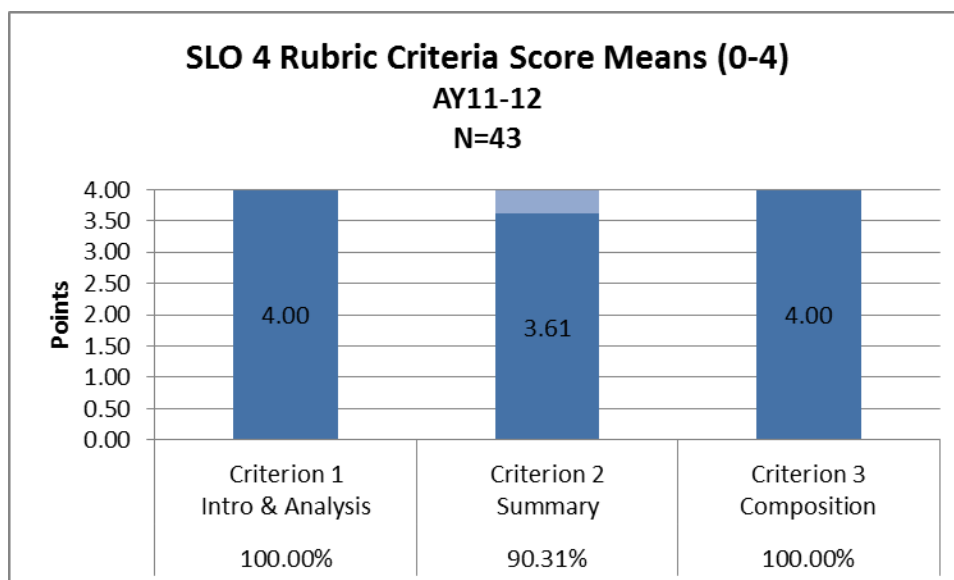


Figure 10

AY11-12 Criteria Score Means-SLO 4



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

Figure 11

AY11-12 Score Distribution-SLO 5

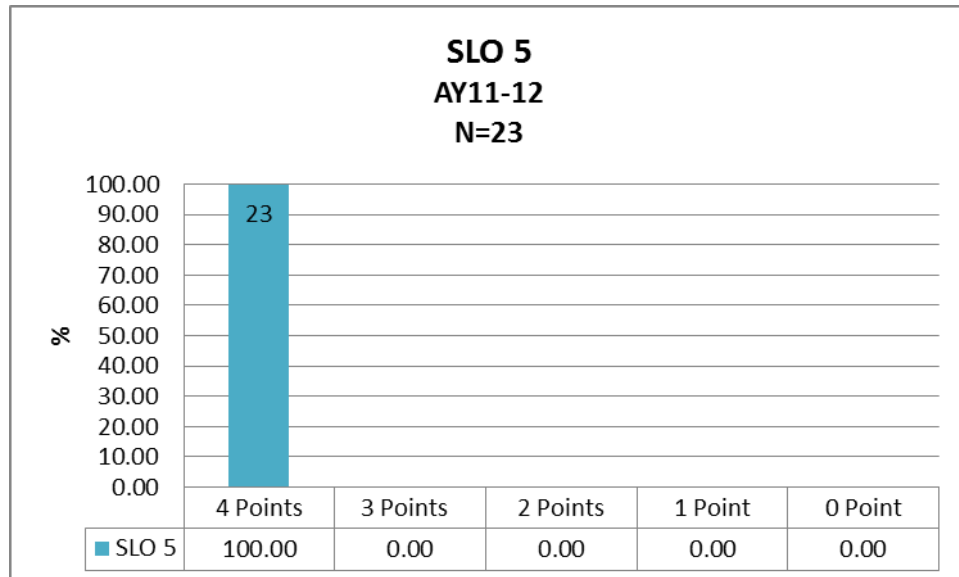
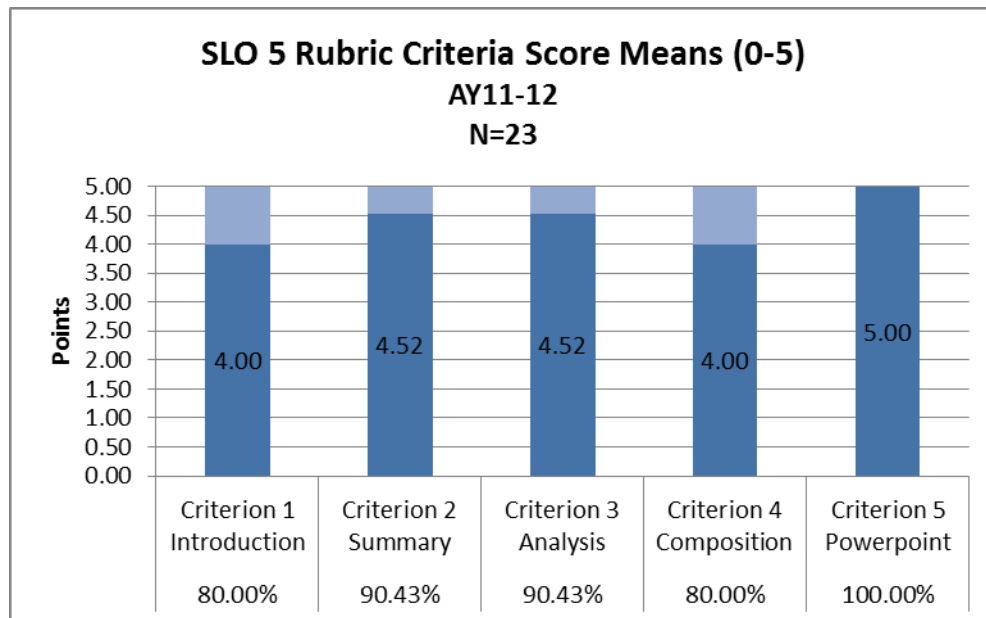


Figure 12

AY11-12 Criteria Score Means-SLO 5



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

Figure 13

AY11-12 Score Distribution-SLO 6

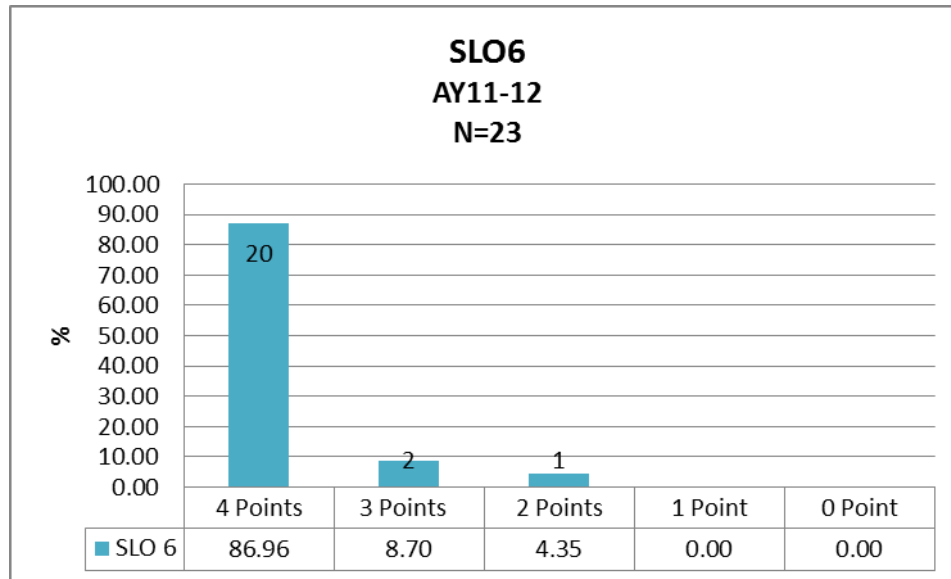
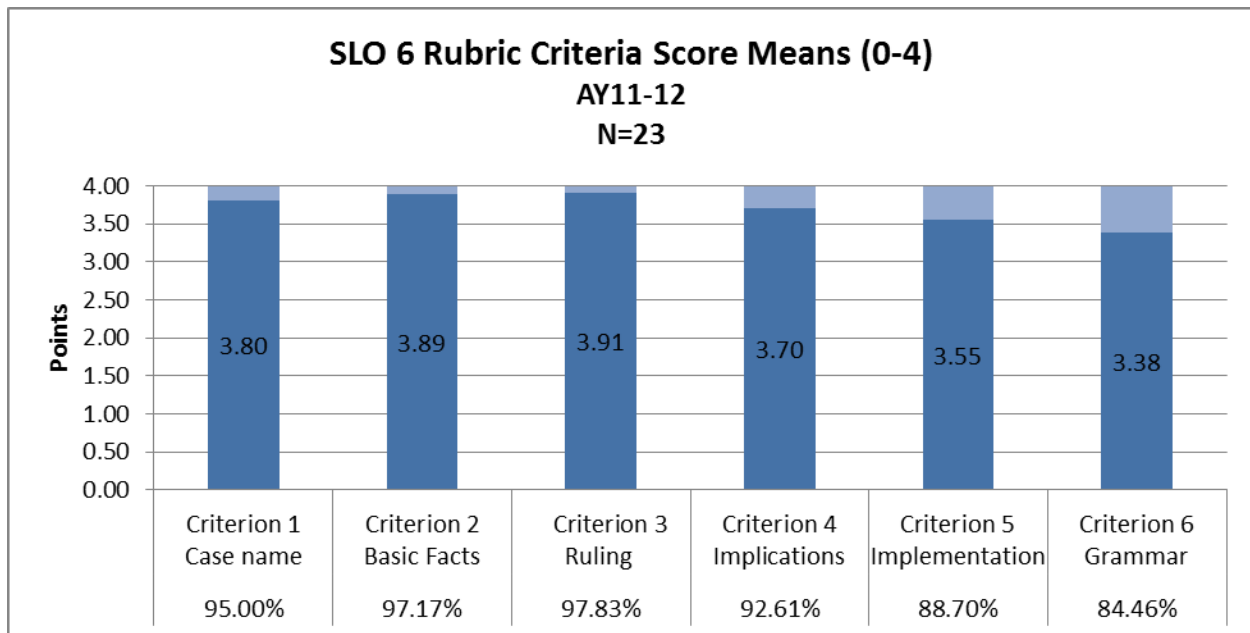


Figure 14

AY11-12 Criteria Score Means-SLO 6



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

Figure 15

AY11-12 Score Distribution-SLO 7

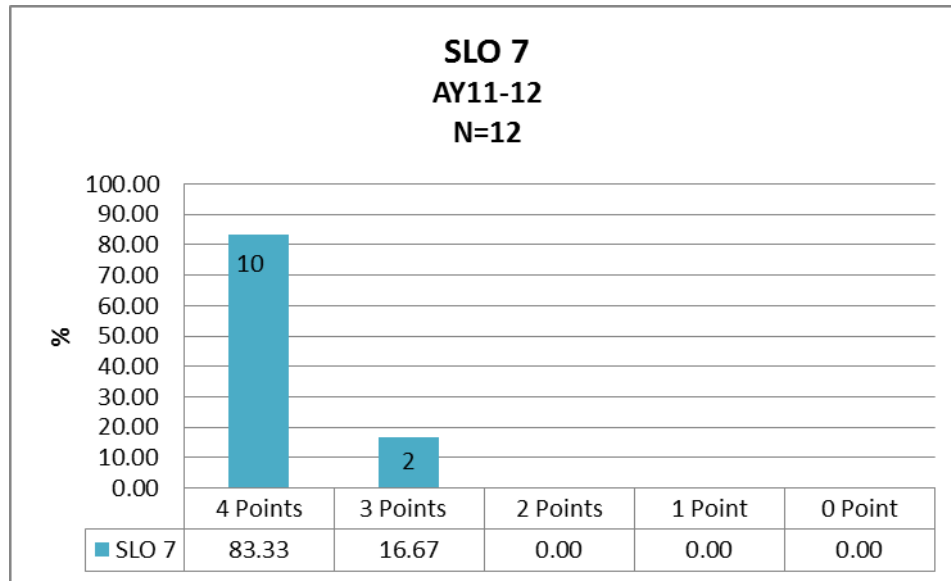
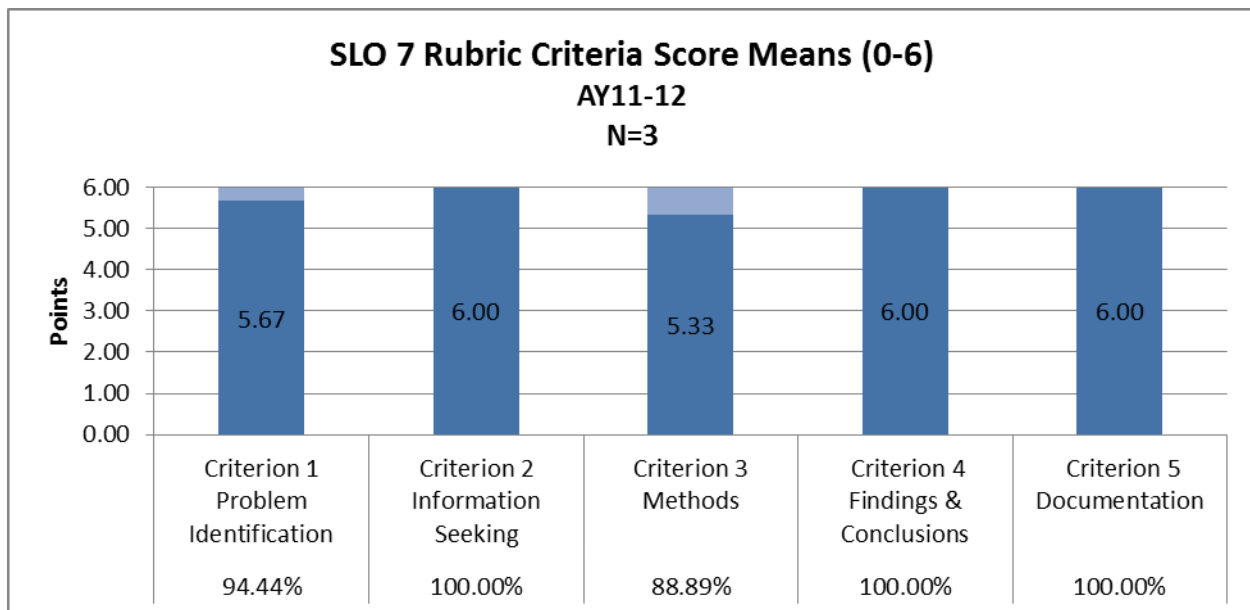


Figure 16

AY11-12 Criteria Score Means-SLO 7



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.

Figure 17

AY11-12 Score Distribution-SLO 1-6

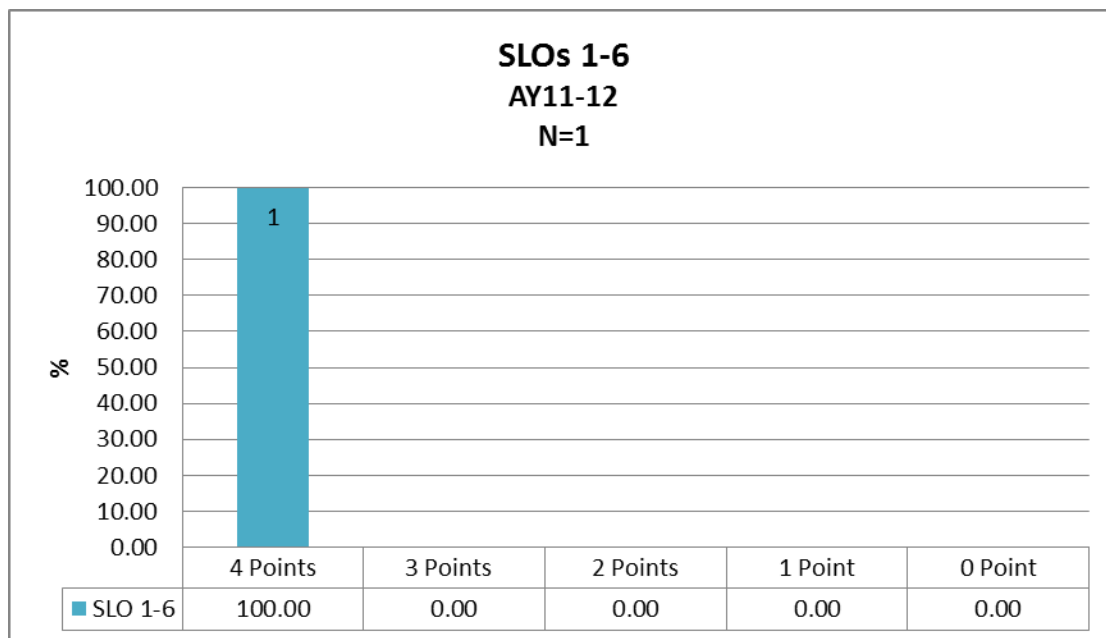
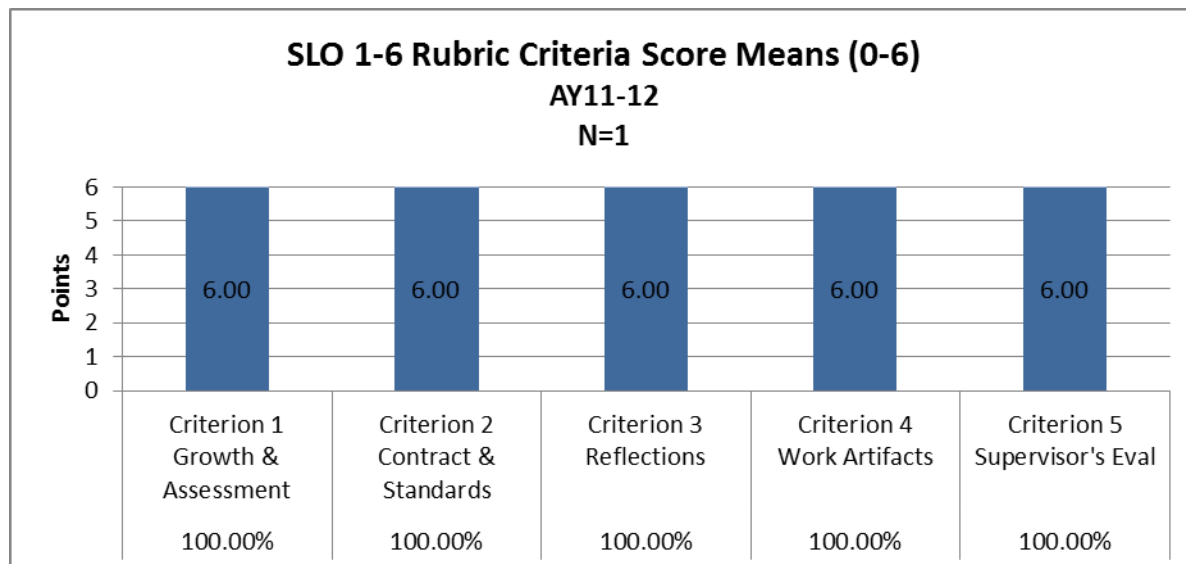


Figure 18

AY11-12 Criteria Score Means-SLO 1-6



- 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.

2012 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 541, EDAD 544, EDAD 677B, and EDAD 680.

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	
11-12	10	1		

Rate the quality of the following courses		High degree or excellent	Very valuable or strong	Adequate	Needs revising or poor
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		
	11-12	8	2		
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	
	11-12	5	6		
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	
	11-12	4	5	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		
	11-12	9	2		
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
	11-12	7	4		
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	
	11-12	8	2		

Rate the quality of the following courses		High degree or excellent	Very valuable or strong	Adequate	Needs revising or poor
EDAD 680 Field Experience					
	07-08	8	1		
	08-09	8	1		
	09-10	14	3	1	
	10-11	12	8		
	11-12	10			
EDAD 695 Research Study					
	07-08	7			
	08-09				
	09-10	3			
	10-11	8	3		
	11-12	3	2		
EDAD 698 Master's Thesis					
	07-08	2			
	08-09				
	09-10	1			
	10-11				
	11-12				

Table 8 provides additional exit survey data. The table shows that most students felt that they met all of the standards. In the last year, there was an increase in standard 2 (*advocate, and sustain a school culture and instructional program conducive to student learning and staff professional growth*).

Table 8

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	
	10-11	16	2	3
	11-12	9	2	
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	
	11-12	10	1	

Rate the extent to which the standard was met.	Extremely well	Very well	Moderately well
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
11-12	8	3	
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
11-12	8	3	
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		
11-12	10	1	
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
11-12	7	4	

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 2011-12 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 and criteria on signature assignments.

Areas for improvement

- The rubric score for SLO 1, develop a shared vision of learning that is supported by the school community, was lower than for the other standards. This result might be expected since the SLO comes in the first course of the program. Students are developing a personal vision. As the program progresses, students should expand their vision in each course area and culminate with a statement of how their vision has changed in the final portfolio presentation.
 - The criteria for SLO 1 indicate that the lowest ratings are for use of citations and composition. The faculty decided that too much weight was being given to writing skills and citations and not enough emphasis was being given to the vision content. This rubric was changed in February 2012 to give less weight to writing and more weight to the content of the vision statement.
 - SLO 5, Model a personal code of ethics and develop professional leadership capacity, requires candidates to prepare a written report on an issue in Human Resources. The scores were lower for Criterion 1, introduction, and criterion 4 composition. This result may have indicated that students were having some trouble framing the issue.
 - Grammar was the lowest criterion for SLO 6. The problems with writing are ameliorated later in the program in Masters Research class EDAD 695 as indicated below.
 - The rating for SLO 7, was quite high. This SLO is the signature assignment for Masters Research, which requires extensive writing. Students struggle with the task of writing an extensive paper. The ratings are high because there is a mastery learning approach in which all students ultimately produce a high quality paper.
6. How do these findings compare to past assessment findings regarding: a) candidate performance and, b) program effectiveness?
- The faculty is now scoring rubrics in a timely fashion and connecting them to the course objectives and activities. The criteria are given weight more consistent with course objectives. They are also examining the extent to which objectives are being emphasized across courses.
- The goal of vision for students is now given greater emphasis in the rubric to match the importance that faculty believe that it should have. Writing in the early part of the program is taught with a developmental perspective with the understanding that mastery will occur later in the program.
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.

Table 9*Action Plan*

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
1	Emphasize the development of vision in each class throughout the program. Share the EDAD 541 student vision statements with all professors. Each professor will then develop vision as it is related to their class content. For example, the student will develop a philosophy and vision for developing a budget for a school in EDAD 647A and develop a statement of their own perspective on curriculum in EDAD 677A. Students will state how their vision has changed during the program when they present their program portfolio.	All faculty	Fall 2013
2	Maintain emphasis on writing in each course, with special attention to the portfolio entries that are presented at the conclusion of the program	All faculty	Fall 2013