

Educational Research and Administration

Master of Arts in Education: Educational Leadership and Administration Option and Preliminary Administrative Services Credential

Kremen School of Education and Human Development

Student Outcomes Assessment Plan (SOAP)

I. Mission Statement

The mission of the Educational Leadership and Administration Program is: **“to prepare credible and relevant leaders in education.”** Inherent in attaining the mission statement is a program designed to prepare teachers and other credentialed school personnel in a manner that ensures that they become leaders of the highest quality and have a deep understanding of the needs of schools in the Central Valley and beyond.

II. Goals and Student Learning Outcomes

The overarching goal of the Educational Leadership and Administration Program is to prepare candidates to assume administrative roles as credible instructional leaders that have a well-formed philosophy of educational leadership based on a deep theoretical/knowledge base as well as practical on-site experience. The California Professional Standards for Educational Leaders (CPSELs) provide the foundation for the goals and objectives of the program.

Graduates of the Educational Leadership and Administration Masters and Credential Program are skilled instructional leaders who effectively and efficiently lead and manage schools and design and implement systems that have a profound and positive impact on ensuring every student achieves at proficiency and beyond. Fresno State graduates, as they accept new administrative and leadership assignments and responsibilities, have the knowledge and skill to diagnose their new organization/situation and understand its challenges and opportunities. Educational Leadership and Administration graduates have the knowledge and skill set to formally and informally assess the current state of a department/school site using strategies and research-based tools through the lens of the following program components:

- 1.0 Shared Vision of Learning-- Increasing the Achievement of Every Student and Closing Proficiency Gaps
- 2.0 Culture of Teaching and Learning: Learning-Centered Schools
- 3.0 Management of the School in the Service of Teaching and Learning
- 4.0 Effective Partnerships: Working With Diverse Families and Communities.
- 5.0 Personal Ethics and Building Leadership Capacity
- 6.0 Understanding, Responding to, Influencing and Leveraging Context--
Political, Legal, Social, Economic and Cultural
- 7.0 Educational Research: Competencies for Analysis and Application

Student Learning Outcomes

In order to promote the success of every student, Educational Leadership and Administration candidates as educational leaders will . . .

- 1.1 Facilitate and monitor the development, articulation, and implementation of a shared vision of learning to ensure the achievement of every student.
- 1.2 Leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.
- 1.3 Identify and address barriers to accomplishing the vision.

- 2.1 Shape a culture of high expectations and create an accountability system of teaching and learning based on student learning standards.
- 2.2 Design, implement, and monitor a high quality instructional standards-based program where there is tight alignment of essential standards, high leverage instructional strategies, purposeful assessment, curricular resources, and professional development.
- 2.3 Use multiple assessment measures to evaluate student learning and drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.
- 2.4 Develop results-oriented professional learning communities and supervise and support the ongoing professional growth and development of all staff to improve the learning of all students.
- 2.5 Implement equitable practices to ensure the achievement of every student and promote equity, fairness, and respect among all members of the school community.

- 3.1 Effectively and efficiently manage the organization, operations, and resources for a safe, efficient, and effective learning environment.

- 4.1. Collaborate with families and community members, respond to diverse community interests and needs, and mobilize and leverage community services to support the equitable success of all students and all subgroups of students.

- 5.1. Model a personal code of ethics and develop and enhance the leadership capacity of self and others.

- 6.1. Assess and appropriately and effectively respond to, influence and leverage the political, legal, economic, and cultural contexts.

- 7.1 Access and review educational literature and research and write about educational areas, issues and problems.

III. Curriculum Map (Matrix of Courses X Learning Outcomes)

I = Introduced R = Reinforced T = Target

Courses	Student Learning Outcomes/Objectives												
	1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	4.1	5.1	6.1	7.1
EAD 261	I	I	I	I			I	I	I		T	I	
EAD 272	R	R	R	T	T	T	R	T					R
EAD 262	T	R	T	R				R		R	R	R	
EAD 263				R	R	R	T	R	R		R		
ERA 288				T	R	T		R					R
ERA 220								R					R
EAD 274		R		R		R		T		R		R	
EAD 269		T		R		R		R	T	T		T	
EAD 298/299 or ERA 244 + Comp. Exam								R					T

*Note: Courses are presented in the order they are offered during the sequence of courses.
Course Titles are indicated below.*

EAD 261 Introduction to Educational Leadership and Administration
 EAD 272 Advanced Curriculum Design and Delivery
 EAD 262 Advanced Educational Leadership
 EAD 263 Instructional Supervision
 ERA 288 Measurement and Program Evaluation
 ERA 220 Research Methods in Education
 EAD 274 Instructional Systems and Leadership for Equity
 EAD 269 Site-Based Leadership

Culminating Experience
 EAD 298/EAD 299 or Project/Thesis
 ERA 244 + Comp. Exam Mixed Methods Research for Diverse Schools + Comprehensive Exam

IV. Assessment Methods

A. Direct Measures (at least three)

Assessment Criteria, Rubrics, Scoring Guides – Link to Program Assessment for Educational Leadership and Administration at www.fresnostate.edu/kremen/cctc/admin

- 1. Graduate Writing:** EAD 261 - Students will respond to a prompt related to their *own attitude toward persons of different races, socio-economic status, cultures, religions and ethnic backgrounds as well as their attitudes toward sexual orientation and individuals with disabilities and how these attitudes and actions support or diminish the goal to ensure that all students receive equitable access to education* (CTC 6.d.6; NCATE 1.2, 1.5, 1.6, 1.8, 4.1). Writing is scored using a 4-Point Rubric (1=Beginning, 2=Developing, 3=Accomplished, 4=Exemplary) in the areas of Mechanics and Content and Organization. The student must achieve a score of 3 or higher to continue in the program. Indicator: 3 or 4 Benchmark: All students
- 2. Signature Assignment Scores:** The program recognizes the changing knowledge base about educational administration and the need for high standards and expectations, and is designed to prepare knowledgeable practitioner change agents who impact student learning at P12 schools and community colleges. The program advances knowledge of and capacity for effective leadership practice in important ways for our students. *Signature Assignments, which reflect the pedagogy the program has adopted, guide our instructional strategies and characterize the program. These assignments are intended to assess important student knowledge, skills and abilities, identify areas of strength and challenge, and contribute to successfully evidencing the attainment of state, national, and licensure standards and objectives.* It is important to note that the philosophy of the faculty centers on the importance of every student evidencing learning at an Acceptable or Target level, therefore, first time great lesson planning, design, and delivery is a priority. Based on the score, if a candidate does not evidence learning at an Acceptable or Target level (which means the candidate earned a score of Unacceptable - major revision needed or Progressing – minor revision needed), the student is expected to revise his/her work to meet expectation of the intended learning, and resubmit the work. Instructors reteach and/or coach-up the candidate as needed. Students may also revise work to evidence and move learning from an Acceptable to Target level. Assessment Criteria/Rubric: 1 = Unacceptable (Major revision needed), 2 = Progressing (Minor revision needed), 3 = Acceptable, and 4 = Target. Indicator: 3 or 4 Benchmark: All students
- 3. Embedded Fieldwork Scores:** In three courses (EAD 272, EAD 263, EAD 269), embedded fieldwork or “laboratories of practice” are designed and conducted where a student and/or groups of students apply knowledge and demonstrate learning in the field. Assessment Criteria/Rubric: 1 = Unacceptable (Major revision needed), 2 = Progressing (Minor revision needed), 3 = Acceptable, and 4 = Target. Indicator: 3 or 4 Benchmark: All students
- 4. Culminating Experience Assessment Score:** Each student enrolled in the combined master’s and credential program must satisfactorily complete a projector or thesis or pass the comprehensive exam. The culminating experience is focused on improving schools/systems. Assessment Criteria/Rubrics are used to determine final assessment score. Indicator: A or B/Rubric (Project/Thesis) Benchmark: 95%
Indicator: 1 or 2/Rubric (Comprehensive Exam) Benchmark: 95%

5. **Student Work Product Samples:** A sampling of student work products (Signature/Fieldwork Assignments) for each course, as appropriate, is uploaded to Blackboard. Work products are used as a data set for analysis through collaborative, continuous improvement/closing the loop course-alike faculty analysis and data team meetings, our Professional Learning Communities. This process is in progress and data collection methods and data points for analysis are being further developed and revised.

B. Indirect Measures (*Alumni Survey is required*)

1. **Unit-wide Graduate Survey:** All graduating students complete a standardized, electronic unit-wide program evaluation exit survey, with emphasis on candidate dispositions, for the purpose of evaluating the effectiveness of all of our nationally accredited programs. Completed surveys are tabulated by the associate dean's office and shared with faculty members.
2. **End-of-Program Survey:** An End-of-Program Survey is administered to all students during the final class session of the final course in the program. A Likert scale is used from 1 to 5 for closed survey items. Data are disaggregated by cohort and item. Open-ended questions give students the opportunity to provide feedback on overall program strengths and areas for program improvement.
3. **360 Degree Pre and Post Disposition Survey:** This assessment is distributed to candidates at the beginning of the program (first course) and again at the end of the program (final course). Candidates complete the disposition survey as a *self-assessment*, and a parallel questionnaire is also distributed to seven other individuals with whom the candidate works (one must be their supervisor). The assessment is used to measure individual's leadership dispositions related to students, community and the Kremen School of Education and Human Development adopted dispositions.
4. **Assignment Assessment Survey:** As part of the ongoing assessment of effectiveness and continuous course improvements, Assignment Assessments are administered in which students provide written quantitative and qualitative feedback regarding the activities, processes and Signature/Embedded Fieldwork assignments used to support their learning of intended course outcomes.
5. **Alumni Survey and Employer Feedback:** An Alumni survey will be administered every five years. Annually, a focus group of Superintendents (employers) from school districts served by the Educational Leadership and Administration program is conducted to provide feedback on program objectives, program offerings, and our graduate's knowledge and skill execution in their districts.

V. Student Learning Outcomes X Assessment Methods Matrix

Program Outcomes X Assessment Methods Matrix

Program Outcome Assessment Questions	Method	Frequency
1. Is the program providing a practice- based curriculum that ties theory to practice?	<ul style="list-style-type: none"> • Unit-wide Graduate Survey • End-of-Program Survey • Assignment Assessment Survey • Alumni Survey • Employer Feedback Focus Group • Embedded Fieldwork -Score Data Collection and Analysis • Culminating Experience -Score Data Collection and Analysis 	Final Semester Final Semester Semester Every 5 Years Annually Semester Final Semester
2. Are courses sequenced and coupled in a way that facilitate student learning and prepare appropriately for a leadership position?	<ul style="list-style-type: none"> • End-of-Program Survey • Assignment Assessment Survey • Alumni Survey 	Final Semester Semester Every 5 Years
3. Has the program produced professionals and instructional leaders who are able to skillfully lead a school site system to high performance and continuous improvement?	<ul style="list-style-type: none"> • End-of-Program Survey • Assignment Assessment Survey • Alumni Survey • Employer Feedback Focus Group • Signature Assignments - Score Data Collection and Analysis • Embedded Fieldwork - Score Data Collection and Analysis • Culminating Experience - Score Data Collection and Analysis • 360 Degree Disposition Survey 	Final Course Final Semester Every 5 Years Annually Semester Semester Final Semester First and Final Courses

Student Learning Outcomes X Assessment Methods Matrix

Student Outcome Assessment Question	Method	Frequency
1. Do students have the knowledge and skills to <i>facilitate and monitor the development, articulation, and implementation of a shared vision of learning to ensure the achievement of every child?</i> (SLO 1.1)	<ul style="list-style-type: none"> • Signature Assignments - Score Data Collection and Analysis • Embedded Fieldwork - Score Data Collection and Analysis • Student Work Product Sampling • 360 Disposition Survey 	Semester Semester Annually First and Final Course
2. Do students have the knowledge and skills to <i>effectively marshal sufficient resources to implement and attain the vision for all students and subgroups of students?</i> (SLO 1.2)	<ul style="list-style-type: none"> • Signature Assignments - Score Data Collection and Analysis • Embedded Fieldwork - Score Data Collection and Analysis • Student Work Product Sampling • 360 Disposition Survey 	Semester Semester Annually First and Final Course
3. Are students able to <i>identify and address barriers to accomplishing the vision?</i> (SLO 1.3)	<ul style="list-style-type: none"> • Signature Assignments - Score Data Collection and Analysis • Embedded Fieldwork - Score Data Collection and Analysis • Culminating Experience - Score Data Collection and Analysis • Student Work Product Sampling 	Semester Semester Final Semester Annually

Student Outcome Assessment Question	Method	Frequency
4. Do students have the knowledge and skill to <i>create an accountability system of teaching and learning based on student learning standards?</i> (SLO 2.1)	<ul style="list-style-type: none"> • Signature Assignments - Score Data Collection and Analysis • Embedded Fieldwork - Score Data Collection and Analysis • Culminating Experience - Score Data Collection and Analysis • Student Work Product Sampling • Employer Focus Group 	Semester Semester Final Semester Annually Annually
5. Do students have the knowledge and skill to <i>design, implement, and monitor a high quality instructional standards-based program where there is tight alignment of essential standards, high-impact instructional strategies, purposeful assessment, curricular resources, and professional development?</i> (SLO 2.2)	<ul style="list-style-type: none"> • Signature Assignments - Score Data Collection and Analysis • Embedded Fieldwork - Score Data Collection and Analysis • Culminating Experience - Score Data Collection and Analysis • Student Work Product Sampling • Alumni Survey • End-of-Program Survey • Employer Focus Group 	Semester Semester Final Semester Annually Every 5 Years Final Course Annually
6. Do students have the knowledge and skill to <i>use multiple assessment measures to evaluate student learning and drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students?</i> (SLO 2.3)	<ul style="list-style-type: none"> • Signature Assignments - Score Data Collection and Analysis • Embedded Fieldwork - Score Data Collection and Analysis • Culminating Experience - Score Data Collection and Analysis • Student Work Product Sampling • Alumni Survey • End-of-Program Survey • Employer Focus Group 	Semester Semester Final Semester Annually Every 5 Years Final Course Annually
7. Do students have the knowledge and skill to <i>develop results-oriented professional learning communities and supervise and support the ongoing professional growth and development of all staff to improve the learning of all students?</i> (SLO 2.4)	<ul style="list-style-type: none"> • Signature Assignments - Score Data Collection and Analysis • Embedded Fieldwork - Score Data Collection and Analysis • Culminating Experience - Score Data Collection and Analysis • Student Work Product Sampling • Alumni Survey • End-of-Program Survey • Employer Focus Group 	Semester Semester Final Semester Annually Every 5 Years Final Course Annually
8. Do students have the knowledge and skill to <i>implement equitable practices to ensure the achievement of every child and promote equity, fairness and respect among all members of the school community?</i> (SLO 2.5)	<ul style="list-style-type: none"> • Graduate Writing • Signature Assignments - Score Data Collection and Analysis • Embedded Fieldwork - Score Data Collection and Analysis • Culminating Experience - Score Data Collection and Analysis • Student Work Product Sampling • Alumni Survey • End-of-Program Survey • Employer Focus Group 	Semester Semester Semester Final Semester Annually Every 5 Years Final Course Annually

Student Outcome Assessment Question	Method	Frequency
9. Do students have the knowledge and skill to <i>effectively and efficiently manage the organization, operations, and its resources?</i> (SLO 3.1)	<ul style="list-style-type: none"> • Signature Assignments - Score Data Collection and Analysis • Embedded Fieldwork - Score Data Collection and Analysis • Student Work Product Sampling • Alumni Survey • End-of-Program Survey • Employer Focus Group 	Semester Semester Annually Every 5 Years Final Course Annually
10. Are students able to <i>skillfully collaborate with families and community members, respond to diverse community interests and needs, and mobilize and leverage community services to support the equitable success of all students and all subgroups of students?</i> (SLO 4.1)	<ul style="list-style-type: none"> • Signature Assignments - Score Data Collection and Analysis • Embedded Fieldwork - Score Data Collection and Analysis • Student Work Product Sampling • Alumni Survey • End-of-Program Survey • Employer Focus Group 	Semester Semester Annually Every 5 Years Final Course Annually
11. Do students <i>model a personal code of ethics?</i> (SLO 5.1)	<ul style="list-style-type: none"> • Student Work Product Sampling • End-of-Program Survey • Employer Focus Group • 360 Dispositions Survey 	Annually Final Course Annually First and Final Course
12. Are students able to <i>skillfully develop and enhance the leadership capacity of self and others?</i> (SLO 5.1)	<ul style="list-style-type: none"> • Signature Assignments - Score Data Collection and Analysis • Embedded Fieldwork - Score Data Collection and Analysis • Student Work Product Sampling • Employer Focus Group 	Semester Semester Annually Annually
13. Do students have the knowledge and skill to <i>accurately assess and appropriately and effectively respond to, influence and leverage the political, legal, economic, and cultural contexts?</i> (SLO 6.1)	<ul style="list-style-type: none"> • Signature Assignments - Score Data Collection and Analysis • Embedded Fieldwork - Score Data Collection and Analysis • Culminating Experience - Score Data Collection and Analysis • Student Work Product Sampling • Employer Focus Group • Alumni Survey 	Semester Semester Final Semester Annually Annually Every 5 Years
14. Are students able to <i>skillfully access and understand educational literature and research and write about educational issues and problems?</i> (SLO 7.1)	<ul style="list-style-type: none"> • Graduate Writing • Signature Assignments - Score Data Collection and Analysis • Embedded Fieldwork - Score Data Collection and Analysis • Culminating Experience - Score Data Collection and Analysis • Student Work Product Sampling 	Semester Semester Semester Final Semester Annually

VI. Timeline for Implementation of Assessment Methods and Summary Evaluations

Year 2011 to 2012

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| Method 1. | Graduate Writing Given Course in the Sequence |
| Method 2. | Signature Assignment Scores - Data Collection and Analysis for Courses in the Sequence |
| Method 3. | Embedded Fieldwork Scores - Data Collection and Analysis for Courses in the Sequence |
| Method 4. | Assignment Assessment Survey |
| Method 5. | End-of-Program Survey |
| Method 6. | Employer Feedback Focus Group |

Year 2012 to 2013

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| Method 1. | Graduate Writing Given Course in the Sequence |
| Method 2. | Signature Assignment Scores - Data Collection and Analysis for Courses in the Sequence |
| Method 3. | Embedded Fieldwork Scores - Data Collection and Analysis for Courses in the Sequence |
| Method 4. | Culminating Experience (Comprehensive Exam and Analysis) |
| Method 5. | End-of-Program Survey |
| Method 6. | Unit-wide Graduate Survey |

Year 2013 to 2014

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| Method 1. | Graduate Writing Given Course in the Sequence |
| Method 2. | Signature Assignment Scores - Data Collection and Analysis for Courses in the Sequence |
| Method 3. | Embedded Fieldwork Scores - Data Collection and Analysis for Courses in the Sequence |
| Method 4. | Culminating Experience (Comprehensive Exam and Analysis) |
| Method 5. | Student Work Product Samples and Analysis |
| Method 6. | End-of-Program Survey |
| Method 7. | 360 Degree Pre and Post Disposition Survey |

Method 8.

Unit-wide Graduate Survey

VII. Process for Closing the Loop

The Assessment Committee collects and summarizes assessment data each year. Data are collected and analyzed according to Assessment matrices. Through analysis, data is turned into useable information and annually documented in a written report: "Summary of Outcome Assessment Results." Summary information is sent for review to all department faculty prior to the beginning of the new semester/year as appropriate. Specific items are agendaed and time is allocated at department meetings and annual department retreat to process and discuss findings from the report and develop next step actions as appropriate. In addition, the annual process for collaborative, continuous improvement/closing the loop course-alike faculty analysis and action team meetings, our Professional Learning Communities, will be conducted; faculty (a) examine student strengths and challenges as well as trends related to assignment criteria and areas where student revision was needed, (b) recommend appropriate changes or modifications to assignments/student tasks, and (c) discuss delivery approaches that supported student learning.