Question #1:
The College of Education has been engaged in an extensive program of restructuring over the last 2.5 years. At the center of this is the streamlining of many of our administrative functions including our approach to assessment. In 2008, we began exploring opportunities to centralize our college efforts and collecting data for assessment of learning goals around a central vision of TEACHing for change, which includes Transformation, Equity and Social Justice, Advocacy, Collaboration, Civic and Community Engagement and Human Capital and Diversity. This overarching vision of students and credential candidates in the College of Education is adopted by all programs. As many of our programs also must adhere to strict regulations of accrediting bodies, these standards are also aimed to integrate within the central assessment system. The college a College of Education has begun work toward hiring a director of assessment within the college to oversee the collection, analysis, and synthesis of assessment data for all programs, integrating with CMS and CTQ data.

Question #2: Desired Learning Outcomes

Program: Education Leadership, Administrative Credential (33 Units) - (Including Internship Program)

Learning Outcomes:

- Visionary educational leaders who can engage in reflective practice and implement research-based and site-based best practices – from pre-K through university and professional levels,

  o Reason for Designation as Desired:
    ▪ Adheres to California Commission on Teacher Credentialing State Standards,
    ▪ Follows the Departmental Strategic Plan collaboratively developed by core faculty with input from community and public education stake-
holders (school administrators/superintendents, professional associations),
  ▪ Addresses feedback from former program graduates,
  ▪ Reflects best practices in the field.

• Visionary educational Leaders who have the background and professional experience to foster a diverse educational culture of inclusiveness and collaboration,
  o Reason for Designation as Desired:
    ▪ Adheres to California Commission on Teacher Credentialing State Standards,
    ▪ Follows the Departmental Strategic Plan collaboratively developed by core faculty with input from community and public education stakeholders (school administrators/superintendents, professional associations),
    ▪ Addresses feedback from former program graduates,
    ▪ Reflects best practices in the field.

• Visionary educational leaders who have successfully completed a specified graduate level course of study that adheres to and surpasses prescribed State Standards leading to the Preliminary Administrative Services Credential as required by the California Commission on Teacher Credentialing (CTC). Courses completed include
  o Foundations Of Educational Leadership
  o Diversity and Equity
  o Fieldwork Seminar and Field Experience
  o School Curriculum and Instructional
  o Leadership, Legal Basis of Education
  o Financial Resources Planning and Allocations
  o Special Education and Categorical Programs
  o Human Resources and Supervision
  o Educational Research

  o Reason for Designation as Desired:
    ▪ Adheres to California Commission on Teacher Credentialing State Standards,
    ▪ Follows the Departmental Strategic Plan collaboratively developed by core faculty with input from community and public education stake-
holders (school administrators/superintendents, professional associations),
  - Addresses feedback from former program graduates,
  - Reflects best practices in the field.

Additional Outcome Associated with the Internship Credential Program:

- **Extensive field based experience that meets specific departmental objectives at a designated school site under the direct supervision of a faculty field supervisor and a school based site supervisor.**

  o **Reason for Designation as Desired:**
    - Adheres to California Commission on Teacher Credentialing State Standards,
    - Follows the Departmental Strategic Plan collaboratively developed by core faculty with input from community and public education stakeholders (school administrators/superintendents, professional associations),
    - Addresses feedback from former program graduates,
    - Reflects best practices in the field.

**Program: MA Education Leadership (30 Units)**

**Learning Outcomes:**

- **Visionary educational leaders who can engage in reflective practice and implement research-based and site-based best practices – from pre-K through university and professional levels,**

  o **Reason for Designation as Desired:**
    - Follows the Departmental Strategic Plan collaboratively developed by core faculty with input from community and public education stakeholders (school administrators/superintendents, professional associations),
    - Addresses feedback from former program graduates,
    - Reflects best practices in the field.
• Visionary educational leaders who have the background and professional experience to foster a diverse educational culture of inclusiveness and collaboration
  
  o Reason for Designation as Desired:
    ▪ Follows the Departmental Strategic Plan collaboratively developed by core faculty with input from community and public education stakeholders (school administrators/superintendents, professional associations),
    ▪ Addresses feedback from former program graduates,
    ▪ Reflects best practices in the field.

• Visionary educational leaders who have successfully completed a specified graduate level course of study and demonstrated a strong knowledge base in the core areas of:
  
  o Foundations Of Educational Leadership
  o Diversity and Equity
  o Fieldwork Seminar and Field Experience
  o School Curriculum and Instructional
  o Leadership, Legal Basis of Education
  o Financial Resources Planning and Allocations
  o Special Education and Categorical Programs
  o Human Resources and Supervision
  o Educational Research
  
  o Reason for Designation as Desired:
    ▪ Follows the Departmental Strategic Plan collaboratively developed by core faculty with input from community and public education stakeholders (school administrators/superintendents, professional associations),
    ▪ Addresses feedback from former program graduates,
    ▪ Reflects best practices in the field.

• Successful completion of a Masters Thesis or Project adhering to specific Departmental and Graduate School guidelines and requirements.
  
  o Reason for Designation as Desired:
    ▪ Follows the Departmental Strategic Plan collaboratively developed by core faculty with input from community and public education stake-
holders (school administrators/superintendents, professional associations),
- Addresses feedback from former program graduates,
- Addresses a need to have graduates knowledgeable in educational research methods with the tools to be effective change agents.

Program: MA Higher Education Leadership

Learning Outcomes:

Visionary Leadership & Management

- Students will develop and demonstrate understanding of the higher education environment from a variety of perspectives: history, governance, campus operations, political, legal, student development, planning and assessment
  - Reason for Designation as Desired:
    - Consistent with industry and research-based definitions of, and standards for, effective leadership;
    - Follows the Departmental Strategic Plan collaboratively developed by core faculty with input from community and higher education stakeholders (community college district & campus leaders, professional associations, student services personnel, undergraduate and graduate students, etc.);
    - Addresses feedback from former program graduates;
    - Reflects best practices in the field.

- Students will develop a vision, translate that vision into shared goals and effectively work with others as a leader or follower to achieve these goals.
  - Reason for Designation as Desired:
    - Consistent with industry and research-based definitions of, and standards for, effective leadership;
    - Follows the Departmental Strategic Plan collaboratively developed by core faculty with input from community and higher education stakeholders (community college district & campus leaders, professional associations, student services personnel, undergraduate and graduate students, etc.);
    - Addresses feedback from former program graduates;
- Reflects best practices in the field.

- Students will demonstrate the ability to use creative thinking and data-based decision-making skills to generate new ideas and solutions to higher education problems working independently and in teams.
  - **Reason for Designation as Desired:**
    - Consistent with industry and research-based definitions of, and standards for, effective leadership;
    - Follows the Departmental Strategic Plan collaboratively developed by core faculty with input from community and higher education stakeholders (community college district & campus leaders, professional associations, student services personnel, undergraduate and graduate students, etc.);
    - Addresses feedback from former program graduates;
    - Reflects best practices in the field.

**Policy into Practice**

- Students will demonstrate an understanding of higher education policy and research-based practice, and the ability to analyze and evaluate policy and its effects on practice.
  - **Reason for Designation as Desired:**
    - Consistent with industry and research-based definitions of, and standards for, effective leadership;
    - Follows the Departmental Strategic Plan collaboratively developed by core faculty with input from community and higher education stakeholders (community college district & campus leaders, professional associations, student services personnel, undergraduate and graduate students, etc.);
    - Addresses feedback from former program graduates;
    - Reflects best practices in the field.

- Students will demonstrate the ability to create and sustain a healthy, engaged, public life by understanding and addressing the most critical societal issues in higher education and our communities.
Reason for Designation as Desired:

- Consistent with industry and research-based definitions of, and standards for, effective leadership;
- Follows the Departmental Strategic Plan collaboratively developed by core faculty with input from community and higher education stakeholders (community college district & campus leaders, professional associations, student services personnel, undergraduate and graduate students, etc.);
- Addresses feedback from former program graduates;
- Reflects best practices in the field.

Data for Decision Making

- Students will be able to analyze data and draw conclusions that they can utilize in making sound decisions and generating new ideas and solutions to higher education problems.

Building Community in a Diverse Society

- Students will have an appreciation of the diversity, multiculturalism, and the global context for critical issues in higher education.

Reason for Designation as Desired:

- Consistent with industry and research-based definitions of, and standards for, effective leadership;
• Follows the Departmental Strategic Plan collaboratively developed by core faculty with input from community and higher education stakeholders (community college district & campus leaders, professional associations, student services personnel, undergraduate and graduate students, etc.);
• Addresses feedback from former program graduates;
• Reflects best practices in the field.

• Students will employ an understanding of diverse audiences, purposes and contexts to communicate and collaborate effectively to maximize the contributions of diversity to higher education for a global context.
  
  o Reason for Designation as Desired:
    • Consistent with industry and research-based definitions of, and standards for, effective leadership;
    • Follows the Departmental Strategic Plan collaboratively developed by core faculty with input from community and higher education stakeholders (community college district & campus leaders, professional associations, student services personnel, undergraduate and graduate students, etc.);
    • Addresses feedback from former program graduates;
    • Reflects best practices in the field.

Questions #4: Methods, Samples & Evaluation

Program: Education Leadership, Administrative Credential (Including Internship)

• Visionary educational leaders who can engage in reflective practice and implement research-based and site-based best practices – from pre-K through university and professional levels,
  
  o 4a. Method by which ongoing pursuit is monitored and measured:
    • Classroom participation in designated collaborative activities and self-assessments (i.e. SWOT – Strengths, Weaknesses, Opportunities, Threats)as noted in course syllabi.
    • Participation in self-reflection sessions/debriefings as part of EDLP 255/495 Field Seminar/Field Experience with faculty guidance and facilitation.
• Course progress and satisfactory completion of EDLP 250 Educational Research.
• Academic faculty advisor and student meet at least monthly to assess progress and next steps in successfully graduating *(See Appendix B)*

• 4b. Description of sample of students
  • All students accepted into this credential program are required to complete/participate in designated activities/assessments noted. Students in the Intern program participate in an enhanced program component emphasizing additional university experience with support from their respective school districts.
  • Data gathered on all candidates on an ongoing basis in each course as students progress through program.

• 4c. Description/sample(s) utilized to assess the status of learning outcomes desired by the program.
  • Completion of EDLP 255/475 Field Seminar/Field Experience Portfolio *(See Attachments A & B)*
  • Faculty/student developed Pre and post Learning Objectives for EDLP 255/495
  • Completion of a literature based document regarding best practices in selected areas pertaining to pre-K education. (Completed in EDLP 255 Field Seminar)
  • For interns, faculty supervisor develops unique activities/assessments including additional site school site visits and guest speakers.
  • Completion of course-specific key course assessments

• 4d. How faculty analyze and evaluate the data to reach conclusions.
  • Data analysis and evaluation takes place in an ongoing basis via bi-weekly faculty planning/assessment meetings,
  • The department is in the process of revising and implementing a more comprehensive Candidate Portfolio that will bring together key assessments for more accurate and timely candidate data analysis and program improvement. *(See Appendix A)*
  • Faculty committees designated specifically to address areas of need (ie. improving Field Experience),
• Faculty (including Intern faculty advisor) assess student progress toward individual course objectives and consult with department chair regarding student behavior and academic progress.

• Visionary educational Leaders who have the background and professional experience to foster a diverse educational culture of inclusiveness and collaboration.

  o 4a. Method by which ongoing pursuit is monitored and measured:
    ▪ Ongoing participatory learning experiences in classrooms with a diversity of students. Successful completion of a designated course EDLP 200 (Diversity and Equity) and through journal/reflective/outdoor teambuilding exercises in selected courses (i.e. EDLP 201: Foundations of Educational Leadership).
    ▪ Academic faculty advisor and student meet at least monthly to assess progress and next steps in successfully graduating (See Appendix B).

  o 4b. Description of sample of students
    ▪ All students accepted into this credential program are required to complete/participate in designated activities/assessments noted.
    ▪ Data gathered on all candidates on an ongoing basis in each course as students progress through program.

  o 4c. Description /sample(s) utilized to assess the status of learning outcomes desired by the program.
    ▪ Journals/reflection papers/designated teambuilding course activities.
    ▪ Written feedback and evaluations from field experiences supervisors (See Attachments A & B).
    ▪ Written feedback regarding guest speakers and community/agency presentations.

  o 4d. How faculty analyze and evaluate the data to reach conclusions.
    ▪ Data analysis and evaluation takes place in an ongoing basis via bi-weekly faculty planning/assessment meetings,
    ▪ The department is in the process of revising and implementing a more comprehensive Candidate Portfolio that will bring together key assessments for more accurate and timely candidate data analysis and program improvement. (See Appendix A)
Faculty committees designated specifically to address areas of need (ie. improving Field Experience),
Faculty assess student progress toward individual course objectives and consult with department chair regarding student behavior and academic progress.

- Visionary educational leaders who have successfully completed a specified graduate level course of study that adheres to and surpasses prescribed State Standards leading to the Preliminary Administrative Services Credential as required by the California Commission on Teacher Credentialing (CTC). Courses completed include
  - Foundations Of Educational Leadership
  - Diversity and Equity
  - Fieldwork Seminar and Field Experience
  - School Curriculum and Instructional
  - Leadership, Legal Basis of Education
  - Financial Resources Planning and Allocations
  - Special Education and Categorical Programs
  - Human Resources and Supervision
  - Educational Research

- **4a. Method by which ongoing pursuit is monitored and measured:**
  - Student progress is monitored and measured via individual course assessments as noted in syllabi. Special attention is given to Key Course Assessments collaborative developed by department faculty.
  - Academic faculty advisor and student meet at least monthly to assess progress and next steps in successfully graduating *(See Appendix B).*

- **4b. Description of sample of students**
  - All students accepted into this credential program are required to complete/participate in designated activities/assessments noted.
  - Data gathered on all candidates on an ongoing basis in each course as students progress through program.

- **4c. Description/sample(s) utilized to assess the status of learning outcomes desired by the program.**
• Completion of EDLP 255/475 Field Seminar/Field Experience Portfolio *(See Attachments A & B).*
• Faculty/student developed Pre and post Learning Objectives for EDLP 255/495
• Completion of a literature based document regarding best practices in selected areas pertaining to pre-K education. (Completed in EDLP 255 Field Seminar)
• Completion of course-specific key course assessments

  o 4d. How faculty analyze and evaluate the data to reach conclusions.
    ▪ Data analysis and evaluation takes place in an ongoing basis via bi-weekly faculty planning/assessment meetings,
    ▪ The department is in the process of revising and implementing a more comprehensive Candidate Portfolio that will bring together key assessments for more accurate and timely candidate data analysis and program improvement. *(See Appendix A)*
    ▪ Faculty committees designated specifically to address areas of need (ie. improving Field Experience),
    ▪ Faculty assess student progress toward individual course objectives and consult with department chair regarding student behavior and academic progress.

• Extensive field based experience that meets specific departmental objectives at a designated school site under the direct supervision of a faculty field supervisor and a school based site supervisor.

  o 4a. Method by which ongoing pursuit is monitored and measured:
    ▪ Primarily through the development and implementation of key field objectives in collaboration with a designated faculty field supervisor.
    ▪ Ongoing written feedback from site supervisor,

  o 4b. Description of sample of students
    ▪ All students enrolled in EDLP 255 Fieldwork Seminar and EDLP 495 Field Experiences.

  o 4c. Description /sample(s) utilized to assess the status of learning outcomes desired by the program.
    ▪ Student Field Experience Portfolio
Documents completed by faculty and site supervisors assessing progress toward to identified objectives *(See Attachments A & B)*

4d. How faculty analyze and evaluate the data to reach conclusions.
- Designated faculty teaching EDLP 255 (Field Seminar) and EDLP 495 (Field Experience) collaborate and meet regarding specific students throughout semester and assess progress toward written objectives.

**Program: MA Education Leadership (30 Units)**

**Learning Outcomes:**

- Visionary educational leaders who can engage in reflective practice and implement research-based and site-based best practices – from pre-K through university and professional levels,

4a. Method by which ongoing pursuit is monitored and measured:
- Classroom participation in designated collaborative activities and self-assessments (i.e. SWOT – Strengths, Weaknesses, Opportunities, Threats) as noted in course syllabi.
- Course progress and satisfactory completion of EDLP 250 Educational Research.
- Successful completion of ELDP 230 (Masters of Arts Thesis/Seminar)
- Successful completion and submission of MA Thesis or Project under direct faculty supervision.
- Academic faculty advisor and student meet at least monthly to assess progress and next steps in successfully graduating.

4b. Description of sample of students
- All students classified as MASTERS Candidates
- Data gathered on all candidates on an ongoing basis in each course as students progress through program.

4c. Description/sample(s) utilized to assess the status of learning outcomes desired by the program.
- Completion of course-specific key course assessments
- Masters Thesis /Project
4d. How faculty analyze and evaluate the data to reach conclusions.

- Data analysis and evaluation takes place in an ongoing basis via bi-weekly faculty planning/assessment meetings with guidance and input from Department Graduate Coordinator.
- Faculty committees designated specifically to address areas of need (i.e., improving Field Experience).
- Faculty assess student progress toward individual course objectives and consult with department chair regarding student behavior and academic progress.
- Weekly planning meeting between Department Graduate Coordinator and Department Chair.

Visionary educational leaders who have the background and professional experience to foster a diverse educational culture of inclusiveness and collaboration.

4a. Method by which ongoing pursuit is monitored and measured:

- Ongoing participatory learning experiences in classrooms with a diversity of students. Successful completion of designated classroom activities and through journal/reflective/teambuilding exercises.
- Academic faculty advisor and student meet at least monthly to assess progress and next steps in successfully graduating.

4b. Description of sample of students

- All students classified as MASTERS Candidates
- Data gathered on all candidates on an ongoing basis in each course as students progress through program.

4c. Description/sample(s) utilized to assess the status of learning outcomes desired by the program.

- Completion of course-specific key course assessments
- Masters Thesis /Project

4d. How faculty analyze and evaluate the data to reach conclusions.

- Data analysis and evaluation takes place in an ongoing basis via bi-weekly faculty planning/assessment meetings with guidance and input from Department Graduate Coordinator.
• Faculty committees designated specifically to address areas of need (ie. improving writing/research skills),
• Faculty assess student progress toward individual course objectives and consult with department chair regarding student behavior and academic progress.
• Weekly planning meeting between Department Graduate Coordinator and Department Chair.

• Visionary educational leaders who have successfully completed a specified graduate level course of study and demonstrated a strong knowledge base in the core areas of:
  o Foundations Of Educational Leadership
  o Diversity and Equity
  o Fieldwork Seminar and Field Experience
  o School Curriculum and Instructional
  o Leadership, Legal Basis of Education
  o Financial Resources Planning and Allocations
  o Special Education and Categorical Programs
  o Human Resources and Supervision
  o Educational Research
  o EDLP 230 (Masters of Arts Thesis/Project Seminar)
  o EDLP 500A/B (Master of Arts Thesis/Project)

  o 4a. Method by which ongoing pursuit is monitored and measured:
    ▪ Student progress is monitored and measured via individual course assessments as noted in syllabi. Special attention is given to Key Course Assessments collaboratively developed by department faculty.
    ▪ Academic faculty advisor and student meet at least monthly to assess progress and next steps in successfully graduating.

  o 4b. Description of sample of students
    ▪ All students classified as Masters Candidates

  o 4c. Description /sample(s) utilized to assess the status of learning outcomes desired by the program.
    ▪ Completion of course-specific key course assessments
    ▪ Masters Thesis /Project
o 4d. How faculty analyze and evaluate the data to reach conclusions.
   ▪ Data analysis and evaluation takes place in an ongoing basis via bi-weekly faculty planning/assessment meetings with guidance and input from Department Graduate Coordinator.
   ▪ Faculty committees designated specifically to address areas of need (ie. improving Field Experience),
   ▪ Faculty assess student progress toward individual course objectives and consult with department chair regarding student behavior and academic progress.
   ▪ Weekly planning meeting between Department Graduate Coordinator and Department Chair.

- Successful completion of a Masters Thesis or Project adhering to specific Departmental and Graduate School guidelines and requirements.

- 4a. Method by which ongoing pursuit is monitored and measured:
  ▪ Each student classified as a Masters Candidate is assigned a core faculty advisor
  ▪ Ongoing feedback and support is provided to Masters candidates through timely scheduled faculty-candidate conferences where progress toward completing Thesis/Project is assessed and evaluated.

- 4b. Description of sample of students
  ▪ All students classified as Masters Candidates

- 4c. Description /sample(s) utilized to assess the status of learning outcomes desired by the program.
  ▪ Masters Thesis/Projects drafts are monitored and appropriate and timely feedback is provided by faculty advisor.
  ▪ Final Masters Thesis/Project is submitted to Department for approval.

- 4d. How faculty analyze and evaluate the data to reach conclusions.
  ▪ Data analysis and evaluation takes place in an ongoing basis via bi-weekly faculty planning/assessment meetings with guidance and input from Department Graduate Coordinator.
  ▪ Faculty committees designated specifically to address areas of need (ie. thesis/project quality),
- Faculty assess student progress toward individual course objectives and consult with department chair regarding student behavior and academic progress.
- Weekly planning meeting between Department Graduate Coordinator and Department Chair.
- Department Graduate Coordinator maintains close contact with University Office of Graduate Studies and informs department of ongoing student issues and data.

**Program: MA Higher Education Leadership**

- **4a. Method by which ongoing pursuit is monitored and measured:**
  - Classroom participation in designated collaborative activities and self-assessments as noted in course syllabi.
  - Course progress and satisfactory completion of EDLP 250 Educational Research.
  - Successful completion of ELDP 230 (Masters of Arts Thesis/Seminar)
  - Successful completion and submission of MA Thesis or Project under direct faculty supervision.
  - Academic faculty advisor and student meet at least monthly to assess progress and next steps in successfully graduating.

- **4b. Description of sample of students**
  - All students classified as MASTERS in Higher Education Candidates.
  - Data gathered on all candidates on an ongoing basis in each course as students progress through program.

- **4c. Description /sample(s) utilized to assess the status of learning outcomes desired by the program.**
  - Completion of course-specific key course assessments
  - Masters Thesis /Project

- **4d. How faculty analyze and evaluate the data to reach conclusions.**
  - Data analysis and evaluation takes place in an ongoing basis via bi-weekly faculty planning/assessment meetings with guidance and input from Department Graduate Coordinator.
  - Faculty committees designated specifically to address areas of need (ie. improving Field Experience),
- Faculty assess student progress toward individual course objectives and consult with department chair regarding student behavior and academic progress.
- Weekly planning meeting between Department Graduate Coordinator and Department Chair.

**Question #5 (Examples)**

### EDLP Priorities

<table>
<thead>
<tr>
<th>OUTCOME:</th>
<th>METHOD:</th>
<th>How findings are utilized in decision-making:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visionary leaders who have successfully completed a specified, standards-based, graduate level course of study leading to the Preliminary Administrative Services Credential.</td>
<td>Key Course Assessments in all courses.</td>
<td>State standards are imbedded in each course. Faculty are consistently assessing and determining the level to which candidate are meeting state standard for the credential and adjusting content and instruction accordingly. Rubrics are developed, adjusted, and refined accordingly.</td>
</tr>
<tr>
<td>Successful completion of a Masters Thesis/Project adhering to specific Departmental and Graduate School guidelines and requirements.</td>
<td>Each classified Masters student is advised, mentored, and monitored by a designated core faculty. A required Masters orientation is scheduled and handbook is utilized as a resource and guide in the producing a quality research-based product. A student evaluation is also implemented specific to their Masters experience.</td>
<td>Feedback with regard to developing MA issues and quality of thesis/project from faculty, student evaluations, and Graduate Studies is compiled by the Dept. Graduate Coordinator in collaboration with the Chair for dissemination, discussion, and action by core faculty at bi-weekly dept. meetings.</td>
</tr>
<tr>
<td>Visionary Leaders who can engage in reflective practice and implement research-based and site-based best practices.</td>
<td>All students in EDLP 495 Field Experience must enroll in a series of seminars led by faculty field supervisors. In collaboration with faculty, students identify learning.</td>
<td>Both through formative and summative student and site-supervisor feedback (especially through the use of final exit candidate evaluations), EDLP</td>
</tr>
</tbody>
</table>
objectives and assessments of learning. In a cohort, field experiences are discussed and evaluated as part of an ongoing self-improvement process.

495 Field Experience is refined and modified to meet the needs of the candidates and maintain relevancy with regard to best-practices and current research. Guest speakers/field practitioners are utilized as necessary.

**OUTCOME:**
Visionary leaders who have the background and professional experience to foster a diverse educational culture of inclusiveness and collaboration.

**METHOD:**
Through critical discussions, self-reflection, and classroom teambuilding activities in designated courses (i.e. EDLP 201: Foundations of Educational Leadership). Inclusion of diverse guest speakers in all courses.

**How findings are utilized in decision-making:**
Individual student progress is monitored and discussed by core faculty with regard to active participation in designated collaborative activities and development of interpersonal conflict-resolution skills.

**Question #6:**

Our systematic approach targets key program components and underscores our collaborative relationship with the College of Education in the development of a common date information system.

In addition to our data gathering efforts, we have identified and actively engaged critical stakeholders, from former students to regional educational leaders such as district superintendents and school site administrators. More to the point, this broader emphasis on data gathering has been driven by our successful efforts in maintaining accreditation through the California Commission on Teacher Credentialing (CTC) and the Western Association of Schools and Colleges (WASC).

Specifically, we have engaged two primary focus groups as noted earlier. Scheduled feedback sessions have been implemented with an emphasis on the following key question:

- How can the EDLP program be more responsive in meeting your needs (or your organization/agency) for qualified, indeed exceptional, educational leaders?
- How can we foster a closer, and more responsive, working relationship?

These two primary groups of stakeholders are:

- Former students/candidates and alumni.
• Regional employers such as school districts and other educational agencies.

Focus group meetings are held both on campus and at employer sites with the department chair responsible for facilitating and recording finds and presenting to department faculty for consideration and action. Both formative and summative feedback is gathered with regard to curricular offerings, field study experiences, and post program support to our graduates.

This approach has been especially critical as we strive to stay current and relevant in the state’s employment market and in light of the current university budget constraints. Based on this timely feedback, we are actively moving to an Executive model emphasizing innovative delivery models, greater use of distance learning experiences, and greater collaboration with our regional educational partners.

**Question #7:**

The EDLP department recognizes and highly values our accreditation as determined by the CTC and WASC. Clearly, these are pivotal state regulatory agencies emphasizing accepted standards and a best practices approach to Educational Administration and Leadership. We are indeed very happy to report that in our Fall 2011 state accreditation visit, we met all the standards with the exception of one conditional approval pertaining to our data gathering system. It should noted that this need was also highlighted for the College of Education as a whole and we are closely collaborating with the Dean in developing a joint data system.

In addition, we are also actively involved in discipline-related professional organizations such as the Association of California School Administrators (ACSA) and the California Association of Professors of Education Administration. In spring of 2011 one of our core faculty members was named as Professor of the Year by this state-wide organization.

Currently, we are developing grant funding through AERA for bringing to Sacramento a major research conference in spring 2013 on Urban Educational Leadership. We are very optimistic and look forward to the conference as a catalyst for launching our new Executive program and bringing noted educators and researchers to our area.

Moreover, this research conference will build upon our strong regional support from graduates of our Urban Leadership Program and continue the building our credibility and political base among regional educational leaders.

**Question #8:**
In the context of the College of Education’s re-organization, the programs described here-in will be administered within the Graduate and Advanced Credentials division/branch. As such, curricular changes are currently under discussion. Program change proposals will be submitted within the next 12-18 months to address these changes. We look forward to this opportunity to create a responsive system of assessment that is built in to the curriculum, and integrated with the broader learning goals associated with the College’s vision of TEACHing for Change, as well as the goals of Master’s level performance/learning as described by the Lumina Foundation. This new structure will streamline programs’ abilities to address the appropriate level learning goals.

APPENDIX A
Candidates will be required to develop project objectives specifically in response to CTC Standards 10, 11, 12, 14, 15. A four point rubric will be utilized. EDLP 200B will provide the primary evidence for standard 13.
Appendix B: EDLP Program Enrollment and Completion

The Educational Leadership and Policy Studies Department brings together all aspects of leadership and management for educational enterprises. Student interests encompass public and private schools, educational agencies, and institutions of higher learning.

A significant dimension of all the programs in Educational Leadership is an interest in and commitment to the full development of student potential and capability. Course work, advising, and field experiences are carefully orchestrated to insure a full range of faculty support for student achievement. The student, as a responsible autonomous agent, is expected to assume the role of equal partner in this effort.

Tables One-Four depict the number of students enrolled in each cohort and the corresponding semester in the program. Each of the Preliminary Administrative Credential cohorts (with the exception of the Urban Cohort) completes the program over the course of three semesters. The Urban Cohort candidates complete the program in one year through an accelerated course of study.

**Total Number of Preliminary Administrative Credential Candidates Enrolled and Completers for Spring 2009**

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Semester in Program</th>
<th>Number Enrolled</th>
<th>Number of Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elk Grove F08</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>27</td>
<td>0</td>
</tr>
<tr>
<td>On-Campus Sp09</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>On-Campus F08</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>On-Campus Sp08</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>On-Going</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Placer Sp09</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Sac-City Sp09</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Urban F08</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>23</td>
<td>23</td>
</tr>
</tbody>
</table>
### Total Number of Preliminary Administrative Credential Candidates Enrolled and Completers for Fall 2009

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Semester in Program</th>
<th>Number Enrolled</th>
<th>Number of Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elk Grove F08</td>
<td>3rd</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>On-Campus F09</td>
<td>1st</td>
<td>28</td>
<td>0</td>
</tr>
<tr>
<td>On-Campus Sp09</td>
<td>2nd</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>On-Campus F08</td>
<td>3rd</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>On-Going</td>
<td>2nd</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Placer Sp09</td>
<td>2nd</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Sac-City Sp09</td>
<td>2nd</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Urban F09</td>
<td>1st</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>134</td>
<td>42</td>
</tr>
</tbody>
</table>

### Total Number of Preliminary Administrative Credential Candidates Enrolled and Completers for Spring 2010

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Semester in Program</th>
<th>Number Enrolled</th>
<th>Number of Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Campus F09</td>
<td>2nd</td>
<td>26</td>
<td>0</td>
</tr>
<tr>
<td>On-Campus Sp09</td>
<td>3rd</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Program</td>
<td>Term</td>
<td>Number Enrolled</td>
<td>Number of Completers</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------</td>
<td>-----------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Administrative Internship</td>
<td>Spring 2009</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Services Credential</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Internship</td>
<td>Fall 2009</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Services Credential</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Internship</td>
<td>Spring 2010</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Services Credential</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Number of Administrative Internship Credential Candidates Enrolled and Completers
Spring 2009 – Spring 2010

<table>
<thead>
<tr>
<th>On-Going</th>
<th>Varies</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placer Sp09</td>
<td>3rd</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Sac-City Sp09</td>
<td>3rd</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Urban F09</td>
<td>3rd</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>92</td>
<td>64</td>
</tr>
</tbody>
</table>