

**Multiple Year Assessment Plan**  
**Master of Arts in Education: Concentration in Education Leadership**  
**Administrative Services Clear Credential**

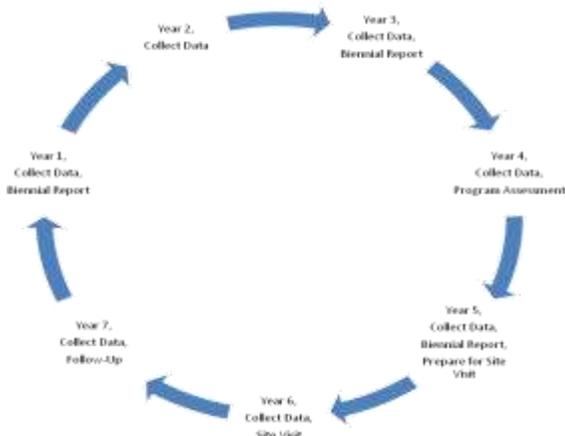
Each year, the California Commission of Teacher Credentialing (CTC) requires universities offering credentials undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive CTC seven year program improvement cycle accreditation cycle provides the structure for this ongoing, in-depth, internal and external review process.

The following table lists the activities of the accreditation cycle. All data collected are disaggregated by program and regional center and ultimately leads to the development of the CTC required program assessments and biennial reports. Based upon the findings of these CTC studies and reports, the programmatic changes and improvements are implemented to improve candidate performance, program quality, and program operations.

*CTC Seven Year Cycle of “Red Cohort” Activities:*

Academic Year (AY)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Cycle Year	4	5	6	7	1	2	3
Accreditation Activity	Institutional Data Collection  Program Assessment	Institutional Data Collection  Biennial Report	Institutional Data Collection  Site Visit	Institutional Data Collection  Site Visit follow-up	Institutional Data Collection  Biennial Report	Institutional Data Collection	Institutional Data Collection  Biennial Report
Due to CTC	Program Assessment Document	Biennial Report (Data for AY 2009-10 and 2010-11)	Preconditions Report (6-12 months in advance of visit) Self Study	7 <sup>th</sup> Year Follow Up, if applicable	Biennial Report (Data for AY 2011-12, 2012-13, and 2013-14)	Nothing	Biennial Report (Data for AY 2014-2015 and 2015-2016)
Due dates	Oct. 2009 or Jan. 2010	Aug. 2011 or Sept. 2011	2 months before Site Visit	Up to 1 Year after Site Visit, if applicable	Aug. 2014, Sept. 2014, or Oct. 2014	None	Aug. 2016 or Sept. 2016
COA/CTC Feedback What & When	Preliminary findings on each program and all standards by Jan. 2011	-CTC Staff feedback in Aug: 6-8 wks Sept: 6-8 wks	-Accreditation decision made by COA	COA Review of 7 <sup>th</sup> Year Report, if applicable	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks Oct: 12-16 wks	None	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks
Notes							

*CTC Accreditation Cycle*



## Assessment Activities

### **Methods of Assessment and Criteria for Success Master of Arts in Education: Concentration in Education Leadership Administrative Services Clear Credential**

Currently, assessment data is collected through internal and external sources. Focus groups representing staff, faculty, clinical supervisors, and advisory councils have worked together to discern a set of balanced assessment measures. They are listed below. Accompanying forms and rubrics are included in the following pages.

#### *1. Coursework Assessments (2008)*

Using TaskStream as the primary data storage system, the program collects key assessments known as signature assignments to gauge candidates' progress throughout their course of study and ensure CTC program standards are met. Each signature assignment is evaluated using a supporting rubric. Annually, (end of each academic year), collected data is disaggregated by regional center and analyzed with results informing areas for program improvement. Point Loma's Professional Clear Educational Leadership program is aligned with the California Professional Standards for Educational Leaders (CPSEL). These standards use the ISLLC (Interstate School Leader Licensure Consortium) as their framework and are tightly correlated with them.

In GED796 and GED797, candidates engage in the following signature assignments:

- **Signature Assignment: CSPEL Initial and Final Self Assessments** - All professional clear administrative credential program candidates are required to complete a self assessment of their leadership skills and competencies using a five point rubric based on the California Professional Standards for Educational Leaders (CPSELs) along with a narrative section for strengths and weaknesses. This instrument is used to guide the candidate and the university fieldwork supervisor/coach in developing an Individual Induction Plan (IIP). The CPSEL Initial Self Assessment is archived in Task Stream for data analysis and program improvement purposes. One self-assessment is done at the beginning of the program and one at the completion of the program.
- **Signature Assignment: 360 Degree Survey #1 and #2** - Each professional clear administrative credential candidate asks a small, randomly selected group of their certificated and classified staff to complete an anonymous survey of the candidate's competencies as an educational leader. This survey is based on the CPSELs and is scored using a five point rubric. The responses are not seen by the candidate and are sent to the university supervisor/coach for compilation and analysis. The compiled responses are provided to the candidate and form the focal point of a coaching conversation that leads to the development of the IIP. The survey results are archived in Task Stream for data analysis and program improvement purposes. These surveys are done just prior to the development of the individual induction plan and at program completion.

2. *Dispositions Assessments (2010)*

The program recognizes the importance of the relationship between ethical and value-based dispositions and candidate behaviors as the underlying foundation in all of their work and endeavors. As such, candidates are assessed on their dispositional behaviors at each stage of their program of study. Assessments are conducted by candidates, instructors, coordinating teachers, and university supervisors. Action plans are developed to support struggling candidates.

3. *Exit Surveys for Program Completers (2009)*

Following the completion of the candidate's program of study, each candidate completes an exit survey. The survey probes candidate satisfaction in the area of course content, instructional delivery, learned skills, and overall satisfaction. Collected data is analyzed with results identifying areas for program improvement.

4. *Follow-up Surveys (2011)*

Follow-up surveys are sent to graduated candidates as well as their employers in the spring following their graduation from the program. Completed survey data is considered confidential. Results provide the program with feedback regarding the knowledge, skills and dispositions and overall program satisfaction.