

Introduction

The Doctoral Program in Educational Leadership (DPELFS) was created as an outgrowth of the Joint Doctoral Program in Educational Leadership, which was a collaborative effort between California State University, Fresno and the University of California, Davis. The new doctoral program is unique in that it has a governance structure that includes partners from the Pre-K-12 and Post-secondary Education sectors. Many of the policies, which guide the new program, were developed at the CSU system-level Academic Senate. New policies, however, emanate from the doctoral program Graduate Group and are subsequently approved the Academic Senate

Mission Statement

The Doctoral Program in Educational Leadership is designed to train promising educational leaders, educational administrators, teachers and other school personnel with high leadership potential, to examine critically current educational practices and policies from a broad theoretical perspective, to formulate administrative, and instructionally effective approaches that can improve the quality of instruction and the learning environment in schools and in the homes of students

Program Goals

Students who complete the DPELFS will be able to assume leadership positions and to be outstanding leaders in education. They will have the knowledge and ability to lead schools to implement best practices, provide sound fiscal management, and provide equitable educational opportunities for children in their schools. The specific goals of DPELFS are discussed below.

Develop educational leaders who will:

1. Be competent to play a key role through visionary leadership in the execution of concrete educational reform focused on instructional practices and policies, curriculum, campus cultures school-community relations, and home and school learning environments;
2. Be able to create adequate information bases, evaluate educational programs, analyze complex educational problems, identify solutions, advise teachers and other educators, monitor the impact of solutions adopted, develop cooperative teams of practitioners and researchers in schools, and develop research capabilities necessary for the implementation of educational policy and practices;
3. Understand and use the current literature related to instructional leadership, school administration and reform, the social and cultural context of schooling, the role of the home languages and culture in the academic development of children, and the research methodologies required to investigate and understand school effectiveness; and,
4. Design and execute studies of school practice and theory that will result in enhanced educational practice at school sites.

Student Learning Objectives

Objective 1

- 1.1 Graduates of the DPELFS will be able to provide visionary leadership reforming instructional practices and policies, creating healthy school and campus cultures, implementing appropriate curriculum, and in establishing school-community relations and home and school learning environments.
- 1.2 Graduates of the DPELFS will demonstrate visionary educational leadership in the development articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community; by modeling a personal code of ethics; and by developing professional leadership capacity.
- 1.3 Graduates of the DPELFS will demonstrate leadership in the application of effective instructional strategies in advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Objective 2

- 2.1 Graduates of the DPELFS will be able to undertake educational program evaluations and assessments in educational settings, and be able to collect, disaggregate, and analyze data to be able to offer appropriately differentiated instruction.
- 2.2 Graduates of the DPELFS will be able to provide instructional leadership through collaborative team building; implementing research-based practices; and making and implementing data-driven decisions.
- 2.3 Graduates of the DPELFS will demonstrate, through writing assignments, their ability to understand research related to educational issues and problems and relate the research to the focus of their study (Pre-K-12 Education Administration or Post-secondary Education Administration).

Objective 3

- 3.1 Graduates of the DPELFS will know how to access the current literature using available technology relative to educational leadership.
- 3.2 Graduates of the DPELFS will be able to write literature reviews for problems related to instructional leadership, school administration and reform, social and cultural contexts of schools, primary language and customs as they relate to academic development, and issues related to school effectiveness.
- 3.3 Graduates of the DPELFS will be able to use a variety of research methodologies in investigating issues related to school effectiveness.
- 3.4 Graduates of the DPELFS will be able to demonstrate their understanding of how theory informs practice with respect to school effectiveness and in the academic development of children.

Objective 4

- 4.1 Graduates of the DPELFS will be able to undertake and complete a significant research study related to their area of focus (Pre-K-12 Education Administration or Post-secondary Education Administration).

The following course/objective matrices were developed using a triangulation technique which included gathering information from graduate faculty, current program documents and historic documents, including the document creating the program. The term *Introduced* means the topic was covered at an elementary level, with a small amount of focus on the topic. *Reinforced* indicates the topic was touched upon for a second or more times, and the term *Advanced* indicates that the topic was thoroughly covered in this course.

Table 9

Course Objective Matrix for Core Courses

I = Introduced R = Reinforced A = Advanced

	Obj. 1.1	Obj. 1.2	Obj. 1.3	Obj. 2.1	Obj. 2.2	Obj. 2.3	Obj. 3.1	Obj. 3.2	Obj. 3.3	Obj. 3.4	Obj. 4.1
EDL 201	A	I	I		I	I	A	A			
EDL 202	R	I	I	R	I		R	R			
EDL 203	R	I	I		A		A	A			
EDL 204				R		I	R		A		
EDL 206	R	R	R	R	R					A	
EDL 207	A			A		R	R	R	A		
EDL 208	R	A	A	I			R			A	
EDL 209	R			R		R	R		A		
EDL 211	R	R	A	R	A	R	R			R	
Dissert											A

EDL 201 Organizational Theory

EDL 203 Ed. Policy Environ.

EDL 207 Applied Qualitative Research Methods

EDL 208 Theories of Cross-Cultural Education

EDL 211 Educational Eval., Assessment, and Planning

EDL 202 Educational Reform

EDL 204 Advanced Applied Quantitative Methods

EDL 206 Conceptual Curriculum Perspectives for Ed. Leadership

EDL 209 Adv. Applied Research and Measurement in Education

Assessment Activities

Assessment activities will take place in each course and will be evaluated by course instructors. In addition, the following assessment activities will take place, independent of courses.

1. A qualifying examination is required of each doctoral student prior to their advancement to candidacy. A committee of three faculty members serves as experts who determine if the student has passed the examination. The qualifying examination consists of an educational problem or issue identified by the student. The current literature and all references used during the core courses are reviewed and a paper is written with the author addressing the problem through the frame of Pre-K-12 Education Administration or Post-secondary Education Administration.
2. A dissertation must be written by all students prior to the conferral of the doctoral degree. The dissertation must utilize some method of research and culminate with the generation of knowledge of that particular topic. A committee of 3 graduate group faculty members serves as experts to determine if the student passes the dissertation. Both a preliminary and a final defense are held for each dissertation written. The preliminary defense requires the student to write drafts of the first three dissertation chapters. Research does not commence until the proposal design is approved by the committee and the research meets human subjects review requirements on both campuses. Dissertations are randomly selected and reviewed every five (5) years. A rubric (see Appendix H) is used to score the dissertations in seven (7) areas.
3. An employer survey is distributed at the end of each academic year. The survey collects data from employers of Doctoral Program graduates that assess the degree to which the program prepared the graduates to be educational leaders. The survey is distributed, collected and analyzed by the program staff.
4. A graduate survey is distributed electronically using Zoomerang at the end of each academic year. The survey collects data relevant to the graduate's employer, job responsibilities and collects other evaluative information relative to the Doctoral Program. The survey is distributed, collected and analyzed by the program staff. Copies of the surveys (from Zoomerang) used in the assessment process are included in Appendix I.

Table 10
Learning Objectives Assessments

	Obj. 1.1	Obj. 1.2	Obj. 1.3	Obj. 2.1	Obj. 2.2	Obj. 2.3	Obj. 3.1	Obj. 3.2	Obj. 3.3	Obj. 3.4	Obj. 4.1
Qualifying Exam						X	X	X	X	X	
Dissertation						X	X	X	X	X	X
Employer Survey	X	X	X	X	X						
Graduate Survey	X	X	X	X	X						

“X” indicates the objectives the assessment activity will measure.

Table 11
Assessment Timeline

	Qualifying Exam	Dissertation	Employer Survey	Graduate Survey
2009/2010	X			
2010/2011	X	X	X	X
2011/2012	X	X	X	X
2012/2013	X	X	X	X

Additional Assessment Activities

During the Doctoral Program 5-year review, the following additional assessments will be conducted:

1. An assessment of the quality of the dissertations produced. The assessment will be conducted by internal reviewers.
2. A survey will be mailed to all graduates of the program and their employers during the 5-year review process to assess the usefulness of the degree in their employment situations.

The findings of these assessment activities, along with other information gathered on an annual basis, will be incorporated in the 5-year program review.

Implementation Plan

Each year the results of all assessment activities will be shared with the Doctoral Program Graduate Group Faculty at the fall meeting. Graduate Group faculty meet at least 2 times per year, once in the fall and once in the spring. Based on the outcomes of the assessment activities, recommendations for improvement/enhancement will be referred to the appropriate sub-committee for policy action. At the time of the program review (every five years), all annual data will be aggregated, synthesized and reviewed for common threads of strengths and weaknesses.

The following two surveys are examples of survey questions posed to program graduates and their employers. These surveys are distributed annually. A more comprehensive, on line survey is distributed to all graduates and their employers every five years.

Exit Questionnaire for DPELFS Graduate

Name: _____ Date: _____

1. As a result of receiving your Ed.D. from DPELFS, please rate the current competency level of your knowledge, skills, and abilities related to the areas listed below:

	Very High	High	Low	Very Low	N/A
Access current literature, using available technology, relative to educational leadership					
Write literature reviews for problems related to school administration and reform, social and cultural contexts of schools, primary language and customs related to academic development, and issues related to school effectiveness					
Use a variety of research methodologies in investigating issues related to school effectiveness					
Ability to demonstrate understanding of how theory informs practice with respect to school effectiveness and in the academic development of children					
Provide leadership in educational reform with respect to instructional practices and policies, teacher education, curriculum, school-community relations and home and school learning environments					
Awareness of educational issues, competing interests, and the ultimate effects of policy decisions					
Undertaking educational program evaluations and assessments in educational settings					

Provide educational leadership through policy development, team building, conducting research, devising solutions, and taking appropriate actions to implement proposed solutions					
Understanding of educational issues and problems, and relating such within the framework of the four major areas of study (organization and leadership; evaluation and assessment; sociocultural aspects of education; and curriculum)					
Ability and commitment to regularly reflect on my learning and practice					
Understand and analyze the implications of intrapersonal, interpersonal, and contextual issues in educational settings.					
Reflect on ethical considerations when making decisions.					
Recognize and consider the value of cultural, linguistic, cognitive, and physiological diversity when working with diverse populations.					
Work collaboratively with colleagues, parents, and other individuals in the educational community.					
Engage in continuous professional growth and life-long learning.					

Please circle the choice that reflects your feelings related to the following statements.

2. The DPELFS Program significantly improved my ability to provide leadership in educational reform:

a) with respect to instructional practices and policies:

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
----------------	-------	----------	-------------------	------------

b) with respect to teacher education:

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
----------------	-------	----------	-------------------	------------

c) with respect to curriculum:

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
----------------	-------	----------	-------------------	------------

d) with respect to home and school learning environments:

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
----------------	-------	----------	-------------------	------------

3. Please indicate the degree to which the DPELFS staff members were attentive to your individual needs as a doctoral student.

Highly Attentive	Attentive	No Opinion	Not Very Attentive	Not Attentive at all
------------------	-----------	------------	--------------------	----------------------

Comments:

4. Please indicate the degree to which the DPELFS Co-Directors were attentive to your individual needs as a doctoral student.

Highly Attentive	Attentive	No Opinion	Not Very Attentive	Not Attentive at all
------------------	-----------	------------	--------------------	----------------------

Comments:

5. Has earning a doctorate affected your career?

Greatly affected	Somewhat affected	No Opinion	Not affected much	Not affected at all
------------------	-------------------	------------	-------------------	---------------------

Comments:

6. Please describe any examples of the following educational leadership activities in which you have participated:

A) Policy Development

B) Team Building

C) Conducting Research

D) Devising and Implementing Solutions

7. When you began the doctoral program, what was your job title?

8. What is your current job title?

9. Are there program improvements DPELFS should make? ___Yes ___No

If yes, please explain:

Thank you!
(Please return your completed survey to DPELFS in the enclosed envelope)

Questionnaire for *Employer* of DPELFS Graduate

Name of Graduate: _____

Date: _____

1. Please rate the abilities of the above named DPELFS graduate to demonstrate competency in the areas listed below:

	Very High	High	Low	Very Low	N/A
Access current literature, using available technology, relative to educational leadership					
Write literature reviews for problems related to school administration and reform, social and cultural contexts of schools, primary language and customs as they relate to academic development, and issues related to school effectiveness					
Use a variety of research methodologies in investigating issues related to school effectiveness					
Ability to demonstrate understanding of how theory informs practice with respect to school effectiveness and in the academic development of children					
Provide leadership in educational reform with respect to instructional practices and policies, teacher education, curriculum, school-community relations and home and school learning environments					
Awareness of educational issues, competing interests, and the ultimate effects of policy decisions					
Undertaking educational program evaluations and assessments in educational settings					
Provide educational leadership through policy development, team building, conducting research,					

devising solutions, and taking appropriate actions to implement proposed solutions					
Understanding of educational issues and problems, and relating such within the framework of the four major areas of study (organization and leadership; evaluation and assessment; sociocultural aspects of education; and curriculum)					

Ability and commitment to regularly reflect on my learning and practice					
Understand and analyze the implications of intrapersonal, interpersonal, and contextual issues in educational settings.					
Reflect on ethical considerations when making decisions.					
Recognize and consider the value of cultural, linguistic, cognitive, and physiological diversity when working with diverse populations.					
Work collaboratively with colleagues, parents, and other individuals in the educational community.					
Engage in continuous professional growth and life-long learning.					

2. Please rate the graduate on the following areas, by circling the appropriate response:

A) *Understanding of how theory informs practice with respect to school effectiveness:*

Excellent	Good	Fair	Poor	Not Applicable
-----------	------	------	------	----------------

B) *Understanding of how theory informs practice with respect to the academic development of children:*

Excellent	Good	Fair	Poor	Not Applicable
-----------	------	------	------	----------------

3. The DPELFS graduate employed here knows how to provide leadership in educational reform:

a) with respect to instructional practices and policies:

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
----------------	-------	----------	-------------------	------------

b) with respect to teacher education:

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
----------------	-------	----------	-------------------	------------

c) with respect to curriculum:

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
----------------	-------	----------	-------------------	------------

d) with respect to home and school learning environments:

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
----------------	-------	----------	-------------------	------------

4. What changes in job performance can you attribute to his/her having earned a doctorate?

5. How has his/her doctoral education affected your organization?

6. Is the above named DPELFS graduate able to assess student needs? (Please describe)

7. Please describe any examples of the following educational leadership activities in which the DPELFS graduate participates:

A) Policy Development

B) Team Building

C) Conducting Research

D) Devising and Implementing Solutions

Thank you!

(Please return to DPELFS In the enclosed envelope.)

Doctoral Program Dissertation Scoring Rubric Student Outcomes Assessment

Scoring Level	Introduction to and Purpose of the Study	Literature Review	Methodological Soundness
3 Exemplary	In addition to meeting the requirements of “2”, the introduction elaborates on the contributions to the field and demonstrates possibility of publication in professional media.	In addition to meeting the requirements of “2”, the review is of professional quality and could quite possibly stand alone as a publication in some form of professional media.	In addition to meeting the requirements of “2”, the methodologies applied are clearly beyond introductory statistical analyses.
2 Accomplished	There is a clear and concise development of the rationale for the study. Citations are included that support the need for the study. The study was broadly conceptualized and has clear capacity to affect practice and be a contribution to the field.	The literature review is extensive and thoroughly covers the variables included in the study. Ample research studies are included in the review. The review is well organized with topics clearly delineated with exceptional clarity and presentation of the material.	The methodology is appropriate for the study, and is rigorous. The tests of validity and reliability have been applied, and the data analyses are consistent with the data gathered and related to the purpose of the study.
1 Acceptable	There is a basic development of rationale of the study. Need for the study is minimally addressed. The conceptualization of the study is clear and sound.	There is a basic literature review, with minimal inclusion of research studies. The review is organized and the topical progression is apparent.	The methodology is basic and, while appropriate, other more rigorous analyses may have been applied.

Doctoral Program Dissertation Scoring Rubric Student Outcomes Assessment (Cont.)

Scoring Level	Results/Findings Data Analyses	Conclusions and Recommendations	Style and Format	Mechanics
3 Exemplary	In addition to meeting the requirements of “2”, the results and finding section are highly organized and almost in professional publication format.	In addition to meeting the requirements of “2”, the conclusions are recommendations are written in such a way that with little revision the section could be published in some form of professional media.	In addition to meeting the requirements of “2”, the dissertation models the language and conventions used in scholarly and professional literature. The dissertation would mostly meet the guidelines for a professional publication.	In addition to meeting the requirements of “2”, the paper is essentially error free in terms of mechanics. The transitions used help establish a sound scholarly argument and aid the reader in following the logic of the writer.
2 Accomplished	The results and finding are thoroughly discussed with appropriate tables and charts. The data analyses are clearly described and relate to the purpose of the study.	The conclusions and recommendations are not only appropriate and clearly derived, but there is a connection to the literature reviewed in Chapter 2. This section is concise and organized by research question and clearly relates to the purpose of the study.	While there may be minor errors in APA format and citations, the document demonstrates thoroughness and competence in documenting sources. The style and format contribute to the comprehensibility of the dissertation.	The writing conventions included enhance the readability and the paper is well connected from point to point. Transitional structures are in place, and topics and subtopics are appropriately used.
1 Acceptable	The results and findings of the study are consistent with the data collected. The results are presented in an organized way, and address the purpose of the study.	The conclusions and recommendations are appropriate and are clearly derived from the data analyses. The section is organized in such a way that the reader can see the connections to the purpose of the study.	The dissertation mostly follows the APA conventions. Citations are mostly correct, however, there may be more direct quotations than citations using paraphrasing techniques.	The writing conventions used assist comprehension of the material. The paper mostly demonstrates a smooth flow from point to point.

