

Assessment Practices EDDL Program

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Type of Assessment	Assessment Focus	How Used	Frequency
Indirect			
Course Evaluation	Teaching evaluation questionnaire coordinated by SF State	Director meets with individual faculty to discuss how to improve teaching practice	End of each term
Annual Student Survey	Curriculum; Instruction Quality; Student Support; Impact on Professional Life	Executive Committee discusses results and recommends changes	End of each academic year
Employer Survey	Five Learning Components of the Ed.D. Program*	Executive Committee reviews results and recommends changes	Annual
Graduate Survey	Five Learning Components of the Ed.D. Program*	Executive Committee reviews the results and recommends changes	Annual
Graduate Interviews	Five Learning Components of the Ed.D. Program*	Executive Committee reviews the results and recommends changes	Annual
Direct			
Course-level Papers	Student learning of course content	Individual faculty assess student learning to improve teaching practice	Semester assignments
Course level projects	Student application of course content	Individual faculty	Semester assignments
Qualifying Paper	Assess ability to describe an educational Problem in CA, its Leadership; implications, review Literature on the problem, discuss Equity implications, describe research Methodology, and demonstrate doctoral level Writing	Assess whether student is prepared to continue in program	Annual for each first-year cohort with opportunity for 1 revision
Proposal Defense	(See above)	Faculty committee uses rubric to assesses readiness to conduct culminating research	Once for each second year student with opportunity for 1

		project	revision
Dissertation Defense	(See above)	Faculty committee assesses quality of dissertation draft using program rubric	Once for each third year student (can they redo this?)
External Review Panel	(See above)	External reviewers assess quality of selected dissertations using program rubric	Annual
Research Symposium Presentations	culminating projects must show practical relevance to work in the field	EC will develop a rubric to assess the applicability of the study to the work in the field	Annual
Program Review	Revise this Comprehensive. Curriculum; Faculty; Student Support; Resources; Structures and Policies.	Submitted in 2012 to Academic Program Review Committee at SF State	As scheduled by APRC
Program Assessment	Revise this Curriculum; Instruction Quality; Student Support; Impact on Professional Life	Conducted in 2009 and results in 31 recommendations approved by the Executive Committee and implemented in 2010/11.	Every 3 years

*The five program components are:

1. Leadership and Systemic Reform
2. Learning, Curriculum and Assessment
3. Equity, Diversity and Structural Inequality
4. Education Program Administration
5. Research Skills and Habits of Mind