Program Learning Goals Annual Assessment Report

Department: EdD in Educational Leadership  College: Graduate College of Education

Degree Program(s) EdD in Educational Leadership

Resources about writing measureable program learning objectives/goal/outcomes can be found on: http://air.sfsu.edu/assessment/resources

Program Learning Goals Rubric - developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their program learning goals.

Learning objectives should reflect the program’s distinct mission in connection with the university’s broader educational goals, as well as aligning with the individual courses in which they are addressed. They should allow faculty to communicate their expectations, students to reflect on their own growth, and programs to measure and improve their educational results.

<table>
<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning goals are clear and can be accurately assessed</td>
<td>Learning goals are mostly clear; some can be assessed</td>
<td>Learning goals are present but vague; unclear how an evaluator could determine whether goals were met</td>
<td>Program learning goals are absent or incomplete</td>
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Every degree program offered by a department (minor, BA, BS, MA, MS) should have its own program learning goals. This report can focus on the learning goals for one program or present learning goals for multiple programs.

1. List your most recent program learning goals prior to any revisions.

   We developed program learning goals in preparation for the report.

2. Please describe the process of revising your program learning goals this semester. How were department faculty members involved? Were the revised learning goals developed in department meetings or other gatherings?

   Several years ago, in response to an internal review, the EdD program revised its course sequence and created a more focused design. A team of faculty members reviewed and revised the program design. Once this process was complete, we were able to identify the program learning outcomes for each area. Faculty shared their syllabi and the program director and graduate coordinator worked together to organize the learning outcomes according to the three themes. These program learning outcomes were reviewed and approved by the Executive Committee during a regular Executive Committee meeting.

3. What informed your decision to revise your learning goals (e.g. changes in the profession, new focus of the department, outcome of assessment)?
As explained above, our program underwent a curriculum and design revision to align the curriculum more closely to the program mission and vision. Our focus on social justice and equity ensure that our graduates become leaders in working to close the achievement/opportunity gap and make learning accessible to all.

4. What are your new program learning goals?

Leadership: Students will be able to:
• Initiate, facilitate, and sustain collaborations
• Make complex decisions
• Act as ethical change agents
• Apply knowledge on issues of accountability
• Apply knowledge of education policy, public financing and budgeting

Equity: Students will be able to:
• Apply analysis of inequalities to design and lead education institutions
• Support effective equity-centered curricula and pedagogy
• Integrate research & theory w. data to address barriers to recruiting and retaining people from under-represented backgrounds
• Integrate findings to support special needs and non-traditional students
• Use effective communication w. underserved populations

Inquiry: Students will be able to
• Evaluate a range of qualitative, quantitative, and mixed methods research on ed. leadership
• Use findings from relevant qualitative, quantitative, and mixed methods research on ed. leadership
• Interpret program evaluations, research reports, to identify programmatic applications of research findings
• Design and carry out educational research that addresses a practical problem of educational leadership

Give that this year you have revised your program learning goals, the next step would be to either plan how you would assess program learning goals by completing a curriculum map or to assess one of your program learning goals in the 2018-19 academic year.