

**College of Education and Allied Studies
Preliminary Administrative Services Credential
M.S. in Educational Leadership
Administrative Services Credential Tier I (Preliminary)**

**Committee on Academic Planning and Review (CAPR) Annual Report
May 2012**

1.0 Program Status

In Fall 2011, the Department of Educational Leadership began a cycle of inquiry to examine our work in relation to our vision and student outcomes. We have engaged in professional development to strengthen our writing instruction and e-Learning. We have expanded our partnerships and created an adjunct support system to insure a well coordinated learning experience for educational leadership students. Our increased enrollment has allowed us to hire an additional Tenure-Track faculty member and a full-time lecturer. Listed below are the 2011-2012 department goals and resource allocations.

1	By the end of the academic year, DEL's Cycle of Inquiry will be institutionalized measuring DEL's longitudinal (5-year) impact in school districts.
2	By the Fall of 2012, DEL will implement the Writing Across Programs Blueprint .
3	By the end of the academic year, 100% of department faculty will participate in CEAS' e-Learning Initiative .
4	By the Fall of 2013, DEL will establish a 5-Corridor School District Partnership System.
5	By the Fall of 2012, in partnership with the Office of University Advancement, DEL will procure a minimum of \$100,000 in seed funding for CRECE .
6	By the Fall of 2012, DEL will award a minimum of \$10,000 in scholarships to qualifying students in the department's three programs.
7	By the end of the academic year, DEL will institutionalize the Adjunct Support System impacting 100% of our adjuncts.
8	By the end of the academic year, DEL will support faculty research and scholarship by funding a minimum of two (2) professional development seminars/conferences per faculty.
9	By the Fall of 2012, DEL will add one Tenure-Track faculty position ; initiate the internal process for an additional TT position; and the continuation of a

2.0 Summary of Assessment Results

As we review student work and student evaluations we adjust our curriculum and instruction to continue to improve and expand our leadership preparation. For instance, the 2010-2011 exit surveys and course evaluations indicated students appreciated problem solving scenarios on current educational issues. Based on this feedback, faculty continued to use and develop case studies (i.e. on technology use and bullying) in their coursework this year. We use formative assessments throughout the year to inform our teaching. In year one of the Educational Leadership program we take a developmental approach to teaching and assessing the department's Bold, Socially Responsible Leadership Mindscapes. In the EDLD 6000 signature assignment for the first quarter students are required to reflect on their beliefs about each Mindscape/CPSEL and provide examples of leadership practices that illustrate the Mindscape being implemented at a site or district level. Analysis of these Mindscape reflections allows faculty to assess students' emerging understanding and observation of essential leadership practices. Students work with their university fieldwork supervisors to analyze areas within each Mindscape/CPSEL where they need more experience. This analysis informs the development of yearlong leadership project and fieldwork activities plans.

The Equity Plan is the key assignment for the winter quarter core course, EDLD 6400. Educational leadership students are instructed to collect and analyze site or district data, clearly define equity problems and questions to be addressed, identify resources, and develop recommendations. Leadership students were fairly fluent in their analysis of quantitative data provided by the state and district yet needed support in determining critical qualitative data (i.e. classroom observations, teacher and student interviews, community conversations, etc.) to be considered. As a result, we plan to introduce the equity plan assignment during the fall quarter next year to allow more time for development and support. An analysis of the resulting Equity Plans indicated that students were quite strong in the area of identifying resources and actions. However some students needed more work in clearly outlining steps and providing enough detail to move an equity agenda. Implementation became a focus for their leadership project fieldwork as well as the portfolio development in the third cohort course, EDLD 6550.

The final signature assignment for the cohort course EDLD 6550 is a portfolio. Students revisit and reflect upon their Mindscapes Reflections from the fall. In their final reflections they must describe the leadership skills they have developed in each Mindscape and provide artifacts as evidence with a rationale for why each artifact was chosen. These portfolios illustrate the breadth and depth of students' leadership skills and understandings as they include applied work from cohort, noncohort and fieldwork courses. Administrators and faculty agreed that these portfolios exemplified students' strong preparation for leadership. Reading students' reflections about what skills and understandings they wanted to continue to develop was most revealing as many practicing administrators agreed that these (i.e. strategies to engage all members of a school community) were areas of ongoing development. "Engaging and influencing

forces within the larger community” (Mindscape 5/CPSEL 6) is the area for further growth most often identified by leadership students at the end of their first year in the program. While this seems to be developmentally appropriate, we will continue to bring in exemplary models.

California State University, East Bay
APR Summary Data
Fall 2006 - 2010

Educational Leadership					
Item	Fall Quarter				
	2006	2007	2008	2009	2010
A. Students Headcount					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	166	189	182	158	131
4. Total Number of Majors	166	189	182	158	131
College Years					
B. Degrees Awarded					
	05-06	06-07	07-08	08-09	09-10
1. Undergraduate	0	0	0	0	0
2. Graduate	34	47	55	56	50
3. Total	34	47	55	56	50
Fall Quarter					
	2006	2007	2008	2009	2010
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	6	7	7	7	6
2. Part-Time	0	0	0	0	0
3a. Total Tenure Track	6	7	7	7	6
3b. % Tenure Track	35.3%	31.8%	33.3%	33.3%	42.9%
Lecturer Headcount					
4. Full-Time	1	3	2	2	1
5. Part-Time	10	12	12	12	7
6a. Total Non-Tenure Track	11	15	14	14	8
6b. % Non-Tenure Track	64.7%	68.2%	66.7%	66.7%	57.1%
7. Grand Total All Faculty	17	22	21	21	14
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	6.1	5.5	6.7	6.3	4.1
9. Lecturer FTEF	6.7	7.8	3.8	3.5	2.9
10. Total Instructional FTEF	12.8	13.3	10.5	9.8	7.0
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	60.2	66.5	57.7	56.0	42.3
11b. % of FTES Taught by Tenure/Track	48.6%	48.6%	49.1%	52.9%	47.4%
12a. FTES Taught by Lecturer	63.7	70.2	59.8	49.9	46.9

12b. % of FTES Taught by Lecturer	51.4%	51.4%	50.9%	47.1%	52.6%
13. Total FTES taught	123.9	136.7	117.5	105.9	89.3
14. Total SCU taught	1859.0	2050.0	1762.0	1589.0	1339.0
D. Student Faculty Ratios					
1. Tenured/Track	9.9	12.1	8.6	8.9	10.3
2. Lecturer	9.5	9.0	15.9	14.3	16.3
3. SFR By Level (All Faculty)	9.7	10.3	11.3	10.8	12.8
4. Lower Division	0.0	0.0	0.0	0.0	0.0
5. Upper Division	0.0	0.0	0.0	0.0	0.0
6. Graduate	9.7	10.3	11.3	10.8	12.8
E. Section Size					
1. Number of Sections Offered	46.0	35.0	42.0	33.0	32.0
2. Average Section Size	21.2	18.1	15.9	17.6	21.1
3. Average Section Size for LD	0.0	0.0	0.0	0.0	0.0
4. Average Section Size for UD	0.0	0.0	0.0	0.0	0.0
5. Average Section Size for GD	21.2	18.1	15.9	17.6	21.1
6. LD Section taught by Tenured/Track	0	0	0	0	0
7. UD Section taught by Tenured/Track	0	0	0	0	0
8. GD Section taught by Tenured/Track	20	15	17	18	18
9. LD Section taught by Lecturer	0	0	0	0	0
10. UD Section taught by Lecturer	0	0	0	0	0
11. GD Section taught by Lecturer	26	20	25	15	14

Source and definitions available at:

<http://www.csueastbay.edu/ira/apr/summary/definitions.pdf>

Headcount Enrollment	Fall Quarter				
	2006	2007	2008	2009	2010
Education (Ed.D)					
1. Undergraduate					
2. Postbaccalaureate					
3. Graduate			10	20	38
4. Total Number of Majors			10	20	38
Educational Leadership					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	166	189	172	138	93
4. Total Number of Majors	166	189	172	138	93
Degrees Awarded	College Years				
	05-06	06-07	07-08	08-09	09-10
Education (Ed.D)					
1. Undergraduate					0
2. Graduate					0
3. Total Number of Majors					0

<i>Educational Leadership</i>					
1. Undergraduate	0	0	0	0	0
2. Graduate	34	47	55	56	50
3. Total Number of Majors	34	47	55	56	50