

California State University, East Bay
Five-Year Program Review
for
Preliminary Administrative Services Credential Program,
MS in Educational leadership,
and
Administrative Services Clear Credential Induction Program

[2022-2023]

Self-Study and Five-Year Plan approved by faculty on:
October 5, 2023

*All PASC, ASCC, and MS faculty approve and participate in the
development of accreditation reports

FDEC's Diversity Response and Recommendation received by CAPR
on: [

External Reviewer Report received by the program on:
• CTC Visit Spring 2025

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ANNUAL PROGRAM REPORT

College	CEAS
Department	Educational Leadership
Program	PASC/ASCC/Masters
Reporting for Academic Year	2022-2023
Last 5-Year Review	Spring 2018
Next 5-Year Review	Spring 2023
Department Chair	Peg Winkelman
Author of Review	CCTC California Commission on Teacher Credentialing
Date Submitted	10/05/2023

PROGRAM SUMMARY

The design of the Department of Educational Leadership programs is to create a pathway from the Preliminary Administrative Services Credential (PASC) to the Administrative Services Clear Credential (ASCC) Induction and the Master of Science in Educational Leadership (M.S.) within the Department of Educational Leadership at California State University, East Bay (CSUEB). Many PASC, ASCC, and MS program graduates choose to apply the Department of Educational Leadership's doctoral degree program.

The **MISSION** of the Department of Educational Leadership at CSUEB is to prepare critical and courageous scholar-practitioners who lead educational transformation. The **VISION** of the Department of Educational Leadership is to act as a collective of critical, courageous, and self-reflective scholar-practitioners who engage in active listening, confront their own complicity, leverage their privilege and institutional resources, analyze systems that perpetuate oppression, and work in solidarity with communities to both disrupt the expansion of historic inequalities and lead educational transformation.

We steward our mission and work toward our vision through our **five social justice principles**,

Transformative Power of Language	Transformation of Systems	Empowering Minoritized Perspectives	Community Solidarity	Critical Reflection
<p>WE BELIEVE that language has the transformative power to courageously cultivate conditions that reject systems, practices, and behaviors that reinforce unequal power relations and create new possibilities for a more just society.</p> <p>WE COMMIT to being purposeful leaders who reflect upon and problematize our choice of language in our</p>	<p>WE BELIEVE that institutional systems and policies can contribute to the maintenance and expansion of historic oppressions, particularly for minoritized and racialized groups.</p> <p>WE COMMIT to 1) critically analyzing the institutional structures that contribute to minoritizing oppressed groups AND 2) leveraging our privileges, resources, and systems to lead the disruption of</p>	<p>WE BELIEVE that empowering minoritized perspectives in critical inquiry and dialog can produce more holistic insights and inspire transformative possibilities.</p> <p>WE COMMIT to becoming a community of critical scholar-practitioners who empower multiple</p>	<p>WE BELIEVE that powerful change happens when people develop collective agency and efficacy to disrupt historical injustices and create more equitable learning communities.</p> <p>WE COMMIT to collectively stand in solidarity with our students to build</p>	<p>WE BELIEVE that critical, humble, and courageous self-reflection that acknowledges and identifies the ways we participate in reproducing inequalities is an essential practice for dismantling oppressive systems.</p> <p>WE COMMIT to support and leverage practices of active listening</p>

teaching, program, work, and beyond.	inequitable systems and creation of alternatives.	perspectives and analyses in order to provoke thought and cultivate change agency.	connected communities that lead the transformation of oppressive systems and practices within our educational contexts.	and critical reflection among faculty and students that translates into leading transformative action.
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In order to operationalize DEL’s mission, vision, and core principles, our programs are praxis-directed and grounded in critical, humanizing, culturally relevant, community responsive, and abolitionist pedagogies. Such pedagogies immerse students in the very learning conditions that we expect from educational leaders for social justice and equity. Leading for social justice and equity very much affects and is affected by the structural (the way that schools are designed and organized) and cultural (how people act, interact, and react) conditions of a school, and as such, pedagogy plays an intentional role in transformation. Given this, it is important for faculty and students to explore how institutional structure and culture guide how we all consume, make sense of, produce, and transmit knowledge and ways of being.

Common Practices

- Applying a conceptual framework that draws from critical, humanizing, culturally relevant, community responsive, and abolitionist pedagogies to ground and inform our incorporation of the praxis cycle (critical knowledge + critical reflection + critical dialog + critical action).
- Continually deepening students’ critical consciousness through exploration of key critical theories.
- Engaging in frequent dialog to problematize real-world situations that students face.
- Applying practical frameworks that support students’ school/district-based leadership practices.
- Providing opportunities for students to practice and co-construct learning.
- Providing numerous opportunities for students to build a critical, humanizing, and supportive community.
- Providing opportunities for students to continue their professional learning from CSUEB and local community events.

Coaching

PASC/ASCC candidates work with a veteran educational leader hereafter referred to as the university coach (coach). The university coach coordinates support with the site/district mentor. Candidates meet regularly with the coach to complete the fieldwork activities at their worksites. Coaches attend regular professional development with the PASC/ASCC core faculty and help develop the materials the candidates use for fieldwork.

The coaches attend professional learning throughout the year. Coaches meet with their candidates regularly. Coaching typically happens in person, however it may occur virtually when needed, such as during a state-wide emergency. Coaches meet with candidates and their supervisors at the beginning and end of the academic/school year for a three-way meeting to discuss the candidate’s

proficiency/knowledge of the standards for educational leaders (e.g. CAPES/CPSELs). Candidates share a letter with their supervisors regarding the program standards and requirements for completion.

Coaching is embedded in the ASCC program; coaches attend ASCC classes and meet with their leadership candidates at the end of the monthly ASCC classes. The 1:1 meetings are based on the candidate's individual learning plans and focus on supporting leaders through current issues at their sites.

District Partnerships

School districts throughout the Bay Area collaborate with the Department of Educational Leadership to further develop the leadership capacity of their employees to better serve students. District leaders provide input on curriculum and program design to the Department Chair, ASCC Coordinator, PASC Coordinator, and cohort leader(s). District leaders share university partnership goals with university coaches, site/district fieldwork mentors who support leadership development of ASCC candidates. District leaders are invited to visit cohort classes to share expertise and provide feedback on district initiatives to further support district candidates. DEL faculty contribute significant reform research (i.e. serving English Learners, conducting collaborative inquiry for equity, STEAM, and the digital divide) to PASC course content and school district improvement efforts. The annual Center for Research, Equity, and Collaborative Engagement (CRECE) Leadership Institute is designed to offer multiple opportunities for aspiring and veteran administrators to learn, develop and share effective leadership practices.

[DEL programs are approved and accredited by the Commission on Teacher Credentialing.](#)

SELF-STUDY

A. Five-Year Review Planning Goal

Relevant for this report are the goals/objectives examined in 2021-2022 self study of the Preliminary Administrative Services Credential (PASC Program), Administrative services Clear Credential (ASCC Program) and the Master's in Educational Leadership Program (MS) summative assessment portfolio data, CPSEL (ASCC Program) summative assessment portfolio data as well as PASC and ASCC narrative fieldwork coach/ district mentor reviews of candidates. MS Program capstone equity project. DEL identified area(s) for improvement: Based on changes in program standards as well as CAPE and CPSEL realignment by CTC, Cal APA changes, faculty and fieldwork coaches saw an opportunity for further program improvement through increased collaboration to strengthen program coherence for candidates. In 2021-2022 there were collaboration meetings of the coaches and faculty to revise and align the Fieldwork and course work to the CalAPA.

The **Program Improvement Plan** included 2 objectives for program improvement. Objective # 1: There is a need to consistently align fieldwork and course work to keep all faculty and coaches up to date on standards and practices. Action Steps: Program Coordinators led fall and spring meetings with Tenure Track (TT) faculty and coaches to review, update and discuss how changes could be addressed in coursework and fieldwork. The goal was to create a learning experience for candidates where coursework and fieldwork are well integrated and embedded in practice. Faculty and coaches reviewed the CAPE (PASC Program) summative assessment portfolio data, CPSEL (ASCC Program) summative assessment portfolio data as well as PASC and ASCC narrative fieldwork coach/ district mentor reviews of candidate to determine the level of program integration and effectiveness. Objective # 2: There is a consistent need to ensure a coherent experience for administrative candidates as they move from the PASC Program into the ASCC Program. Action Step: Program Coordinators continue to conduct planning meetings with faculty and fieldwork coaches to identify the process and strategies to transition the final PASC portfolio into candidates' Individual Induction Plan (IIP) for ASCC. The goal is to help candidates to continue to build an administrative portfolio to document their learning and development. Faculty and coaches with program coordinators will review the CAPE (PASC Program) summative assessment portfolio data, CPSEL (ASCC Program) summative assessment portfolio data to determine program transition coherence.

B. Progress Toward Five-Year Review Planning Goals

In June 2018 the CCTC awarded the Educational Leadership PASC & ASCC programs the full 7-year accreditation. Below is the Chart from the CTC Accreditation Review Report. It indicates that the CS self-review is due to CTC Feb 2024 and the site visit will occur in 2024-25.

Teaching and Service Credentials	California State Commission for Teacher Credentialing	Pre-March 2020	PR Due October 15, 2023 CS Review Due Feb 28, 2024 Site Visit: 2024-25
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This recognition has allowed the Department of Educational Leadership (DEL) faculty participate in a continuous improvement cycle. As a faculty we again examined Program Improvement Goals at the end of the 2022 -2023 academic year.

The MS in Educational Leadership PSLOs and assessments align with both the Preliminary Administrative Services Credential (PASC) program which provides foundational PSLOs applied learning AND the Administrative Services Clear Credential Induction (ASCC) program which extends the PSLO learning into professional practice during candidates’ first two years of work under an administrative credential.

The Administrative Services Cluster Goal1: Unit Assessment Outcomes was to continue to reduce the number of graduates of the *PASC, ASCC, and MS programs who consider themselves to be only somewhat prepared to help teachers design and implement an instructional program that allows all students, including English Learners and students with special needs, to succeed. In cohorts we have continued collaborative work groups to address identified special education issues of concern in districts. Administrative Services Program Standard Goal is to evaluate the expectations for authentic and significant field experiences for candidates in the PASC, ASCC, and MS Programs. In fall 2018, the PASC (year 1 MS) Program Coordinators developed a revised set of field experiences for candidates. In fall 2019, PASC faculty and coaches once again revised the fieldwork experiences to ensure alignment with changes made to CalAPA and feedback from students. Cohort leaders and University Fieldwork coaches will continue monitoring and adjusting experiences for individual candidates. As a part of a cycle of continuous improvement the PASC, ASC and MS Programs conduct an annual review of our courses and fieldwork assignments to ensure continuous progress achieving program goals. The revisions implemented into the fieldwork based on the feedback from students were very helpful and supportive of the candidates’ preparation for the CalAPA.

Despite the issues and challenges of Covid-19, DEL programs were able to move forward, and complete our primary goals. In addition, faculty members collaboratively worked to transition our hybrid classes and fieldwork experiences to completely online platforms.

C. Program Changes and Needs

Overview: The Department of Educational Leadership has continued to develop the stance and structures to support candidates in leadership for social justice. Monthly faculty meetings include professional development and discussions centered on student support. Faculty provide research presentations at state, national and international conferences on the complex, and nuanced

elements of leadership for social justice. The CCTC has recognized DEL programs as exemplars in the area of leadership for equity. The signature Equity Plan Assignment has been adapted in the statewide assessment, California Administrator Performance Assessment, (CalAPA) for administrative services credential candidates.

Curriculum: In response to semester conversion and newly adopted CCTC program standards, the PASC, ASCC, and MS in Educational Leadership programs have been transformed. Faculty are interrogating the curriculum in a continuous improvement cycle. In the 2018-19 CalAPA non-consequential year, faculty and candidates navigated the three cycles of inquiry as well as the online submission process. During the 2019-2020 year all PASC credential candidates were to be required to complete the California Administrator Performance Assessment (CalAPA). Due to the Covid-19 pandemic, candidates were not required to complete all three cycles of the CalAPA. Faculty examined CalAPA assessment results in June 2021 and found that 98 % of candidates passed.

Students: While the CCTC has added to credentialing requirements over the past five years (service under a credential, two years of induction and performance assessments), program and degree completion statistics have remained strong.

Faculty: In the past five years DEL faculty have received university recognition for Outstanding Researcher (un-tenured), Outstanding Researcher (un-tenured), and 2 faculty received Outstanding Scholar on Issues of Diversity, Social Justice & Multiculturalism,

Staff: Dr Jose Lopez retired as of Fall 2021. It is worth noting that Dr. Gilberto Arriaza has entered FERP and is working less than full time in the Master's Program as of Fall 2021. Dr. Ardella Dailey has entered FERP as of FALL 2023.

Resources: For the past three years, DEL has been awarded A2E2 funding for a Lecture Series featuring scholarship in the areas of leadership for social justice.

Assessment: It should be noted that the PASC and ASCC programs went through accreditation by the CCTC in April – May, 2018. (This was part of a larger accreditation of all programs offering credentials through the CCTC.) The accreditation was awarded at the highest level, full accreditation with no stipulations, conditions, or follow-up. We are in the process of submitting evidence for the CTC visit in the spring of 2025.

Leadership Institute:

https://www.icloud.com/iclouddrive/024XHgX7BYrio6u_9a0BujgnA#LI_2023_PRogram_final_copy

Other: District partners played a critical role in the full accreditation of DEL programs by the CCTC. Local school district leaders shared their appreciation of the program design and the leaders who graduate from DEL programs.

II. SUMMARY OF ASSESSMENT

A. **Program Learning Outcomes (PLO)**

Program Learning Outcomes are also dictated by the state. The revised California Administrator Performance Expectations, CAPE were approved in July 2017. The PLOs are:(1) Development & Implementation of a Shared Vision, (2) Instructional Leadership, (3) Management and Learning Environment, (4) Family and Community Engagement, (5) Ethics and Integrity, (6) External Context and Policy.

The Department of Educational Leadership, (DEL) consistently advocates for policies and practices to address systemic inequities and better serve diverse communities. Several CSUEB's DEL faculty members addressed the CCTC proposing an equity preamble to frame the California Administrator Performance Expectations CAPE (PLOs). The approved **preamble cited below** exemplifies CSUEB's mission and the ILOs with an emphasis on Diversity, Equity, and Inclusion

Preamble to the California Administrator Performance Expectations

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. California leaders recognize, respect, and employ each student's strengths, experiences, and culture as assets for teaching and learning. Effective educational leaders confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status to support the learning of every child. Throughout the California Expectations and Performance Expectations, reference is made to "all students" or "all P-12 students." This phrase is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners. This inclusive definition of "all students" applies whenever and wherever the phrase "all students" is used.

B. Summary of Assessment Process

All CAPE/CPSEL (PSLOs) must be assessed -alignment with ILOs is illustrated in table below.

<i>Institutional Learning Outcome</i>	<i>Program Student Learning Outcomes & Embedded Assessments</i>
<p><i>1. Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.</i></p>	<p><i>EDLD graduates are required to engage critically and creatively to address complex challenges in six areas of leadership. For instance, in developing organizational capacity, EDLD students examine the quantitative and qualitative data at their sites and address the question, “How do we focus resources and energy where they will make the most difference to the quality of teaching and learning?”</i></p>
<p><i>2. Graduates of CSUEB will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.</i></p>	<p><i>In the area of visionary leadership EDLD graduates must develop strategies to address the question, “What are powerful ways to include and energize everyone to share responsibility for equity and better results for all students?” Graduates must demonstrate the capacity to develop the norms, structures and skills for inquiry, innovation, and continuous improvement as part of the school culture.</i></p>
<p><i>3. Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.</i></p>	<p><i>The area of instructional leadership challenges graduates to ensure that race, class, language, culture, income, gender and sexual identity are no longer good predictors of academic success (or failure). Graduates address the questions; What difference are we making and for which students? From whose perspective? What skills and support do I need to take risks and lead for equity?</i></p>
<p><i>4. Graduates of CSUEB will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities.</i></p>	<p><i>The area of instructional leadership challenges graduates to ensure that race, class, language, culture, income, gender, and sexual identity are no longer good predictors of academic success (or failure). Graduates address the questions; What difference are we making and for which students? From whose perspective? What skills and support do I need to take risks and lead for equity?</i></p>

<p><i>5. Graduates of CSUEB will be able to act responsibly and sustainably at local, national, and global levels.</i></p>	<p><i>In their community leadership graduates must actively generate knowledge and resources for continuous improvement. They consistently question, how are we engaging outside resources, forces and relationships to help us learn and change what needs to change to get the results we want? Graduates demonstrate the ability to develop two-way learning relationships and partnerships essential to proactively meeting new challenges.</i></p>
<p><i>6. Graduates of CSUEB will demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.</i></p>	<p><i>EDLD graduates demonstrate their integration of methods, theory, and practice in culminating leadership portfolios. Graduates articulate their beliefs, theories of action, and practice and must provide evidence of their work in each area of leadership. Artifacts include meeting notes, analyses of student achievement data, budgets, family involvement, instructional programs, etc. leading to collaboratively-developed improvement plans based on shared data.</i></p>

Summary of Assessment Process

Instrument(s): In addition to Program Student Learning Outcomes, (PSLO)- based signature assessments in each course, four MS program assessments are examined each year: (1) Formative CAPE Reflections; (2) Summative CAPE Reflections; and (3) Equity Project Reflections (year 2). In addition, ASCC candidates further develop a CPSEL – based portfolio over two years of induction while working in an administrative position.

The Formative CAPE and Summative CAPE Reflections are scored based on the same 4-point rubric to assess candidate growth in each program student learning outcome.

The following PLO/ILO assessment plan was submitted to the university.

PLO 1: Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth. Maps to ILO 4.
PLO 2: Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students. Maps to ILO 3.

**PLO/ILO Alignment and Assessment for Master’s Program:
MS in Educational Leadership Year 1 & Year 2**

Institutional Learning Outcomes		PLO 1	PLO 2	Course #	Fall	Spring	Assignment/ Assessment
Thinking and Reasoning	Critical Thinking						
	Quantitative Reasoning						
	Creative Thinking						
Communication	Written Communication						
	Oral Communication						
	Information Literacy						
Diversity	Diversity		X	EDLD 695/696	X		FIELDWORK Reflections
	Social Justice		X	EDLD 695/696		x	FIELDWORK Reflections
Collaboration	Collaboration and Teamwork	X		EDLD 630 Collaborative Research for Equity	X		Equity Project (Part 1)
	Leadership	X		EDLD 693 Collaborative Research Project		X	Equity Project (Part 2)
Sustainability	Sustainability						
	Social Responsibility Citizenship						

Sampling Procedure: All candidates are assessed on all CAPE/CPSEL (PSLOs) per the CCTC required standards.

Data Analysis: The faculty discuss student assessments and make adjustments to curriculum and instruction at faculty meetings as well as the spring and fall retreats.

C. Summary of Assessment Results

Main Findings: For 2022-2023 we had hoped to review the CCTC program completer survey data. In order to be recommended for a credential all candidates completing the PASC or ASCC programs must submit a program completer survey. The program completer surveys from 2018-19 indicated that students felt well prepared to lead in the PLO areas AND that the fieldwork component supported their leadership preparation. Unfortunately, due to the challenges first raised by Covid and then by reduced resources provided by CTC, we have not received credential completer survey data for the PASC and ASCC programs.

In the first semester of the MS program, 96% of the students successfully completed formative reflections on PLO 1: Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth and PLO 2: Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students. In the second semester of the MS program, 98% of the students successfully completed summative reflections indicating that they were prepared for site leadership serving a diverse group of Pk-12 students.

In the second year of the MS program, the MS Equity Project builds upon the MS year 1 Equity Plan with a continued focus upon PLO 1: Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth and PLO 2: Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students. In the second year students collect further data and lead a project to promote equity at their school and/or district sites. In the fall semester, the MS Equity Project Reflection on Leadership formative assessment indicated that students scored an average of 18.2 out of 24 points on the rubric. In the spring the same cohort scored 21.6 out of 24 points indicating that they have successfully completed a scholar-practitioner research project on leadership for social justice in educational settings. Due to the challenges raised by the CoVid-19 pandemic, about 20% of the MS students were unable to complete all the data collection phases in spring 2020. As a result, these students modified their empirical research projects to semi-theoretical studies. In addition ASCC candidates further develop a portfolio over two years of induction in an administrative position. These candidates are leading schools and districts and thus must provide evidence (i.e. meeting agendas, site and district level plans, and student achievement data) indicating their capacity in the areas of PLO 1: Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth and PLO 2: Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students. The Portfolios are assessed using the Descriptions of Practice rubric in two parts: Part 1: Individual Induction Plan (IIP) with all 6 standards and elements written descriptions of the actions taken to develop and support your continued growth as a leader and Part 2: Six Narratives with Three Pieces of Evidence for Each Narrative. 100% completed and scored an average 3 out 5 on rubric in year one and year two.

Recommendations for Program Improvement:

Objective # 1: The Department of Educational Leadership (DEL) will continue to strengthen the alignment of fieldwork and course work using a cycle of inquiry continuous improvement analysis to best support students in developing their leadership for equity.

Action Steps: Program Coordinators will continue to facilitate fall and spring meetings with TT faculty and coaches to review student data, update and discuss what and how improvements might be implemented in coursework and fieldwork. The goal is to create a learning experience for candidates where coursework and fieldwork are well integrated and embedded in practice of leadership for equity. Faculty and coaches will continue to review the CAPE (PASC Program) summative assessment data, CPSEL (ASCC Program) summative assessment portfolio data as well as PASC and ASCC narrative field work coach/district mentor reviews of candidate to determine the level of program integration and effectiveness.

Objective # 2: DEL will continue to strengthen a coherent experience for administrative candidates as they move from the PASC Program into the ASCC Program. Action Step: Program Coordinators will continue to conduct planning meetings with faculty and fieldwork coaches to identify the process and strategies to transition the final PASC portfolio into candidates' Individual Induction Plan (IIP) for ASCC. The goal is to help candidates to continue to build an administrative portfolio to document their learning and development. Faculty and coaches with program coordinators will review the College Education & Allied Studies (CEAS) exit survey data, the CAPE (PASC Program) summative assessment data, CPSEL (ASCC Program) summative assessment portfolio data to determine program transition coherence.

Next Step(s) for Closing the Loop: In the 2023-2024 academic year, DEL will continue to utilize assessment data to build collaborative structures including district partnerships and ongoing dialogues with Superintendents to best support the development of educational leaders dedicated to better serving diverse communities. DEL will continue to host virtual meetings including the Fall Forum and Leadership Institute.

Other Reflections: DEL would like to note the immediate response TT faculty provided to support the implementation of online, distance learning necessitated by the pandemic in Spring 2020. Faculty modeled effective practices and reached out to students as well as adjunct faculty who were less comfortable with online platforms. The May 2020, DEL Leadership Institute was virtual and focused on highlighting the scholar-practitioner work of students in their leadership for equity work through challenging times. DEL will use the Diversity, Equity and Inclusion Rubric to identify the practices, instructional pedagogies and curriculum that we are using in our programs and the areas we need to improve.

D. Assessment Plans for Next Year

Assessment for the next year, as required by the CCTC accrediting agency, will include the same data sources as in the current year. The Cal APA is now a requirement for the PASC credential (first year of the Master's program). Faculty will examine the CalAPA data when it is provided at the end of the 2020-2021 academic year. Based on the CEAS as well as CCTC exit survey data from the previous two years, DEL faculty will continue to align coursework with Department of Principles for Social Justice and the ILOs.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections Notable Trends;

The CAPR data dashboards do not include any data on PASC or ASCC credential candidates. DEL faculty will continue to work with the university system in spring semester to have data available in the CAPR data dashboard- i.e. CalAPA, completer surveys, MS signature assignments, Portfolios, Fieldwork assessments

Reflections on Trends and Program Statistics:

Overall, our faculty have worked and continue to work extremely hard to provide a rigorous and supportive program that enables our non-traditional students—all are fulltime working professionals ranging in age from their mid-twenties to early sixties—and many of whom are also first-generation college graduates to achieve professional leadership roles in K-12 public and private schools and districts. We have continually made program improvements to address our own teaching and advising practices as well as larger societal inequities that disproportionately impact our students. The work is on-going. |

B. Request for Resources

1. Request for Tenure-Track Hires

Rationale:

For the following reasons, the (PASC/ASCC) and the Masters in Educational Leadership Program is requesting one Tenure Track (TT) hire based on the retirement of a core faculty member we request the hire of a faculty member qualified to teach across our Educational Leadership Programs. This hire will support the University goal of 75% of tenure track faculty teaching in the DEL programs. The person selected will teach in the Administrative Credential Programs (PASC/ASCC) and the Masters in Educational Leadership.

We currently have TT in these programs also teaching in the Ed Doctoral Program. We want to be able to continue this continuum of instructional cross program model and the decrease of 3 faculty (one retirement and two to the FERP program) has resulted in an increase in lecture faculty teaching in the PASC/ASCC and Masters in Educational Leadership.

2. Request for Other Resources

The Department is continuing a discussion and research on the development of an online Masters in Higher Education Program.

