

## DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP (DPELFS)

### ACTION PLAN

#### I. Vision for the Program

Vision:

Changing leaders to lead change.

Mission:

The Doctoral Program in Educational Leadership prepares leaders with demonstrated potential to transform educational systems and settings that improve the life outcomes of all learners and their communities, and to serve as stewards of the profession.

The Doctoral Program in Educational Leadership will accomplish the mission and vision and promote professional practice by:

- Providing knowledge, skills and professional experiences through embedded fieldwork during the course of the program that uses multiple frames to develop meaningful solutions.
- Providing opportunities to critically examine current complex educational problems of practice, policies, and educational issues through the use of appropriate inquiry and research methodologies and framed around the questions of equity, ethics, and social justice.
- Providing opportunities to access recent literature and be able to use that research and appropriate theoretical frameworks as a basis to formulate administrative and instructionally effective approaches and best practices to improve the quality of instruction and the learning environment for all students.
- Providing opportunities that build the skills necessary to construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
- Providing opportunities to demonstrate collaboration and communication skills to work within diverse communities and to build partnerships.
- Providing a professional knowledge base that integrates both practical and research knowledge and that links theory with systemic and systematic inquiry.
- Providing an emphasis on the generation, transformation, and use of professional knowledge and practice.

#### II. Specific actions to be taken to achieve the vision

The following were the recommendations submitted by the external WASC evaluators who were also the program review external evaluators. Each recommendation will be addressed in this section.

Recommendations:

1. Recommended building on proposed changes to mission statement to develop a singular framework for learning that will guide assessment (incorporate the CPED principles into the assessment model and mission statement).
2. Recommended greater attention be given to securing external data regarding its influence on regional programs and educational efforts (better measure the impact of the embedded fieldwork experiences).
3. Recommended careful and systematic monitoring of capacity to offer programs at offsite locations (related to current efforts to develop an online program).
4. Recommended more clearly articulated standards for dissertation content and quality (related to length of some dissertations reviewed – revise rubric to ensure quality)
5. Recommended increase ethnic and cultural diversity of the Graduate Group faculty members.

## II. Specific actions to be taken to achieve the vision (continued)

### 1. Develop a singular framework for learning that will guide assessment (incorporate the CPED principles into the assessment model and mission statement).

1a. New student learning outcomes have been developed that include the Carnegie Project on the Educational Doctorates principles and will be incorporated into the SOAP for the DPELFs program. The program had already been collecting the data relative to these additions new outcomes and now they will be officially part of the SOAP documents. The expected outcome is that there is a uniform Outcomes Assessment plan that aligns with the programs Vision, Mission, and Objectives.

1b. No Cost

1c. N/A

1d. This action will be completed before the end of the 2013/2014 academic year.

### 2. Give greater attention to securing external data regarding its influence on regional programs and educational efforts (better measure the impact of the embedded fieldwork experiences).

2a. The program created an Ad Hoc committee to redesign the data collection instrument and we have already begun collecting data using this instrument. The expected outcomes are that the program will have more data to determine the extent to which embedded fieldwork is beneficial to the graduate students. Based upon the data, fieldwork assignments may be redesigned for greater benefit to the community and to the student.

2b. No Cost

2c. N/A

2d. This action was completed in the fall 2013.

### 3. Carefully and systematically monitor the capacity of the program to offer programs at offsite locations (related to current efforts to develop an online program).

3a. The goal for adding an online program was designed by the Provost and the Dean of Education. We believe the evaluators did not realize the Bakersfield joint program was going to transition to be their own independent doctorate by Summer 2016. As a result of the caution, the begin date for the online joint doctoral program with Channel Islands has been moved to a start date of Summer, 2015. The Director and Associate Director will monitor the resources needed for continued planning for implementation and report issues to the Dean and Provost. The expected outcome is that the program will be better positioned for a successful start of the new Joint online program with CSU Channel Islands.

## II. Specific actions to be taken to achieve the vision (continued)

3b. No Cost (except lost opportunity costs).

3c. N/A

3d. This action was already implemented in the fall 2013.

### **4 . Develop more clearly articulated standards for dissertation content and quality (related to length of some dissertations reviewed – revise rubric to ensure quality).**

4a. This action was completed and implemented in the fall 2013. The dissertation rubric was revised and is now being used for both the preliminary and final defenses. Issues related to dissertation length and quality were discussed with the Graduate Group and all faculty are aware of the issue and the new rubric. The expected outcome is that all dissertations will be thorough and will include extensive literature reviews and discussion of the results and conclusions.

4b. No Cost

4c. N/A

4d. This action was completed during the fall 2013.

### **5. Increase ethnic and cultural diversity of the Graduate Group faculty members.**

5a. Two new Hispanic were hired in the spring 2012 and both will be active in the doctoral program. Increased attention to recruiting diverse faculty will take place when new searches are authorized. The expected outcome is that the Graduate Group for the DPELFS will become increasingly more diverse.

5b. No Cost

5c. N/A

d. This action will be ongoing.

