



**SAN FRANCISCO
STATE UNIVERSITY**

GRADUATE COLLEGE OF EDUCATION
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**Graduate College of Education Annual Assessment Report
Office of Academic Planning
San Francisco State University
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Overview of Program Assessment in the GCOE

Academic Program Assessment is required by [Academic Senate Policy](#) of all Colleges and Departments at SF State for two purposes: (a) to inform and support program improvement; and (b) to meet accreditation and other external requirements. Program assessment in the GCOE is ongoing, in response to both of the above goals. This report highlights GCOE assessment activities for the AY 2015-2016, as part of continuous program improvement and accreditation requirements of the Western Association of Schools & Colleges (WASC). In addition, due to the central nature of preparation of educators and speech-language pathologists in the GCOE, regular assessment systems and reports are completed for the CSU Chancellor's Office, California Commission on Teacher Credentialing (CTC), American Speech-Language and Hearing Association/Council on Academic Accreditation (ASHA/CAA), and Association of the Rehabilitation of the Blind and Visually Impaired (AER). Each of these professional accreditors determine program standards, program learning goals and student learning outcomes that are evaluated in formative and summative methods for program improvement and student achievement. Further, undergraduate and graduate degrees are structured to meet program learning goals and student learning outcomes that are related to program standards for promoting leadership in education and clinical settings.

The diversity of programs in the GCOE and multiple assessment requirements can be framed within the context of Academic Program Assessment that includes four components, outlined below. The stages in the program assessment cycle include the following:

1. *Mission Statement* – A brief statement of the values and principles that guide the curriculum and differentiates from other SF State programs;
2. *Program Learning Goals* – Statements of the knowledge and skills that are determined as essential for program graduates;
3. *Assessment Findings* – Results from examining evidence of student learning in light of program learning goals; and
4. *Response/Closing the Loop* – Actions taken to respond to assessment findings.

Each of the GCOE Departments and related Programs demonstrate differing stages of Program Assessment, based on the above. Highlights of assessment processes are included regarding College and Department activities for the past AY, 2015-2016.

GCOE Mission, Vision, and Strategic Directions. Since fall 2014, the GCOE has engaged in strategic planning to develop and develop a comprehensive program assessment system. Achievements in the past AY focused primarily on refining the [GCOE Mission, Vision and Strategic Directions](#), shown on the GCOE website. In AY 2016-2017, Program Assessment will focus on the development of a Unified Assessment System (UAS) that follows the assessment cycle, outlined above and draws upon reporting required throughout the AY, including the following formative and summative measures and others to be developed:

- SF State: APRC & Academic Program Development Reports
- ERRS Reports: Chancellor's Office Credential Enrollment reports
- ERST Reports: Chancellor's Office Credential Completer reports
- Title II: Program Requirements & Completers of Selected Credential Programs
- CTC Biennial Reports: Achievement of Signature Assignments
- CTC Biennial Reports: Student Teaching Observations
- CTC Biennial Reports: Educator Mastery (EdTPA and other TPA measures)
- CTQ: Chancellor's Office Program Completer Exit Survey
- CTQ: Chancellor's Office Educator One-Year Employment & Employer Survey
- ASHA Annual Report regarding CD Program and Student Outcomes
- SF State Graduate Degree Exit Surveys

Education Minor Program Learning Goals. The revision of the EDUC Minor was conducted through extensive collaboration across GCOE Departments in series of meetings with Department Chairs and the EDUC Minor Task Force. Resulting PLOs and curriculum were developed through input from representatives of each Department in the GCOE and include the following:

1. Develop a social justice educational philosophy that articulates the role of educators as agents of change.
2. Develop advocacy skills to build inclusive and supportive classroom communities for all students.
3. Prepare future educators to apply culturally responsive pedagogy to classroom environments.
4. Develop content appropriate instructional strategies that maximize learning for all students
5. Develop interpersonal skills to interact professionally in educational environments.
6. Develop and participate in research in teaching and learning.
7. Explore and apply the arts as integral to a comprehensive educational experience
8. Integrate multiple literacies into learning environments.

Following approval of the Revised EDUC Minor by the Academic Senate in April 2016, the curriculum scheduled for implementation in fall, 2016. Program assessment will be conducted in AY 2016-2017 to determine the effectiveness of the PLOs to guide student-learning outcomes.

Program Learning Goals in Educator Preparation. In the new AY, 2016-2017, assessment will focus on the development and updating of Program Learning Goals in all Departments in the GCOE. In particular, CTC recently authorized revised Program Standards for Education Administrators and related changes in curriculum are required to be submitted to CTC

this fall. In June 2016, the CTC also authorized new standards and Teacher Performance Expectations (TPEs) for Multiple and Single Subject Credentials. Further, TPEs for Special Educators (Education Specialists) are also under review and scheduled for revision in the coming year. The emphasis in new standards on inclusion of **all** students, universal design for learning, instructional technology, culturally responsive pedagogy and collaboration will require extensive curriculum planning and development across the College.

The following sections provide brief summaries of Department assessment activities for the AY, 2015-2016.

Department of Educational Leadership Studies and Instructional Technology

Department Contact: Doris Flowers, Chair

Department Programs, AY 2015-2016:

Degrees & Credentials

- [M.A. in Education, Adult Education Concentration](#)
- [M.A. in Education, Educational Administration Concentration and Preliminary Administrative Services Credential Program \(Tier I\)](#)
- [M.A. in Education, Equity and Social Justice Concentration](#)
- [M.A. in Education, Instructional Technologies Concentration](#)
- [M.A. in Education, Special Interest Concentration](#)

Community Outreach Programs

- [Step to College Program](#)
- Transfer Articulation Bridge Program

Mission and Vision. ELSIT is a dynamic leader in integrating:

- Educational leadership and administration
- Teaching, learning, and research
- Lifelong learning and scholarship
- Emerging technologies and pedagogies
- Collaboration and networking

Social Justice Leadership

The department prepares professionals to critically examine inequities and work to eradicate them via practices that reduce gaps in achievement and opportunities to learn, and to enable all individuals to reach their full educational potential.

Culture of Community

The department builds a community of practice across faculty and students to prepare education professionals to be innovative thinkers and problem solvers. Students acquire interpersonal

fluency and digital expertise required to engage in leadership as socially responsible practitioners and global citizens.

Education Administration (EDAD): Revisions in Program Learning Goals. The reauthorized standards for the Education Administration Credential require that the respective program faculty develop a transition plan and revised curriculum by December 2016. This will be the key initiative for lead faculty in Education Administration.

Instructional Technology (ITEC). Revisions in Program Learning Goals and Curriculum. The reauthorized standards, by CTC, for the Multiple and Single Subject Teaching Credentials have major implications for the ITEC Program. Redesign of ITEC Program Learning Goals and Student Learning Outcomes are required in response to requirements of the new credentialing standards to deepen and to integrate Instructional Technology in both stand-alone coursework and infusion throughout teacher preparation curriculum. ITEC faculty have begun to work collaboratively with E ED faculty to design Program Learning Goals and Student Learning Outcomes in response to the need for program improvement and new CTC standards. This work will continue with E ED, S ED, and SPED through the next AY, 2016-2017.