Preliminary Administrative Services Credential Assessment data

Data Table Explanation/Summary:

Candidates are assessed for program competencies throughout their coursework using both formative and summative assessments. When possible, peer evaluation is also conducted. Key assessments have been identified in each course. The process for revising these assessments is being completed in conjunction with the course revisions as identified.

Key Assessment	Description	Evaluation Tool
Benchmark Assignment: Knowledge	Upon conclusion of the introductory class in educational leadership, students demonstrate their knowledge of theory and practice by responding to three case study prompts sans resource materials.	Essay examination (Benchmark) scored on a rubric with a 4-point scale and posted on Task Stream.
Assessment	Candidates are asked to analyze a set of data from their school for strengths and weaknesses and plan a program of remediation.	Action Plan (Benchmark) scored on a rubric with a 4-point scale and posted on Task Stream.
Planning	Candidates are asked to select a program at their school site and plan a budget to facilitate the objectives of that program.	School-site budget (Benchmark) scored on a rubric with a 4-point scale and posted on Task Stream
Diversity	Upon conclusion of the class in Contemporary Issues, candi-dates are asked to demonstrate their understanding of diversity in education by selecting a topic from a predetermined list of topics and developing a research paper.	Issues and trends paper (Benchmark) scored on a rubric with a 4-point scale and posted on Task Stream
Embedded Technology	Course projects requiring the use of various technologies and computer software to solve educational problems are embedded in EDLD 577, 573, and 570 and Field Experience.	Oral and written presentations using a variety of technologies and presentation software (Benchmark) scored on a rubric with a 4-point scale and posted on Task Stream

This process is reinforced by rubrics for all key assignments. Each rubric is structured to inform candidates of their progress, denoting whether they have exceeded standards, met them, or if revision is required. Support for revision is provided for all candidates through the program chairperson.

The program reviews both the course enrollment and grade along with the assessment measurement 1) to determine compliance of the assessment and to assess if there were any correlations between overall course performance and key assessment performance.

The Preliminary Administrative Services Credential program at the University of La Verne has undergone substantial revision during the past three years. Beginning in July 2016, the Preliminary Administrative Services Credential program embarked upon a full-scale revision to meet the needs of prospective leaders and align the program with updated professional standards. It is our goal to develop a program which prepares prospective and new school leaders to meet the academic and socio-emotional needs of diverse populations, communicate effectively with a wide range of stakeholders, understand new funding formulas and the power that can be harnessed from them, and foster a school setting that can compete in the education marketplace. In alignment with the strategic plan for our college, we seek to support the development of leaders who will view diversity as an asset to the school community, advocate for all students and families, with purposeful effort to advocate for students and families who might not otherwise have voice, and foster collaborative cultures that develop the capacity for leadership in all members of the school community.

Because we are working towards continuous improvement in all areas of our program, we have continued to review our coursework. We have recently experience faculty turn-over in this area and have asked a current faculty member with significant principal leadership and leadership training in under resourced school setting to take the lead in this area.