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**Progress Report on
Issues Identified by the
Substantive Change Committee for
Doctoral Programs**

November 17, 2008

San Diego State University was approved by the Structural Change Panel to begin the Ed.D. in Educational Leadership with specializations in PreK-12 Leadership and Community College Leadership on June 22, 2007. At that time three recommendations for improving the effectiveness of the program were identified. The three recommendations and the responses to these recommendations are listed in this report. Supporting documentation is attached.

Recommendations for improving the effectiveness of the program

The University should further develop its assessment plan that defines research questions, sets forth expectations for data collection and analysis, and ensures that data is used to improve student learning. In so doing, the University should expand the use of direct methods for assessing student learning at not only the individual student level but also at the course and program level. While course evaluations and surveys can produce useful information, direct evaluation of student work will be the best method to determine whether the learning outcomes intended for the program have been met at the level of achievement expected for a doctoral level program.

The program review process for the EdD program should include assessment findings and student learning results as a central focus of the process.

Commission Action Letter 7/27/07

A preformative evaluation report was completed on November 2, 2008 (see Attachment A_SDSU Preformative Evaluation Report 10-08). This report guided research questions that will be used to evaluate the community impact of the program (see Attachment B_Doctoral Program Research Questions).

In addition, the doctoral faculty formulated a draft assessment plan with guiding research questions (see Attachment C_EdD Program Assessment Plan final). The draft plan will be presented for approval to the joint doctoral faculty at their meeting on December 4, 2008. The first set of student learning data will be collected in spring 2009.

Rubrics for evaluating students' qualifying exams and dissertations need to be developed and refined.

Commission Action Letter 7/27/07

Program faculty created rubrics to evaluate both the written dissertation (see appendix 10 in attachment C) and the oral presentation of the dissertation (see appendix 13 in attachment C). The appropriate portions of these dissertations will be used at the presentation of the dissertation proposal as well as the defense of the dissertation. In addition, formative evaluation criteria maps to both dissertation rubrics to ensure that the students are receiving feedback on their learning prior to their proposal and defense hearings (see appendix 8 in Attachment C).

PK-12 program faculty have developed a rubric for their qualifying exams (see appendix 11 in Attachment C). Community College faculty have developed a rubric for their qualifying exams (see appendix 9 in attachment C) which correlates to their formative and summative assessment of student learning portfolios (see Attachment D_2008EdDPortfolioHandbook).