



MEMO

DATE: July 24, 2018

FROM: Lynn Mahoney, Provost and Vice President for Academic Affairs

TO: Cheryl L Ney, Dean, Charter College of Education
Sharon Ulanoff and Anne Hafner, co- Directors, EdD Program
Ann Snow, Division Chair, Division of Applied & Advanced Studies in Education

CC: Karin A. Elliott Brown, ALO, AVP & Dean of Graduate Studies
Diane Fazzi, Associate Dean, CCOE

SUBJECT: Ed.D in Educational Leadership Program Review Memorandum of Understanding

Memorandum of Understanding
Ed.D. in Educational Leadership
Charter College of Education
April 2018

This Memorandum of Understanding outlines the consensus reached by the Division of Applied and Advanced Studies in Education, Charter College of Education and the Division of Academic Affairs, based on the recently conducted program review for the Ed.D. Program in Educational Leadership. It describes the goals to be achieved, and the actions to be undertaken by all parties to this MOU to achieve these goals, during the next program review cycle. Progress toward goals is to be addressed in the annual report.

The Ed.D. Program in Educational Leadership was launched in Fall 2009, and is accredited by WSCUC. The program has a clear vision, which aligns with the College. The curriculum is well conceived, with leadership content throughout. Specifically, the program's strengths are the exploration of the many contexts in which educational leadership can take place, as well as the focus on diversity and social justice. The program is commended for its successful student enrollment, high retention rate of 89% and very diverse student body that will prepare educational leaders for the greater Los Angeles area.

A few opportunities for improvement were identified in the course of the program review. The three-year "on-time completion rate" for the first two cohorts was 50% (this was the only data available at time of self-study). Increasing timely completion for each cohort should continue to be a focus for faculty overseeing dissertations. Relatedly, several students indicated that they did not feel confident to pursue a quantitative research project for their dissertation, so several selected a qualitative research design that takes notably longer to complete. In fall 2016, the introduction

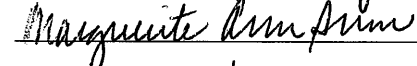
of a postsecondary specialization was launched. This program expansion has caused a further demand on faculty to coordinate and collaborate. It will also require more faculty to supervise dissertation research. External evaluators also noted that the program could benefit from engaging alumni to support the Ed.D. program in several areas including teaching, providing practicum experiences and employment opportunities. Finally, both WSCUC and external program evaluators note that space is needed to promote a doctoral culture.

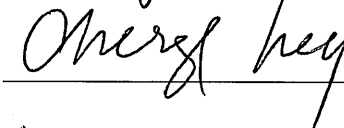
It is therefore agreed that:

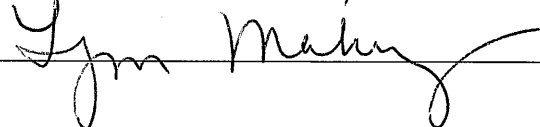
1. Faculty instruction will be coordinated around helping students develop the skills necessary to complete the dissertation; especially quantitative research methods and clear guidance and support to help students meeting writing expectations for the dissertation manuscript.
2. As the opportunity to hire additional faculty arises, every consideration should be given to alignment of expertise with curricular needs of the program and for dissertation support. Given the academic program's focus on diversity and social justice, active strategies will be employed by the search committee to recruit a diverse pool of faculty applicants. Tenure track hiring will be approved as funding allows and aligns with university tenure track hiring priorities.
3. The Program will continue to pursue the alumni engagement activities that were initiated in AY '17-'18 such as: systematic tracking of alumni to communicate regularly with them; tracking of alumni employment which helps measure the impact of the program; periodic employer surveys where graduates work to measure program impact and providing opportunities for alumni to network and receive additional career development support
4. CCOE will explore multiple ways to further develop a doctoral culture such as (1) instituting research brown bags and offering other professional development activities; (2) utilizing the Graduate Resource Center Commons and conference room as collaborative academic spaces for Ed.D. students; and (3) identifying space to support Ed.D. laboratory meeting times in the evening hours that have multiple uses during day hours.
5. The Program will revise the five-year plan to reflect these additional goals.

This MOU has been read and approved by:

Program Director 

Department Chair: 

College Dean: 

Provost: 

7-30-18 

Date: 7/30/18

Date: 7/30/18

Date: 7/26/18



MEMO

DATE: July 24, 2018

FROM: Lynn Mahoney, Provost and Vice President for Academic Affairs

TO: Cheryl L Ney, Dean, Charter College of Education
Andrea Zetlin, Interim Program Director
Kimberly Persiani, Chair, Division of Curriculum & Instruction

CC: Karin A. Elliott Brown, ALO, AVP & Dean of Graduate Studies
Diane Fazzi, Associate Dean, CCOE

SUBJECT: BA in Urban Learning Program Review Memorandum of Understanding

Bachelor of Arts in Urban Learning
Charter College of Education
May 2018

This Memorandum of Understanding outlines the consensus reached by the Division of Applied and Advanced Studies in Education, Charter College of Education and the Division of Academic Affairs, based on the recently conducted program review for the BA in Urban Learning Program. It describes the goals to be achieved, and the actions to be undertaken by all parties to this MOU to achieve these goals, during the next program review cycle. Progress toward goals is to be addressed in the annual report.

The Urban Learning (URLN) major was developed by the CCOE in 1999 to meet the growing demand for university teacher education programs that train credentialed general and special educators in the most efficient and effective manner possible. The undergraduate major in Urban Learning prepares students to become educators with the skills and knowledge required to teach in the urban centers of California and beyond. The diversity in this program is a notable strength and is very important to increasing the diversity across the teacher education landscape. Other areas of strength include stable enrollment and strong graduation rates; a cohort model that facilitates peer support; and ULRN students' positive perception of full-time and adjunct faculty as "very strong and knowledgeable."

Several opportunities for improvement were identified in the course of the program review. The College and ULRN Program are strongly encouraged to review and consider all the recommendations detailed in the external review and program review subcommittee reports. Clarity is needed regarding how ULRN curriculum and instruction are informed by the revised CTC Teacher Preparation Standards. Also, a concern was raised that ULRN students are challenged by the State testing requirements and have low pass rates. The advisement structure requires revision, and a comprehensive assessment plan with direct measures of program SLOs is needed.

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It is therefore agreed that:

1. The extensive ULRN Curricular transformation work completed in the intervening year of 2017-18 will be documented in the 2018-19 University Annual report that (1) addresses explicitly how curriculum and instruction meet the expectations of the revised CTC Teacher Preparation Standards; (2) incorporate test preparation or supplemental instruction in the curriculum to support student performance in all required testing areas (CBEST/CSET/RICA/Ed TPA); (3) reduce possible excessive redundancy in curriculum noted by students; (4) consider increasing curriculum content on marginalized groups (e.g. LGBTQ, students of color); (5) increase student comprehension of content on evidence-based strategies related to serving populations from urban schools; and (6) align with Executive Order 1071.
2. A ULRN assessment committee will be established to develop and implement a comprehensive assessment plan that includes (1) signature assignments that measure SLOs and (2) benchmark skill-based assessments particularly in writing and speaking.
3. The Program will continue with CTC credential accreditation and collect program data identified as missing by the external reviewers (e.g., clinical experience data, alumni performance data, PK-12 partnership data, employer satisfaction.)
4. The Program will align with college-wide initiatives for training and orientation of adjunct faculty.
5. College revisions to the administrative and advisement structure of the ULRN program completed in the intervening year of 2017-18 will be reported in the 2018-19 University Annual Report and impact on student concerns regarding academic and professional advisement will be shared. The college is encouraged to develop incentives to broaden the pool of faculty teaching in the ULRN program and contributing to advisement and mentorship of ULRN students.
6. The College recruitment and marketing plan, implemented in the intervening year of 2017-18, to promote the program's reputation in the field and increase awareness of ULRN as an option for incoming freshmen wanting to be teachers (e.g., improve outreach to local high schools and develop 2+2 transition plans with local community colleges as noted in the self-study report.) will be reported in the 2018-19 University Annual Report, along with outcome data associated with these efforts.
7. The Program will revise the five-year plan to reflect these additional goals.

This MOU has been read and approved by:

Program Director:	<u>C. Key for AZ</u>	Date:	<u>7/30/18</u>
Division Chair:	<u>[Signature]</u>	Date:	<u>7/30/18</u>
College Dean:	<u>Christy Key</u>	Date:	<u>7/30/18</u>
Provost:	<u>[Signature]</u>	Date:	<u>7/26/18</u>