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# COMMITTEE ON ACADEMIC PLANNING AND REVIEW ANNUAL PROGRAM REPORT

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| College | CEAS |
| Department | Educational Leadership |
| Program Unit | Ed.D. in Educational Leadership for Social Justice |
| Reporting for Academic Year | 2017-2018 |
| Department Chair | Peg Winkelman, Chair Eric Haas, Ed.D. Program Director  |
| Date Submitted | 11/15/2018 |

**1. SELF-STUDY (about 1 page)**

1. **Five-year Review Planning Goals**

The Ed.D. program generated planning goals after a self-study of the program occurred in June 2014. The study was generated in order evaluate whether the program addressed several concerns generated by a WASC review of the Ed.D. program, which was conducted on April 8, 2010 and in preparation for a subsequent WASC review in 2015. One key planning goal was to establish a doctoral/research culture. The second key planning goal was to find ways to enhance, expand, and improve service and support for students and faculty members. A final goal was to increase student persistence to complete the terminal degree.

1. **Five-year Review Planning Goals Progress**
2. The Ed.D. program has made great strides toward generating a doctoral culture. First, only faculty who hold terminal degrees are able to teach in the program, evaluate student examinations, and supervise student fieldwork. Second, core faculty must exhibit a strong, continuous professional record of published research through monographs, refereed journal articles, chapters in edited volumes, grants, and presentations at national and international meetings of relevant professional associations. Third, two core faculty members were added to the Program. They are able to teach research methods and guide students toward completing their dissertation projects. Fourth, faculty members are given a reduction in teaching assignments and only expected to direct a maximum of three dissertation projects per year. Fifth, the Department provides resources and outlets for students and faculty to present their research products. For instance, both core faculty and students present their research at the CSUEB EDLR Leadership Institute, as well as at regional conferences, including CAPEA and at national conferences including American Educational Research Association (AERA) and Carnegie Project on the Education Doctorate (CPED). Finally, all core Ed.D. faculty participate in the development of a scholar-practitioner culture as advisors, instructors, and assessors of student qualifying examinations and program effectiveness.
3. Additional supports and services have been provided to students and faculty members. For instance, third-year Ed.D. students are funded ($1000 each) to attend and present at a peer-reviewed conference. Additionally, students are provided detailed handbooks to guide their progress in the program and the development of their dissertation research. The handbooks are reviewed and revised by the core doctoral faculty on an annual basis.

Students are also connected with faculty mentors and their dissertation chairs prior to year three of their studies. Faculty mentors provide small-group support and advice to 3 – 5 students based on likely dissertation topics during “advisory” classes in years 1 and 2. The advisory mentors will then become the chair or a committee member for their advisees in year 3. This gives students additional support in order to develop their dissertation proposals, write their IRB proposals, and establish sites where they can engage in research. Incoming faculty members have been given 12 WTUs (2 doctoral courses per year) reduction for the first years of service to the program. This ensures the faculty members have time to engage in research, become familiar with the program, and become versed in how to teach non-traditional Ed.D. students.

3. Students are consistently completing their degrees in a timely fashion. For instance, 11 out of 14 students completed their studies in just three years in 2014; 10 out of 13 students were able to do so in 2015; and 13 out of 16 students graduated on time in 2016. In the 2017 cohort, all but 2 students have graduated. In 2018, all but 4 students have graduated, with 2 students taking a year’s leave for personal reasons and returning to the program. There has also been a concerted effort to support students with developing confidence with engaging in research and in writing for an academic audience from the beginning of their studies. There has been a direct effort by faculty, during students’ coursework, to provide students guidance in how to develop a dissertation proposal and a final dissertation project.

# Program Changes and Needs

1. The curriculum has been redesigned over the past three years. For instance, American Psychological Association (APA) training and online tutorials are provided to students once they have been admitted to the program. Beginning in 2018, when the program moved to a semester-based format, students are now exposed to additional coursework that gives them a comprehensive understanding of social justice issues in education. They are also provided additional support in developing their academic writing skills in all coursework; this includes faculty partnering with SCAA Writing Associates as part of their classes beginning in Spring 2019. As described earlier, students are now provided faculty mentor advisors from the beginning of the program. Among their activities, the advisors provide mentorship in writing, in providing insight in how to navigate the “hidden curriculum” in higher education, and in addressing any general concerns surrounding the program.

The program continues to have one support staff, a student services professional (SSP). The SSP addresses student concerns with admission, enrollment, and graduation. The person is also responsible for helping to market the program to the wider academic community across the Bay Area.

2. **SUMMARY OF ASSESSMENT (about 1 page)**

1. **Program Student Learning Outcomes and Program Learning Outcomes Asssessed Doctorate in Educational Leadership**

The Comprehensive Matrix illustrates and links specific courses, program goals and Student Learning Outcomes:

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| **Program Outcomes/ Goals** | **Student Learning Outcomes** | **Courses** | **Assessments** |
| 1. **Reflective Practice**Develop reflective leaders who can use self-analysis, inquiry and purposeful reflection to continually improve their own practice, model and encourage these habits with staff, and create communities of practice that promote high achievement for all students. | * 1. Use multiple forms of reflection to

analyze a current problem in educational leadership and demonstrate focused,ethical behavior.* 1. Articulate personal beliefs about the purpose of education (philosophy) particularly in light of concepts of social

justice.* 1. Demonstrate skills for effective collaborative group work (e.g., inquiry, dialogue, facilitation) and assess use of collaborative structures in multiple contexts.
	2. Demonstrate skill in facilitation of shared problem solving and decision- making.
	3. Design strategies for professional outreach and inclusion that contribute to

strengthening communities of educational practice in pursuit of equitable student achievement.* 1. Identify analyze and assess methods

of implementing change within an educational organization that leads to improved outcomes for all students.* 1. Identify, analyze, and assess structures necessary to stimulate a learning culture where individuals
 | EDLD 700. Transformative Leadership EDLD 705.Foundations of Inquiry for Social Justice EDLD 710.Social and Cultural Foundations of Education EDLD 725.Reading and Writing about Educational LeadershipEDLD 715.Transforming Teaching and Learning in SchoolsEDLD 740. Reform and Change for Social Justice | ReflectionsCourse AssignmentsSeminar DiscussionsQualifying ExamsField Experience Applications(Residency)Applied Research Projects |
| 2. **Equity & Cultural Competency** Develop culturally competent practitioner advocates who purposefully work for equity and to dismantle systems of cultural and racial domination/oppression. | * 1. Identify and analyze historical experiences of inequity and theories of dominance/oppression.
	2. Identify how schooling has reproduced patterns of cultural dominance/oppression over time and analyze this dynamic in contemporary educational contexts.
	3. Articulate a commitment to cultural competence in multiple contexts. Identify and assess own and others
 | EDLD 700. Transformative Leadership EDLD 735.Engaging Critical Social TheoriesEDLD 725.Reading and Writing about Educational LeadershipEDLD 715.Transforming Teaching and Learning in Schools | ReflectionsCourse AssignmentsSeminar DiscussionsQualifying Exams |

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|  | * 1. Apply cultural competence and knowledge of theories of inequity to refine own practice.
	2. Design and assess an equity analysis

within educational planning, assessment and decision making.* 1. Design and assess equity analysis in

own research and practice.* 1. Design and assess multiple strategies to create and sustain culturally

competent schools and cultures where student-teacher relationships result in powerful and equitable learning.* 1. Design and assess a range of strategies for interacting with students, parents, and teachers as caring, respectful partners in authentic learning work.
 | EDLD 740. Reform and Change for Social JusticeEDLD 715.Transforming Teaching and Learning in SchoolsEDLD 755.Applied Study of Educational Issues I EDLD 793.Collaborative Research and Writing II | Experience ApplicationsApplied Research Projects |
| 3.**Systems Thinking** Develop skillful leaders who understand the dynamics of educational systems and who are able to leverage those systems in coherent, aligned strategies for educational change by creating democratic learning communities that promote high achievement for all students. | * 1. Examine and analyze a range of strategies to ensure that all members of the educational community (students, parents, teachers, administrators, district staff, school board, and community

members) are working in concert toward achieving a shared vision.* 1. Examine and analyze methods by which leaders create expectations so that norms, beliefs, structures and skills for inquiry, innovation and continuous improvement are part of the day-to-day culture of the organization.
	2. Design strategies for applying concepts of inclusion, relationship, and diversity to specific institutional and community contexts in support of positive change.
	3. Articulate educational perspectives that demonstrate systems thinking at multiple levels (site, district, local, state, federal), that specify linkages among elements of a system, and that identify points of leverage for systems change.
	4. Formulate a systems perspective to a range of issues of educational
 | EDLD 700. Transformative LeadershipEDLD 735.Engaging Critical Social TheoriesEDLD 710.Social and Cultural Foundations of Education EDLD 725.Reading and Writing about Ed LeadershipEDLD 755.Applied Study of Educational Issues I EDLD 765.Applied Study of Educational Issues II EDLD 793.Collaborative Research and Writing II | ReflectionsCourse AssignmentsSeminar DiscussionsQualifying ExamsField Experience ApplicationsApplied Research Projects |

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|  | planning and decision-making processesthat include guiding the community in using democratic processes to create meaning and a shared sense of purpose; surfacing disagreements, conflicts and gaps; asking questions that surface assumptions and challenge the status quo; and skillful eliciting and including diverse perspectives.* 1. Articulate, compare, and assess strategies to ensure that under-served students and parents are actively participating and influencing decisions.
	2. Design systems (structures, processes, time, resources and forums)
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| 4. **Accountability for Equitable Student Performance** Develop instructionalleaders who possess the knowledge and ability to ensure that all students are producing high quality work and achieving at optimum levels by fostering effective curricular programs,student-centered learning environments, and accountable schoolcultures that reflect high expectations for student outcomes. | * 1. Analyze federal, state, and local structures and policies that affect curriculum and instruction.
	2. Exhibit knowledge of the roles, responsibilities and expectations of leaders at all levels of an educational system in regards to curriculum, instruction and student outcomes.
	3. Articulate and analyze links among expectations, standards, assessments and

student achievement; demonstrate skill in evaluating and building systems and processes to create and maintain a culture of high expectations in which students are producing quality work andachieving at high levels.* 1. Design and facilitate processes for faculty to evaluate racial and ethnic biases they bring to working with racially, ethnically and linguistically diverse student populations in terms of instruction, expectations and assessment practices.
	2. Engage parents and community members in supporting high expectations for student outcomes by through active outreach, educational programs, inclusion and two-way communication.
	3. Collect and use data/ from multiple sources to assess the quality of learning
 | EDLD 735.Engaging Critical Social TheoriesEDLD 740. Reform & Change for Social Justice EDLD 770.Finance and Resource Management EDLD 750.Critical Policy Studies in EducationEDLD 755 & 765.Applied Study of Educational Issues I & II EDLD 793.Collaborative Research and Writing II | ReflectionsCourse AssignmentsSeminar DiscussionsQualifying ExamsField Experience ApplicationsApplied Research Projects |

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|  | (e.g., classroom observations, review ofstudent work) data on student achievement to identify achievement gaps and work with faculty and other community members to adjust instruction and monitor student |  |  |
| 5. **Instructional Leadership**Develop instructional leaders who inspire a shared vision and commitment to high student achievement informed by best practices by developing structures and processes fostering collaboration and inquiry for continuous instructional improvement. | * 1. Create and support shared vision leading to professional school culture in which teachers expand and deepen a range of teaching and learning strategies that are effective for all students.
	2. Demonstrate an understanding of instructional best practices in order to supervise and support faculty in strengthening curricular content and instructional practices in order to fully engage all students, especially underachieving students, in producing high quality work.
	3. Create, nurture, and sustain a professional culture in which teachers are encouraged and supported in collaboratively assessing curriculum and instruction against student outcomes.
	4. Create systems and processes the support teachers in investigating, adapting and implementing teaching and assessment strategies that are effective with a range of learning styles and with

an racially, ethnically and linguistically diverse student population.* 1. Design and facilitate processes and structures that support a climate in which teachers are encouraged to pose questions of practice and engage in
 | EDLD 725.Reading and Writing about Ed LeadershipEDLD 740.Reform & Change for Social JusticeEDLD 770.Finance and Resource ManagementEDLD 791.Collaborative Research and Writing I | ReflectionsCourse AssignmentsSeminar DiscussionsQualifying ExamsField Experience ApplicationsApplied Research Projects |
| 6. **Leadership Capacity, Organizational Management** Develop leaders who assess, organize andallocate resources that build and sustain organizational culture, leadership, and change | * 1. Demonstrate an understanding of educational organizations by being able to analyze and design dynamic systems that support the organizational mission and student achievement.
	2. Analyze the relationship between resources and student achievement including the nature of resources and the importance of “backward planning” to establish students outcomes first in
 | EDLD 715.Transforming Teaching & LearningEDLD 740.Reform & Change for Social Justice EDLD 750. | ReflectionsCourse AssignmentsSeminar DiscussionsQualifying Exams |

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| school systems toward meeting student achievement goals. | goals.* 1. Align resources to meet achievement goals including analyzing organizational

budgets and structures, organizational culture and management practices that influence the allocation of resources.* 1. Identify, describe, and assess organizational culture and its influence and relationship to organizational leadership and change processes to address student achievement goals. 6.5.Design systems that allocate resources to ensure historically underserved students are supported in the regular classroom and through personalized support strategies.

6.6. Reflect on personal leadership capacity including backward planning to establish and maintain an organizational culture, leadership and processes for change that will help achieve equitable student outcomes.6.7 Formulate strategies to increase the distribution of leadership within the | Critical Policy Studies EDLD 790.AdvisoryEDLD 755.Applied Study of Educational Issues I: Residency IEDLD 765.Applied Study of Educational Issues II: Residency II | Field Experience ApplicationsApplied Research Projects |
| 7. **Policy/****Politics**Develop leaders who understand the dynamic nature of school systems and educational politics in order to influence politics and policies at multiple levels in ways that support goals of inclusion and equity for all constituents, especially underrepresented groups. | 7.1 Analyze the ways in which federal,state, and local politics and priorities influence system goals, policies, and district leaders and how educational leaders can influence politics and policies at all levels.1.2 Analyze and assess policy development and enactment in relation to the law and how leaders both are influenced by and can influence policies at various levels.* 1. Establish and maintain mechanisms for influencing policies and politics within schools, communities, and the broader educational environment by building relationships with stakeholders and constituents.
	2. Design systems for ensuring open access and influence of communities of color (and other marginalized groups) to the political environments that shape school systems with a particular focus on reducing structures, policies and practices that contribute to institutionalized racism (e.g., access
 | EDLD 735.Reading and Writing about Ed LeadershipEDLD 750.Critical Policy StudiesEDLD 755.Applied Study of Educational Issues I: Residency IEDLD 793. Collaborative Research and Writing II | ReflectionsCourse AssignmentsSeminar DiscussionsQualifying ExamsField Experience ApplicationsApplied Research Projects |

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|  | administrative regulations on institutional racism. |  |  |
| 8.**Research**Develop leaders who are practitioner-researchers who purposefully engage in inquiry and construct knowledge that promotes equity in education and advances the public good. | * 1. Demonstrate understanding of how

knowledge is constructed in education and related fields.* 1. Identify and analyze theoretical and ethical issues in knowledge construction and research practice.
	2. Identify, consult, and analyze the range of information producers and stakeholders for educational issues. Identify and analyze multiple perspectives that inform educational issues.
	3. Identify and analyze gaps and biases in professional knowledge.
	4. Assess research design, claims, evidence, validity, and value in theoretical and ethical context.
	5. Assess research design, claims, evidence, validity, and value in context of educational organizations, systems, and communities.
	6. Identify and analyze multiple research designs to best address gaps in knowledge. Design and apply appropriate research methodology in framing and carrying out inquiry.
	7. Exhibit commitment to the role of practitioner-researcher as demonstrated
 | EDLD 720.Qualitative InquiryEDLD 730.Community Advocacy, Outreach, & Organizing EDLD 745.Quantitative Inquiry EDLD 725.Reading and Writing about Ed Leadership EDLD 792.Research & Writing II EDLD 760.Evaluation Research EDLD 780.Dissertation Seminar EDLD 775.Orgs & Systems for Equity | ReflectionsCourse AssignmentsSeminar DiscussionsQualifying ExamsField Experience ApplicationsApplied Research Projects |

# Summary of Assessment Process

Assessment of our success in meeting program goals relies heavily on student performance in courses, qualifying examinations, and dissertation work, which includes the proposal and the finished dissertation. In particular, the two qualifying examinations that students take represent cumulative student work across multiple semesters of the program, and they are designed to ensure that students draw upon that work to complete the writing prompts. Students demonstrate development from "practicing" to "integrating" leadership for social justice through coursework (oral and written), fieldwork [residency] (applied), qualifying exams (synthesis of learning), and research (comprehensive).

Other forms of program evaluation included are course evaluations by students and reviews of faculty at CSUEB and in P-12 settings.

 **D. Summary of Assessment Results**

As a result of the self-study report and the transformative semester conversation process, several key changes to the Ed.D. program are now being implemented:

1. As noted earlier, students are provided APA training and Blackboard orientation before they begin their doctoral studies.
2. A research-oriented course, EDLD 705, has been moved up to students’ first semester.
3. Students’ writing and research skills are evaluated during the first semester of their studies by three faculty members through coursework and their advisory mentors.
4. As noted above, students are connected with a faculty mentor beginning in their first year and this faculty advisory will continue through years 2 and 3, becoming a chair or member of the student’s dissertation committee.

**3. STATISTICAL DATA (about 1 page)**

Ed.D. Program Data provided from the Pioneer Dashboard

Degrees Awarded (not available)

Faculty Summary (not available)

Enrollment

By Gender



By Race

