



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

College	CEAS
Department	Educational Leadership
Program Unit	EdD
Reporting for Academic Year	2016-2017
Department Chair	Peg Winkelman, Chair and Acting Director
Date Submitted	10/20/2017

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

Planning goals were yet to be established by the Educational Leadership program when the EdD leadership team last developed the academic planning and review annual program report for the University in 2011. However, the EdD 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 EdD program, which was conducted on April 8, 2010. 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 third planning goal was to increase enrollment in the program. A final goal was to increase student persistence to complete the terminal degree.

B. Five-year Review Planning Goals Progress

1. The EdD 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, referred 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, SOJO Journal: The Journal of Educational Foundations and Social Justice and Issues in Teacher Education are now housed in the DEL. Several faculty members and students have contributed to each venue.

2. Additional supports and services have been provided to students and faculty members. For instance, a 10 third-year EdD students are funded (\$1000 each) to attend and present at a peer-reviewed conference; and a program advisory council has been established in order to address any of current students' concerns in relation to the program. Additionally, students are provided detailed handbooks to

guide their progress in the program and the development of their dissertation research. Students are also connected with their dissertation chairs prior to year three of their studies. This gives students additional support in order to develop their dissertation proposals, write their IRB proposals, and establish sites where to engage in research. Incoming faculty members have been given 12 WTUs (2 doctoral courses per year) reduction for the first two 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 EdD students.

3. Enrollment has increased dramatically over the past two academic years. There have been two cohorts of over 35 students created in each of the past two academic years. The program is dedicated to providing students a hybrid program, where they now use online learning systems to complete about 35% of their coursework. There has also been a comprehensive recruitment plan developed. The plan uses electronic formats, face-to-face sessions, direct meetings with the DEL's corridor and K-12 partners, and academic conferences in order to attract students who want to become bold, responsible leaders.

4. Many more students are completing their degree 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. 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.

C. Program Changes and Needs

1. The curriculum has been redesigned over the past three years. For instance, APA training and online tutorials are provided to students once they have been admitted to the program. Beginning in 2018, when the program moves to a semester-based format, students will be exposed to additional coursework linked to giving them a comprehensive understanding of social justice issues in education. They will also be provided additional support in developing their academic writing skills in all coursework. Students will also be provided advisors from the beginning of the program. The advisors will 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 has been provided two support staff during the last two years. 1. The academic coordinator 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. The second person is dedicated to helping faculty developing online coursework for students.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes and Program Learning Outcomes Assessed

Doctorate in Educational Leadership

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

Program Outcomes/ Goals	Student Learning Outcomes	Courses	Assessments
<p>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.</p>	<p>1.1 Use multiple forms of reflection to analyze a current problem in educational leadership and demonstrate focused, ethical behavior.</p> <p>1.2 Articulate personal beliefs about the purpose of education (philosophy) particularly in light of concepts of social justice.</p> <p>1.3 Demonstrate skills for effective collaborative group work (e.g., inquiry, dialogue, facilitation) and assess use of collaborative structures in multiple contexts.</p> <p>1.4 Demonstrate skill in facilitation of shared problem solving and decision-making.</p> <p>1.5 Design strategies for professional outreach and inclusion that contribute to strengthening communities of educational practice in pursuit of equitable student achievement.</p> <p>1.6 Identify analyze and assess methods of implementing change within an educational organization that leads to improved outcomes for all students.</p> <p>1.7 Identify, analyze, and assess structures necessary to stimulate a learning culture where individuals</p>	<p>EDLD 8000. Values and Purposes of Educational Leadership</p> <p>EDLD 8020. Leadership for Equity I</p> <p>EDLD 8030. Leadership in Systemic Reform</p> <p>EDLD 8032. Sustainability of Educational Reform</p> <p>EDLD 8050. Leadership in Curriculum and Instructional Reform</p> <p>EDLD 8040. Program Planning & Evaluation</p>	<p>Reflections</p> <p>Course Assignments</p> <p>Seminar Discussions</p> <p>Qualifying Exams</p> <p>Field Experience Applications</p> <p>Applied Research Projects</p>

<p>2. Equity & Cultural Competency Develop culturally competent practitioner advocates who purposefully work for equity and to dismantle systems of cultural and racial domination/oppression.</p>	<p>2.1 Identify and analyze historical experiences of inequity and theories of dominance/oppression. 2.2 Identify how schooling has reproduced patterns of cultural dominance/oppression over time and analyze this dynamic in contemporary educational contexts. 2.3 Articulate a commitment to cultural competence in multiple contexts. Identify and assess own and others</p>	<p>EDLD 8020. Leadership for Equity I EDLD 8021. Leadership for Equity II EDLD 8032. Sustainability of Educational Reform EDLD 8050.</p>	<p>Reflections Course Assignments Seminar Discussions Qualifying Exams</p>
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	<p>2.4 Apply cultural competence and knowledge of theories of inequity to refine own practice.</p> <p>2.5 Design and assess an equity analysis within educational planning, assessment and decision making.</p> <p>2.6 Design and assess equity analysis in own research and practice.</p> <p>2.7 Design and assess multiple strategies to create and sustain culturally competent schools and cultures where student-teacher relationships result in powerful and equitable learning.</p> <p>2.8 Design and assess a range of strategies for interacting with students, parents, and teachers as caring, respectful partners in authentic learning work.</p>	<p>Curriculum and Instructional Reform EDLD 8040. Program Planning & Evaluation EDLD 8031. Schools as Organizations: Linking Theory and Practice EDLD 8010. Applied Study of Educational Issues I EDLD 8012. Advanced Topics in Educational Leadership</p>	<p>Experience Applications</p> <p>Applied Research Projects</p>
<p>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.</p>	<p>3.1 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.</p> <p>3.2 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.</p> <p>3.3 Design strategies for applying concepts of inclusion, relationship, and diversity to specific institutional and community contexts in support of positive change.</p> <p>3.4 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.</p> <p>3.5 Formulate a systems perspective to a range of issues of educational</p>	<p>EDLD 8020. Leadership for Equity I EDLD 8021. Leadership for Equity II EDLD 8030. Leadership in Systemic Reform EDLD 8032. Sustainability of Educational Reform EDLD 8010. Applied Study of Educational Issues I EDLD 8011. Applied Study of Educational Issues II EDLD 8012. Advanced Topics in Educational Leadership</p>	<p>Reflections</p> <p>Course Assignments</p> <p>Seminar Discussions</p> <p>Qualifying Exams</p> <p>Field Experience Applications</p> <p>Applied Research Projects</p>

	<p>planning and decision-making processes that 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.</p> <p>3.8 Articulate, compare, and assess strategies to ensure that under-served students and parents are actively participating and influencing decisions.</p> <p>3.9 Design systems (structures, processes, time, resources and forums)</p>		
<p>4. Accountability for Equitable Student Performance Develop instructional leaders 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 school cultures that reflect high expectations for student outcomes.</p>	<p>4.1 Analyze federal, state, and local structures and policies that affect curriculum and instruction.</p> <p>4.2 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.</p> <p>4.3 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 and achieving at high levels.</p> <p>4.4 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.</p> <p>4.5 Engage parents and community members in supporting high expectations for student outcomes by through active outreach, educational programs, inclusion and two-way communication.</p> <p>4.6 Collect and use data/ from multiple sources to assess the quality of learning</p>	<p>EDLD 8021. Leadership for Equity II EDLD 8040. Program Planning & Evaluation EDLD 8041. Leadership for Educational Accountability EDLD 8070. Governance, Law & Policy Development EDLD 8011. Applied Study of Educational Issues II EDLD 8012. Advanced Topics in Educational Leadership</p>	<p>Reflections Course Assignments Seminar Discussions Qualifying Exams Field Experience Applications Applied Research Projects</p>

	(e.g., classroom observations, review of student work) data on student achievement to identify achievement gaps and work with faculty and other community members to adjust instruction and monitor student		
<p>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.</p>	<p>5.1 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.</p> <p>5.2 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.</p> <p>5.3 Create, nurture, and sustain a professional culture in which teachers are encouraged and supported in collaboratively assessing curriculum and instruction against student outcomes.</p> <p>5.4 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.</p> <p>5.5 Design and facilitate processes and structures that support a climate in which teachers are encouraged to pose questions of practice and engage in</p>	<p>EDLD 8032. Sustainability of Educational Reform EDLD 8040. Program Planning & Evaluation EDLD 8041. Leadership for Educational Accountability EDLD 8060. Leadership in Resource Management</p>	<p>Reflections Course Assignments Seminar Discussions Qualifying Exams Field Experience Applications Applied Research Projects</p>
<p>6. Leadership Capacity, Organizational Management Develop leaders who assess, organize and allocate resources that build and sustain organizational culture, leadership, and change</p>	<p>6.1 Demonstrate an understanding of educational organizations by being able to analyze and design dynamic systems that support the organizational mission and student achievement.</p> <p>6.2 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</p>	<p>EDLD 8050. Leadership in Curriculum and Instructional Reform EDLD 8060. Leadership in Resource Management EDLD 8071.</p>	<p>Reflections Course Assignments Seminar Discussions Qualifying Exams</p>

<p>school systems toward meeting student achievement goals.</p>	<p>goals. 6.3 Align resources to meet achievement goals including analyzing organizational budgets and structures, organizational culture and management practices that influence the allocation of resources. 6.4 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</p>	<p>Policy Development II EDLD 8031. Schools as Organizations: Linking Theory and Practice EDLD 8010. Applied Study of Educational Issues I EDLD 8011. Applied Study of Educational Issues II</p>	<p>Field Experience Applications Applied Research Projects</p>
<p>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.</p>	<p>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. 7.3 Establish and maintain mechanisms for influencing policies and politics within schools, communities, and the broader educational environment by building relationships with stakeholders and constituents. 7.4 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</p>	<p>EDLD 8021. Leadership for Equity II EDLD 8070. Governance, Law & Policy Development EDLD 8071. Governance & Policy Development II EDLD 8011. Applied Study of Educational Issues B EDLD 8012. Advanced Topics in Educational Leadership</p>	<p>Reflections Course Assignments Seminar Discussions Qualifying Exams Field Experience Applications Applied Research Projects</p>

<p>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.</p>	<p>administrative regulations on institutional racism. 8.1 Demonstrate understanding of how knowledge is constructed in education and related fields. 8.2 Identify and analyze theoretical and ethical issues in knowledge construction and research practice. 8.3 Identify, consult, and analyze the range of information producers and stakeholders for educational issues. Identify and analyze multiple perspectives that inform educational issues. 8.4 Identify and analyze gaps and biases in professional knowledge. 8.5 Assess research design, claims, evidence, validity, and value in theoretical and ethical context. 8.6 Assess research design, claims, evidence, validity, and value in context of educational organizations, systems, and communities. 8.7 Identify and analyze multiple research designs to best address gaps in knowledge. Design and apply appropriate research methodology in framing and carrying out inquiry. 8.8 Exhibit commitment to the role of practitioner-researcher as demonstrated</p>	<p>EDLD 8080. Conceptual Foundations of Research EDLD 8081. Qualitative and Quantitative Methods A EDLD 8082. Qualitative and Quantitative Methods B EDLD 8083. Defining Educational Issues EDLD 8084. Applied Research Methods A EDLD 8085. Applied Research Methods B EDLD 8086. Dissertation Seminar EDLD 8087.</p>	<p>Reflections Course Assignments Seminar Discussions Qualifying Exams Field Experience Applications Applied Research Projects</p>
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C. 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 quarters of the program, and 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 (applied), qualifying exams (synthesis of learning), and research (comprehensive).

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

D. Summary of Assessment Results

1. As a result of the self-study report and the semester conversation process, there have been several key changes to the EdD program. Some of these changes are now being implemented; others will be rolled out if the program becomes a semester-based doctoral program. Only the changes currently in place will be mentioned here. If the EdD proposal is approved by the University by next summer, the assessment results will be listed in the next report. First, as noted earlier, students are provided APA training and Blackboard orientation before they begin their doctoral studies. 2. A research-oriented course has been moved up to their first quarter of their studies. 3. Students' writing and research skills are evaluated during the first quarter of their studies by three faculty members. 4. As noted above, students are connected with their dissertation advisors before they begin their third year of studies.

2. A key assessment was developed this past year. It is designed to evaluate whether students are satisfied with the quality of instruction contained in online learning platforms. The final signature assignment and assessment used to assess students' research and writing skills after the completion of students' first summer of coursework are being redesigned this academic year.

3. STATISTICAL DATA (about 1 page)

Please note that the statistical data provided by the university (in October 2017) was inaccurate so the data maintained by the department is being submitted at this time.

Institutional Research, Analysis and Decision Support (IRAD) produces program statistics annually in standard format. These statistics (available on their page [here](#)) will be attached to the Annual Report of the Program Unit. This statistical document is expected to be approximately one page long and will contain the same data as required for the five-year review including student demographics of majors, student level of majors (e.g. Juniors, Seniors), faculty and academic allocation, and course data.

The Annual Report may include one or two pages of supplemental information, as appendices, in the form of graphical presentation (e.g., line graphs), tables, and pertinent discussion which summarize the data of the last several (3-5) years to make changes and trends more apparent.

Degrees Conferred

Educational Leadership		CY10-11				CY11-12				CY12-13				CY13-14				CY14-15			
		Degree Level			Total	Degree Level			Total	Degree Level			Total	Degree Level			Total	Degree Level			Total
		Bccalau ate	Master	Ed Doctor		Bccalau ate	Master	Ed Doctor		Bccalau ate	Master	Ed Doctor		Bccalau ate	Master	Ed Doctor		Bccalau ate	Master	Ed Doctor	
Female	Black, non-Hispanic		5	2	7	10	3	13		4	2	6		6	1	7	6	3	9		
	American Indian or Alaska Native																				
	Asian		3		3	2		2		4		4		3	1	4		10	1	11	
	Hawaiian/Other Pacific Island																	1		1	
	Hispanic		5	2	7	7		7		5	1	6		7	1	8		7	4	11	
	White		9	1	10	17	1	18		20	1	21		18	3	21		54	1	55	
	Multiple ethnicity		1		1	1		1		1		1		3	1	4		3	1	4	
	Race/ethnicity unknown		2		2	2		2		8		8		3		3		9		9	
	Nonresident aliens													2		2					
Male	Black, non-Hispanic		2	1	3					3	1	4		3		3		3	2	5	
	American Indian or Alaska Native		1		1																
	Asian					1		1		3		3			1	1		1	1	2	
	Hawaiian/Other Pacific Island																				
	Hispanic		2		2	3		3		5		5		3		3		4	1	5	
	White		9	1	10	6		6		11		11		6		6		14	1	15	
	Multiple ethnicity																				
	Race/ethnicity unknown									8		8		2		2		5		5	
	Nonresident aliens																				
Total	Black, non-Hispanic		7	3	10	10	3	13		7	3	10		9	1	10		9	5	14	
	American Indian or Alaska Native																				
	Asian		3		3	3		3		7		7		3	2	5		11	2	13	
	Hawaiian/Other Pacific Island																	1		1	
	Hispanic		7	2	9	10		10		10	1	11		10	1	11		11	5	16	
	White		18	2	20	23	1	24		31	1	32		24	3	27		68	2	70	
	Multiple ethnicity		1		1	1		1		1		1		3	1	4		3	1	4	
	Race/ethnicity unknown		2		2	2		2		16		16		5		5		14		14	
	Nonresident aliens													2		2					

Course History Table 10.1c
California State University, East Bay
COURSE HISTORY
By Quarter from Summer 2011 through Spring 2016

EDLD

		Summer					Fall					Winter					Spring				
		2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Graduate	Number Sections	14.0	8.0	8.0	7.0	10.0	19.0	26.0	32.0	38.0	29.0	29.0	29.0	31.0	40.0	33.0	32.0	31.0	37.0	38.0	35.0
	Total Enrollment	129	118	114	96	151	464	358	713	723	668	412	390	697	657	678	450	405	879	689	801
	Avg Section Size	15.4	14.8	14.3	13.7	15.1	26.0	18.4	25.0	19.9	24.1	25.7	17.8	24.3	18.5	22.0	21.1	19.5	24.5	19.2	23.0
DISCIPLINE TOTAL	Number Sections	14.0	8.0	8.0	7.0	10.0	19.0	26.0	32.0	38.0	29.0	29.0	29.0	31.0	40.0	33.0	32.0	31.0	37.0	38.0	35.0
	Total Enrollment	129	118	114	96	151	464	358	713	723	668	412	390	697	657	678	450	405	879	689	801
	Avg Section Size	15.4	14.8	14.3	13.7	15.1	26.0	18.4	25.0	19.9	24.1	25.7	17.8	24.3	18.5	22.0	21.1	19.5	24.5	19.2	23.0

Academic Program Review SFR Table - Department
California State University, East Bay
SFR BY COURSE LEVEL: TERM FULL-TIME EQUIVALENT STUDENTS / ALL FACULTY AND LECTURERS
Fall 2011, 2012, 2013, 2014 and 2015

		Total SCU					term_ftes					term_ftef					term_sfr				
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Educational Leadership	Tenured & Tenure Track	229	484	696	733	824	19.08	39.07	55.6	58.22	63.57	2.03	4.67	3.2	5.6	4.83	9.38	8.37	17.39	10.4	13.16
	Lecturer	1504	720	2008	1694	1602	117.23	56.43	158.73	132.8	123.8	3.34	3.36	5.93	5.59	3	35.15	16.82	26.76	23.77	41.23
	Graduate	1733	1204	2704	2427	2426	136.32	95.5	214.33	191.02	187.37	5.37	8.02	9.13	11.19	7.84	25.39	11.9	23.48	17.07	23.91
	Total	1733	1204	2704	2427	2426	136.32	95.5	214.33	191.02	187.37	5.37	8.02	9.13	11.19	7.84	25.39	11.9	23.48	17.07	23.91