College of Education and Allied Studies
Department of Educational Leadership
Ed. D. in Educational Leadership
Committee on Academic Planning and Review (CAPR) Annual Report
March 2010

1.0 Program Status

(a) Any significant curricular changes since March of 2009

The Ed.D. program admits students only in the summer quarter. The first cohort was admitted in 2008 and the second group started in 2009. Upon completion of the first year of coursework, the Ed.D. Core Faculty Committee determined a need to slightly alter the sequence of several courses for the second and subsequent cohorts. EDLD 8060, Leadership in Resource Management was moved from the second summer session to the first winter quarter and the EDLD 8050, Leadership in Curriculum and Instructional Reform is to be taught in the second summer session. In addition, the Professional Residency coursework (8 units) was moved to the second fall and winter sessions.

(b) Any resource changes since March of 2009

Program revenue is based on student fees and the CSU marginal costs reimbursement formula. The current budget situation has impacted these revenue streams. The program director, Dean and Provost revised the program budgets since last spring to reflect the current fiscal realities. Initial cohort size of 10 students each further impacted the budget. Twenty-one students have been admitted for the 2010 program that should alleviate the situation.

(c) Any faculty retirements or move to FERP since March of 2009
None

(d) Any new tenure-track hires since March of 2009

The Ed.D. program operates on a reimbursement model. Faculty are hired on a quarterly basis and departments are reimbursed for faculty time at a rate of $1500 per WTU.

(e) Any revision of program goals or outcomes
None

(f) Accreditation status, if any, as a result of April 2009 visit

The Ed.D. program was not reviewed during the 2009 NCATE accreditation review. The Ed.D. program was approved by WASC in June 2008.

(g) Any other changes in the program
None

2.0 Summary of Assessment Results

(a) The key assessments used within the program, including student evaluations

New CSU Ed.D. programs are required by the CSU and WASC to submit a periodic report on progress. The CSUEB program is preparing this report that is due in October 2010. In addition Ed.D. programs report enrollment and demographic information to the

CSU Chancellor's Office annually. Various forms of assessment are in place:

- ✓ Student assessment of classes-student feedback has been used to assess the quality of instruction as well as relevancy of coursework to program goals.
- ✓ Course summative assessments-Each quarter faculty plan a joint summative assessment that encompasses the program goals, research and student outcomes. In most cases, this is a common assignment for the two courses in which students are enrolled.
- · All students complete two Qualifying Exams (Term 5 and 7), a dissertation proposal and dissertation defense. The first cohort completed Qualifying Exam I in July 2009 and Qualifying Exam II in March 2010.
- ✓ Formative assessment and research-Ed.D. core faculty examined the program's Social Justice principles in relation to curriculum planning and the students' Residency Plans developed during EDLD 8010 & EDLD 8011. Findings were presented to the University Council for Education Administration annual conference in October 2009.

(b) The results for 2008-2009 – what did the results show – be specific – is the program achieving its outcomes?

- ✓ Student course and faculty assessment led to the change in the sequence in course offerings mentioned in the Program Status section of this report.
- ✓ Changes have been made in faculty for certain courses.
- ✓ The role of Residency Advisors has been changed to better address the review of Residency Plans.
- ✓ Residency Plans are aligned to the program's Social Justice principles.
- ✓ The course development process, curriculum mapping, ensures the inclusion and alignment of social justice principles, program goals, research outcomes and student outcomes.

(c) Any changes in the program's assessment system

As we enter the dissertation phase for the first cohort, program faculty have assessed the two previous Qualifying Examinations portions of the program. The procedure to assess student submissions and the relevance to the eventual dissertation topics will be examined. Research team faculty will collaborate through the development phase of the dissertation to ensure alignment and coherence of the research sequence of courses.

California State University, East Bay
APR Summary Data
Fall 2004 - 2009

Educational Leadership					
Item	**Fall Quarter**				
	2004	2005	2006	2007	2008
A. Students					
1. Undergraduate	0	0	0	0	0
2. Graduate	106	99	166	189	182
3. Total Number of Majors	106	99	166	189	182
4. FTES Generated	101.1	111.9	123.9	136.7	117.5
	College Years				
B. Degrees Awarded	03-04	04-05	05-06	06-07	07-08
1. Undergraduate	0	0	0	0	0
2. Graduate	40	60	34	47	55
3. Total	40	60	34	47	55
	Fall Quarter				
	2004	2005	2006	2007	2008
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	5	6	6	7	7
2. Part-Time	0	0	0	0	0
3. Total Tenure Track	5	6	6	7	7
Lecturer Headcount					
4. Full-Time	1	2	1	3	2
5. Part-Time	10	9	10	12	12
6. Total Non-Tenure Track	11	11	11	15	14
7. Grand Total All Faculty	16	17	17	22	21
Instructional FTE Faculty					
8. Tenured/Track	4.1	6.7	6.1	5.5	6.7
9. Lecturer	3.6	4.8	6.7	7.8	3.8
10. Total Instructional FTEF	7.7	11.5	12.8	13.3	10.5
Lecturer Teaching					
11. % Lecturer/Total Instructional FTE	47.0%	41.7%	52.2%	58.7%	36.1%
12. FTES Taught by Lecturer	48.3	65.1	63.7	70.2	59.8
13. % FTES Lecture/FTES Generated	47.8%	58.2%	51.4%	51.4%	50.9%
D. Student Faculty Ratios					
1. Tenured/Track	12.9	7.0	9.9	12.1	8.6
2. Lecturer	13.4	13.6	9.5	9.0	15.9
3. SFR By Level (All Faculty)	13.1	9.8	9.7	10.3	11.3
4. Lower Division	0.0	0.0	0.0	0.0	0.0
5. Upper Division	0.0	0.0	0.0	0.0	0.0
6. Graduate	13.1	9.8	9.7	10.3	11.3
7. Number of Sections Offered	36	42	46	35	42
8. Average Section Size	22	19	21	18	16