

**College of Education and Allied Studies**

**Ed. D. in Educational Leadership**

**Committee on Academic Planning and Review (CAPR) Annual Report  
May 2011**

**1.0 Program Status**

(a) Significant Curricular Changes since March of 2010

The Ed.D. program admits students only in the summer quarter. The first cohort was admitted in 2008, the second cohort in 2009, and the third cohort in 2010. 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. This pattern has continued through Cohort 3.

(b) Resource Changes since March of 2010

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 were admitted for the 2010 program and 19 have been accepted for admission for 2011. Higher enrollment should alleviate the situation.

(c) Any Faculty Retirements or Move to FERP since March of 2010

None

(d) New Tenure-track Hires since March of 2010

None

(e) Revision of Program Goals or Outcomes

None

(f) Accreditation Status

The Ed.D. program was approved by WASC in June 2008. The status of the Ed.D. program was discussed during the 2011 Focused Visit by reviewers from the California

Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE). As a result, the doctoral program will be part of all future NCATE reviews.

(g) Any Other Changes in the Program

None

## **2.0 Summary of Assessment Results**

(a) Key Assessments

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 2011. 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 2 Qualifying Exams (Term 5 and Term 7), a dissertation proposal and dissertation defense. The first cohort has completed all assessments. Seven of eight passed their dissertation defense. The eighth student has successfully presented his proposal. The second cohort has completed Qualifying Exam 2 and are finishing dissertation proposals.
- ✓ 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 and additional proposals are in place for upcoming conferences.

(c) Results for Summer 2010- Spring 2011

- ✓ 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.

Capr2011doc

**California State University, East Bay**  
**APR Summary Data**  
**Fall 2005 - 2009**

<b>Educational Leadership</b>					
	<b>Fall Quarter</b>				
<b>Item</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>Headcount Enrollment</b>					
	<b>Fall Quarter</b>				
<b>Headcount Enrollment</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>Education (Ed.D)</b>					
1. Undergraduate					
2. Postbaccalaureate					
3. Graduate				10	20
4. Total Number of Majors				10	20
<b>Educational Leadership</b>					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	99	166	189	182	138
4. Total Number of Majors	99	166	189	182	138
<b>Degrees Awarded</b>					
	<b>College Years</b>				
<b>Degrees Awarded</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
<b>Education (Ed.D)</b>					
1. Undergraduate					
2. Graduate					
3. Total Number of Majors					
<b>Educational Leadership</b>					
1. Undergraduate	0	0	0	0	0
2. Graduate	60	34	47	55	56
3. Total Number of Majors	60	34	47	55	56