Table of Contents

College	CEAS
Department	Educational Leadership
Program	Ed.D. in Educational Leadership for Social Justice
Reporting for Academic Year	2022-23
Last 5-Year Review	Spring 2018
Next 5-Year Review	Spring 2025
Department Chair	Peg Winkelman
Author of Review	Eric Haas, Ed.D. Program Director
Date Submitted	10/03/2023

1. SELF-STUDY (about 1 page)

A. 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.

Multiple and on-going updates to the program have occurred since 2015. Most recently, President Sandeen has requested that the Ed.D. program increase in size (approximately double) to ensure that it can graduate at least 20 doctoral students per year to meet CSUEB′s newly granted Research 2 status (February 2022). If given sufficient resources to do so, we expect the Ed.D. program to restructure in order to meet this higher number of annual graduates by approximately doubling its entering cohorts starting in Summer 2025, with the first double cohort of doctoral graduates in Spring 2028.

B. Progress Toward Five-year Review Planning Goals

1. 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), University Council for Educational Administration (UCEA) 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.

2. 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.

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. For the 21 cohort students who started their third and final program year in Summer 2018, 20 have graduated or on track to graduate as of today, with one student who took a leave due to personal reasons and is now looking to return to the program to finish her dissertation. Due to the COVID-19 pandemic which disrupted all US life beginning in March 2020, including formal institutional building closures and the use of virtual work, including teaching, of the 14 Ed.D. students who started their third year in Summer 2019, 12 have complete their degree requirements and have graduated. For those 15 expected to graduate in Spring 2021, 10 have graduated and completed their degree requirements. For the 13 EdD students expected to graduate in Spring 2022, 10 have graduated and completed their degree requirements. For the 12 EdD students expected to graduate in Spring 2023, 6 have graduated and completed their degree requirements to date. Further, 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.

A. Program Changes and Needs

1. The curriculum has been redesigned over the past four years. For instance, American Psychological Association (APA) training and online tutorials are provided to students once they have been admitted to the program. During AY 2021-22, dissertation committee work and student dissertation proposal development work were added and increased in the students' schedules, which also made them direct parts of the faculty workload. These are courses are the following: for the dissertation committee work, they are EDLD 781, 782, and 783 (all in Year 3) and for the proposal development work, they are EDLD 790, 791, 793, 795, and 796, which occur during five semesters in a row staring in the second semester of Year 1.

2. During the spring semester of AY 2021-21, discussion began about how to create a parallel online-only EDD cohort to complement the current hybrid program and meet increasing interest from interested applicants across CA. The EDD Program Director (Eric Haas), the DEL Chair Ardella Dailey), and the Dean (Rob Williams) along with several DEL faculty discussed the development of this online-only EDD cohort. These discussions continued are on-going and expected to lead to the first approximately double cohort admitted in Summer 2024 and the first approximately double graduate class of EdD students in Spring 2027. These changes are being made to meet the additional graduate requirements of Research 2 status. These changes will result in greater total program workload units for faculty and the need for additional support staff.

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. Additional support staff will be needed if the EDD Program expands with an online-only cohort.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes and Program Learning Outcomes (PLOs)

Doctorate in Educational Leadership with Linked Assessments

The Comprehensive Matrix illustrates and links specific courses, program goals and Student Learning Outcomes, including links to the Institutional Learning Outcomes where they are reflected in the PLOs and SLOs

Program Learning Outcomes	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.	1.1 Use multiple forms of reflection to analyze a current problem in educational leadership and demonstrate focused, ethical behavior. 1.2 Articulate personal beliefs about the purpose of education (philosophy) particularly in light of concepts of social justice. 1.3 Demonstrate skills for effective collaborative group work (e.g., inquiry, dialogue, facilitation) and assess use of collaborative structures in multiple contexts. 1.4 Demonstrate skill in facilitation of shared problem solving and decision- making. 1.5 Design strategies for professional outreach and inclusion that contribute to strengthening communities of educational practice in pursuit of equitable student access and achievement. 1.6 Identify analyze and assess methods of implementing change within an educational organization that leads to improved educational access and outcomes for all students. 1.7 Identify, analyze, and assess	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 Leadership EDLD 715. Transforming Teaching and Learning in Schools EDLD 740. Reform and Change for Social Justice	Reflections Course Assignments Seminar Discussions Qualifying Exams Field 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.	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 and linguistic competence/responsiveness in multiple contexts. Identify and assess own and others' cultural and linguistic competence/responsiveness in specific contexts.	EDLD 700. Transformative Leadership EDLD 735. Engaging Critical Social Theories EDLD 725. Reading and Writing about Educational Leadership EDLD 715. Transforming Teaching and Learning in Schools	Reflections Course Assignments Seminar Discussions Qualifying Exams

2.4 Apply cultural and linguistic competence/responsiveness and knowledge of theories of inequity to refine one's own practice. 2.5 Design and assess an equity analysis within educational planning, assessment and decision-making. 2.6 Design and assess an equity analysis in own research and practice. 2.7 Design and assess multiple strategies to create and sustain culturally/linguistically Competent/responsive schools and cultures where student-teacher relationships result in powerful and equitable learning. 2.8 Design and assess a range of strategies for interacting with students, parents, and teachers as caring, respectful partners in authentic	EDLD 740. Reform and Change for Social Justice EDLD 715. Transforming Teaching and Learning in Schools EDLD 755. Applied Study of Educational Issues I EDLD 793. Collaborative Research and Writing II	Experience Applications Applied 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.	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. 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. 3.3 Design strategies for applying concepts of inclusion, relationship, diversity, and social justice to specific institutional and community contexts in support of positive change. 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. 3.5 Formulate a systems perspective regarding to a range of issues of educational practice, policy, and politics in support of systemic equity-based change and sustainability. 3.6 Demonstrate and compare leadership strategies that support groups in effective 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.	EDLD 700. Transformative Leadership EDLD 735. Engaging Critical Social Theories EDLD 710. Social and Cultural Foundations of Education EDLD 725. Reading and Writing about Ed Leadership EDLD 755. Applied Study of Educational Issues: Professional Residency EDLD 793. Collaborative Research and Writing II	Reflections Course Assignments Seminar Discussions Qualifying Exams Field Experience Applications Applied Research Projects

	3.7 Articulate, compare, and assess strategies to ensure that historically marginalized students, parents and community members are actively participating and influencing decisions. 3.8 Design systems (structures, processes, time, resources and forums) that build trust, support collaboration and lead to shared commitments to support learning.		

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.	4.1 Analyze federal, state, and local structures and policies that affect teaching and learning. 4.2 Exhibit knowledge of the roles, responsibilities and expectations of leaders at all levels of an educational system in regards to teaching, learning, and student outcomes. 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. 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. 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. 4.6 Collect and use data/ from multiple sources to assess the quality of learning and to document patterns of achievement by groups and individual students over time.	EDLD 735. Engaging Critical Social Theories EDLD 740. Reform & Change for Social Justice EDLD 770. Finance and Resource Management EDLD 750. Critical Policy Studies in Education EDLD 755 Applied Study of Educational Issues: Professional Residency EDLD 793. Collaborative Research and Writing II	Reflections Course Assignments Seminar Discussions Qualifying Exams Field Experience Applications Applied Research Projects

	4.7 Analyze a variety of formal (e.g., standardized test scores) and informal (e.g., classroom observations, review of student work) data on student learning to identify achievement gaps and work with faculty and other community members to adjust instruction and monitor student achievement to ensure high quality learning opportunities are present for all students, contributing to closing the achievement gap.		
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.	5.1 Create and support shared vision for equitable instructional leadership leading to professional school culture in which teachers expand and deepen a range of socially just teaching and learning practices that are effective for all students. 5.2 Demonstrate an understanding of instructional best practices in order to supervise and support faculty in strengthening socially just curricular content and instructional practices that fully engage and scaffold all (and particularly historically underserved) especially underachieving students, in powerful learning opportunities. 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.	EDLD 725. Reading and Writing about Ed Leadership EDLD 740. Reform & Change for Social Justice EDLD 770. Finance and Resource Management EDLD 791. Collaborative Research and Writing I	Reflections Course Assignments Seminar Discussions Qualifying Exams Field Experience Applications Applied Research Projects

	5.4 Create systems and processes the support teachers in investigating, adapting and implementing socially-just teaching and assessment practices that are effective with a range of ably, racially, ethnically and linguistically diverse student population 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 dialogue about race, ethnicity, language, home culture, equity, racism, bias, and institutional racism. (create a climate where problem posing, critical dialogue about social justice supported) 5.6 Develop, implement, and assess a cohesive professional development plan that provides ongoing learning opportunities and supports for educators to deepen and refine socially just pedagogical knowledge and practice		
6. **Leadership Capacity, Organizational Management** Develop leaders who assess, organize and allocate resources that build and sustain organizational culture, leadership, and change	6.1 Demonstrate an understanding of educational organizations by being able to analyze, design, and implement dynamic systems that support the organizational mission and student achievement. 6.2 Analyze the relationship between resources and student achievement including the nature of resources and the importance of "backward planning" to establish student outcomes first in order to allocate resources to meet	EDLD 715. Transforming Teaching & Learning EDLD 740. Reform & Change for Social Justice EDLD 750.	Reflections Course Assignments Seminar Discussions Qualifying Exams

school systems toward meeting student achievement goals.	student 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 all classrooms 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 organization so that responsibility for leadership and change is shared across and among members of the community.	Critical Policy Studies EDLD 790. Advisory EDLD 755. Applied Study of Educational Issues: Professional Residency	Field Experience Applications Applied 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. *Connects to ILO Focus Thinking and Reasoning, Critical Thinking*	7.1 Analyze the ways in which federal, state, and local politics and priorities influence system goals, policies, and district/institutional leaders and how educational leaders can influence politics and policies at all levels. 7.2 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 educational systems with a particular focus on reducing structures, policies and practices that contribute to institutionalized racism (e.g., access and equitable outcomes). 7.5 Assess the impact of policies and administrative regulations on institutional racism.	EDLD 735. Reading and Writing about Ed Leadership EDLD 750. Critical Policy Studies EDLD 755. Applied Study of Educational Issues: Professional Residency EDLD 793. Collaborative Research and Writing II	Reflections Course Assignments Seminar Discussions Qualifying Exams Field Experience Applications Applied Research Projects

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. *Connects to ILO Focus Diversity, Social Justice*	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 Consider and evaluate 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 methodological, 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 Demonstrate the role of practitioner-researcher as demonstrated by use of multiple avenues to create and share knowledge about local, state, and national educational issues.	EDLD 720. Qualitative Inquiry EDLD 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 EDLD 781 – 3 Diss Cmte Sem I - III	Reflections Course Assignments Seminar Discussions Qualifying Exams Field Experience Applications Applied Research Projects

9. **Effective Communication:** Develop leaders who are powerful communicators in multiple genres, and thus able to promote equity across multiple audiences, including academic, policy makers, and educational stakeholders. Tied to principals of social justice 1, 4, and 6 (see social justice principles list that follows).	9.1 Demonstrate proficiency in academic writing genres, including logical argumentation, coherent organization, and appropriate sentence structures. 9.2 Assess, evaluate, and synthesize evidence to support an argument. 9.3 Demonstrate proficiency in written and oral communication with practitioner audiences, including evaluation reports and summarizing/presenting research.	EDLD 700. Transformative Leadership EDLD 705. Foundations of Inquiry for Social Justice EDLD 725. Reading and Writing about Ed Leadership EDLD 730. Community Advocacy, Outreach, & Organizing EDLD 735. Engaging Critical Social Theories EDLD 740. Reform & Change for Social Justice		

Our PLOs map onto the two EdD focused ILOs for which we will gather annual assessment data,

Institutional Learning Outcomes		PLO 1	PLO 2	Course #	Summer	Fall	Spring	Assignment/ Assessment
Thinking and Reasoning	Critical Thinking		EDD PLO 8	EDLD 760 Eval Rsch Practicum and EDLD 791 & 792 Collaborative Research and Writing I & II	X		X	Qualifying Exam 2
	Quantitative Reasoning							
	Creative Thinking							
Communication	Written Communication							
	Oral Communication							

16

Diversity	Information Literacy						
	Diversity						
Diversity				EDLD 730 Community Advocacy, Outreach, and Organizing EDLD 725 Reading and Writing about Educational			X X	
	Social Justice	EDD PLO 7		Leadership			Qualifying Exam 1
Collaboration	Collaboration and Teamwork						
	Leadership						
Sustainability	Sustainability						
	Social Responsibility Citizenship						

To guide our work as a department, we development a mission statement, a vision statement, and 5 Social Justice Principles which inform how we understand and work to meet our PLOs and SLOs.

The **MISSION** of the Department of Educational Leadership at CSUEB is to prepare critical and courageous scholar-practitioners who lead educational transformation.

The **VISION** of the Department of Educational Leadership is to act as a collective of critical, courageous, and self-reflective scholar-practitioners who:
- engage in active listening,
- confront their own complicity,
- leverage their privilege and institutional resources,
- analyze systems that perpetuate oppression, and
- work in solidarity with communities to both disrupt the expansion of historic inequalities and lead educational transformation.

PRINCIPLE 1: Transformative Power of Language	PRINCIPLE 2: Transformation of Systems	PRINCIPLE 3: Empowering Minoritized Perspectives	PRINCIPLE 4: Community Solidarity	PRINCIPLE 5: Critical Reflection

PRINCIPLE 1: Transformative Power of Language

WE BELIEVE that language has the transformative power to courageously cultivate conditions that reject systems, practices, and behaviors that reinforce unequal power relations and create

new possibilities for a more just society.

WE COMMIT to being purposeful leaders who reflect upon and problematize our choice of language in our teaching, program, work and beyond.

PRINCIPLE 2: Transformation of Systems

WE BELIEVE that institutional systems and policies can contribute to the maintenance and expansion of historic oppressions, particularly for minoritized and racialized groups.

WE COMMIT to 1) critically analyzing the institutional structures that contribute to minoritizing oppressed groups AND 2) leveraging our privileges, resources, and systems to lead the disruption of inequitable systems and creation of alternatives.

PRINCIPLE 3: Empowering Minoritized Perspectives

WE BELIEVE that empowering minoritized perspectives in critical inquiry and dialog can produce more holistic insights and inspire transformative possibilities.

WE COMMIT to becoming a community of critical practitioner scholars who empower multiple perspectives and analyses in order to provoke thought and cultivate change agency.

PRINCIPLE 4: Community Solidarity

WE BELIEVE that powerful change happens when people develop collective agency and efficacy to disrupt historical injustices and create more equitable learning communities.

WE COMMIT to collectively stand in solidarity with our students to build connected communities that lead the transformation of oppressive systems and practices within our educational contexts.

PRINCIPLE 5: Critical Reflection

WE BELIEVE that critical, humble, and courageous self-reflection that acknowledges and identifies the ways we participate in reproducing inequalities is an essential practice for dismantling oppressive systems.

WE COMMIT to support and leverage practices of active listening and critical reflection among faculty and students that translates into leading transformative action.

B. Summary of Assessment Process

We use the following assessment process to determine student progress and guide program improvement efforts related to our ILOs.

Instruments: Qualifying 1 Paper and Qualifying 2 Paper

Sampling Procedure: All first year EdD students submit the Qualifying 1 Paper. All second year EdD students submit the Qualifying 2 Paper.

Sample Characteristics: All EdD students.

Data Collection: All first year EdD students submit the Qualifying 1 Paper. The papers are submitted at the end of year 1 in the program, during May. All second year EdD students submit the Qualifying 2 Paper. The papers are submitted at the end of year 2 in the program, during May. Students submit the papers to the program director for review by faculty.

Data Analysis: Each Qualifying Paper, both 1 and 2, are reviewed by 2 faculty members and scored at levels of Pass (meets or exceeds the standard), Preliminary Pass with Revisions, Revise and Resubmit, and Fail (only in extreme cases such as not completing the paper or substantive plagiarism). Students who receive a Pass with Revisions or a Revise and Resubmit can resubmit the papers for re-review with support from their faculty advisor on how to at least meet the standard to pass. Patterns in the results within each cohort of EdD students and longitudinally over multiple cohorts are described by the faculty and used to guide program improvements.

C. Summary of Assessment Results

Initial Qualifying Paper 1 and 2 Results (Summer 2023)

Review Level	Qualifying 1 Paper	Qualifying 2 Paper
Pass	6	12
Prelim Pass, Minor Revisions	7	5
Revise and Resubmit	4	0
Fail	0	0
Incomplete	0	0
TOTAL	16	17

Main Findings:
As of October 2023, 5 of 11 Year 1 students who did not pass initially their Qual 1 Paper have resubmitted drafts that have now passed. Thus, 6 students who submitted an initial draft continues to work toward meeting the Qualifying 1 Paper standard or pass and the 1 incomplete remains unsubmitted. As of October 2022, 4 of the 5 Year 2 students who did not pass initially their Qual 2 Paper have resubmitted drafts that have now passed. Thus, the 1 Y2 student with the incomplete continues to work toward meeting the Qualifying 2 Paper standard or pass.

Recommendations for Program Improvement:
To better meet the needs of our students based on these Qualifying Paper results, we have made at least the following changes to our EdD program, which were begun in AY 2019-20 and continued in AY 2022-23:
Additional and revised research and writing activities during the first summer in the program in course EDLD 700;
Increased coordination across courses to increase the number of drafts of key sections of the Qual 1 and Qual 2 Papers in courses EDLD 700, 710 and 725 for the Qual 1 Paper (Year 1 students) and courses EDLD 760 and 792 for the Qual 2 Paper (Year 2 students);
The addition starting Summer 2022 of 5 Proposal Development courses conducted in a small group seminar format which directly support the research and writing involved in the Qual 1 and Qual 2 Papers (EDLD 790, 791, 793, 795, and 796) along with the incorporation of dissertation committee work starting in the summer at the beginning of Year 3 (EDLD 781) which also directly supports the research and writing involved in making any required revisions to pass the Qual 2 Paper; and
Increased coordination between our faculty advisors and faculty who teach the courses named above so that advisors can better scaffold their students' research and writing progress during their advisory time.

Next Steps for Closing the Loop:
We will continue to evaluate the success of the implemented activities listed above. In addition, we are added an annual end-of-year review and discussion with student representatives on how to improve our program. We began this feedback gathering, review, and discussion in spring 2024, and began incorporating program improvements in late spring/early summer 2024.

D. Assessment Plans for Next Year

We will continue to evaluate the success of the implemented activities listed in section B. In addition, we look to continue discussions involving norming how our faculty advisors and dissertation chairs work with their students through sharing resources and effective practices for supporting student research and writing.
Further, we will be examining ways that we, as a program, can address and improve our response to the structural societal inequities beyond CSUEB that disproportionately impact our students who are predominantly people of color, women of color, and first-generation college graduates, and who often work in under-resources schools and organizations. These discussions continue.

3. STATISTICAL DATA (about 1 page)

Ed.D. Program Data provided from the Pioneer Insights Dashboard.

This information does not accurately represent the EdD program enrollment and time to degree as EdD program students are full-time with fewer than 12 units (ranging from 4 – 9 units based on semester) and it is a minimum 3-year program.
For example, the FTES for Spring 2023 is 48 (headcount = FTE for EdD) and is listed as 29.3

The most recent data for the categories below varies, but is mostly AY 2021-22

Enrollment and Degrees Awarded

Enrollment Term:	Spring 2023			Degrees Awarded Term:	AY 2021--22
Headcount	Term FTES	Avg Term Units Attempted	Avg Cumulative Units Earned	# of Degrees Awarded	Overall Time To Degree
48	29.3	7.3	55.4	14	3.62

Enrollment by Race/Ethnicity

Enrollment by Race/Ethnicity: CEAS Educational Leadership Ed.D.

	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
Asian	4	3	1	1	4
Black	22	17	16	19	18
Latinx	8	13	12	13	11
Multirace	3	2			
Native American	1				
Unknown	3	4	3		3
White	12	12	16	11	14
Total	53	51	48	44	50

Enrollment by Gender

Enrollment by Sex: CEAS Educational Leadership Ed.D.					
	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
Female	43	39	34	35	39
Male	10	12	14	9	11
Total	53	51	48	44	50

A. Discussion of Trends & Reflections Notable Trends;

Reflections on Trends and Program Statistics:
Overall, our faculty have worked and continue to work extremely hard to provide a rigorous and supportive program that enables our non-traditional students—all are fulltime working professionals ranging in age from their mid-twenties to early sixties and many of whom are also first-generation college graduates—to achieve doctoral level success as scholar-practitioners in a 3-year time frame. We have continually made program improvements to address our own teaching and advising practices as well as larger societal inequities that disproportionately impact our students. The work is on-going. This work will dramatically increase when we receive the resources to approximately double the size of our program to meet Research 2 requirements starting with the first double cohort, which we have the planning in place to admit in Summer 2025.

In addition, the EdD Program would like to work with the University to develop more accurate data on the Pioneer Dashboard for our program.

B. Request for Resources

1) Tenure track faculty: 2 full-time tenure-track faculty hires requested to begin fall 2024, with 2 more full-time tenure-track faculty hires to begin in fall 2025 and 1 more in fall 2026 (a total of 5 hires).
   a. Rationale: For the following reasons, the EdD Program is requesting these hires:
      i. Five DEL tenure-track faculty who taught in the EdD Program have retired in the last 4 years without replacement;
      ii. The EdD Program is in the process of developing additional courses and sections of courses to incorporate more of the dissertation committee work and proposal support work directly into courses to further improve student success through individual and small-group faculty interactions.
         1. We need at least 6 full-time faculty to meet the course needs of the EdD Program.
         2. We currently have 3 full-time tenure track faculty in the EdD Program. We are currently short-staffed for faculty.
         3. These hires are necessary to meet the additional teaching and committee chair work for adding a second EdD cohort of approximately 20 students in order to meet Research 2 graduation requirements.
2) Other resources: We have the following 4 requests for additional resources.
   a. Additional administrative support. Currently we have 1 staff member, the Academic Coordinator, who supports the entire DEL and all 5 of its programs in all areas of management, including all student issues including applications, enrollment, financial aid, and credentialing (PASC and ASCC programs); marketing and outreach, including maintaining our webpages; budget and finance; and DEL event planning and conduct, including the DEL Fall Forum, the Radical Educator Speaker Series, and the Spring Leadership Institute. These responsibilities are more than is possible for one person, especially with the lack of replacement of three other Ed Administration staff who left within the last 18 months. We especially need assistance with outreach and marketing as DEL involves all graduate programs that must recruit for students competing with area

colleges (e.g., SFSU, SJSU, USF, UC-Berkeley, Sac State, FSU online, St. Mary's) and school districts which provide similar credentialling programs to our PASC and ASCC programs. The need for additional support staff will become even more necessary when we add a second cohort of 20 EdD students in order to meet Research 2 graduation requirements.

b. <u>Writing support for all DEL graduate students</u>, especially EdD students. Currently, SCAA does not provide graduate level writing support services, especially for the students working full-time and researching and writing at the doctoral level though EdD students pay fees like all other students.

c. Dissertation Editing and Formatting Support for the EdD students similar to what is provided currently to masters students for their theses. EdD students pay fees just like all other graduate students.

d. Review of the funding model for the EdD in accordance with Chancellor's Office guidelines.

<mark>See the next page for additional information on the EdD Program's progress on Diversity, Equity, & Inclusion</mark>

The following table describes EdD Program activities that concern Diversity, Equity, and Inclusion pursuant to criteria set forth by the Faculty, Diversity, & Equity Committee's (FDEC) Diversity Rubric for 5-Year Reviews.

Dimension	Components/Criteria	EdD Program Examples
Diversity, Equity and Inclusion	Acknowledges diversity in ability, age, class, gender, nationality, race, religion, sexual orientation, first language, and other personal, social cultural identities in order to recognize the multifaceted dimensions of knowledge	DEL has 5 Social Justice Principles which define and commit to actions by DEL faculty and staff to promote justice, equity, diversity, and inclusion (see document section 1). DEL faculty regularly participate in and lead workshops on justice, equity, diversity, and inclusion
Diversity, Equity and Inclusion	Embraces the lived experiences of the students, their families, and their communities.	Students each select their dissertation topics which concern an individual problem of practice that they want to research and study.
Diversity, Equity and Inclusion	Integrates theory of social justice and construct of power	The EdD Program name includes "Social Justice" and the examination of issues of social justice and power in society occur throughout our courses, including EDLD 705. Foundations of Inquiry for Social Justice and EDLD 735 Engaging Critical Social Theories for Designing Research for Equity and Social Justice
Diversity, Equity and Inclusion	Encourages students to investigate and integrate diverse worldviews and practices; employs diverse teaching strategies and creates an inclusive learning environment	All dissertations must examine a problem of practice in terms of its relationship to social justice. Through class and individual readings, students read such authors as Freire, Yosso, Solorzano, Ladson-Billings, Steele, Love, Stovall, among many others.
Student Diversity	Recruitment and retention of historically underrepresented students to the major	Annually the majority of our students are persons of color, women, women of color and many are first generation college graduates.

Student Diversity	Welcome students as individuals whose identities are complex and unique	EDLD 700. Transformative Leadership focuses on each student's self-examination of their history and experience as person living in white colonialist capitalist society and how their individual positionality impacts their ability to be a leader for social justice.
Student Diversity	Intentionally learn and honor students' lived experiences and value the knowledge that students bring from their experiences.	EDLD 700. Transformative Leadership focuses on each student's self-examination of their history and experience as person living in white colonialist capitalist society and how their individual positionality impacts their ability to be a leader for social justice.
Student Diversity	Encourage full participation while being aware of differences and abilities that may influence students' responses and/or response rate	We support our students to learn and grow in a variety of ways within the classroom (e.g., critical homies groups), through course development (e.g., small group advisory classes and dissertation committees), and outside of the curriculum (e.g., opportunity to have an alumni buddy matched by their choice of research topic, similar race, similar gender, or similar professional position)
Student Diversity	Vary teaching methods to accommodate different learning styles	Our class activities involve a variety of small group, whole group, think/pair/share, and individual activities using discussion, written activities, journaling, jamboards, among others.
Student Diversity	Promote a respectful department climate by informing students of best practices for engaging each other across lines of difference, across various learning environments (clinical setting, community engagement, skills lab, online).	DEL has 5 Social Justice Principles which define and commit to actions by DEL faculty and staff to promote justice, equity, diversity, and inclusion (see document section 1). Specific courses, such as EDLD 740. Reform and Change for Social Justice and EDLD 700. Transformative Leadership teach

		specific skills in engaging diverse communities to promote understanding and solidarity to disrupt current systems of white supremacy and how to leverage resources to promote more just alternatives.
Student Diversity	Hold faculty and students accountable when they do not abide by department best practices with egalitarian norms and acceptance of differences	DEL has 5 Social Justice Principles which define and commit to actions by DEL faculty and staff to promote justice, equity, diversity, and inclusion (see document section 1). These are publicly available and are included in every syllabus and most public DEL activities.
Student Diversity	Awareness of all required federal, state and university policies regarding accommodations and ensure that they are upheld consistently	Accommodation rights and resources are included in every syllabus.
Faculty Diversity	Recruiting and retaining an excellent and inspiring faculty that reflects the student body and community at CSUEB	Of 7 current TT faculty in DEL, 5 are women and 3 are people of color. We have requested 2 new TT faculty positions and, if granted, we will intend to recruit strongly in publications and through other means to attract applications from historically underrepresented groups.
Faculty Diversity	Ensuring fairness in the hiring and promotion process that emphasizes representation of underrepresented groups (minoritized communities) and women in the candidate pools	Women and people of color have participated each year over the last 3 years as members of the DEL RTP committee and as the DEL representative of the CEAS RTP committee. In 2019-20, 2 of the 3 members of the DEL RTP committee were people of color.
Departmental Climate	Collegiality and respect, departmental policies, transparency and communication	DEL has 5 Social Justice Principles which define and commit to actions by DEL faculty and staff to promote justice, equity, diversity, and inclusion (see document section 1).

		DEL conducts 2 half-day faculty meetings per month. At least one of these meetings, involves professional learning related to improving our individual and collective abilities to implement one or more of the 5 Social Justice Principles.
Departmental Climate	The tenor of group dialogue, group dynamics, departmental policies create and support inclusion, diversity, and transparency of faculty and staff	DEL has 5 Social Justice Principles which define and commit to actions by DEL faculty and staff to promote justice, equity, diversity, and inclusion (see document section 1). DEL conducts 2 half-day faculty meetings per month. At least one of these meetings, involves professional learning related to improving our individual and collective abilities to implement one or more of the 5 Social Justice Principles.
Departmental Climate	Fostering opportunities to be productive and engaged	DEL has 5 Social Justice Principles which define and commit to actions by DEL faculty and staff to promote justice, equity, diversity, and inclusion (see document section 1). DEL faculty regularly co-present conference presentations together and co-author journal articles together, including many which directly involve issues of social justice.
Departmental Climate	Absence of reports related to bias, misinformation, intimidation or intolerance	DEL has 5 Social Justice Principles which define and commit to actions by DEL faculty and staff to promote justice, equity, diversity, and inclusion (see document section 1). Student evaluations and informal student feedback describe supportive, caring, and respectful interactions between faculty and students.