Academic Program Review **EDD Educational Leadership**

Attachment: FS 21/22-117

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APROC Recommendation to Faculty Senate EDD Educational Leadership 12/15/2021

The Academic Program Review Oversight Committee (APROC) affirms that the Department of Graduate and Professional Studies in Education has completed program review as per policy, including self-study, external review, internal review, and action plan submission for the EDD Educational Leadership. APROC recommends that the next program review be scheduled for six years from Faculty Senate approval; or should the College of Education decide to schedule a college-wide program review, the next program review will occur at that time.

APROC Chair: Jeffrey Brodd, Professor of Humanities and Religious Studies



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SELF STUDY

Program Review

FEBRUARY

2021

Prepared By

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SACRAMENTO

Doctorate In Educational Leadership Program



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INTRODUCTION

"14 cohorts of students have been admitted by the CSUS Doctorate in Educational Leadership Program and we have nearly 150 graduates serving not only the greater Sacramento region but are in positions throughout the State of California."

We begin this self-study with a brief introduction to the Doctorate in Educational Leadership at CSUS, the growth of our unit over the last decade, and the aspects of our program that will be covered in this Focused Inquiry. Our first formal review took place in 2012 in response to an accreditation program review by the Western Association for Schools and Colleges (WASC) Special Visit. Since then, our program submitted a formal application to the University Council for Educational Administration (UCEA) and was granted membership status, and, most recently, submitted our 2019/20 Ed.D. Program Annual Assessment. In addition to these documents, we will draw from recently administered Student, Alumni, and Faculty Surveys that were conducted at the beginning of this 2021/21Academic Year.

Based on archival evidence, in 2005, California Senate Bill 724 authorized the California State University to offer the Education Doctorate (Ed.D.) Subsequently, the CSU Office of the Chancellor enacted Executive Order 991, effective date September 27, 2006. While this Executive Order established minimum requirements, policies, and procedures for the Independent Ed.D. program. Our program officially launched in 2007.

Since that time, 14 cohorts of students have been admitted by the CSUS Doctorate in Educational Leadership Program and we have nearly 150 graduates serving not only the greater Sacramento region but are in positions throughout the State of California. These transformative leaders have excelled in the field of education – from K12 school settings to community colleges, from government positions to university administration.



The CSUS Doctorate in Educational Leadership develops equity leaders who transform systems. This programmatic vision addresses the urgent need to train individuals to make an impact. California's increasingly large and diverse student population, coupled with the large number of retirements and impending retirements, has resulted in a high demand for skilled educators who can lead the state's elementary schools, secondary schools, and community colleges for many years to come. We are meeting this demand by preparing educators, with doctoral level training, to serve communities across the state.

There are several notable features to Sacramento State's Ed.D. Program. One of the most unique features is that it reflects a strong collaboration between the Department of Educational Leadership and Policy, within the College of Education, and the Department of Public Policy and Administration, within the College of Social Sciences and Interdisciplinary Studies. We are unaware of any other Ed.D. Program in the state that is based on such an innovative collaboration between education faculty and public policy and/or public administration. This interdisciplinary linkage underscores our commitment to our University's unique position as an anchor institution inside the capital of California, perhaps the most important sub-national government in the world.

FACULTY & STAFF

Faculty of the Doctorate in Educational Leadership and Policy Studies Program (ED.D.) includes a full-time Faculty Director at the associate professor rank (Dr. Vajra Watson) and an Associate Director at full professor faculty rank (Dr. Rose Borunda). Currently, there are three standing Ed.D. faculty at the assistant, full, and associate level ranks—namely, Dr. Frank Adamson, Dr. Caroline Turner, and Dr. Lisa Romero. Dr. Romero is our senior level scholar, having served the Ed.D. program for the last nine years. In addition, the program's founder, Dr. Carlos Nevarez, continues to work with the program as a standing faculty member. To date, there are three additional core faculty from Public Policy & Administration (PPA) and School Psychology (Dr. Robert Wassmer, Ted Lascher, and Stephen Brock)

During the Spring of 2021, we are putting out an open call within the College of Education for two additional core faculty members. These colleagues will begin working with us in the Fall of 2021 and add their areas of scholarly expertise to existing Ed.D. faculty.



Moreover, at this time, we are engaged in a national search for an additional tenure-track faculty hire (open rank) who would serve, strictly as Standing Faculty, our Ed.D. Program. We are actively seeking a scholar whose research focuses on anti-racist leadership. This hire will continue to elevate our program and support our graduates as transformative leaders who are able to courageously meet the demands of the 21st century. Again, this new colleague will start in the Fall of 2021.

Additionally, a team comprised of an Ed.D. administrative assistant (full-time) and a marketing director (part-time) support the year-round operational activities of the program. While additional staff support is needed, we are "doing less with less" given the campus budgetary constraints.

PUBLICATIONS

To support the academic development of our graduate students, we invest in our world-renowned faculty. The faculty in the Ed.D. program have an advanced scholarly record that is on par with Tier 1 research universities. To support this robust level of scholarship, we provide Ed.D. faculty with a decreased teaching load, a research assistant, and faculty support funds. Our motto is high expectations alongside high support systems. We are proud of the award-winning scholarship that continues to emerge from our unit. The following sampling of publications attests to an active research and publication record:

- Romero, L. S., & O'Malley, M. D. (2020). "An examination of classes of school climate perceptions among Latinx middle school students." Journal of School Psychology, 82, 70-84.
- Adamson, F., & Galloway, M. (2019). "Education privatization in the United States: Increasing saturation and segregation." Education Policy Analysis Archives, 27(129). https://doi.org/10.14507/epaa.27.4857 This article is part one of a special issue, Globalization, Privatization, Marginalization: Assessing Connections in/through Education, Part 2, guest edited by D. Brent Edwards and Alex Means.
- **Nevarez, C.**, Jouganatos, S., & Wood, J. L. (2019). "Benefits of Teacher Diversity: Leading for Transformative Change." Journal of School Administration Research and Development, 4(1), 24-34.
- Wassmer, R. W., & Wahid, I. (2019). "Does the likely demographics of affordable housing justify NIMBYism?." Housing Policy Debate, 29(2), 343-358.
- **Borunda, R.**, & Murray, A. (2019). "The wisdom of and science behind indigenous cultural practices." Genealogy, 3(1), 6.



- **Watson, V.** (2018). Transformative Schooling: Towards Racial Equity in Education. New York: Routledge.
- Joshua, D. and **Lascher, E.** (2019). Initiatives without Engagement: A Realistic Appraisal of Direct Democracy's Secondary Effects. The University of Michigan Press.

Not only do the faculty publish widely, but there is a culture of collaboration in publishing not only with other CSU colleagues but also with our doctoral students and graduates.

A P

ASSESSMENTS

Below is a summary of the type of assessment done to assess learning for each outcome as well as the degree to each outcome is being/not being met.

The CSU Office of the Chancellor enacted Executive Order 991, effective date September 27, 2006. While this Executive Order established minimum requirements, policies, and procedures for the Independent Ed.D. program, it also provided core curricular concepts that are to be integrated into the curriculum. Subsequently, three major core curricular elements form the basis of the California State University, Sacramento Doctorate in Educational Leadership and Policy program: Leadership, Research Methods, and Field-based Study. In addition, three key curricular themes will be emphasized and provide focus for all coursework in the program. These themes are:

- Transformational Leadership
- Critical Policy Analysis and Action
- · Informed Decision-Making

The themes are integral to the following courses that comprise the 60-unit program:

- Transformational Leadership (ED.D. 600)
- Policy and Practice for Educational Leaders I (ED.D. 602)
- Introduction to Educational Research (ED.D. 604)
- Community and Communication in Educational Leadership (ED.D. 607)
- Diversity and Equity in Complex Organizations (ED.D. 608)
- Qualitative Research Methods (ED.D. 605)
- Curriculum Management (ED.D. 610)



- Human Resource Management (ED.D. 609)
- Organizational Leadership and Change (ED.D. 601)
- Policy and Practice for Educational Leaders II (ED.D. 603)
- Quantitative Research Methods (ED.D. 606)
- Student Services in Education (ED.D. 612)
- Finance and Budget for Educational Leaders (ED.D. 613)
- Legal Issues for Educational Leaders (ED.D. 611)
- Issues in Educational Leadership: Application and Synthesis (ED.D. 614)
- Dissertation Proposal Seminar (ED.D. 615)
- Dissertation I (ED.D. 616)
- Dissertation II (ED.D. 617)

PROGRAM OVERVIEW

Fall Fall Fall Transformational Community and Curriculum & Organizational Legal Issues for Dissertation Dissertation I (6) Dissertation II (6) Leadership (3) Communication Instruction (3) Leadership and Educational Leaders Proposal Seminar **Dissertation** in Educational Change (3) Policy and Practice Human Resource **Defense** Leadership (3) for Educational Management (3) Policy and Practice Student Services in **Dissertation** Diversity and for Educational Education (2) **Proposal Defense** Leaders I (3) **Equity in Complex** Leaders II (3) Introduction Finance and Budget Organizations (3) to Educational **Ouantitative** for Educational Research Methods Research(3) Qualitative Leaders (2) Research Methods [3] Issues in (3) Educational Leadership: Application and Synthesis (3) Qualifying **Examination**



ASSESSMENT PROCESS

Four main assessments serve as markers of Ed.D. student success and are embedded throughout the 60- unit program. These four assessment outcomes include, 1) Specific grade attainment for each course in the program; 2) A qualifying exam at the end of the second spring semester of course completion and prior to embarking upon the dissertation phase; 3) Passing the Dissertation Proposal and attaining approval for the dissertation study from the Institutional Review Board; and 4) Defense of the Dissertation.

1) Maintaining Curricular Competency Throughout the Program

Students receive grades for each class. Most of these will be letter grades; the exceptions are for the dissertation classes which are graded on a credit/no-credit basis. Letter grading is on a four point scale, with an "A" being worth four points, a "B" three points, and so forth. Students must (a) maintain at least a 3.0 cumulative grade point average in the program and (b) not have a grade point average below 3.0 in any two consecutive semesters to be in good academic standing. Any student who falls below a 3.0 grade point average in one term will be placed on academic probation and notified of this in writing. Students who fail to make satisfactory academic progress may be officially disqualified from the program in accordance with policies established by the campus and based upon the recommendation of the Ed.D. core faculty. Students must also achieve a grade of at least a B in each ED.D. class. Any class for which a student earns a grade lower than a B must be repeated for that class to count toward the doctoral degree.

Our records indicate that, in 2019/20, we had one student exited from the program for failing to meet minimum grade point average standards.

2) Qualifying Exam

Doctoral students in Educational Leadership at California State University must take a qualifying exam at the end of the second year of the program. The purpose of the exam is to assess the student's breadth and depth of knowledge in solving and analyzing challenges at the P-12 or Community College education levels and serves as a determining factor as to whether the student should be advanced to candidacy. This is accomplished by applying the theories, strategies, and information learned through the program curriculum to assess and analyze, in written form, a specific case study scenario. Students are assessed based on demonstration of their ability to address the following Domains and their relevant subcomponents:



Domain #1 | Critical Analysis

1. Explanation of the Problem, 2. Research Design & Application, 3. Interchange between Theory & Practice, 4. Ethical Implications of Choices, 5. Critical Issues not addressed in the Case

Domain #2 | Integrative Thinking

1. Economic Concepts, 2. Budgeting & Organizational Concepts, 3. Socio-Political Environment, 4. Cultural Context, 5. Legal Context

Domain #3 | Effective Communication to K-14 Stakeholders

1. Maintains a Professional Tone, 2. Clear & Organized Response, 3. Consistent & Correct Writing Conventions, 4. Clarity & Honesty of Leadership Discourse, 5. Effect of Culture & Values on Communication, 6. Multiple Levels of Leadership Discourse

Domain #4 | Understanding Professional Role

1. Federal & State Policy Context, 2. Public, Private & Non-Profit Sectors, 3. Role of Ethics in the Education Workplace, 4. Parent & Community Engagement, 5. Role of Stakeholder Accountability

Domain #5 | Practical Applications

1. Data Collection & Analysis, 2. Influence of Data on Decision-Making, 3. Supervision, Evaluation & Professional Development, 4. Collective Bargaining, Appraisal & Compensation

Domain #6 | Leadership

1. Role of an Organization's Mission, 2. Role of Strategic Planning & Management, 3. Role of Conflict Resolution & Problem-Solving, 4. Role of Collaboration & Team Building

Domain #7 | Equity

1. Diversity & Equity, 2. Promotion, Access & Retention, 3. Institutional Barriers & Culturally Responsive Leadership, 4. Intersection of Language & Education

The qualifying examination committee has multiple decision options. First, it may judge the examination to be a "Pass," having met program standards. Second, the committee may determine that the examination is capable of receiving a passing evaluation with a specific "Revise." These revisions must be completed within one week, after which time the committee must vote to give the revised examination a passing or failing grade. Third, the committee may determine that the examination does not meet standards and warrants a "Fail." A candidate who receives a Fail on their qualifying examination will have one more opportunity to gain a Pass. Four calendar months must pass before the second attempt. Students will not be able to enroll in classes for one calendar year. Upon passing the qualifying examination on the second attempt, students will be allowed to join a subsequent cohort. A student who fails the examination a second time is dismissed from the program.



The Qualifying Exam (QE) serves as one benchmark of student success and learning. After two years of classroom work, doctoral students need to pass the QE to proceed in the program. Each student's Qualifying Exam is scored by two Ed.D. faculty under a blind review.

The Data documents the last five years of our Passing/Need to Revise/Fail Rates for the Qualifying Exam:

- AY 2015/16, Cohort 8 (17 students total out of which 7 passed, 7 needing to revise before passing, and 3 failing)
- AY 2016/17, Cohort 9 (6 students total out of which 2 passed, 4 needing to revise before passing, none failing)
- AY 2017/18, Cohort 10 (21 students total out of which 18 passed, 0 needing to revise, 3 failing)
- For 2018/19, Cohort 11 (21 students took the QE out of which 5 passed, 16 needing to revise before passing, and none failing.
- AY 2019/20, Cohort 12 (19 students total out of which 7 passed, 12 needing to revise before passing, and none failing)

For AY 2019/20, in an effort to sustain a strong record of students passing the Qualifying Exam, a panel of Ed.D. alumni presented to Cohorts 11, 12 & 13 about the Qualifying Exam experience. This lunchtime gathering during one of the Saturday class days prepared our students by providing helpful tips leading up to the Qualifying Exam as well as demystifying the process. On January 11, 2020, the Doctorate in Educational Leadership Student Association (DELSA) and Ed.D. program sponsored an all-day Qualifying Exam practice session. Ed.D. Faculty provided sample case studies and classroom space which provided Cohort 12 with a test run of the QE experience. While the results of the 2019/20 Qualifying Exam showed that out of 19 students, seven passed and 12 needed to revise and eventually all passed, the faculty has taken steps to provide greater integration of program goals to the Qualifying Exam. This will be addressed later in this document.

In response to the COVID-19 pandemic and to improve student success, Ed.D. faculty advocated to expand and alter the Qualifying Exam to a 25-hour, at-home examination for Cohort 12 students. For Cohort 11 graduating students the deadline for submission of Dissertation was extended for extenuating circumstances. Though scheduled graduation events were not allowed to take place as usual, the Ed.D. program, nonetheless, pivoted to a Virtual Hooding Ceremony that opens with a message from President Nelson, Dean Sidorkin, Interim Director Borunda, recognition of and statements by all the graduates as they are introduced by their Dissertation Chairs, and ending with the announcement of the Graduate of Distinction and Dissertations of the Year. These adjustments to how the Ed.D. program has responded provides a testament to the program's commitment to its students and modeling of efforts to maintain morale and connectedness even during challenging times.



The following data indicates the # of students who passed their proposal defense in the semester following the passing of their Qualifying Exam:

- 2015/16, Cohort 7, 14 passed
- 2016/17, Cohort 8, 11 passed out of 17
- 2017/18, Cohort 9, all passed
- 2018/19, Cohort 10, all passed
- 2019/20, Cohort 11, all passed

3) The Dissertation Proposal

In order to assess each Ed.D. candidate's success in meeting the three key curricular themes, each candidate must complete a dissertation. The primary purpose of the dissertation is to generate knowledge that contributes to the understanding of educational leadership practices, policies, reforms, or improvements. The dissertation is to be a significant scholarly work that adds to existing knowledge. It is normally expected to include a comprehensive review of the literature, a carefully chosen and appropriate methodology for addressing the research question, analysis of qualitative and/or quantitative data, interpretation of the findings, and discussion of the implications for practice and further research. Variants of this model may be appropriate, but only with the approval of the dissertation chair.

Early in the dissertation writing process, candidates must produce a dissertation proposal that summarizes the research question, the approach taken in answering the question, the data and methods used, and the importance of the topic to educational policy and/or leadership at the K-12 and community college levels. In essence, the proposal is a work plan. It sets forth tasks to be completed, the reasons for identification of these tasks, and the anticipated results. Most proposals include a scope of work, a list of activities, a timeline for completion, and if necessary a budget. These elements indicate how the student plans to proceed. The work plan allows faculty to judge the investigation's importance, feasibility, efficiency, and likely success. In some cases, dissertation advisors ask for a proposal that amounts to a partial dissertation draft. As appropriate, students will collaborate with dissertation advisors to obtain the Institutional Review Board's approval of Ed.D. Research. Failure to obtain required IRB approvals prior to collection of data on human subjects may disqualify a student from making any use of those data.

Research involving human subjects, and conducted by Ed.D. core faculty and/or students, is subject to review by the campus Institutional Review Board aimed at protection of human subjects. The CSUS human subjects protection process is most relevant at the dissertation stage. Students consult with their dissertation chair and Leah Vargas, the Research Integrity and Compliance Officer, regarding what is necessary to satisfy IRB requirements. All Ed.D. candidates must submit their research application to



the IRB for review and are not allowed to proceed until final approval is given. This step in the dissertation process serves as an additional marker, overseen by Sac State personnel who are external to Ed.D. faculty, of student competency.

4) The Dissertation

The dissertation serves an integrative role in a student's education, requiring the candidate to incorporate ideas and skills from various parts of the program which includes the three main curricular themes of Transformational Leadership, Critical Policy Analysis and Action, as well as Informed Decision Making. Additionally, the dissertation allows students to demonstrate that they assemble an original research project, moving from a research question to an in-depth response to that question. Success in completing the dissertation demonstrates a student's ability to be an independent educational leader. Students will choose their own dissertation topics in consultation with a dissertation advisor. It is permissible and may indeed be desirable for a student to choose a topic that is directly relevant to his or her work setting. The program provides a summer course to prepare for the dissertation proposal and a two-semester course in the third year to provide support during the dissertation year.

At the end of the dissertation process, each candidate prepares an oral defense of the dissertation before his/her committee. The candidate will respond to questions from the committee regarding research goals, theory, literature, methods, findings, Implications, and other topics. Following the defense, the committee may vote to approve the dissertation and recommend conferral degree (such a decision must be by unanimous vote). The committee may also request major or minor changes, in which case the final vote on approval will be delayed until the changes are completed. Finally, the committee may vote to reject the dissertation. However, rejection is expected to be a very rare occurrence. The dissertation defense will only be scheduled if the advisor is confident that the dissertation is capable of gaining approval.

Our records indicate that we have had some students take extended time to complete their dissertation (post dissertation doctoral proposal defense).

- 2015/16 Cohort 7 (1 carried over but graduated)
- 2016/17 Cohort 8 (4 carried over but graduated)
- 2017/18 Cohort 9 (1 carried over but graduated)
- 2018/19 Cohort 10 (2 carried over and 1 graduated Fall 2020)
- 2019/20 Cohort 11 (none)





DOCTORAL STUDENTS & ALUMNI

In order to provide greater clarity and support for students who needed additional time to complete their dissertation (or, perhaps, took a Leave of Absence at any point during the program), a process was implemented in Fall of 2019 by which to communicate policy and requirements was initiated so that the student understood what was needed to ultimately complete their doctorate. To this end, Completion Agreements were drafted and signed by "carry over" students who were needing more than three-years to complete the Ed.D. program requirements. These agreements helped to keep these students ontrack for graduation. This spring 2020, four carry over students are expected to graduate.

Also, to strengthen retention and graduation, an updated policy for the two final courses, EDD 616 & 617, was drafted with consultation of staff from the Office of Grad Studies to provide clarification to students and faculty. The updated policy provided grading clarity, established the completion of 616 as a prerequisite for 617, and addressed the fee structure for students who do not complete 616 and/or 617.

Graduation Summaries:

Cohort 1	17 enrolled, 16 graduated
Cohort 2	15 enrolled, 15 graduated
Cohort 3	23 enrolled, 20 graduated
Cohort 4	22 enrolled, 16 graduated
Cohort 5	17 enrolled, 15 graduated
Cohort 6	15 enrolled, 11 graduated
Cohort 7	17 enrolled, 13 graduated
Cohort 8	7 enrolled, 7 graduated
Cohort 9	11 enrolled, 6 graduated
Cohort 10	26 enrolled, 21 graduated
Cohort 11	21 enrolled, 17 graduated

Of those that did not graduate on time, it takes them an average of 4.5 years to obtain the Ed.D..

DOCTORAL STUDENTS & ALUMNI

Our Ed.D. Program is based on a cohort model in which a group of admitted students moves through the program together, taking courses in sequence as a collective. This approach tends to enhance student camaraderie and support for one another. Additionally, it facilitates and reinforces timely progress toward the degree coupled with building professional networks and ties that will be valuable in terms of future professional growth.

In order to provide an environment that promotes and supports student learning, classes were moved from AIRC to Eureka Hall where access to a kitchen, a breakroom, and the Ed.D. office are all situated. This locational shift has facilitated students being able to have more direct contact with office staff and to submit required forms prior to the start of their Friday classes. Additionally, Coffee and snacks for the Friday evening and all-day Saturday classes were provided by the Ed.D. program.

To provide students professional development opportunities, the Ed.D. program reimbursed two students up to \$600 to present their research at the University Council for Educational Administration (UCEA) conference in New Orleans. Eleven students were scheduled to present poster presentations at the annual Multicultural Education Conference in Spring 2020. In addition, three students were approved to present at the American Educational Research Association conference in April 2020, but the event was cancelled due to COVID-19. A Cohort 11 student, Meredith Galloway, also participated in the CSU Statewide Student Research Competition and won first place.

Our funding of six Research Assistants during the year has provided opportunities for our students to be mentored by a faculty member and participate in scholarly research, publication, and presentations. Although several major conferences were cancelled, there was still active engagement of faculty and students throughout the year that contributes to the retention of our students.

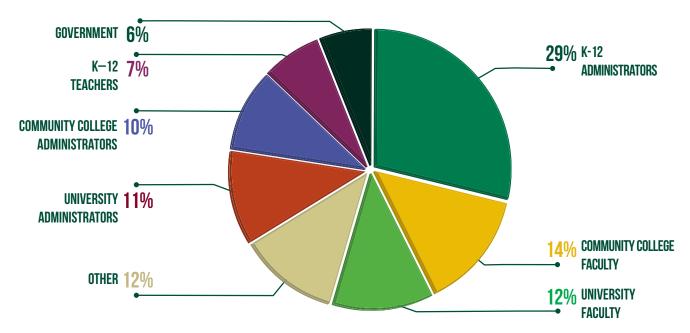
Our students, as demonstrated in the following pie chart, are champions of educational equity in various sectors:



WHERE ARE THEY NOW?



Ed.D. Graduate Career Paths



Admissions and Recruitment

Beginning in the 2019/20 AY, the program initiated Saturday morning, in-person Information Sessions on campus that included Ed.D. Alum. Prospective students met with the Director, received a campus tour and the opportunity to visit a class. As one result, there was a healthy pool of 45 applicants, with 5 Priority applicants admitted in December of 2019, 20 Regular applicants admitted, 1 denied and 9 placed on a first-time Waitlist. The remaining five had incomplete applications. In AY 2019/20, admissions committee reviews and interviews were promptly conducted and acceptance offers made in an earlier timeframe than the past two years.

A strong recruitment tool that was implemented in 2019 was the Preliminary Administrative Services Credential (PASC) pathway, which was approved in AY 2019/20. Doctoral students working in K-12 and interested in obtaining the PASC will pay the same tuition their third year, and will take EDLP 495A and 495B in addition to their scheduled Dissertation I & II courses (EDD 616 & 617) to obtain the credential.

The following campus-wide services are made available to doctoral students; these strategic services support their success:

The University Library

The library provides Ed.D. students with a variety of resources to support their academic work and final dissertation completion. Services include librarian assistance, research workshops, study rooms solely for Ed.D. student use, printing and photocopying services (200 free pages), and the library website. The

library website offers 150+ online databases that contain full text scholarly articles, access to Ebooks as well as access to virtual and in person help with the resources and topics such as scholarly journals, citations, and EndNote bibliographies.

There is also an Instructional Librarian on staff, who is dedicated to supporting doctoral students. An online library guide and website has been developed specifically for the Ed.D. program to support students with their research. The library also has set aside two group study rooms and five individual study rooms only for the use of ED.D. students.

The Academic Technology Center

The Academic Technology Center in the College of Education offers a computer lab with more than 100 desktops with free Internet access and a suite of research software. It also provides free academic poster printing, training and workshops for students, such as in using SPSS Statistics, as well as online and in-person assistance utilizing online campus programs.

The Writing Center

The Writing Center at Sacramento States provides encouraging, focused, and non-judgmental one-to-one tutorials in writing for undergraduate and graduate students. It offers help at all points in the process, from initial planning and organizing through developing and revising a paper. The Writing Center has assigned a special tutor to assist Ed.D. students with all aspects of their writing: developing ideas, organizing essays, integrating and citing outside sources, sentence structure, etc. The tutor can assist Ed.D. students at all levels, including the dissertation stage.

Writing Workshops

The ED.D. program also offers writing workshops that consist of APA review, EndNote, Prepping for years 1, 2 and 3 of the Ed.D. program, time management, stress management, resources for academic writing, qualifying exam preparation, discovering your dream dissertation topic, writing from start to finish exercise, academic conferences, and from now to graduation.

In Summer of 2019, Professor Marcy Merrill whose expertise lies in English, was contracted to provide an intensive Academic Writing course for all Ed.D. Students.

In the fall of 2020, Beth Hendrick (Cohort 13) offered a writing series for the next group of students (Cohort 14). This sequence was voluntary and took place before the first class. However, it provided the incoming doctoral students with essential tools and writing tips to navigate the high expectations of the program.

The Office of Graduate Studies

The Office of Graduate Studies (OGS) is a university resource for prospective and current graduate students. OGS serves as the graduate admissions office and provides information on graduate and



research assistantships, scholarships and grants. They also hold orientation workshops each Fall semester to provide an overview of the three-year Ed.D. program and explain deadlines/benchmarks as students take the Qualifying Exam, advance to candidacy, and begin the dissertation process. For third-year doctoral students, OGS provides dissertation formatting workshops along with instruction in using ScholarWorks, the digital collection of all scholarly work at CSUS. OGS also oversees and assists the ED.D. program with admissions.

Doctorate in Educational Leadership Student Association (DELSA)

DELSA is a student-run group that focuses on building a cohesive sense of community among the cohorts. DELSA provides personal and professional spaces for collegiality and success. DELSA also fosters a bridge to alumni, fostering a network for career advancement and systems change.

Prior to COVID-19, our Student Association (DELSA) sponsored, with support of Ed.D. program, a Student & Alum Mixer at the Julia Morgan Home. This event was attended by over 100 Alum and Ed.D. students, President Nelson, and Dean Sidorkin. The visibility and connections made at this event elevated the vitality of the students who connected with Alum who spoke to their post program journey. An additional fundraiser was held in Amador City that was attended by over 20 Alum, Ed.D. students, and faculty. Again, the connections provided the opportunity for students to connect with Alum and contribute to morale.

Our alumni are a powerful collective of #EquityWarriors.

RECENT SURVEY DATA: STUDENTS & ALUMN

When the new director started, Dr. Watson surveyed all current and former students. The survey was disseminated to 100 participants with 84 people responding and completing it. Of these respondents, 100% reported that the Ed.D. at CSUS was the right fit. The participants used many positive words to describe the program, but the most popular were: Collaborative/Supportive/Community, Rigorous/Challenging, Transformational, Outstanding, Demanding/Intense, Engaging/Invigorating, and Hopeful.

When disaggregated for doctoral students currently in our program, the data shows:

- 54% report that the program is meeting or exceeding their expectations.
- 50% report that the courses are relevant to their research interests.
- 59% of current students report that the courses provide real-world tools applicable to their career goals.
- 68% of current students report that the professors in the Ed.D. program demonstrate subject-matter expertise.
- 36% of current students report that their dissertation committee members provide ample support and feedback.



Survey participants were able to write-in suggested areas of improvement. Sample feedback includes:

"More professors of color."

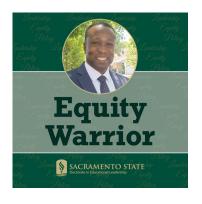
"Would suggest a mentor program for incoming first years. I felt a lack of support until I got close to a few of my cohort members and they have become a strong support system. A mentorship program would humanize this process and allows us to understand that struggle is normal and how to navigate this program."

"More preparation for the QE/a different way of measuring our abilities."

The survey results alongside conversations with faculty, students, and staff have guided the direction of the doctoral program. It is from the collective feedback that we are building our way forward.

We are inspired by the adage: If you want to go fast, go alone. If you want to go far, go together.

After the doctoral journey, our students are prepared to lead. Below are some important qualitative testimonies from Ed.D. alumni. The quotes are taken from our "Alumni Spotlights" that we launched this fall (https://www.csus.edu/college/education/doctorate-educational-leadership/alumni-spotlights/).

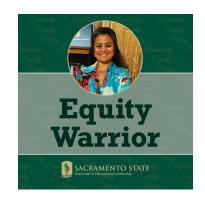


"I began as a middle school principal when I first started the program. In the 10 years since beginning the program, I have been a continuation high school principal, central office administrator, and county office of education administrator. Overall, the experience allowed me to be in the educational spaces that I believed I could have the greatest impact in. Earning the doctorate did a tremendous amount in addressing the imposter syndrome that I and many people of color in leadership positions feel.

Dr. Christopher Morris, Ed.D. 2013

"Holding the doctoral 'title' solidified my credibility. It's pretty evident that as 'Suzie' I spoke, but as Dr. Dollesin I am heard. Each course in the Ed.D. program expanded my knowledge and strengthened my capacity to analyze the complexities and tease out the minutiae across some of the most challenging aspects in education. The research and completion of my dissertation furthered my expertise in strategic planning towards productive resolve."

-Dr. Suzie Dollesin, Ed.D. 2019





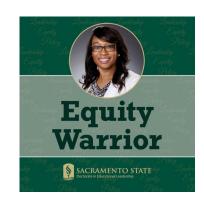


— Dr. Adrienne Lawson, Ed.D. 2010

"The doctorate program prepared me for a position of leadership as I learned leadership theories, about student services, and how to become a researcher. My dissertation topic was on the perceptions of tribal leadership, the impact of education and cultural knowledge. My current positions directly related to my dissertation topic which I am fortunate and blessed to be in the leadership roles of education while working within the Native American community."

— Dr. Crystal Martinez-Alire, Ed.D. 2013

"I appreciated and valued ALL of the leadership courses. They were extremely interesting, relevant and beneficial to my career as a leader. The public policy courses were an added-value, which challenged me to step out of my education comfort zone and think critically about important issues that can be transformative. I learned how to think outside the box, which prepared me for my current position, which requires me to think outside the box as well as review and make policy recommendations."





LOOKING BACK AND MOVING FORWARD

Already mentioned are the specifically designed Writing Workshops to assist our students with writing not only in APA format but also in developing their academic writing skills. Recognizing that many of our students are first generation college attendees, they bring incredible social capital and how we work to foster scholarly writing skills is a learning process. The efficacy of these workshops will continue to be weighed and implemented as needed.

Alumni serve as a valuable source in providing feedback on preparation for the Qualifying Exam. While we are creatively finding ways for Alum to interact with our students during the COVID-19 pandemic, we have, nonetheless, provided opportunities for exchange of experience, Q & A's, panel presentations, and even inclusion of Alum to serve on Dissertation Committees. The involvement of Alum serves to expand the support of our students and provide mentorship outside of the Student to Faculty connection.

Letters of Agreement provide clarity on policy and steps needed to successfully complete Ed.D.. There have been extenuating circumstances even before the COVID-19 pandemic, in which students have had to take Leaves of Absence. Our intention is to ensure that these students know how and when to reengage. With a written document that specifies the steps we have had improved communication that conveys support and care for the circumstances as well as their ultimate goals.



After receiving feedback from the students, on October 13, 2020, the Ed.D. faculty voted unanimously to modify the Qualifying Exam (QE). After administering the same QE for the past decade, we came to a consensus that new measures need to be put into place. This was a significant shift and allowed us to redesign the exam, giving careful attention to ensure our program requirements are rigorous, thoughtful, and contemporary. The new QE is being implemented in the Spring of 2021.

In addition to the aforementioned practices that have been implemented in the previous section to address Admission, Retention, and Time to Degree, our faculty participated in the virtual opening Retreat for the College of Education. The focus was on Social Justice and Equity. In order to address the tumultuous 4 years of the previous national administration where disparities in criminal justice, health, education, and other indicators of social, interpersonal, and mental health challenges have impacted our students, our faculty agreed to address the initiatives listed on the right side of the following chart.

To date, 1) The Qualifying Exam is being revised to reflect the research interests of our students and will provide a streamlined process by which students' coursework is applied and relevant to their eventual Dissertation topic. 2) Our faculty is conducted a national search for a Standing Faculty member and are actively recruiting Core Faculty who are not only outstanding researchers and educators but who also reflect the demographics of our greater student population. 3) We are entertaining the concept of linguistic and writing justice by reflecting on our own perceptions of capital in how we review our admission applicants as well as how we recognize student strengths in their performance. 4) We temporarily eliminated the GRE (due to COVID) as a requirement for Admissions consideration and our working on a holistic review process that would not rely upon the GRE.

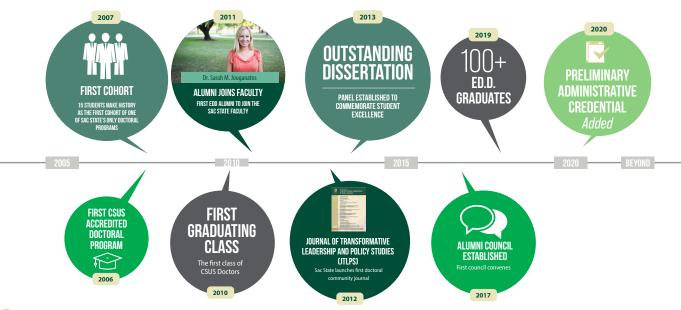
ED.D. PROGRAM

Name three policies, practices, and/or procedures in the program area that pushout BIPOC.	How does the program area promote racism?	What are the specific strategies that the program can employ to become antiracist?	
The demographics of the students that fail the QE is disproportionally BIPOC.	 Any time that anti-racism is not addressed explicitly, we are racism. 	We will actively acknowledge and dismantle systems of racism by doing the following:	
Long standing issue with academic writing and not	 Interrogating ourselves, pedagogy, curriculum, and 	1. Redesign the QE	
addressing it and developing support systems.	ideology across policy studies and ed leadership.	Recruit more faculty that are racially representative of the students.	
Use of GRE		3. Expand our understanding	
Does your faculty reflect the students?		of linguistic and writing justice with an emphasis on	
Equity and racial justice is		academic styles.	
not a central enough theme throughout the curriculum.		4. Eliminate the GRE (review legislation)	

The following data was captured from the Faculty Survey conducted in late Summer of 2020:

- I like Vajra's idea of a new model for the stakeholders advisory. Pick a few key folks for longer periods, rather than invite everyone and see who shows up once a year. Off campus— we are in the state capital and looking forward, should make the most of this.
- We can work towards a full-scholarship (endowment) for female leaders from Sacramento. This will allow us to seed social change at the local level. Possible partners can include SMUD, Sierra Health Foundation, and other entities concerned with regional impact. We can increase our relationship to school districts and community-based organizations. These partnerships need to have a purpose, and I think the Ed.D. doctoral students can play a necessary role in this bridge-building work. This is research that does not just study people, but serves them. We are accountable to the needs of the larger city of Sacramento and surrounding areas. The Ed.D. Alumni is another essential catalyst for the development of statewide, national, and inter/national partnerships. Leveraging where they are at in the world will increase our visibility and long-term impact.
- I think the program could be better linked to the downtown state policy community, e.g., the Public Policy Institute of California which devotes a lot of attention to educational issues.
- Legislative Analyst's Office CA Budget and Policy Center Public Policy Institute of CA WestEd PACE:
 Policy Analysis for CA Education Cal Matters
- Expand our vision of community past institutions to broader community stakeholders teachers, parents, NGOs, grassroots groups to better understand the challenges on the ground so we can orient research endeavors that way.

Reflecting upon the Ed.D. at Sac State underscores that this program has a solid foundation and robust roots. The milestones are significant and it's time to grow.



2021 represents a turning point in our development.

Amidst the pandemic, we leaned into the virtual environment and launched a national speaker series, #LeadingWithJustice. Over 700 people participated in the fall series that included speakers like Dr. Gloria Ladson-Billings, and Dr. Rich Milner. These webinars brought a national spotlight to our program and Sac State News featured the work. Significantly, the recorded webinars are on our website and can be used for future teaching: https://www.csus.edu/college/education/doctorate-educational-leadership/spotlights/leading-with-justice-speakers.html.

This year we tripled the number of applicants to our program and we currently have a 25-30% acceptance rate. We continue to prove that we are the premier place in the region to obtain the Doctorate of Education.



https://www.csus.edu/news/articles/2020/10/2/Seriesbrings-more-antiracist-speaker-voices-to-Sac-State.shtml.

We have successfully launched the Ed.D. Alumni Connection and the elected officers are designing networking opportunities across our fourteen cohorts. System change is relational work and our alumni are working together to forge new ways forward.

Another hallmark of the Ed.D. is our Journal of Transformative Leadership and Policy Studies (JTLPS). Originally sponsored by the California State University's Chancellor's Office and the system's sixteen Education Doctorate programs, JTLPS publishes important peer-reviewed studies. However, at the moment, JTLPS is funded solely by the resources of the Doctorate in Educational Leadership at Sacramento State. We are pursuing new partnerships to develop JTLPS 2.0 under the leadership of Dr. Frank Adamson. The new launch is slated for Spring, 2022.

To strengthen the reach of the Ed.D., we have been growing our Advisory Board. In the past, the board met once per year. Moving forward, our board members will meet three times per year as well as commit to serving on a working group. These critical stakeholders are experts in educational equity have the political and social cache to help elevate our work throughout the state and country. A list of board members is available in Appendix A.

The Ed.D. program is growing in powerful directions; the future is bright. At the same time, the faculty have important concerns. One area that needs improvement is the Faculty Director's budgetary support. For instance, MPPs from any CSU do not pay for our program. The numbers need to make better fiduciary sense. We believe transparency is key to building a sustainable and healthy unit.





What do you want to see 5-10 years from now, and what might you need to do to get there?

We surveyed the faculty and asked a variety of questions, including: What do you want to see 5-10 years from now, and what might you need to do to get there? New courses, culture, operations, etc.

- Our Ed.D. program is regarded as the leading, high-quality program that Ed leaders and potential leaders think of when it comes to hiring or pursuing a doctorate. To get there we need to make a few curricular adjustments, have more full-time faculty hires who are excellent teachers and skilled researchers so that we rely less on adjuncts, tweak the culture so that we remain committed to educational justice and are equally committed to quality, support faculty research efforts and professional development needs, and make sure there is sufficient admin support. The program used to have a director, associate director, and grad coordinator. Even though the program is growing, our support staff is minimal. This needs to be remediated—immediately.
- I would like to see the Ed.D. program have a variety of tracks. We've talked about ones for those primarily interested in community college and those primarily interested in K-12 education. But I would also like to see us consider other possibilities such as a track for those interested in administration (being a dean, principal, etc.) and one for those interested in developing policy, e.g., at the Community College Chancellor's Office or State Department of Education. To get there we need to attract more students and continue to refine the curriculum to create the appropriate pathways.
- Greater infusion of education specific issues and equity/opportunity analytical lenses 3) decolonization/anti-racism embedded in curriculum 4) Shift from transactional (grade-based) student mentality to inquiry-driven approaches.
- Let's work towards a full-scholarship (endowment) for female leaders from Sacramento. This will allow us to seed social change at the local level. Possible partners can include SMUD, Sierra Health Foundation, and other entities concerned with regional impact. We can increase our relationship to school districts and community-based organizations. These partnerships need to have a purpose, and I think the Ed.D. doctoral students can play a necessary role in this bridge-building work. This is



research that does not just study people, but serves them. We are accountable to the needs of the larger city of Sacramento and surrounding areas. The Ed.D. Alumni is another essential catalyst for the development of statewide, national, and inter/national partnerships. Leveraging where they are at in the world will increase our visibility and long-term impact.

• The year is 2030 and although that sounds far away, it is merely 10 years from now. At this time, I envision a doctoral program with a wider scope of purpose and power. As the leading doctoral program in Northern California, we draw a wide range of educators who represent multiple institutions and focus areas. They choose Sac State because of our award-winning faculty who examine issues of race/ism, belonging, and abolition with renewed purpose and practical lenses. The program is relevant and rigorous. And our alumni are not merely a network, but signify a strategic movement of educational change-makers. This kind of leadership is legacy work. It is liberatory in praxis. Unlike many doctoral programs, we equip students with the walk of justice. We focus on how to move from institutions of oppression (schooling) towards ecosystems of educational equity (education). It is a culture of questioning, consciousness, and kindness. We are thinkers and doers, scholars and practitioners of possibility.

What are the operational opportunities and challenges as a cross departmental/divisional program?

- Each discipline is grounded in its own epistemological stance. This will impact our outlook on the world and work. Interdisciplinary scholarship is critical, yet it can be challenging. It is vital that we think together about central problems in education so that our multiple vantage points can lend to a greater solution. At a very practical level, there needs to be more communication between the Ed.D. Director and both deans (COE and SSIS). Join hires will help build these bridges.
- Workloads and intra-department obligations can differ significantly, partly as a result of unit size differences (PPA is a small department so each commitment to the Ed.D. program must be carefully considered). 2) Cultural differences, although these have narrowed over the years. 3) Differences in priorities from different deans. The key variable seems to be having a Director strongly committed to working across the differences and understanding the benefits they provide.
- Compensation for dissertation supervision and teaching overloads.





In this focused programmatic review, we have sought to provide essential pillars of the Ed.D. program – our past, present, and future vision. This report is generative, and will serve as a living document that pushes us forward. This summer (2021) our plan is to revisit, refine, and finalize the Faculty Handbook 2.0 as well as edit the Ed.D. student document. Our goal in the coming year is to streamline our policies, processes and procedures so that there is clarity. We firmly believe that this will help us work smarter (not just harder). Once structures are improved, we can then place our efforts on developing holistic admission procedures, increasing our faculty, expanding our cohorts, and accelerating our impact.

We are poised for purposeful growth.

The Ed.D. program at Sacramento State University can do even more. The Doctorate of Educational Leadership is a place where theory and practice come together, where policy meets purpose. The people make this program. We are a group of critical scholars who support the next generation of courageous change-makers. We are here to improve education as we seek to embody the purpose of our program in word and work: developing equity leaders who transform systems.



APPENDIX A: Ed.D. Advisory Board Members 2021

Dean of the College of Education	Dr. Sasha Sidorkin
Executive Director of the Sacramento County Office of Education, School of Education	Dr. L. Steven Winlock
Provost and Vice President of Academic Affairs	Dr. Steve Perez
Assistant Professor, Doctorate in Educational Leadership	Dr. Frank Adamson
Associate Professor, Doctorate in Educational Leadership	Dr. Lisa Romero
Associate Director, Doctorate in Educational Leadership	Dr. Rose Borunda
Director, Doctorate in Educational Leadership	Dr. Vajra Watson
Associate Dean, Research & Engagement, COE	Dr. Pia Wong
Vice President, Student Affairs	Dr. Ed Mills
Deputy Chief of Staff, Division of the President	Dr. Sarah Billingsley
Associate VP, Strategic Support Programs	Dr. Viridiana Diaz
Dean, College of Continuing Education	Dr. Jenni Murphy
Director, Diversity, Inclusion & Compliance/PRIDE Industries	Dr. Adrienne Lawson
Director, Academic Affairs-Student Academic Support, Hartnell College	Dr. Jay Singh
Executive Director, Surge Institute	Dr. Michelle Seijas
Principal, Williams Jr Sr Early College High	Dr. Mary Ponce
Superintendent, Yolo County Office of Education	Garth Lewis
Asst. Superintendent of Human Resources, Folsom Cordova Unified School District	Don Ogden
Director of Personnel Development, Human Resources	Shelly Clark
President, Yuba College	Dr. Tawny Dotson
Vice President of Instruction, Folsom Lake College	Dr. Monica Pactol
Assistant Vice Chancellor, California Community Colleges	Dr. Siria Martinez
Chancellor, Los Rios Community College District	Dr. Brian King
Title	Name

External Review Process and Report Template

The External Review Report Template is intended to allow two disciplinary experts to provide academic units with constructive feedback on the self-study and provide ways forward to maintain learning and student success and accomplish desired change to improve learning and student success for each degree under review. The report is due one month after the external review visit, is to provide commendations/recommendations for each degree offered and should be no more than ten pages.

Department Name:

Department of Graduate and Professional Studies in Education

Degrees:

Ed.D. in Educational Leadership and Policy Studies

Site Visit Dates:

April 22 & 23, 2021

STAGE	DESCRIPTION
Initial	The program is at a preliminary stage in this practice. The program shows the need for additional policies, resources, or practices in order for it to provide theeducation program to which it is committed or aspires. Insufficient data is available to make determinations.
Emerging	The program partially satisfies the criterion. Some data is available documenting this dimensio n. The program has many, but not all, of the policies, practices, and resources it needs to provide the educational program to which it is committed or aspires.
Developed	The program satisfies this criterion, with developed policies and practices. The program has the availability of sufficient resources to accomplish its programgoals on this dimension. Data demonstrates accomplishment of this criterion.
Highly Developed	The program fully satisfies this criterion. The program may serve as a model and reference for others on campus. The program's practices, policies, and/or its resources contribute to program excellence on this dimension.

Does the department have a mission statement or statement of program goals that is appropriate? Is the department mission and its programs aligned with CSUS and college missions and strategic priorities? Is the department supportive of the CSUS general education program and/or general graduate learning outcomes? Does the department engage key constituencies and campus partners in academic and strategic planning, including faculty, professional colleagues, current and prospective students, and the community?	
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Is the department supportive of the CSUS general education program and/or general graduate learning outcomes? Does the department engage key constituencies and campus partners in academic and strategic planning, including faculty, professional colleagues, current and prospective students, and the	opriate?
Outcomes? Does the department engage key constituencies and campus partners in academic and strategic planning, including faculty, professional colleagues, current and prospective students, and the	strategic D
planning, including faculty, professional colleagues, current and prospective students, and the	luate learning D
	\mathcal{C}
Does the program have policies and procedures that facilitate articulation with community colleges and/or other external educational partners?	colleges n/a

The Doctor of Education (Ed.D.) in Educational Leadership develops equity leaders who transform systems and who enact community based anti-racist leadership. The program is directed by Dr. Vajra Watson and with the support by

Dr. Rose Borunda as associate faculty director. The program relies on collaboration between the Department of Public Policy and Administration (College of Social Sciences) and the Department of Graduate and Professional Studies in Education (College of Education)

Recommendations:

• Clarify program mission and goal statements that align with the College of Education's and Department of Graduate and Professional Studies in Education's mission and goals.

Element Two: Learning Outcomes and Assessment to Maintain Success and Engage in Continuous	us
Improvement	
Inquiry	Stage
Does each degree program have appropriate and measurable learning outcomes that reflect current standards in the discipline?	D
Does each course have appropriate and measurable learning outcomes that allow students to achieve program learning outcomes?	D
Are the curriculum and graduation requirements for each degree reflective of current standards in the discipline?	HD
Does each degree's curriculum and graduation requirements appropriate for the degree level and reflect high expectations of students?	HD
Is the assessment loop regularly being closed for each of the degree's program learning outcomes?	D
Is the learning assessment data being used to make maintain Success and Engage in Continuous Improvement?	D
Do students feel connected to academic support services (writing, math, tutoring, library, etc.)?	Е

Comments:

Four assessments are embedded into the Ed.D. program (course grades, qualifying exam, dissertation proposal, and dissertation defense). Students and faculty acknowledged the qualifying exam as an area ready for improvement.

Recommendations:

- Clarify ways the preliminary administrative services credential aligns with the doctoral program learning outcomes and themes.
- Examine ways to provide the necessary staffing to support day-to-day administrative functions of the program.
- Continue to examine the purpose, the format, and the timing of the qualifying exam to facilitate leadership development and/or dissertation development

Element Three: Student Success and Assessment to Maintain Success and Engage in Continuous		
Improvement		
Inquiry	Stage	
Does each degree program use aggregated and disaggregated data to understand admission trends and manage enrollment with an eye to diversity, impaction, or address program specific concerns?	D	
Does each degree program use aggregated and disaggregated data to consider ways to improve retention?	D	

Does each degree program use aggregated and disaggregated data to consider ways to improve time to degree or close graduation gaps?	D
Does the program provide appropriate opportunities for students to participate in curricular-related activities, such as research and creative opportunities, service learning experiences, performances, and internships?	HD
Does the program provide or partner with other entities to provide appropriate co-curricular activities for its students, such as clubs, fieldtrips, lectures and professional experiences?	HD
Does the program provide adequate student advising?	Е
Do students feel connected to student success support services?	E/D

Comments:

The program's self-study illustrates the multiple measures used to understand doctoral student success and assessment within the program. Data collection for ongoing program assessment needs should continue and evolve as program leadership identifies new or under explored facets of the program.

Strong co-curricular experiences are provided to students that are also facilitated by the revival of DELSA.

Recommendations:

• Clarify ways the Academic Technology Center, the Writing Center, and the Writing Workshops offer doctoral-level academic support services; students expressed varying understandings of these services and how they serve to support them during the program.

Element Four: Developing Resources to Ensure Sustainability		
Inquiry	Stage	
Does the program have faculty in sufficient number, and with appropriate rank, qualification,		
and diversity to allow students to meet the program learning outcomes and deliver the curriculum for each degree program?	Е	
Does the program employ professional staff and/or appropriately partner with campus partners		
(graduate studies or College of Continuing Education) to support each degree program?	Е	
Are its facilities, including offices, labs, practice and performance spaces, adequate to support		
the program?	D	
Does the program have access to information resources, technology, and expertise sufficient to deliver its academic offerings and advance the scholarship of its faculty?	D	
Does the program seek and receive extramural support at the appropriate level, includinggrants, gifts, contracts, alumni funding?	D	
Has the program identified other concerns that impact budget and resource planning?	D	

Comments:

Students, faculty, program leaders, and college leaders each expressed their enthusiasm for the program's success and renewed possibilities. The Ed.D. program is self-support program dependent on revenue generated from student enrollment tuition and fees. With its strong presence in the capital region, robust annual enrollment, and continued

student recruitment, the program is well-positioned to continue its commitment to social justice and the equity warrior identity.

Recommendations:

- Enthusiasm for the program's long-term success and viability should be coupled with a transparent budgeting process that allows program leadership to strategically use student tuition funds to accomplish program goals.
- Interest in the program is high, measured by the increase in applicants. Recruitment efforts of prospective students and selection of applicants should align with projected faculty teaching and advising workloads. Students and faculty each identified the need for additional staff support as an immediate priority.

Element Five: Planning to Maintain Success and Engage in Continuous Improvement		
Inquiry	Stage	
Does the academic unit engage in planning activities which identify its academic priorities and their alignment with those of the college and the University?	D	
If appropriate, does the program have an advisory board or other links to community members and professionals? Does the program use community professional input for program improvement? Does the program maintain a relationship with its alumni?	D	
Does the academic unit have a strategic plan, and other long term plans (5 year hiring, facilities, etc)?	D	
Does the academic unit have regular processes to revise plans and timelines.	D	
Do plans include engagement with needed campus partnership and external entities to accomplish goals?	D	

Comments:

The recent appointment of Dr. Vajra Watson as director positions the program in a period of growth and transition. The DELSA student association has been renewed and the Advisory Board boasts significant membership numbers. It is evident program and college leadership engage in planning activities focused on programmatic success and continuous improvement. The program is a member of the University Council for Educational Administration (UCEA).

Recommendations:

- Develop structures and processes for student input. Ensure these structures and processes include accountability markers for student's input. Consider ways DELSA can assist in facilitating student input and accountability.
- Clarify the goals and purpose of the Advisory Board. Leverage the planned expanded frequency of this group's meetings to help program leadership accomplish its goals.
- Identify how UCEA principles and membership status impact the Ed.D. program's day-to-day work.
- Continue building on the equity warrior identity.

Commendations:

The site visit team met with the Director of the doctoral program, the Chair of the Department of Graduate and Professional Studies in Education, the Dean and two Associate Deans of the College of Education, faculty, staff, and students. There is a sense of enthusiasm for the program to build on its history of success during this period of renewal.

The Sacramento State Ed.D. program is poised for purposeful growth in the ways it helps develop equity leaders who transform systems. The site visit team was able to observe multiple instances of the program's commitment to its equity warrior identity. Faculty members described the program as a place where theory and practice come together and where policy meets purpose. Students described the program as a collaborative and supportive community and a space for rigorous and challenging doctoral education. College and university leadership described a supportive campus environment committed to the doctoral program's success.

Recommendations and Specific Considerations to Improve Learning and Student Success for Each Degree:

- 1. Continue to develop a shared understanding of the purpose and goals of the qualifying exam to facilitate leadership development and/or dissertation development. Students and faculty were not in consensus on the purpose or goals of the exam.
- 2. The program should explore conventions of the dissertation and communicate what common criteria characterize a Sac State dissertation for rigor and philosophical grounding.

Recommendations and Specific Considerations to Develop Resources to Ensure Sustainability:

- 1. A transparent budgeting process would allow university, college, and program leadership to strategically use student tuition funds to accomplish program goals and teaching commitments in the Department of Graduate and Professional Studies in Education and the Department of Public Policy and Administration
- 2. Recommended careful and systematic monitoring of staffing needs aligned to the program's equity warrior identity. Program leadership should consider partnering with the ELPS Higher Education master's degree program to fill graduate assistantships working for the Ed.D. program.

Recommendations and Specific Considerations to Improve Academic Unit Planning:

- Identify how the input of multiple constituency groups influence program planning and goal setting. Some of
 these constituency groups include college and university administration, faculty from both the Department of
 Graduate and Professional Studies in Education and the Department of Public Policy and Administration,
 members of the Advisory Board, current students and DELSA, and UCEA.
- 2. All planned assessment activities should be reviewed and/or revised and carried out as planned going forward. When reporting on the assessment plan and other program documents, all assessment language should refer to or align to program outcomes and clearly indicate when data will be collected. Regular collection of alumni and employer data will help the program to more be more agile in meeting leadership needs of its constituent groups.

External Reviewer One Name: Ignacio Hernández Affiliation: California State University, Fresno

Signature: Jameis Herning Jr.

External Reviewer Two Name: Susana Hernández Affiliation: California State University, Fresno

Signature:

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Internal Review Report: Educational Leadership Program,

Degrees: EdD Educational Leadership

College: Social Science and Interdisciplinary Studies

Internal Reviewers: Dr. Lindy Valdez, Department of Kinesiology &Dr. Thomas

Krabacher, Department of Geography

I. Self-Study

The Educational Leadership Program submitted its Self-Study in Spring 2021. It consists of 26 pages of text accompanied by one page of an appendix. The program offers a doctorate in Educational Leadership and the Preliminary Administrative Services Credential (PASC) pathway, which was approved in AY 2019/20. The mission for the EDD is not specifically stated in the Self-Study document or that could be found on their website. There are many statements which indicate what they believe in which hint at their mission. Those include: "These transformative leaders have excelled in the field of education," "The CSUS Doctorate in Educational Leadership develops equity leaders who transform systems," three key curricular themes will be emphasized and provide focus for all coursework in the program are: Transformational Leadership, Critical Policy Analysis and Action; and Informed Decision-Making.

Since students are assessed on 7 domains of learning perhaps this is the vision of the program. This program mission needs to be articulated clearly.

Since the launch of the program in 20007, the program submitted 2012 in response to an accreditation program review by the Western Association for Schools and Colleges (WASC). This program review is the first university program review. The Program currently has a fulltime Faculty Director (Dr. Vajra Watson) and an Associate Director (Dr. Rose Borunda) and three standing Ed.D. faculty. There are three additional core faculty from Public Policy & Administration (PPA) and School Psychology.

Student Learning: While student learning objectives were not specifically designated in the self-study, the Educational Leadership program assesses student attainment of learning by four assessment outcomes include, 1) Specific grade attainment for each course in the program; 2) A qualifying exam at the end of the second spring semester of course completion and prior to embarking upon the dissertation phase; 3) Passing the Dissertation Proposal and attaining approval for the dissertation study from the Institutional Review Board; and 4) Defense of the Dissertation. The Self-Study presents data from and analysis of assessment results going back to 2015-16. The External Consultants rated this area one the programs best attributes, rating student learning assessment as "highly developed."

<u>Student Success</u>: In accordance with the definition used by both Sacramento State and the CSU system, student success is primarily defined in terms of graduation rates and associated indicators.

The Self-Study provided lacked data, disaggregated by gender and ethnicity, on admission, retention, and graduation rates. The review team suggests this data be obtained and examined.

Except for cohort 8, enrollment in the EDD program has remained relatively stable from 15 to 23 students. Graduation rates remain high with a 11-year average of 87% since the inception of the

program. Only 6 students in the last 5 years have failed the qualifying exam. The self-study documents adjustments in the qualifying exam administration and recruitment efforts to insure student success during the pandemic and beyond. The self-study states that they currently have a 25-30% acceptance rate. This would indicate that applications and enrollment is at a preferred level.

<u>Operations</u>: The Self Study notes that the Educational Leadership Program has The Program currently has a fulltime Faculty Director (Dr. Vajra Watson) and an Associate Director (Dr. Rose Borunda) and three standing Ed.D. faculty. There are three additional core faculty from Public Policy & Administration (PPA) and School Psychology. A new faculty hire is being sought whose research focuses on anti-racist leadership. The year-round staff support includes an Ed.D. administrative assistant (full-time) and a marketing director (part-time).

II. External Consultant Report:

Ignacio Hernández, PhD, is an Associate Professor and the Ed.D. Program Director in the Department of Educational Leadership at California State University, Fresno and Susana Hernández, PhD, Chair of the Educational Leadership Department at California State University, Fresno provided a focused, yet thorough, review of the Educational Leadership Program. They answered five questions in great detail about the EDD degree. They addressed questions about student Program Mission, Goals and Environment, Program Description and Analysis, Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes, Faculty, Student Support and Advising, Resources and Facilities, and Long-term Plans. They made 14 commendations and 17 recommendations for the EDD degree.

III. Internal Feedback:

The internal input considers both the Self-Study and the External Consultants' Report. As part of the program review the Educational Leadership Program will be expected to develop an Action Plan for the next six years to address current challenges facing its programs and to implement its vision for the future. To this end, in addition to those of the external reviewers, the internal subcommittee offers the following suggestions:

- With two colleges having a controlling interest in this program and feedback from student and advisory groups, communication between the Ed.D. Director and both deans (COE and SSIS) is critical. A regularly scheduled meeting is advised.
- 2. Faculty compensation for dissertation supervision and teaching overload is needed to prevent burnout and sustainability.
- 3. The Director of the program should seek data on enrollment. The Self-Study lacked data, disaggregated by gender and ethnicity, on admission, retention, and graduation rates. The review team suggests this data be obtained and examined.
- 4. The department should continue to seek increased release time for the chair beyond the current 6 units.

MOU/Action Plan

The current Action Plan was composed based upon results from the recent self-study, external reviewer report, and internal reviewer report for the Doctorate in Educational Leadership, College of Education, CSU-Sacramento.

Program: Doctorate in Educational Leadership

College: Education

Date: November 8, 2021

Program Review Finding	2 YR	4 YR	6 YR
Cite self-study, external	List goal, success	List goal, success	List goal, success
review, internal review,	indicator, responsible	indicator, responsible	indicator, responsible
and/or accreditation	parties, and resource	parties, and resource	parties, and resource
documentation	implications.	implications.	implications.
	To Maintai	n Success	
Student and faculty data (including workload, demographics, and graduation/retention rates) are difficult to find, likely due to it being administered by two different colleges.	EDD program will work with College of Continuing Education (CCE) and Office of Institutional Research to build a more comprehensive program Factbook for annual reports of faculty/student data. Success: Annual program factbook shared with Department/program and both Colleges. Faculty coordinator will work with program staff and OIR to ensure reliable data are collected annually.	Continued annually; Success: 3 years of data collected to evaluate trends in student and faculty demographics.	Continued annually; Success: 5 years of data collected to evaluate trends in student and faculty demographics.
Current students and recent graduates of the program reported that they had formed informal study and support groups in the program, and that these groups and the peer support were contributing factors in completing the degree.	Support in-person activities (Alumni networking gatherings, writing support seminars, and develop peer advisors, to increase the connection among students. Develop and collect exit interviews (could be online) and a database of alumni contact information for future connection.	Continue to support alumni and student networking opportunities; Continue to collect Exit interviews and use data to make adjustments to curriculum/experiences.	Continue to support alumni and student networking opportunities; Continue to collect Exit interviews and use data to make adjustments to curriculum/experiences.
Clarify the program's mission and strategic plan, giving particular attention to how it connects to the	Faculty will examine multiple documents (website, faculty handbook, and older	Develop a 5-year strategic plan that includes feedback from multiple stakeholders,	Assess target goals and present findings from the strategic plan for ongoing

university's anti-racist goals. To Improve Student Learn	strategic plan) to develop a revised EDD program mission, vision, and goals.	including the EDD Advisory Board, students, and Alumni ge goals on learning, research/s	cycles.
The internal and external evaluators noted that student learning assessments are "highly developed." However, we are continuing to refine the Qualifying Exam. Last year we piloted a new exam in the form of an annotated bibliography and analysis.	Track QE completion and garner student feedback on	Continued annual assessment activities examining program learning outcomes and program adjustments as needed.	Continued annual assessment activities examining program learning outcomes and program adjustments as needed.
Assessment of course sequence. Based upon the alumni survey, students stated that the Legal Studies course was the least relevant to their course of study. Building on this feedback, the EDD curriculum committee has proposed eliminating the Legal Studies course and replacing it with a Social Foundations of Educational Leadership course.	developmental needs of the students. The courses need to carefully build upon one another so that students are able to successfully conduct and complete dissertation work.	Monitor student engagement and achievement in courses, giving particular attention to grades disaggregated by race/ethnic, gender indicators. Continue to connect course content to anti-racist campus plan.	By year 6, in time for the next program review, 100% of learning outcomes should be assessed.
Further attention is needed in the area of graduate student writing supports.	Hire EDD peer advisors to help with student writing/editing. Develop an online depository of excellent student work, including exemplar papers and outstanding dissertations.	Develop a longer-term partnership with the writing center on campus, possibly hiring a writing coordinator for graduate-level supports. At present, the writing center focuses on undergraduate student needs. The doctoral students really have nowhere to go on campus for help with their writing.	Regularly discuss student writing needs at the annual faculty retreat and continue to bring in expert consultants to ensure faculty scaffold assignments to developmentally grow students into scholars—from consumers of knowledge to producers of scholarship.
	Encourage the rotation of courses so that no one faculty consistently teaches a particular class. Provide faculty with continuous opportunities for training and development of culturally relevant teaching practices.	Develop three-year teaching calendar so faculty have ample time to develop course syllabi and lessons.	

The EDD program's	Continue to offer monthly		
student population is very diverse. The numbers of students who identify as African American has increased from 6% (average from cohorts 1-10) to 29% in cohort 15. Consistently, 1/3 of students identify as Chicanx/Latinx.	information sessions for interested students. Monitor student demographics at admission and graduation to ensure maintenance of diversity of program and for achievement gaps. Monitor faculty/staff demographics in relation to student demographics to develop an ecosystem of educational equity.	Continue to monitor student demographics at admission and graduation to ensure maintenance of diversity of program and for achievement gaps. Monitor faculty/staff demographics in relation to student demographics to develop an ecosystem of educational equity.	Continue to monitor student demographics a admission and graduation to ensure maintenance of diversity of program and for achievement gaps. Monitor faculty/staff demographics in relation to student demographics to develop an ecosystem of educational equity.
Γο Build Partnerships and I	Resource Development to En	hance the Student Experien	ce (consider
university/college goals on un Expand marketing to	Continue to work with	operience, community engage	ment)
statewide government agencies, community-based organizations, and large- scale businesses with a focus on transformative leadership and educational equity.	Continue to work with community colleges, local businesses, and agencies to recruit students for the program and to develop research opportunities for students. Bring program to onsite locations (offer face to face at school sites, relevant education conferences, and community colleges).	Develop research opportunities for students so that dissertation work connects to a local need. This is also connected to the Anchor University initiative.	EDD Doctoral students present their dissertation findings to wider audiences of statewide government agencies, school boards, community-based organizations, and large-scale businesses that focus on transformative leadership and educational equity.
Continue to develop the EDD Advisory Board.	Recruit 3-5 new advisory board members based on identified gaps.	Advisory Board hosts an annual EDD Fundraiser. Advisory Board members host an EDD student at their organization for their dissertation work.	Advisory Board hosts an annual EDD Fundraiser Advisory Board members host an EDD student at their organization for their dissertation work. Assess the increase/maintenance of formalized and sustained partnerships with major employers, providing for recognized pathways for the CSUS EDD.

This year we launched the "Pay-It-Forward" scholarship campaign.	The Alumni Connection and Advisory Board continue to develop the scholarship fund. Begin offering scholarships to EDD students from this account.	Examine student data to assess student needs and areas for further financial supports.	Examine student data to assess student needs and areas for further financial supports.
The program would benefit from recouping funds for MPPs. Currently, the EDD program receives \$0 when an MPP is admitted. As a quasi self-sustaining unit, this is detrimental to our annual budget.	Work with university administration to develop a plan to cover the EDD program when MPPs (from any CSU) are admitted.	Continue and maintain budget.	Continue and maintain budget.
Expand and diversify the EDD budget portfolio.	Develop a strategic multi- year budget plan and explore external grant opportunities to sustain funding innovations for the program.	Continue and maintain budget.	Continue and maintain budget.
An an online version of the EDD program that could be offered nationally. This would increase the number of students and increase the number of faculty. Online modality could be considered in the future if demand should arise. If the program expanded to a certain level in the future, perhaps a dual modality program could be considered.			

Department Chair Name/Signature

College Dean Name/Signature

Standard

Standard