

EDD Program Performance Review (PPR)

SELF-STUDY REPORT

Educational Doctorate Program (EdD)

Department of Educational Leadership

2024-2025

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EDD Program Performance Review (PPR) - SELF-STUDY REPORT

Educational Doctorate Program (EdD) - Educational Leadership

I. Department/Program Mission, Goals, and Environment

A. Briefly describe the unit's mission and goals and identify any changes since the last program review. Review the goals in relation to the University's mission, goals, and strategies.

Mission

With our partners, we help leaders disrupt and transform educational systems so that all students, particularly those who have been marginalized in schools and society, can engage fully in the benefits of education.

Vision

An educational system that is just, equitable, and inclusive.

As a part of the College of Education's commitment to justice, equity, and inclusive education (JEIE), the EdD program develops critical and courageous scholar-practitioners who lead transformative change in educational research and practice. This commitment drives every aspect of the program. It is reflected in our educational leadership competencies, which prepare graduates to dismantle systemic inequities, build inclusive communities, and lead transformative efforts in education and related fields.

The program's overarching focus on JEIE is integrated across all six EdD competencies:

- **Research of Practice:** Developing leaders who employ diverse methodologies to address and solve problems of educational inequity.
- **Change Agency:** Preparing leaders to act as proactive agents of change, transforming systems to eliminate disparities and improve outcomes.
- **Systems Thinkers:** Equipping leaders to navigate and dismantle ideological, institutional, and interpersonal systems of oppression.
- **Power, Politics, Policy:** Enabling leaders to harness political relationships, develop policies, and ensure accountability for equitable student outcomes.
- **Critical Communication and Self-Reflection:** Encouraging leaders to engage in courageous, analytical, and inclusive discourse while fostering growth through feedback.
- **Family, Communities, and Constituents Partnerships:** Building leaders who collaborate with families and communities, sharing power to advance educational and social equity.

Through these competencies, our graduates become scholar-practitioners who lead with purpose, courage, and dedication to equity.

This review includes plans to introduce new degrees and learning pathways, such as shifting to a Hybrid program in Fall 2024 and considering a fully online EdD program by 2026. The College of Education is also launching its first undergraduate major in Urban Learning in the Fall of 2024, for which the educational leadership faculty developed courses and served on the Urban Learning Advisory Board.

These goals align with the university's mission by emphasizing social justice, equity, and inclusiveness, which are core aspects of the university's commitment to preparing leaders for diverse educational environments.

Exit Surveys for the EDD program indicate that while the EDD programs are generally effective, particularly in areas like cohort support, culturally relevant teaching, and Just, Equitable, Inclusive Education (JEIE) integration, there are opportunities for improvement. Specifically, enhancing dissertation support, refining course alignment, and improving communication could strengthen the programs and ensure all students feel fully prepared for their professional roles.

The EdD Program Director was appointed in 2022 and works with the Educational Leadership Department Chair to lead and manage students, faculty, scheduling, and curriculum.

B. Briefly describe changes and trends in the discipline and the unit's response to such changes. Identify if external factors impact the program (e.g., community/regional needs, placement, and graduate/professional school).

Educational leadership continues to evolve in response to complex societal changes, including increasing diversity in student populations, a heightened awareness of systemic inequities, and a growing demand for leaders who can navigate and transform these challenges. Leaders are now expected to address educational disparities, leverage data for decision-making, and promote inclusive practices that promote equity and justice.

External factors that influence the EdD program shaped our direction and priorities. Key factors include state and federal education policy shifts, societal and demographic changes such as increasing diversity and equity demands, and economic pressures impacting education funding and affordability. Technological advancements, including the integration of AI and digital tools, require leaders adept in navigating new educational landscapes, while competition from alternative programs challenges traditional doctoral offerings. Additionally, global events, such as the pandemic and social movements, highlighted the need for adaptive, resilient leadership. By remaining responsive to these external forces, the EdD program ensures it continues to prepare equity-driven leaders equipped to address evolving challenges in education.

In response to these factors, the EdD program revised its mission and vision in 2020, aligning them with a commitment to justice, equity, and inclusive education (JEIE). This revision demonstrates the program's dedication to preparing leaders who disrupt systemic inequities and transform educational systems.

To operationalize this vision, the program developed six core competencies in 2020:

- **Research of Practice, Change Agency, Systems Thinkers, Power, Politics, Policy, Critical Communication and Self-Reflection, and Family, Communities, and Constituents Partnerships.** These competencies equip students with the skills to effectively address inequities, lead transformation, and effectively collaborate with diverse stakeholders.

By aligning its curriculum and practices with these competencies, the EdD program ensures graduates are prepared to meet the demands of contemporary educational leadership and create meaningful, equitable change in their institutions and communities. [Curriculum Map](#).

We offer two specializations in the EdD Program: 1) P-12 Educational Leadership and 2) Community College (CC) Leadership. CSUF runs a cohort in each specialization each year. Beginning in the fall of 2024, both specializations shifted to a Hybrid/Mostly In-person instructional schedule to meet the growing demand for flexible learning options. Cohorts meet on campus eight weeks per term and work virtually, synchronously, or asynchronously for the other eight weeks of our 16-week term. The P-12 cohorts follow an executive model instructional schedule, and the CC cohorts take classes in eight-week blocks ([Instructional Schedule](#)).

The decision to shift to a hybrid program and potentially introduce a fully online EdD program directly responds to adapting our modalities to shifting demands for working professionals in education.

To stay informed about external factors, we lean into our department's partnerships with local schools, community college districts, and the Executive Council to address regional educational needs and ensure that programs remain responsive to changing dynamics in the field. Examples of these needs are reflected in the discussion topics from the Executive Council. The Executive Council includes executive leaders from local community colleges and school districts who meet twice yearly to discuss objectives and initiatives related to the EdD Programs ([Agendas and Minutes](#)).

The P-12 specialization embeds Administrative Services Credential licensure into the EdD Program, ensuring our students have many options to expand their knowledge and professional experiences. By offering the Preliminary Services Credential (PASC) and a Clear Administrative Services Credential (CASC) in our P-12 program, we continue to create a pipeline of leaders prepared to meet the demand for school leadership. As of fall 2024, the EdD Program has six students completing the CASC by 2025 and 13 who started their PASC program.

C. Identify the unit's priorities for the future.

The EdD Program is committed to continuous improvement in curriculum and instruction aligned with program and leadership competencies to help scholar-practitioners meet the changing demands of leadership in educational organizations.

The EdD Program's priorities include expanding modality options and learning pathways, such as shifting to a hybrid program in Fall 2024 and considering a fully online EdD program by 2026. The department also aims to expand outreach and community engagement and continue adapting to changing educational needs.

Faculty and students continue training in the Carnegie Project for the Educational Doctorate (CPED) framework to complete dissertations in practice, ensuring research and skill development that will continue past degree attainment.

Core faculty from both EdD specializations attending a convening on the [CPED framework](#) for Dissertations in Practice. The P12 specialization has entirely shifted to Dissertations in Practice (DiPs), and the Community College specialization has begun to be offered as an option for students.

Program Strengths and Areas for Improvement (Exit Survey Results)

Based on data from exit surveys and program review feedback, the EdD program demonstrates the following:

Strengths (Exit Survey Results)

- **Supportive Cohort Model:** Students consistently highlight the supportive nature of the cohort model, fostering a sense of community and peer learning.
- **Culturally Relevant Teaching:** The program effectively integrates culturally relevant teaching and Just, Equitable, Inclusive Education (JEIE) principles, preparing graduates to lead in diverse educational settings.
- **Expert Faculty:** Students value the expertise and support provided by the faculty.
- **Hybrid Program Structure:** The recent shift to a hybrid format has been well-received by students, offering flexibility for working professionals.

Areas for Improvement (Exit Survey Results):

- **Enhanced Dissertation Support:** Students need more robust and organized dissertation support, including clearer expectations for key milestones, such as qualifying exams.
- **Refined Course Alignment:** There have been suggestions to improve the alignment of assignments with dissertation sections, enhance course sequencing, and ensure faculty expertise aligns with program competencies.
- **Improved Communication:** Students have been recommended to communicate clearly regarding program requirements and career development opportunities.

Short-Term Priorities (Next Three Years)

To address these areas for improvement and respond to evolving trends in educational leadership, the EdD program has identified the following short-term priorities:

- **Expand Modality Options and Learning Pathways:** The program transitioned to a hybrid format in Fall 2024, offering greater flexibility for students. We will continue exploring a fully online EdD program by 2026 to expand access and meet the needs of a broader audience.
- **Enhance Dissertation Support:** The program will implement the following strategies to enhance dissertation support:

- Develop a comprehensive dissertation handbook outlining clear expectations, timelines, and resources for students.
 - Offer more structured dissertation writing workshops and support groups facilitated by faculty and experienced doctoral candidates.
 - Increase individual mentoring opportunities between dissertation chairs and students.
- **Refine Course Alignment:** The program will conduct a comprehensive curriculum review to ensure that courses are effectively sequenced and aligned with the program's six core competencies: Research of Practice, Change Agency, Systems Thinkers, Power, Politics, Policy, Critical Communication and Self-Reflection, and Family, Communities, and Constituents Partnerships.
Specific actions will include:
 - Mapping course learning outcomes to program competencies to identify gaps and areas for strengthening alignment.
 - Revising course syllabi and assignments to explicitly connect to the competencies and the program's focus on JEIE.
 - Developing signature assignments for each competency.
 - Engaging faculty in professional development activities to deepen their understanding of the competencies and their application in course design and instruction.
- **Improve Communication:** The program will prioritize improving communication by:
 - Creating a dedicated online portal for program information, updates, and resources.
 - Hosting regular informational sessions for students on program requirements, dissertation milestones, and career development opportunities.
 - Establishing a system for regular communication between faculty, staff, and students, utilizing various platforms like email, online forums, and virtual meetings.

Long-Term Priorities (Next Seven Years)

Launch a Fully Online EdD Program: The program will actively pursue developing and implementing a fully online EdD program by 2026. To ensure the quality and effectiveness of this program, we will:

- Conduct a needs assessment to understand potential online students' specific demands and expectations.
- Design the online program focusing on accessibility, engaging pedagogy, and leveraging educational technologies to create a rich and interactive learning experience.
- Recruit and train faculty with expertise in online teaching and learning.
- Develop robust student support systems for online learners, including virtual advising, online writing support, and access to digital library resources.

Expand Outreach and Community Engagement: The program will strengthen its partnerships with local schools, community college districts, and educational organizations to enhance

practical learning experiences for students and contribute to addressing regional educational needs. This will involve:

- Establishing formal partnerships with school districts and community colleges to create research opportunities for EdD students.
- Collaborating with community organizations to develop engaged scholarship opportunities that address real-world educational challenges.
- Hosting conferences and workshops on topics related to JEIE, educational leadership, and community engagement, bringing together practitioners, researchers, and policymakers.

Strengthen Research Capacity: The program will continue training faculty and students in the Carnegie Project for the Educational Doctorate (CPED) framework to support the completion of dissertations in practice. The program will also:

- Provide ongoing professional development opportunities for faculty on conducting and mentoring high-quality, practice-oriented research for dissertations in practice.
- Support students' participation in research conferences and publications to disseminate their findings and contribute to educational leadership.
- Seek external funding opportunities to support student and faculty research initiatives focused on addressing pressing issues in education.

Connection to University and COE Strategic Plans

These priorities align with the university's mission by emphasizing social justice, equity, and inclusiveness. They also reflect the College of Education's strategic goals:

Enhancing Support for Student Access, Learning, and Academic Success: Expanding modality options and strengthening dissertation support directly contribute to student success.

Supporting Student Engagement and Well-being: A supportive cohort model, culturally relevant teaching, and increased communication foster a sense of belonging and well-being.

Recruiting, Developing, and Retaining High-Quality and Diverse Faculty, Staff, and Students: Hiring faculty with expertise in online teaching and expanding outreach efforts support the COE's diversity goals.

Assessment and Measurement

The EdD program will measure the effectiveness of these priorities through a combination of direct and indirect assessments, including:

Direct Measures: Rubrics for qualifying exams, dissertation proposals, and final defenses will be assessed for alignment with program competencies, mainly focusing on critical self-reflection, equity-focused leadership, and applying JEIE principles.

Indirect Measures: Exit surveys, year-out graduate surveys, and employer surveys will be analyzed to gauge student satisfaction, perceived program effectiveness, and preparedness for leadership roles in diverse settings. These surveys will include specific questions about the program's competencies and strategic goals.

Tracking Progress: The program will monitor data points such as:

Enrollment trends for hybrid and potential online EdD programs to assess the impact of expanded modality options.

- The percentage of courses integrating hybrid teaching strategies to evaluate progress toward the target of 70% integration by July 2025.
- Student performance on qualifying exams and dissertations, examining the quality of critical self-reflection and the integration of equity and justice perspectives.
- Feedback from community partners on student engagement and the impact of outreach and service-learning projects.

The EdD program will continuously evaluate the effectiveness of its priorities and make adjustments as needed to ensure the program remains relevant, rigorous, and responsive.

D. If programs are offered in a Special Session self-support mode, describe how these programs are included in the mission, goals, and priorities of the department/program (e.g., new student groups regionally, nationally, internationally, new delivery modes, etc.).

The Educational Leadership Department offers various programs that align with the mission and goals of the Doctoral Program in Educational Leadership (EdD). By offering diverse learning pathways accessible and flexible for students from various backgrounds, our embedded opportunities align with the program's goal of preparing educational leaders to address equity and justice in education by providing flexible schedules and delivery modes.

Two embedded credential offerings for eligible candidates, the Preliminary Administrative Services Credential and the Clear Administrative Services Credential (CASC), are embedded into the EdD program. These programs are structured to meet the needs of students through different delivery modes, with support from university faculty and fieldwork mentors, creating a diverse group of licensed educational administrators. These offerings align with the program's goal of preparing and licensing educational leaders to address equity and justice in education by providing flexible schedules and delivery modes.

The P-12 specialization embeds Administrative Services Credential licensure into the EdD Program, ensuring our students have many options to expand their knowledge and professional experiences. By offering the Preliminary Services Credential (PASC) and a Clear Administrative Services Credential (CASC) in our P-12 program, we continue to create a pipeline of leaders prepared to meet the demand for school leadership. As of fall 2024, the EdD Program has six students completing the CASC by 2025 and 13 who started their PASC program in the fall of 2024.

II. Department/Program Description and Analysis

A. Identify substantial curricular changes in existing programs and new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?

The EdD program has undergone significant curricular and course delivery changes in the last three years. Both specializations transitioned to a fully hybrid format, with coursework primarily conducted in a Hybrid/Mostly in-person modality. Both specializations aligned their course objectives with the EdD

competencies. The P12 specialization made substantial adjustments to its course sequence and introduced new courses in methodology focused on improvement science. The P12 specialization introduced new support courses designed to help students complete dissertations in practice (EDD 675, EDD 607, EDD 608, EDD 609), aligning with the CPED (Carnegie Project on the Education Doctorate) framework. No programs have been discontinued during this period.

B. Describe the structure of the degree program (e.g., identify required courses and how many units of electives) and identify the logic underlying the organization of the requirements.

Doctor of Education in Educational Leadership

The Cal State Fullerton EdD is one of few regional programs offering separate concentrations in P-12 and Community College educational leadership. It provides academic training in a professional, culturally diverse environment.

The program prioritizes translating theory into practical application, where practical experiences enrich and refine theoretical knowledge. The curriculum is rooted in social justice, inquiry-based, problem-solving approaches, allowing P-12 and Community College professionals to learn through deep engagement in discussions, research endeavors, and hands-on fieldwork.

The Ed.D. program is a hybrid, year-round program with instruction in fall, spring, and summer terms for nine terms. The coursework facilitates integrating graduate studies and practice, periods of intensive study among candidates, and opportunities to work with faculty from CSUF. Students are enrolled in content courses and research support seminars throughout the program. After six terms of instruction and coursework, candidates focus on their dissertations with advisement from a Dissertation Committee Chair.

The program is cohort-based for peer support, and the hybrid program of study provides flexibility for working professionals. Each specialization has a coursework sequence that all students in the cohort follow. Classes are held late afternoons and evenings, on weekends, and/or virtually.

Program of Study

Coursework

The degree requires 60 units of study, at least 48 of which must be completed in residence at CSUF. Students complete the program in three years: three fall, three spring, and three summer semesters. In exceptional circumstances, students may be able to complete all necessary degree requirements in two years and two semesters (eight semesters). Other students may require more than the standard nine semesters to finish.

The core curriculum is designed to prepare educational leaders. The alignment of program-level and course-level learning objectives with the CSU Doctor of Education in Education Leadership Core Curricular Concepts is provided through ongoing program review processes and documentation.

Course Sequence

Students complete three courses each semester. Students typically complete courses as follows:

Ed.D. Community College 2024- 2027

Specialization Coursework (60 units of study)

Three years (Fall, Spring, Summer), including the dissertation

Term 1 Fall 1

EDD 621B

Community College Systems, Structures, and Cultures

3 units - Hybrid

EDD 627

Epistemology, History, and Structure of Contemporary Education

3 units - Hybrid

EDD 670A

Research Support Seminar: Linking Research to Problems of Practice

2 units - Online

Term 2 – Spring 1

EDD 600

Organizational Theory

3 units - Hybrid

EDD 611

Inquiry I

3 units - Hybrid

EDD 670B

Research Support Seminar: Connecting Research Questions to Scholarship in the Discipline

2 units - Online

Term 3 – Summer 1

EDD 622B

Resource Management and Development

3 units - Hybrid

EDD 612

Inquiry II

3 units - Hybrid

EDD 670C

Research Support Seminar: Research and Writing

2 units - Online

Milestone #1 - Qualifying Exam

Term 4 – Fall 2

EDD 624B
Student Learning and Development
3 units - Online

EDD 613
Inquiry III
3 units - Hybrid

EDD 670D
Research Support Seminar: Refining Research Questions
2 units - Online

Term 5 – Spring 2

EDD 620
Ethical and Legal Dimensions of Instructional Leadership
3 units - Hybrid

EDD 626B
Integrative Seminar in Community College Issues
3 units - Hybrid

EDD 670E
Research Support Seminar: Scholarly Defense of a Proposition
2 units - Online

Term 6 – Summer 2

EDD 604
Applications of Research: Forecasting and Planning
3 units - Hybrid

EDD 630
Leadership for Change
3 units -Hybrid

EDD 670F
Research Support Seminar: Approval and Proposal Defense
2 units -Online

Milestone #2: Proposal Defense**Term 7 – Fall 3**

EDD 698
EDD 698 Dissertation Research I
6 units - Hybrid

Term 8 – Spring 3

EDD 698

EDD 698 Dissertation Research II

6 units - Hybrid

Milestone #3: Final Defense**Term 9 – Summer 3**

EDD 699

Independent Study – Dissertation

6 units - Hybrid

Or

Grad 700

Ed.D. PreK-12 2024-2027

Specialization Coursework (60 units of study)

Three years (Fall, Spring, Summer), including the dissertation

Term 1 – Fall 1

EDD 605

Applications of Research: Collection and Analysis of Assessment Data in P-12 Education

3 units - Hybrid

EDD 627

Epistemology, History, and Structure of Contemporary Education

3 units - Hybrid

EDD 670A

Research Support Seminar: Linking Research to Problems of Practice

2 units - Online

Term 2 – Spring 1

EDD 607

Introduction to Methodology and Methods

3 units - Hybrid

EDD 621A

Leadership of Curricular and Instructional Practices

3 units - Online

EDD 670B

Research Support Seminar: Connecting Research Questions to Scholarship in the Discipline

2 units - Online

Term 3 – Summer 1

EDD 600

Organizational Theory and Challenges for Instructional Leadership
3 units - Hybrid

EDD 675

Research Writing Support
1 units - Online

EDD 670C

Research Support Seminar: Written Qualifying Examination
2 units - Online**Milestone #1 - Qualifying Exam****Term 4 – Fall 2**

EDD 604

Forecasting and Planning for Emerging Instructional Needs
3 units - Hybrid

EDD 622A

Human Dimensions of Education Change
3 units - Hybrid

EDD 670D

Research Support Seminar: Refining Research Questions
2 units - Online**Term 5 – Spring 2**

EDD 608

Advanced Methods
3 units - Hybrid

EDD 624A

Social Context of Educational Politics, Policy, and Governance
3 units - Hybrid

EDD 670E

Research Support Seminar: Scholarly Defense of a Proposition
2 units - Online**Term 6 – Summer 2**

EDD 620

Ethical and Legal Dimensions of Instructional Leadership
3 units - Hybrid

EDD 626A

Transforming Teaching and Schools Through Resource Optimization
3 units - Hybrid

EDD 670F
Research Support Seminar: Approval and Proposal Defense
2 units - Online

Milestone #2: Proposal Defense

Term 7 – Fall 3

EDD 698
EDD 698 Dissertation Research I
6 units - Hybrid

Term 8 – Spring 3

EDD 609
Dissertation Data Analysis
2 units - Hybrid

EDD 698
EDD 698 Dissertation Research II
6 units - Hybrid

Milestone #3: Final Defense

Term 9 – Summer 3

EDD 699
Independent Study – Dissertation
6 units - Hybrid

Or
Grad 700

Course Modalities

Hybrid course: 20% - 80% of instructional time can be online (synchronous or asynchronous). No less than 20% of instructional time must be face-to-face.

Online course: 100% can be online (synchronous or asynchronous).

Note: Students may enroll in EDD 697 (Online - 6 units) during Year 3 of the program if adequate progress is still needed.

Cohort Learning

Groups of students admitted each year will take courses together in their specialization (P12 or CC). This allows for several distinct advantages of group membership in graduate study, including those identified below.

- Cohorts offer support to candidates and provide opportunities for members to learn from one another.

- Cohorts establish professional ties that often last beyond the doctoral program; such networks are valuable for continued professional support and growth.
- The development and monitoring of candidates' progress are enhanced in cohorts.
- We aim for 25 enrolled students per cohort.

C. Using data provided by the Office of Assessment and Institutional Effectiveness, the College Data Analyst discusses student demand for the unit's offerings; discusses topics such as over-enrollment, under-enrollment (applications, admissions, and enrollments) retention, (native and transfer) graduation rates for majors, and time to degree. College-specific data include a) COE Strategic Goals, b) Recruitment Efforts and Outcomes for students, faculty, and staff, c) Equity Gaps (GPA and Completion Rates, and d) Survey Response Rates.

The following section analyzes the Educational Leadership EdD program's key metrics, including applications, admissions, enrollments, retention, graduation rates, and college-specific data. It offers insights into how the program has evolved over recent years, highlighting trends in student demand, retention, and time to degree across the program's concentrations. Additionally, this section examines how the program aligns with the College of Education's strategic goals, recruitment efforts, equity gaps in student performance, and survey response rates. This analysis aims to identify strengths and areas for improvement to support the program's continued growth and effectiveness in preparing educational leaders.

Applications, Admissions, and Enrollments

For the combined concentrations of the Educational Leadership EdD program:

- Applications ranged from a high of 81 in 2017 to a low of 52 in 2019. There was a slight recovery in applications, reaching 60 in 2023.
- Admissions have consistently stayed strong, with a high of 58 in 2017 and a recent count of 45 in 2023.
- Enrollments peaked in 2017 with 49 students but fluctuated, dropping to 30 in 2023.

The Community College Leadership concentration experienced:

- Applications peaked at 47 in 2021 and then declined to 25 by 2023.
- Enrollments were highest in 2021 at 25 but dropped significantly to 12 in 2023.

For the Pre K-12 Leadership concentration:

- The number of applications fluctuated, with the lowest being 23 in 2019 and peaking again at 35 in 2023.
- Enrollments remained relatively steady, though they experienced a drop in 2022 with 17 enrollments but rose to 18 in 2023.

Retention and Graduation Rates ([Appendix B](#))

The EdD program is committed to supporting students in completing their degrees within nine terms, aligning with its emphasis on timely and efficient degree completion. Recent data demonstrates progress toward this goal, with increased completion rates across cohorts. The three-year completion rates gradually improve, increasing from 4.1% for the 2017 cohort to 17.1% for the 2020 cohort. This trend reflects the program's efforts to enhance support for timely degree completion through initiatives such as adopting the CPED framework and additional dissertation support resources.

While most students complete within the expected timeframe, some require an additional term of enrollment in GRAD 700 to finalize their dissertations and prepare for submission. This option ensures that students who need extra time maintain access to faculty support and institutional resources, enabling them to complete successfully while upholding the program's standards of academic rigor.

Trend Analysis:

- Graduation rates within 2-4 years have increased slightly, with the 2020 cohort showing the highest 3-year rate (17.1%).
- However, the rates remain modest, particularly for earlier cohorts like 2017 (4.1% over 4 years).

Insights:

- Low graduation rates indicate program completion or retention challenges, especially for earlier cohorts.
- Improvements in recent cohorts suggest adjustments to support structures (e.g., dissertation support courses) may be effective but require further monitoring.

Time to Degree

There were fluctuations in the time to degree for the program, but both concentrations seem to improve over time, with cohorts from recent years showing increased graduation rates within the three years.

Analysis of College-Specific Data

a) COE Strategic Goals

The data suggests that the EdD program aligns with the College of Education's strategic goals, particularly in preparing students to critically examine bias and privilege, create inclusive environments, and engage with diverse communities. Exit and year-out survey results showed that students felt adequately prepared, with a consistent positive trend in cultural relevance, inclusive practices, and anti-racist strategies. However, feedback indicated the need for more meaningful integration of anti-bias and inclusive pedagogy in some areas ([2024 Closing the Loop Data](#)).

b) Recruitment Efforts and Outcomes for Students, Faculty, and Staff

Enrollment trends across the EdD program indicate an increase in Hispanic/Latinx students over time, reflecting successful efforts in recruiting a more diverse student body. The representation of Asian and Black or African American students has decreased, particularly in the Community College Leadership

program. Faculty and staff recruitment should focus on maintaining and enhancing diversity to match the student demographic changes ([2024 Closing the Loop Data](#)).

c) Equity Gaps (GPA and Completion Rates)

Exit survey findings revealed equity gaps in program completion, as some students felt underprepared in engaging with diverse communities and applying culturally relevant strategies. The final defense data also showed that students needed further support in writing standards and APA formatting, with writing standards scoring the lowest among rubric sections ([2024 Closing the Loop Data](#)).

d) Survey Response Rates

Response rates for the exit surveys were modest, with the Fall 2023 survey showing a 36% response rate. This reflects the need for increased efforts to engage students and alumni to provide comprehensive feedback. Year-out graduate surveys had a slightly better response rate, averaging around 22%. However, there is room for improvement to ensure the data fully represents the student experience ([2024 Closing the Loop Data](#)).

Overall, while the EdD program demonstrates strengths in inclusivity and preparation for culturally responsive leadership, there are identified areas for improvement in academic support, program alignment with strategic goals, and enhancing engagement with diverse communities.

D. Discuss the unit's enrollment trends since the last program review based on enrollment targets (FTES), faculty allocation, and student-faculty ratios. For graduate programs, comment on whether sufficient enrollment exists to constitute a community of scholars to conduct the program ([Appendix B](#)).

While there are fluctuations, the Educational Leadership EdD program has seen reasonable demand and retention, with the graduate student community remaining active despite changes in enrollment trends and faculty allocation.

The EdD Program maintains sufficient enrollment for our community of scholars. Annual headcount data from 2017 to 2024 demonstrates consistent enrollment levels, ranging between 128 and 147 students. This stability ensures the presence of diverse perspectives and sustained engagement among students, faculty, and community partners, which are essential to a scholarly environment.

Despite recent declines in new enrollments, the overall size of the program remains adequate to support its mission and provide meaningful peer-to-peer and faculty-student engagement. Efforts to improve recruitment, such as involving alumni, dedicated recruiters for each specialization, and yield rates, will further enhance the program's ability to maintain a dynamic and inclusive community of scholars.

Faculty Allocation and Student-Faculty Ratios

For the combined concentrations:

- The actual full-time equivalent faculty (FTEF) decreased from 13.0 in 2017 to 8.1 in 2022 before increasing to 13.1 in 2023.

The Community College Leadership and Pre K-12 Leadership concentrations had similar trends, both experiencing a decline in FTEF but ultimately returning to a level comparable to earlier years by 2023.

E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions, or discontinuances. Relate these plans to the priorities described above in section I. C.

The EdD Program is committed to ongoing curricular enhancements to ensure alignment with program competencies and evolving educational needs. In the short term (over the next three years), the program will focus on expanding modality options and learning pathways, having recently shifted to a hybrid format in Fall 2024. This shift provides greater flexibility and accessibility for students, and we are actively exploring the possibility of offering a fully online EdD program by 2026 to meet the needs of a broader audience.

The program also plans to expand its outreach and community engagement efforts, developing partnerships that enhance practical learning experiences for students. We have developed P12 partnerships with two school districts in the master-level programs that translate into recruitment opportunities for the EdD. We plan to create partnerships with at least two more P-12 Districts.

To support students in completing dissertations in practice, faculty and students will continue to receive training in the Carnegie Project on the Education Doctorate (CPED) framework, ensuring that research and skill development are relevant and impactful beyond degree completion. These curricular adjustments reflect our commitment to continuous improvement and adaptability in delivering a high-quality, practice-oriented doctoral education in educational leadership.

F. Include information on any Special Sessions self-support programs the department/program offers.

The EdD program operates on a year-round schedule, offering courses during the fall, spring, and summer terms across nine terms to support students' timely completion of their degree requirements. During the summer session, the program compresses coursework into an eight-week schedule with courses available in a hybrid option. This schedule ensures that students can continue progressing toward their degrees while consistently engaging with the curriculum throughout the year. These offerings are designed to provide comprehensive support, allowing students to meet their degree requirements efficiently and within nine terms.

III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

Because student learning is central to our mission and activities, it is vital that each department or program includes in its self-study a report on how it uses assessment to monitor the quality of student learning in its degree program(s) and/or what plans it has to build systematic assessment into its program(s). Please provide information on the following aspects, and if applicable, please feel free to include relevant documents in the appendices.

A. Describe the department/program assessment plan (e.g., general approach, timetable, etc.) and structure (e.g., committee, coordinator, etc.), and if applicable, how the plan and/or structure have changed since the last PPR.

The EdD program employs a structured assessment plan that analyzes survey results, rubric scores, and feedback from students and employers to monitor the quality of student learning outcomes. Data is collected from advanced exit surveys, dissertation proposals rubrics, final defense rubrics, and year-out surveys. This comprehensive approach allows the program to identify strengths and areas for improvement. The plan includes regularly scheduled data analysis and program reviews, with faculty members participating in the evaluation process to ensure continuous improvement.

B. For each degree program, provide the student learning outcomes (SLOs); describe the methods, direct or indirect, used to measure student learning; and summarize the assessment results of the SLOs.

For the EdD Program, the key SLOs include:

1. **Critical Examination of Bias and Privilege:** Students analyze societal issues affecting marginalized groups.
2. **Creating Inclusive Learning Environments:** Students develop fair, respectful, and humanizing learning spaces.
3. **Engagement with Diverse Communities:** Students engage with diverse communities through culturally relevant strategies.

Assessment Methods

- **Direct:** Rubric scores for dissertation proposals and defenses.
- **Indirect:** Advanced exit surveys, year-out graduate surveys, and employer surveys.

Assessment Results

Data Themes and Findings from the Combined Analysis of the Exit Surveys for EDD Programs (2023-2024)

Research Engagement and Theory-Practice Linkage

- Fall 2023: The single respondent rated the engagement with research and the linkage of theory to practice highly (4.00).
- Spring 2024 (PreK-12): Improvement was noted, with most students agreeing or strongly agreeing that they had ample research opportunities and could effectively link theory to practice (mean: 3.33 to 3.67).
- Spring 2024 (Overall): Ratings were slightly lower, with some variability (mean: 3.20), indicating that while many felt prepared, there was still room for improvement.

Culturally Relevant and Anti-Racist Strategies

- Fall 2023: High ratings were given for using culturally relevant strategies and

engaging with diverse communities (4.00).

- Spring 2024 (PreK-12): These ratings remained strong, with most students expressing high levels of agreement (mean: 3.33 to 3.83).
- Spring 2024 (Overall): The overall mean score was slightly lower (3.33), suggesting that while the programs were effective in this area, they might benefit from additional refinement.

Graduate Preparedness

- Fall 2023: The respondent felt fully prepared across all areas, with perfect scores (4.00) in most categories.
- Spring 2024 (PreK-12): Graduate preparedness was rated highly, particularly in areas like collaboration, meeting ethical standards, and understanding policy impacts (mean: 3.33 to 3.83).
- Spring 2024 (Overall): Preparedness ratings were slightly lower, with some students expressing concerns about specific areas like the use of technology (mean: 3.07) and designing assessments (mean: 3.20).

Summary

- Overall, students demonstrated strong abilities in articulating their research and presenting dissertations, but there were indications of variability in writing standards and APA formatting adherence.
- Students reported feeling well-prepared in areas related to cultural relevance and inclusivity, though some suggested a need for more structured dissertation support and clearer expectations for qualifying exams.

EdD Competencies

Research of Practice

The EdD program emphasizes equipping educational leaders with diverse research methodologies, tools, and perspectives to understand, define, and address educational inequities and injustices. Courses in the program are carefully aligned with this competency, ensuring that students gain skills in conducting rigorous, equity-focused research. They engage with qualitative, quantitative, and mixed-method approaches to investigate real-world problems of practice, preparing them to implement data-driven strategies that challenge and transform educational inequities.

Change Agency

The EdD curriculum prepares leaders to become proactive, equity-driven change agents who can transform educational systems to eliminate inequities and disparities. Through coursework, students explore strategies for driving systemic change and learning how to implement transformative practices in their schools, districts, or educational institutions. This competency is woven throughout the program, empowering students to develop and apply change strategies that lead to equitable outcomes for all learners.

Systems Thinkers

As systems thinkers, EdD candidates are trained to recognize and address the complex interrelationships, structures, and processes that influence educational systems. Courses aligned with this competency enable students to understand and dismantle ideological, institutional, interpersonal, and internalized forms of oppression. This systemic approach allows them to effectively tackle equity gaps and develop solutions that create more just educational environments.

Power, Politics, Policy

The EdD program emphasizes the importance of utilizing power to influence political relationships, develop policy, and strengthen accountability for equitable student outcomes. Students engage with coursework that explores the dynamics of power and politics within educational settings, learning how to advocate for policies that promote social justice and equity. This prepares them to be leaders who actively shape educational policies to support diverse and underrepresented communities.

Critical Communication and Self-Reflection

Through the EdD program, students cultivate critical communication and self-reflection skills. The curriculum encourages them to engage in courageous discourse, develop self-awareness, and lead with inclusivity. This competency is reinforced in courses that challenge students to give, receive, and act on constructive feedback, fostering continuous growth and learning.

Family, Communities, and Constituents Partnerships

The program emphasizes building mutually beneficial relationships with families, communities, and constituents. Students learn how to share power, advocate for communities, and connect learning to families and communities, which is crucial for creating inclusive educational experiences. Courses aligned with this competency focus on strategies to collaborate with and advocate for under-resourced communities, ensuring educational trajectories are improved for all students.

Justice, Equity, and Inclusion

Justice, Equity, and Inclusion (JEI) serve as the overarching goal of the EdD program, central to all other competencies. The program's curriculum is designed to challenge and change theoretical frameworks, philosophies, policies, and practices that contribute to inequities. Students develop the ability to interrupt systems that perpetuate inequitable outcomes, ensuring that justice, equity, and inclusion remain at the core of their leadership practices.

Courses across the EdD program are mapped to these competencies, ensuring students develop the knowledge, skills, and dispositions necessary to lead with a commitment to justice, equity, and inclusion.

C. Describe whether and how assessment results have been used to improve teaching and learning practices and/or overall departmental effectiveness. Please cite specific examples.

The EdD program has taken several actions based on assessment results:

- **Increased Dissertation Support:** Following feedback on the need for more structured dissertation assistance, the program has focused on enhancing guidance and mentoring for students throughout the dissertation process with research support seminars and writing workshops.
- **Curriculum Review and Redesign:** Course content has been adjusted to better align with student needs, especially in areas emphasizing cultural relevance and anti-racist strategies. Each specialization updates coursework and ensures course objectives align with the core competencies.
- **Faculty Development:** Workshops have been offered to improve faculty skills in inclusive teaching and provide support for diverse learners (ex. Equity Pedagogy Modules 1 and 2). In addition, faculty work with a College of Education dedicated instructional designer to help with hybrid course design and updated assignments.

D. Describe other quality indicators the department/program identified as evidence of effectiveness/success other than student learning outcomes (e.g., graduation rate, number of students attending graduate or professional school, job placement rates, etc.). ([Closing the Loop - EdD Data](#))

Graduation Rates: Data indicate steady completion rates for doctoral candidates. Each cohort enrolls an average of 20 students. While enrollment attrition exists each year, most students complete their dissertation within nine terms. Approximately 20% of students continue the program for one or two additional terms to complete their degree.

Student Feedback: Positive experiences with the cohort model and faculty support evidence in SoQs and Exit Surveys. The exit surveys indicate a generally positive experience with the EdD programs, particularly regarding relationships with faculty and the cohort structure.

Employer Feedback: Employers rate graduates positively regarding their readiness to collaborate, apply ethical standards, and engage with diverse communities. However, we have a low return rate on the employer surveys and hope to increase the responses for a more complete analysis.

Alumni Connections: We have over 400 EdD alumni and have been developing connections with alumni through surveys, social mixers, mentorships, and teaching opportunities to keep practitioners connected to the program.

Data Source- Exit Surveys

Data Findings:

- Fall 2023:
 - Community College Leader EDD: 43% response rate (3 out of 7).
 - PreK-12 Leadership EDD: 25% response rate (1 out of 4).
 - Most respondents agreed or strongly agreed that they received appropriate academic advisement and preparation, with mean scores ranging from 3.00 to 3.25.
 - The opportunity to engage with relevant research was rated lower, especially in the PreK-12 group (mean: 2.33).
 - Cultural relevance and inclusivity were rated around 2.67, indicating room for improvement.
- Spring 2024:

- o Community College Leader EDD: 35% response rate (9 out of 26).
- o Responses varied, with a mean score of 2.67 for advisement and 2.89 for final semester preparation.
- o Research engagement and theory-practice linkage improved slightly, with a mean score of 3.00.
- o Culturally relevant strategies and anti-racist education showed slight improvement, with a mean score of around 3.00.

Unit Criteria: Met

Data Source- Year-Out Surveys

Data Findings:

- EDD-Specific Survey (2023):
 - o Response Rate: 17% (1 out of 6 employers responded).
 - o The single respondent rated the graduate very poorly across several dimensions, with most responses indicating disagreement that the graduate was prepared to collaborate, demonstrate knowledge of technology, or meet professional standards.
 - o Ratings for ethical standards, examining biases, and anti-racist education were higher, with scores of 3.00.
- Year-Out Survey (2023):
 - o Response Rate: 10% (9 out of 88 employers responded).
 - o Employers generally rated graduates positively, with mean scores of 3.44 for collaboration and knowledge in technology and 3.22 for meeting professional standards.
 - o Evaluating instruction for diverse learners received lower scores, with a mean of 3.11, and commitment to dismantling systems of oppression scored 3.13.

E. Many departments/programs offer courses and programs via technology (e.g., online, etc.) or at off-campus sites and compressed schedules. How is student learning assessed in these formats/modalities?

Student learning in online and hybrid formats is assessed using similar methods, such as rubrics for dissertations and surveys. Feedback indicates that the hybrid structure has been effective, and students have appreciated the flexibility of the online components. Adjustments have ensured that even in remote settings, students receive the support needed to meet learning outcomes.

Faculty attend a hybrid modality workshop with the instructional designer and work 1:1 to design hybrid courses. Some faculty are comfortable teaching online, while others are developing their skills and motivation. CSUF offers many opportunities through the Faculty Development Center to improve online teaching and learning.

As we develop more online offerings, we will complete a faculty needs assessment for skill development to teach in hybrid and online modalities and on the use of Artificial Intelligence (AI) in teaching and learning. We may potentially hire additional faculty with expertise in online teaching and learning.

IV. *Faculty*

A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure track faculty lines (e.g., new hires, retirements, FERP's, resignations), and how these changes may have affected the program/department's academic offerings. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor) [see instructions, [Appendix C](#)]. Attached is the faculty vitae (see [Appendix D](#)).

Since the last program review, the Department of Educational Leadership at CSUF has maintained a robust team of **eleven full-time tenure-track faculty**, two **distinguished lecturers**, and several affiliated faculty members. This diverse team supports the department's offerings across two doctoral programs, PreK-12 Educational Leadership and Community College Leadership, and two masters-level programs: MS in Educational Administration and MS in Higher Education.

Faculty members typically specialize in one of the program areas but occasionally cross over to teach core curriculum and methodology courses. Faculty in **PreK-12 Educational Leadership** include Drs. Daniel Choi, Marc Ecker, Jennifer Goldstein, Maritza Lozano, Ron Oliver (FERP), and Nancy Watkins. Those in **Community College Leadership** are Drs. Ding-Jo Currie, Eugene Fujimoto, Rebecca Gutierrez Keeton (FERP), Carol Lundberg, Christopher Newman, Inez Moore, Lissa Ramirez-Stapleton and Dawn Person (FERP).

Tenure Density and Distribution

Currently, the department's tenure density is well-balanced, reflecting various ranks:

- **Professors:** Drs. Jennifer Goldstein, Rebecca Gutierrez Keeton (FERP, Yr1), Carol Lundberg, Dawn Person (Emeritus; FERP, retiring May 2025) and Ron Oliver (Emeritus; FERP, retiring May 2025)
- **Associate Professors:** Drs. Daniel Choi, Eugene Fujimoto, Maritza Lozano, Christopher Newman, Nancy Watkins, and Lissa Ramirez-Stapleton
- **Assistant Professor:** Inez Moore

Faculty Workload

The department follows a 4 x 4 faculty load designation, where each Educational Leadership faculty member carries 15 WTUs for the fall and spring terms, with 3 WTUs reserved for service. Typically, the teaching load includes 8-10 courses or release time units, with an additional 1-3 units dedicated to working with dissertation candidates.

Impact on Academic Offerings

The stable faculty structure has enabled the department to consistently offer various courses across all programs. Full-time faculty have effectively maintained their teaching, research, and mentorship

responsibilities, including serving as dissertation chairs and overseeing the completion of advanced research projects.

Part-time faculty are brought in based on need, expertise, and availability, contributing significantly to maintaining program quality and ensuring the seamless delivery of specialized courses. Their involvement bridges theory with practical application, ensuring students receive a well-rounded educational experience.

The current faculty composition has allowed the department to sustain its academic offerings, support student learning effectively, and adapt to the evolving needs of the educational leadership field.

B. Describe priorities for additional faculty hires. Explain how these priorities and future hiring plans relate to relevant changes in the discipline, students' career objectives, the university's planning, and regional, national or global developments.

The EdD program's priorities for additional faculty hires are centered on ensuring that we continue to meet the evolving needs of our students and maintain high-quality instruction aligned with current trends in educational leadership. In 2023, we successfully hired three new faculty members for the Community College (CC) EdD program, which enhances our capacity to provide specialized knowledge and support to students in this track. Language in the job description demonstrates our recruitment approach methods to account for the recruitment of diverse faculty (ex. Show evidence of advocating for and/or working with communities that have been historically underserved and marginalized in terms of educational policies and practices. Demonstrate successful professional experience working with Black or African American and Latinx students. Experience working with multilingual/multicultural communities and proficiency in one or more languages other than English, with a commitment to honoring plurilingualism and promoting language equity).

We plan to launch a faculty search for the P-12 specialization in 2025, further strengthening our ability to deliver relevant and impactful training to future educational leaders in P-12 settings.

Additionally, there is a potential need to hire a lecturer in the Community College specialization to meet the growing demand and ensure adequate faculty support. These hiring plans reflect our commitment to addressing changes in the discipline, supporting the career objectives of our students, and responding to the evolving landscape of educational leadership at regional, national, and global levels. By expanding our faculty, we aim to provide diverse perspectives, expertise, and mentorship that align with university planning priorities and educational institutions' complex challenges.

As we move towards launching a fully online EdD program, there will be an increased need for faculty experienced in online pedagogy and instructional design to ensure high-quality, engaging, and effective delivery of the curriculum in a virtual environment.

C. Describe the role of full-time or part-time faculty and student assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses that part-time faculty and student teaching assistants teach. Identify any parts of the curriculum that part-time faculty or teaching assistants are responsible for.

Full-time and part-time faculty are crucial to the EdD program's curriculum and academic offerings. Historically, the department relied heavily on part-time faculty to deliver courses, which challenged maintaining consistency across the program.

Previously, a significant portion of the curriculum was taught by part-time faculty, whose professional expertise as practitioners brought valuable real-world perspectives. However, this reliance on part-time faculty limited the program's ability to maintain consistency in course delivery and alignment with program goals across all offerings.

Recent full-time faculty hires have had a significant positive impact on the program. These faculty members have brought stability and cohesion to the curriculum, ensuring that courses align more closely with the program's core competencies, such as Research of Practice, Change Agency, and Justice, Equity, and Inclusion. Full-time faculty now teach approximately 80% of the core curriculum, supervise dissertations, and provide mentorship. Part-time faculty continue to teach about 20% of the courses, focusing on specialized topics where their expertise as practitioners enhances the learning experience, particularly in areas like Community College Leadership and P-12 Educational Leadership.

Search for a P12 Faculty and Expansion of Online Instruction

In 2025, the department plans to search for a new P-12 faculty member to strengthen its teaching and research capacity in this specialization. This addition will ensure that students in the P-12 track receive greater support in research and coursework. Moreover, the program is expanding its online and hybrid course delivery efforts to meet the growing demand for flexible learning options. Recruiting faculty with experience in online education will be essential to maintaining high-quality instruction across all modalities.

Practitioner Involvement and Accreditation Review

Practitioner involvement remains a hallmark of the program, with many part-time faculty serving as active educational leaders in local districts and community colleges. Their involvement enriches the curriculum with current, practical insights. Based on the recommendations from the University's accreditation review of the EdD program, the department is committed to continuing and deepening the integration of practitioner perspectives into the curriculum, ensuring a strong applied focus that addresses real-world challenges in educational leadership.

By balancing the contributions of full-time and part-time faculty, the EdD program remains positioned to offer high-quality, relevant education while addressing the field's evolving needs.

D. Include information on instructor participation in Special Sessions self-support programs offered by the department/program.

The EdD program relies heavily on part-time faculty participation during summer sessions to support the continuity and availability of courses offered through our Special Sessions self-support programs. Their involvement is essential in maintaining the program's year-round structure and supporting students' academic advancement.

V. Student Support and Advising

A. Briefly describe how the department advises its majors, minors, and graduate students.

In 2024, the department's Student Affairs Advisor (Rachael Amaro) will continue to provide dedicated support to students for course registration and addressing any issues related to course planning and enrollment. Each semester, students participate in a Research Support Seminar, a small group setting where they collaborate closely with a faculty member. Typically, faculty members remain with the same Research Support Seminar (EDD 670 series) group over multiple semesters, maintaining a consistent and supportive advising relationship. These seminar groups serve as the primary advising structure, but students are encouraged to seek guidance from other faculty members. Students are assigned a dissertation chair who provides individualized mentorship and guidance at the dissertation stage, working closely with them to complete their dissertation. Faculty teaching the same cohort work together each term, including hosting one or two whole group meetings, for consistency in the seminar work by cohort.

B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities supported? List the faculty and students participating in each type of activity and indicate plans for the future.

The EdD program benefits from the support and resources provided by the Center for Research on Educational Access and Leadership (CREAL), which plays a crucial role in enhancing students' research experiences. C-REAL is directed by two EdD faculty members, Dr. Dawn Person and Dr. Inez Moore, who bring their expertise to guide and mentor EdD students. The center offers a variety of resources, research opportunities, and support services that help students engage in impactful research, develop their skills, and contribute to educational leadership. For example, CREAL mentors students who complete their dissertations into a publication. This collaboration with CREAL enriches the academic journey of EdD students, providing them with additional avenues for growth and professional development.

EdD graduates also present at research conferences like CPED, AERA, and AACC. In October 2024, two P12 EdD graduates presented their dissertation in practice research at the CPED Convening with travel support from the EdD program. At AERA 2023, an EdD graduate was awarded AERA Dissertation of the Year.

VI. Resources and Facilities

A. Itemize the state support and non-state resources the program/department received during the last five years (see instructions, [Appendix E](#)).

According to state provisions, funding for EdD programs is expected to come from enrollment growth rather than existing program budgets, with allocations provided at the same rate as other CSU graduate programs. This ensures that doctoral program funding does not detract from other program resources.

During the 2019-2024 period, the EdD program primarily received state support on a **per full-time equivalent student (FTES) basis**.

Resources have been directed toward expanding library resources and hosting seminar series to enrich the doctoral research environment, as well as technology like Otter.ai and dissertation editing.

With strategic management, the EdD program aims to sustain its growth, enhance program quality, and ensure compliance with state funding mandates.

B. Identify any special facilities/equipment used by the program/department, such as laboratories, computers, large classrooms, or performance spaces. Identify changes over the last five years and prioritize needs for the future.

Our primary facilities for the EdD program are the College Park classrooms CP 550 and CP 560. During the 2023-2024 academic year, significant updates were made to enhance these spaces for our students. Both classrooms received new desks and chairs, creating a more comfortable and modern learning environment. Additionally, we upgraded the technology in both rooms, installing an 80-inch TV screen and a Zoom bar. These enhancements have streamlined screen-sharing capabilities and facilitated virtual participation, enabling individuals to join meetings remotely while maintaining full integration within the physical meeting space. These improvements reflect our commitment to providing an inclusive and technologically advanced learning environment.

Over the past five years, the EdD program has significantly improved its facilities and resources to support students' learning and research needs better. Two new Zoom classrooms have been established, enhancing our capacity to deliver hybrid and virtual instruction, which has become increasingly important for maintaining flexibility and accessibility in the program.

The Educational Leadership office suite has been refurbished to provide a more professional and welcoming space conducive to student work, creating an environment that supports engagement, collaboration, and productivity.

Writing support workshops and research assistance are also offered regularly, with the Center for Research on Educational Access and Leadership (C-REAL) providing invaluable research support to students, further enhancing their scholarly experience. Specialized assistance is offered for Chapter 4 (Findings), supporting quantitative and qualitative methodologies. Students can access tools like SPSS, Qualtrics, and Dedoose to analyze and interpret their data effectively. The Center for Research on

Educational Access and Leadership (C-REAL) is an invaluable resource for our students, offering tailored guidance and expertise.

The program aims to continue prioritizing technology upgrades in our classrooms to support interactive learning, expanding access to research tools and resources through CREAL, and maintaining modern, flexible workspaces to support our student's academic and professional growth. These enhancements are essential to sustaining a high-quality educational experience for our EdD students.

C. Describe the current library resources for the program/department, the priorities for acquisitions over the next five years, and any specialized needs such as collections, databases etc.

There is a librarian specifically assigned to the Educational Leadership program, which provides online tutorials and videos as well as individual meetings (virtual) to help students conduct research. The library has a dedicated site for educational research with instructional design databases - <https://libraryguides.fullerton.edu/education>. The librarian also helps acquire quality open educational resources, including digital textbooks for faculty.

Educational Leadership faculty are reviewing courses to include virtual textbook options and open educational resources. The library and bookstore will be notified if we adopt new textbooks and make the textbooks available to multiple users.

VII. *Long-term Plans*

A. Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of quality indicators and productivity measures (see instructions, [Appendix F](#)).

The long-term plan for the EdD program in Educational Leadership focuses on enhancing competencies in the areas of Research of Practice, Change Agency, Systems Thinking, Global Perspectives, Power, Politics and Policy, Critical Communication and Self-Reflection, Family, Communities, and Constituents Partnerships, and Justice, Equity, and Inclusion. The program aims to refine goals and strategies to maintain high-quality learning experiences and produce educational leaders capable of addressing equity and justice in diverse educational settings.

Key objectives include:

- **Enhancing Critical Communication and Self-Reflection:** The program plans to revise qualifying examination questions and assessment rubrics to foster critical self-reflection and examine potential bias and privilege among scholar-practitioners.
- **Integrating Hybrid Teaching and Learning Practices:** Emphasizing cutting-edge educational technologies and pedagogies to support inclusive, equity-driven teaching, with a target of integrating hybrid teaching strategies into at least 70% of EdD courses by July 2025.
- **Continue to develop Practitioner Scholars Poised to Enact Positive Change in Equitable and Just Educational Settings:** The Program plans to provide enriching professional development opportunities in conjunction with coursework to prepare students to ascend into senior leadership positions and/or strengthen their current leadership role(s).

B. Explain how the long-term plan implements the University’s mission, goals, strategies, and unit goals. (Connect to COE Strategic goals and CSUF Strategic plan)

The program's long-term plan aligns with the university's mission to advance equity, inclusion, and excellence in education. The EdD program embodies the university's goals of developing leaders to transform educational systems and address inequitable outcomes by focusing on critical reflection, change agency, and equity-driven teaching practices. Strategies such as leveraging hybrid learning and practicing culturally relevant pedagogies directly support the university’s commitment to maintaining diverse, inclusive, and effective educational environments.

The EdD program is positioned to directly support the goals and objectives outlined in the CoE Strategic Plan by supporting innovative, inclusive, and equity-focused practices. Below is a detailed alignment of the EdD program with the strategic goals of the College of Education.

Goal 1: Enhance Support for Student Access, Learning, and Academic Success

The EdD program emphasizes accessibility by adopting a hybrid course model, which expands opportunities for working professionals, including traditional and non-traditional learners. The program’s flexibility aligns to expand access and attract diverse learners.

The planned online Ed.D. program designed with future learning trends in mind reflects the strategy to develop flexible pathways, focusing on accessibility, technological integration, and antiracist leadership.

The focus on decolonized research methods aligns with the strategic emphasis on innovative learning experiences, where students engage in transformative educational leadership that centers on equity and social justice.

Goal 2: Support Student Engagement and Well-being

The EdD program’s emphasis on equity-focused leadership and maintaining inclusive educational spaces aligns with the College’s strategies to promote mental health, physical wellness, and a sense of belonging.

By embedding JEIE principles and culturally responsive leadership into the curriculum, the EdD program addresses the need for leaders who can advocate for and implement wellness and inclusion initiatives in their educational settings.

Goal 3: Recruit, Develop, and Retain High-Quality and Diverse Faculty, Staff, and Students

The EdD program aligns with the objective to increase diversity among faculty, staff, and students by recruiting underrepresented students of color, focusing on Black, Latinx, and other marginalized communities.

The program's focus on equity-minded leadership development aligns with the goal of ensuring faculty and staff participate in JEIE-focused professional development, creating an inclusive environment.

C. Explain what evidence will be used to measure the unit's results in pursuing its goals and how it will collect and analyze such evidence.

The EdD program will use multiple forms of evidence to measure its progress:

- **Direct Measures:** Qualifying exams, dissertation proposal defenses, and final dissertation defenses will be evaluated using assessment rubrics aligned with program competencies and the COE strategic plan..
- **Indirect Measures:** Exit surveys, year-out graduate and employer surveys, and course evaluations will be analyzed to gain insights into the effectiveness of teaching and learning practices. Questions on these measures align with COE strategic plan.
- **Tracking Progress:** The program will monitor the percentage of courses integrating hybrid teaching strategies and the improvement in students' ability to examine potential biases and inequitable educational outcomes critically. Monitoring these data points will help inform the extent to which our goals are being achieved.

D. Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?

To support these goals, the EdD program will consider the following budget strategies:

- **Internal Reallocations:** Allocate funds toward faculty professional development workshops on hybrid teaching strategies and inclusive pedagogies.
- **New Funding Requests:** Over the next seven years, funding may be sought for enhanced technological tools and platforms to support hybrid teaching and for hiring additional faculty or staff to provide mentorship and support for students engaged in research and critical self-reflection.
- The department is currently engaging in committee work to **explore and design an Online Ed.D.** program. Financial support will be needed to train current faculty on best practices with educational technologies and pedagogy. Additionally, funding is likely needed to support hiring new faculty with specialties in online teaching and within the core content areas of the potentially new Online Ed.D. program.

The budget plan will be continuously assessed to ensure that resources effectively align with the program's goals and effectiveness indicators. This approach will help maintain the program's ability to adapt to emerging trends and needs within educational leadership.

VIII. Appendices Connected to the Self-study (Required Data)

1. Appendix A - Undergraduate Degree Programs - n/a
2. [Appendix B](#)
3. [Appendix C](#)
4. [Appendix D](#)
5. [Appendix E](#)
6. [Appendix F](#)
7. *Curriculum Vitae* of faculty [LINK TO EDD FACULTY CVs/Resumes](#)