First Doctoral Degree Fifth-Year Special Visit Report

for the

Doctor of Education (Ed.D.) in Educational Leadership

College of Education and Allied Studies

California State University, East Bay

June 2014

Submitted to the Western Association for Schools and Colleges Senior Colleges and Universities Commission (WSCUC)

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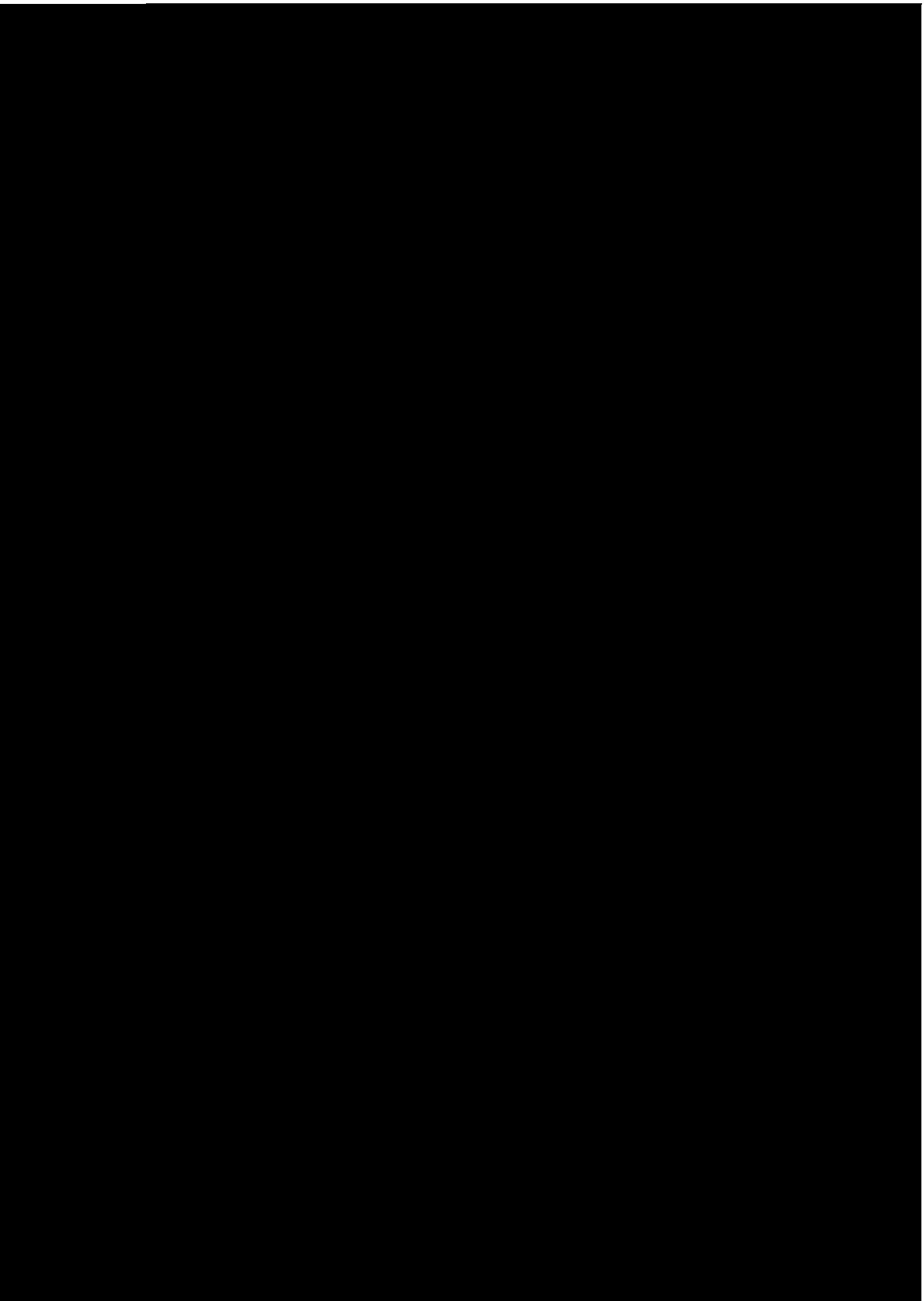
professional excellence, social justice, and democracy. This in turn, influences a diverse and interconnected world. The mission of the Educational Leadership Department is to prepare and influence bold, socially responsible leaders who will transform the world of schooling. The central role is to ignite the leadership capacity needed to create vital, democratic, and caring places for powerful teaching and learning. Our society carries within it, historical and deep-rooted misunderstandings and biases that may contribute to the thinking that facilitates the cycle of failure that is experienced by schools, districts, and various student groups. Therefore, the Educational Leadership Department develops:

- Reflective Practices
- Equity and Cultural Competency
- Systems Thinking
- Accountability for Equitable Student Performance
- Instructional Leadership
-

of relevant professional associations. Each must have published a minimum of three articles in refereed journals every five years in accordance with the prioritized list of refereed journals developed by the program. Doctoral faculty who are Core and Affiliated Faculty will undergo review for continued doctoral status by submitting evidence on how they have met the criteria for renewal. The review will be undertaken during the fall of 2014 and undergo review for continued doctoral status every five years. Faculty must submit evidence on how they met the following criteria:

1. Core and Affiliated faculty are expected to actively participate in the application of their scholarship and research in schools and districts. This may mean consultancies, professional development activities, service on school boards and commissions, and similar activities which provide opportunities for faculty to directly impact P-12 schools.
2. Core and Affiliated Faculty are involved in a peer review process to maintain their Doctoral Faculty status. This process includes a reflective assessment of teaching and research evaluation by doctoral faculty peers selected from a pool of qualif1(tu)3(s)7(.)3i -1.14.-(hi)--3(f)4(i)-34.if4(cnel(ude))-3(i)-3(f1c6(p4(e)]TJ 0 a[(in)-1(



iv. Provisions for the Professional Administrative Services Credential (Tier II)

Because the target audience for this doctoral program is the experienced administrator, it is anticipated that many students will have already completed the Professional Administrative Services Credential (Tier II) requirements. However, for those who have not done so, an option to complete the Tier II credential concurrently with Ed.D. course work is available. Students work with the Program Director, the student's Faculty Advisor, and the Academic Coordinator to develop a Professional Learning Plan (PLP) during the fall quarter of the first year. Materials related to the PLP will be those used in the approved CSUEB Professional Administrative Services Program and designed to meet the requirements established by the California Commission on Teacher Credentialing (CCTC). The equivalent completion of the Professional Administrative Credential Program Credential within the Ed.D. program is located in the table below.

Current Professional Administrative Services Credential Requirements	**Completion of Professional Administrative Credential Program via Ed.D. Program**
EDLD 7860 Developing an Inquiring Community Focus on developing community and inquiry methods such as action research. Based on six standards of the California Professional Standards for Educational Leaders.	EDLD 8020 Leadership for Equity
EDLD 7865 Focus on Learning Focus is on student, adult, and organizational learning. Based on six standards of the California Professional Standards for Educational Leaders.	EDLD 8040 Programming Planning and Evaluation
EDLD 7870 Professional and Organizational Development Focus is on the professional development of staff and parents and the development of communication and information systems in the school.	EDLD 8083 Defining Educational Issues

End of Year Survey Results: 2013

5 (Excellent) 4 (Good) 3 (Fair) 2 (Needs Improvement) 1 (Under Development)

of data and their own experiences in managing the program. The program is providing value to developing educational leaders and is making an excellent contribution to regional efforts to develop culturally proficient leaders with the skill level to improve student outcomes.

Although the program has made great strides during the past five years, program leadership and faculty of the program recognize the need for on-going program improvement. Program efforts will continue to pay special attention to the matters outlined by WASC (faculty scholarship and support, developing a doctoral research culture, program assessment, and student support). Areas for continuous improvement include:

- Hire additional full-time faculty. Faculty numbers need to be increased over the next several years to maintain and increase the vitality of the program. In keeping with the recognized necessity to assure programmatic quality, full-time doctoral faculty could fully engage with the development of doctoral research, scale up recruitment efforts, and play a central teaching and advising role.

- A review of each student's progress should be done twice a year in the program by a panel of program faculty in an effort to assess student academic progress.

- The multiple evaluation instruments, when viewed as a whole, provideprogn7 >>BDC -3.3-e uaide

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This partnership: enables the collaboration, between university and school districts, needed to situate schools and school districts as “laboratories of practice”; allows doctoral students opportunities to examine real-life district problems; and, simultaneously, inform districts of current researched-based information needed to drive and validate their systemic reform efforts, program improvement foci, and operational and organizational improvements. In addition, utilizing feedback provided from the external review process, the program has highlighted areas in need of continuous program improvement. These areas include, but not limited to, the hiring of core faculty members; supporting faculty and student scholarship; continuous efforts to examine the rigor and relevance of our doctoral program for the purpose of aligning program, practices and expectations to that of the department and university level; and developing a faculty committee charged with periodically examining student work, and providing students an evaluation of their progress at various junctures of the program in an effort to provide early support or to assess their (j)-3(unc)-4(t)7fCuices, thetno,P-4(he)-4(prog)10(he)-45.

APPENDIX A

Doctorate in Educational Leadership

The Comprehensive Matrix illustrates and links specific courses, program goals and Student Learning Outcomes

Program Outcomes/ Goals	**Student Learning Outcomes**	**Courses**	**Assessments**
1. **Reflective Practice** Develop reflective leaders who can use self-analysis, inquiry and purposeful reflection to continually improve their own practice, model and encourage these habits with staff, and create communities of practice that promote high achievement for all students.	1.1 Use multiple forms of reflection to analyze a current problem in educational leadership and demonstrate focused, ethical behavior. 1.2 Articulate personal beliefs about the purpose of education (philosophy) particularly in light of concepts of social justice. 1.3 Demonstrate skills for effective collaborative group work (e.g., inquiry, dialogue, facilitation) and assess use of collaborative structures in multiple contexts. 1.4 Demonstrate skill in facilitation of shared problem solving and decision-making. 1.5 Design strategies for professional outreach and inclusion that contribute to strengthening communities of educational practice in pursuit of equitable student achievement. 1.6 Identify analyze and assess methods of implementing change within an educational organization that leads to improved outcomes for all students. 1.7 Identify, analyze, and assess structures necessary to stimulate a learning culture where individuals actively listen to understand, analyze, engage, and act. 1.8 Document and assess processes used to create and sustain democratic structures that enable all members to participate in decisions that promote student achievement.	EDLD 8000. Values and Purposes of Educational Leadership EDLD 8020. Leadership for Equity I EDLD 8030. Leadership in Systemic Reform EDLD 8032. Sustainability of Educational Reform EDLD 8050. Leadership in Curriculum and Instructional Reform EDLD 8040. Program Planning & Evaluation	Reflections

	2.4 Apply cultural competence and knowledge of theories of inequity to refine own practice. 2.5 Design and assess an equity analysis within educational planning, assessment and decision making. 2.6 Design and assess equity analysis in own research and practice. 2.7 Design and assess multiple strategies to create and sustain culturally competent schools and cultures where student-teacher relationships result in powerful and equitable learning. 2.8 Design and assess a range of strategies for interacting with students, parents, and teachers as caring, respectful partners in authentic learning work. 2.9 Design and assess strategies to build a culture in which students, parents, and teachers recognize the relationship between personal effort and achievement.	Curriculum and Instructional Reform EDLD 8040. Program Planning & Evaluation EDLD 8031. Schools as Organizations: Linking Theory and Practice EDLD 8010. Applied Study of Educational Issues I EDLD 8012. Advanced Topics in Educational Leadership	Experience Applications Applied Research Projects
3.**Systems Thinking** Develop skillful leaders who understand the dynamics of educational systems and who are able to leverage those systems in coherent, aligned strategies for educational change by creating democratic learning communities that promote high achievement for all students.	3.1 Examine and analyze a range of strategies to ensure that all members of the educational community (students, parents, teachers, administrators, district staff, school board, and community members) are working in concert toward achieving a shared vision. 3.2 Examine and analyze methods by which leaders create expectations so that norms, beliefs, structures and skills for inquiry, innovation and continuous improvement are part of the day-to-day culture of the organization. 3.3 Design strategies for applying concepts of inclusion, relationship, and diversity to specific institutional and community contexts in support of positive change. 3.4 Articulate educational perspectives that demonstrate systems thinking at multiple levels (site, district, local, state, federal), that specify linkages among elements of a system, and that identify points of leverage for systems change. 3.5 Formulate a systems perspective to a range of issues of educational practice, policy, and politics in support of systems change and sustainability. 3.6 Demonstrate and compare leadership strategies that support groups in effective	EDLD 8020. Leadership for Equity I EDLD 8021. Leadership for Equity II EDLD 8030. Leadership in Systemic Reform EDLD 8032. Sustainability of Educational Reform EDLD 8010. Applied Study of Educational Issues I EDLD 8011. Applied Study of Educational Issues II EDLD 8012. Advanced Topics in Educational Leadership	Reflections Course Assignments Seminar Discussions Qualifying Exams Field Experience Applications Applied Research Projects

	planning and decision-making processes that include guiding the community in using democratic processes to create meaning and a shared sense of purpose; surfacing disagreements, conflicts and gaps; asking questions that surface assumptions and challenge the status quo; and skillful eliciting and including diverse perspectives. 3.8 Articulate, compare, and assess strategies to ensure that under-served students and parents are actively participating and influencing decisions. 3.9 Design systems (structures, processes, time, resources and forums) that build trust, support collaboration and lead to shared commitments to support learning.		

4.

(e.g., classroom observations, review of student work) data on student achievement to identify achievement

school systems toward meeting student achievement goals.	goals. 6.3 Align resources to meet achievement goals including analyzing organizational budgets and structures, organizational culture and management practices that influence the allocation of resources. 6.4 Identify, describe, and assess organizational culture and its influence and relationship to organizational leadership and change processes to address student achievement goals. 6.5.Design systems that allocate resources to ensure historically underserved students are supported in the regular classroom and through personalized support strategies. 6.6. Reflect on personal leadership capacity including backward planning to establish and maintain an organizational culture, leadership and processes for change that will help achieve equitable student outcomes. 6.7 Formulate strategies to increase the distribution of leadership within the organization so that responsibility for leadership and change is shared across and among members of the community.	Policy Development II EDLD 8031. Schools as Organizations: Linking Theory and Practice EDLD 8010. Applied Study of Educational Issues I EDLD 8011. Applied Study of Educational Issues II	Field Experience Applications Applied Research Projects
7. **Policy/ Politics** Develop leaders who understand the dynamic nature of school systems and educational politics in order to influence politics and policies at multiple levels in ways that support goals of inclusion and equity for all constituents, especially underrepresented groups.	7.1 Analyze the ways in which federal, state, and local politics and priorities influence system goals, policies, and district leaders and how educational leaders can influence politics and policies at all levels. 1.2 Analyze and assess policy development and enactment in relation to the law and how leaders both are influenced by and can influence policies at various levels. 7.3 Establish and maintain mechanisms for influencing policies and politics within schools, communities, and the broader educational environment by building relationships with stakeholders and constituents. 7.4 Design systems for ensuring open access and influence of communities of color (and other marginalized groups) to the political environments that shape school systems with a particular focus on reducing structures, policies and practices that contribute to institutionalized racism (e.g., access and equitable outcomes).		

	administrative regulations on institutional racism.		
8.**Research** Develop leaders who are practitioner-researchers who purposefully engage in inquiry and construct knowledge that promotes equity in education and advances the public good.	8.1 Demonstrate understanding of how knowledge is constructed in education and related fields. 8.2 Identify and analyze theoretical and ethical issues in knowledge construction and research practice. 8.3 Identify, consult, and analyze the range of information producers and stakeholders for educational issues. Identify and analyze multiple perspectives that inform educational issues. 8.4 Identify and analyze gaps and biases in professional knowledge. n n n		

APPENDIX B

FACULTY PROFILES

Gilberto Arriaza, Ph.D.
Curriculum Vitae

Education:

Ray Garcia, Ed. D.

Curriculum Vitae

Education

Ed.D., Texas A&I University, Kingsville, TX, 1989

Areas of interest:

Leadership, Organizational Behavior, Systemic Reform

Teaching History in the Program:

EDLD 8030 Leadership in Systemic Reform

Scholarship

Selected Publications (2004 thorough 2014)

Peer Reviewed Publications
Garcia, R. (2008). Subduing the recalcitrant theory of sustainability: A study of leadership perceptions of educational reform. School Leadership Review, Vol. 3. (9-25). Garcia, R. (2005). Sustainability crisis: A time for resolution. Educational Leadership & Administration, Vol. 17. (33-46). Garcia, R. (1992). Implementation of the alternatives to social promotion program in Texas. Southwest Journal of Educational Research into Practice, Vol. 9. Newbury Park, CA: Sage. Garcia, R & Baptiste, P. (1990). Minority recruitment and retention in teacher education. Teacher Education and Practice, 6(2). (13-21).
Technical Reports
Garcia, R & Walker de Felix, J. (1991). The dropout issue and school reform. In J. Walker de Felix, J. Anderson, & P. Baptiste (Eds.) Research on at-risk students: The past, present and future.
Conference Presentations

A New Way of Leading, June 23, 2008, National/State Conference, Vermont Mathematics Initiative

Building Leadership Capacity for English Learner Success, January 4, 2008, CA, San Ysidro Elementary School District

Role of Educational Consulting, July 23, 2007, Glen Cove, New York, Teachscape Services Retreat

Building Leadership Capacity in Schools, June 25, 2007, National/State Conference, Vermont Leadership Institute

1, 2007, San Francisco, CA, Urban Education-Innovation & Challenges: What's Next?

The Susta

2014 NCPEA Summer Conference

2014 NCPEA Summer Conference –

Santa Clara Unified School District, Santa Clara, CA, February 12, 2014
School Board Governance and Student Achievement: School Board Members' Perceptions of Their Behaviors and Beliefs, November 8, 2013, UCEA (University Council of Educational Administration) Annual Conference, Indianapolis, Indiana.

School Board Members: Can They Provide 21st Century Leadership? October 11, 2013, CAPEA (CA Association of Professors of Education Administration) Annual Conference, Oakland, CA

Peg Winkleman, Ph.D.

Curriculum Vitae

Education:
Ph.D. in Educational Administration, University of California at Berkeley, 1995
Areas of interest:
Social Justice, Marginalized Populations, Leadership, Research
Teaching History in the Program:
EDLD 8050 Leadership and Curriculum and Intuitional Reform

Scholarship
Selected Publications (2004 through 2014)

Books

Winkelman, P., Allison, B., Collay, M., Gentilucci, J., Jindra, S. & Wilson, D., The After-School Program Handbook for School Site Leaders The California State University and The David and Lucile Packard Foundation,

Greenwood, S. & Winkelman, P., Culturally Responsive Teaching and the Role of the Administrator Published Proceedings, National Council of Professors of Educational Administration 65th Annual Summer Conference: Blazing New Trails: Preparing Leaders to Improve Access & Equity in Today's Schools s

Collay, M., Lee, G, & Winkelman, P. Building a Social Justice Pedagogy American Educational Research Association Annual Meeting, April 2011, New Orleans

Collay, M. & Winkelman, P. Conducting Applied Research at School Site for the Public Good: A Cross-Case Analysis of Three Scholar-Practitioners The University Council for Educational Administration Convention 2011: Forecasting the Future of Leadership Preparation and Practice: Reclaiming Ground Through Research, Policy and Politics, Pittsburgh, PA

Winkelman, P. & Collay, M. Using Diversity to Improve Instruction in the College Classroom" with Michelle Collay. Presented at the 13th CSU Regional Symposium on University Teaching, CSU San Bernardino, CA

Winkelman, P., After school programs, more than an afterthought: Preparing administrators to lead an extended day Presented at the California Association of Professors of Educational Administration Fall Conference 2010 Preparing Educational Leaders: Relevance for our Profession Cal Poly Pomona, CA

Winkelman, P., Instruction and Program Interventions/Strategies workshop panel discussant Annual Research to Practice Conclave Connecting Educational Leaders and Researchers on Promising Practices for Improving Latino Student Achievement Sponsored by California Association of Latino Superintendents and Administrators and UC Davis School of Education, Sacramento, CA

Using applied research to support scholar practitioners in school leadership." with Michelle Collay. Presented at the 12th CSU Regional Symposium on University Teaching, San Luis Obispo, CA

Winkelman, P., & Storms, B. Vision Walking. National Council of Professors of Educational Administration Summit 2010: Promoting "Capitol" Ideas of Leadership, Culture, and Diversity Research on Educational Leadership, Washington D.C.

Winkelman, P., & Storms, B. Connecting Theory and Practice: Case Studies by Educational Leadership Students. National Council of Professors of Educational Administration Summit 2010: Promoting "Capitol" Ideas of Leadership, Culture, and Diversity Research on Educational Leadership, Washington D.C.

Winkelman, P. A Case Study of Case Studies Developed by Educational Leadership Students Hawaii International Conference on Education, Honolulu

Winkelman, P., Collay, M. & Storms, B. Inquiry as Pedagogy: Preparing Aspiring Administrators to Lead for Equity. American Educational Research Association, April 2009, San Diego, CA

Collay, M., Winkelman, P., Garcia,R. & Guilkey-Amado, J. Transformational leadership pedagogy: Implementing equity plans in urban schools. American Educational Research Association, April 2009, San Diego, CA

Reflecting Department Vision in Assessments: Collaborating to Design and Align Signature Assignments (with M.Collay) National Council of Professors of Educational Administration. 2008, San Diego, CA

APPENDIX C

PROGRAM SUPPORT AND RESOURCES

Financial support	
Faculty:	Faculty members are provided with various types of financial support. Ed.D. faculty members are provided office supplies, licensed computer software and travel reimbursement.
Students:	The Ed.D. program provides various forms of financial support to students as they matriculate through the progra29190 0 11.04 179c4.j (r) j 0.489 0 Td (g)Sj 0.48554 Td (t)Tj

Student Services

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APPENDIX D

QUALIFYING EXAMINATION RESULTS RUBRIC

M = meets standard – 2 points

A = approaching standard – 1 point

B = below standard – 0 points

****

x	9-10	Passing – No revisions required, suggestions may be provided *
x	7-8	Passing – Minor revisions may be suggested **
x	5-6	Passing – Revisions Required (meet with Academic Coordinator) ***
x	3.5 – 4	Barely Passing – Revisions Required (mandatory meeting with **** Academic Coordinator)
x	0 – 3.4	Not Passing – Revisions Required (Mandatory meeting with ***** Academic Coordinator and Program Director)

Rubric Column: ooJ4( )1u203 308.64t.48(d (6Tj 0en <</.48(-5(t)pu13)

Paper 6								*
Paper 7								*

APPENDIX E

QUALIFYING EXAM EVALUATION FORM

Student Feedback Form Instructions: 1) Please enter the student number & reviewers name. 2) Type your comments in the gray-shaded blocks under each of the five rubric criteria. The blocks will expand to fit your comments. Please be specific and detailed in your feedback to each student. 3) In each **Rubric Score** section, please select the appropriate standard for the criteria being assessed. 4) Provide student with "tracked changes" their paper submitted for review. Thank you for your reviews!
Student Number:
Reviewer's Name:
Definition of the problem: please provide feedback, with examples from the student's work, regarding the definition and examination of the problem in the paper.
Rubric Score: Using the accompanying rubric, please indicate if the **Definition of the problem** -- **Meets Standard _____** is **Approaching Standard _____** or is **Below Standard _____**
Development and support of the problem: please provide feedback, with examples from the student's work, regarding supporting evidence, depth and breadth of information presented and any insights in the paper.
Rubric Score: Using the accompanying rubric, please indicate if the **Development and support of the problem** -- **Meets Standard _____** is **Approaching Standard _____** or is **Below Standard _____**
Data presentation and interpretation: please provide feedback, with examples from the student's work, regarding the data presented, analysis of the data and the integration of data in the narrative.
Rubric Score: Using the accompanying rubric, please indicate if the **Data presentation and interpretation** -- **Meets Standard _____** is **Approaching Standard _____** or is **Below Standard _____**
Quality of argument: please provide feedback, with examples from the students work, regarding the argument framed and discussed in the piece.
Rubric Score: Using the accompanying rubric, please indicate if the **Quality of the argument** --

Meets Standard _____ is **Approaching Standard _____** or is **Below Standard _____**
Organizational structure: please provide feedback on the use of APA style, the clarity of expression and structure of the paper.
Rubric Score: Using the accompanying rubric, please indicate if the **Organizational structure** -- **Meets Standard _____** is **Approaching Standard _____** or is **Below Standard _____**

Overall performance:

APPENDIX F

OVERVIEW OF PROGRAM GOAL ASSESSMENTS

Critical Question

To what extent does our sequence of courses build students' understanding of and development of the dissertation manuscript?

- What specific writing assignment contributes towards this understanding and development?
  - What aspect of this assignment contributes to the building of students' manuscript?
- What specific writing assignment assists students in demonstrating a thorough knowledge of prior scholarship in relation to their selected topic or given topic?

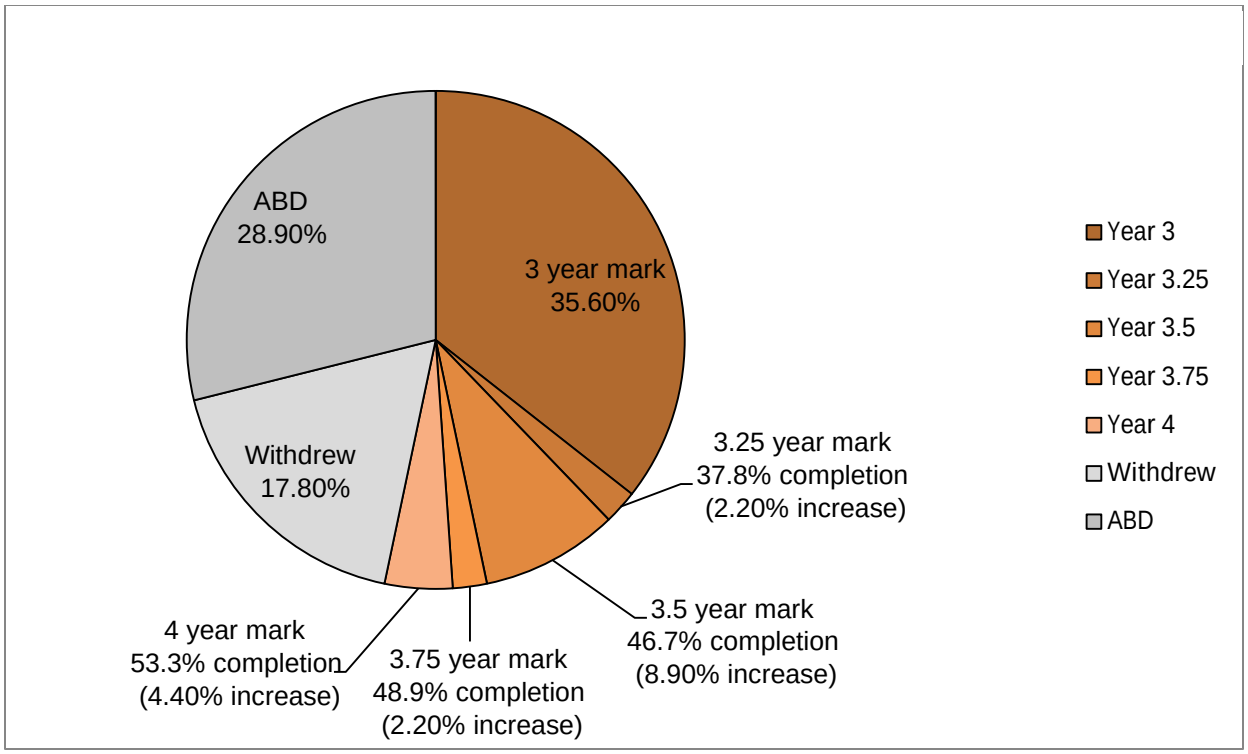
Please complete the following for each course you teach in the doctoral program:

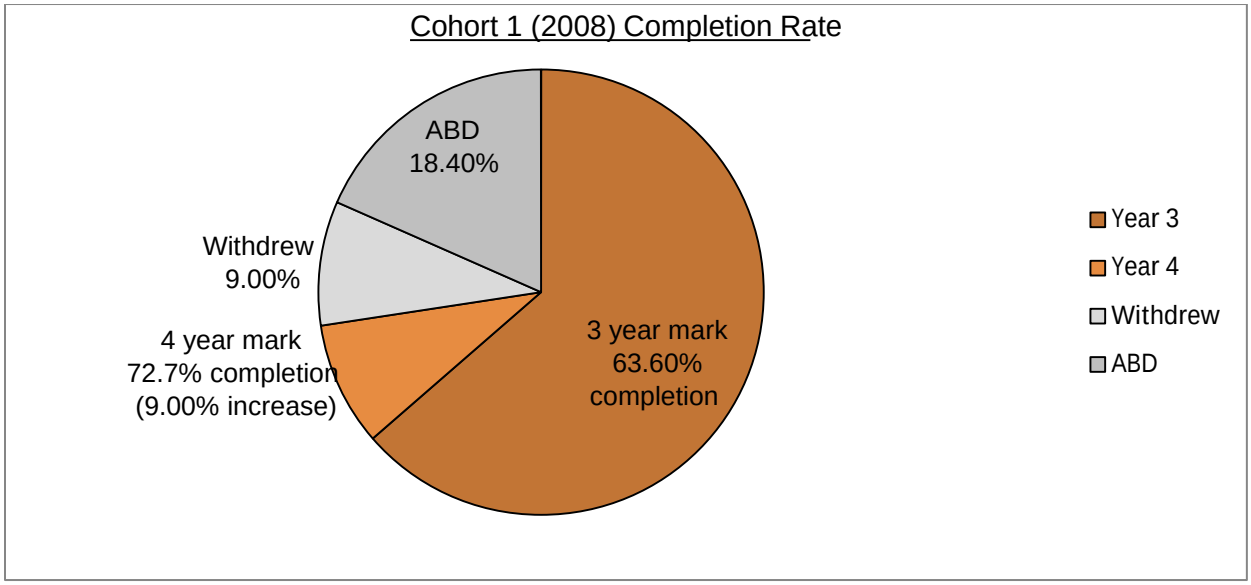
Writing Skill Development	Yes	No	Specific Writing Assignment
Demonstrates a thorough knowledge of prior scholarship in relation to students' selected topic or given topic			

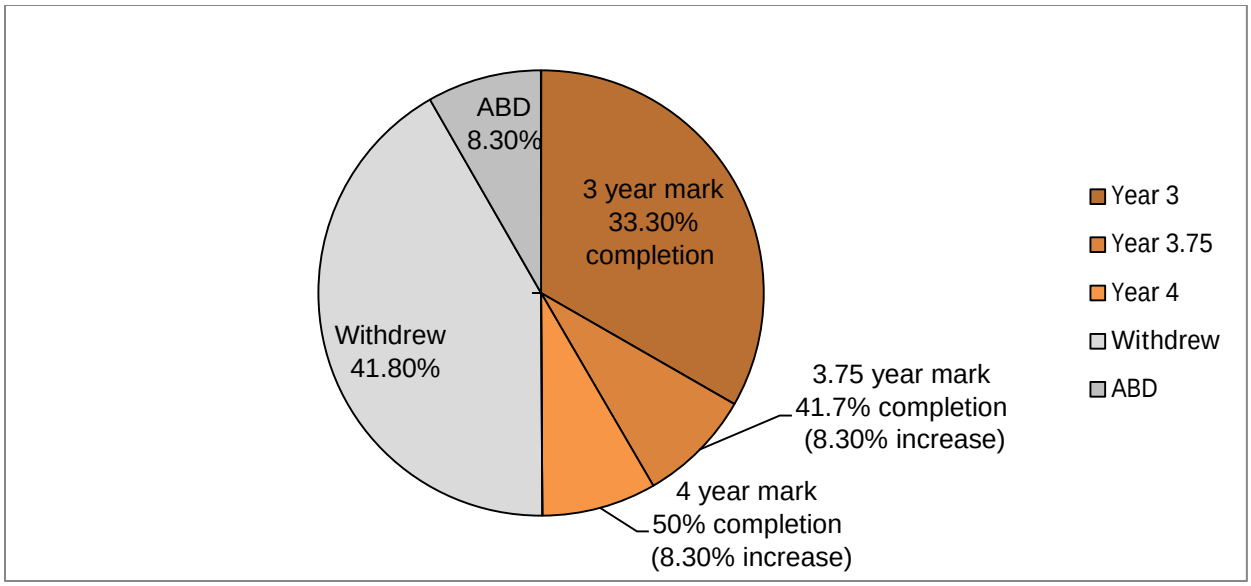
APPENDIX G

STEPS IN THE WRITING PROCESS

- Revising and/or augmenting structured writing supports for students and the placement, frequency, and duration of these supports.
- Recommendations.


ABD
28.90%
3 year mark
35.60%
Withdrew
17.80%
3.25 year mark
37.8% completion
(2.20% increase)
3.5 year mark
46.7% completion
(8.90% increase)
4 year mark
53.3% completion
(4.40% increase)
3.75 year mark
48.9% completion
(2.20% increase)
Year 3
Year 3.25
Year 3.5
Year 3.75
Year 4
Withdrew
ABD


Cohort 1 (2008) Completion Rate
ABD
18.40%
Withdrew
9.00%
4 year mark
72.7% completion
(9.00% increase)
3 year mark
63.60%
completion
Year 3
Year 4
Withdrew
ABD


ABD
8.30%
3 year mark
33.30%
completion
Withdrew
41.80%
3.75 year mark
41.7% completion
(8.30% increase)
4 year mark
50% completion
(8.30% increase)
Year 3
Year 3.75
Year 4
Withdrew
ABD

APPENDIX I

GRADUATED STUDENTS' PROFESSIONAL PROFILES

2014 Graduates

Stacey Bamford-Bolyard
Dissertation: "Restorative Justice: Theory into Practice." CAPEA Conference Roundtable presentation, *Oakland, CA, October 2013*
Chairperson: Dr. Gilberto Arriaza
Committee members: Dr. Margaret Harris & Dr. Tony Shah

Anna Marie Villalobos
Director/Coordinator Educational Services

Dissertation: “Teacher transformation: transcending hegemonic roots”
Chairperson: Dr. Ginny Lee
Committee members: Dr. Kyzyl Fenno-Smith & David Donahue

Lisa Davies-Gomez
Principal Bret Harte Middle School, Hayward USD
- Hayward Unified School District 2011 Educator of the Year

Dissertation: “Algebra is a Civil Right: Increasing Achievement for African American Males in Algebra through Collaborative Inquiry”-AERA Action Research Sig Recognition Poster Presentation *Educational Research Association Annual Meeting, April 2013, San Francisco*
Chairperson: Dr. Peg Winkelman
Committee members: Dr. George Gagnon & Dr. Debbie Bradshaw

Lori Watson
Education Coordinator REACH Ashland Youth Center, San Lorenzo USD
Dissertation: "Wow, they care right?" Making Schools Safe(r) for Lesbian, Gay, Bisexual, Transgender and Questioning Youth”
Chairperson: Dr. Ginny Lee
Committee members: Dr. Kyzyl Fenno-Smith & Dr. Ardella Dailey

<u>2011 Graduates</u>

Peter Aloo
Principal, Pinole Elementary School, West Contra Costa USD
Dissertation: “Intra-district Resource Allocation and Criteria Used for Student Based Funding in Urban School Districts”
Chairperson: Dr. Michelle Collay
Committee members: Dr. Jose Lopez &

Dissertation: “Latino Parent Leadership In The Initial Implementation Of Parent Centers”
Chairperson: Dr. Gilberto Arriaza

toward meeting student achievement goals.	
a. Demonstrate an understanding of educational organizations by being able to analyze and design dynamic systems that support the organizational mission and student achievement.	3.9
b. Analyze the relationship between resources and student achievement including the nature of resources and the importance of "backward planning" to establish students outcomes first in order to allocate resources to meet student goals.	3.8
c. Align resources to meet achievement goals including analyzing organizational budgets and structures, organizational culture and management practices that influence the allocation of resources.	3.4

Graduation rates are an important indicator to determine how well students are achieving in the program. Cohorts 1- At the start date in 2008, 11 students were admitted. By the three year mark, seven students had graduated (63.6%). By the four year mark, an additional student graduated (72.7%). For the remaining students, one student withdrew from the program due to personal reasons and two students are All But Dissertation (ABD). Cohorts 2- At their start date in 2009, 12 students were admitted. By the three year mark, 4 students had graduated (33.3%). By the three and three quarter mark, an additional student graduated (41.7%). By the fourth year, an additional two students graduated (58.3%). For the remaining students of Cohort 2, four students withdrew from the program for personal reasons and one student is ABD. Cohorts 3- At their start date in 2010, 21 students were admitted. By the three year mark, five students had graduated (23.8%). By the three and one quarter mark, three additional students had graduated (38.1%). By the third and one half mark, an additional student had graduated (42.8%). For the remaining students, two students withdrew for personal reasons and 10 students are ABD. Overall students for Cohorts 1-3 include 44 students; 24 students have graduated by their four year mark (54.6%). There are currently 13 students who are ABD. The other seven students withdrew from the program for personal reasons. h6(h)-J0i

What assignments provide students to connect writing and critical thinking?
What evidence do we have that shows the knowledge, skills, and understandings our students have achieved?

Doctoral Program Faculty

Program faculty members are invested in supporting the doctoral program through teaching, service, and scholarship. The program has already made some progress in meeting program goals. The development of various handbooks for faculty and students serve to dispel structural ambiguity and serve to facilitate student progress. Faculty efforts in this area are to be commended. Faculty members currently involved with the doctoral program are recruited from academic departments generally from the College of Education and Allied Studies (CEAS). The dependence on "borrowing" faculty from other departments has served the program well. At the same time, it is not the ideal manner to sustain and grow a program. This is due to faculty having primary responsibility to their home department. The doctoral program currently does not have full-time faculty working strictly with the doctoral program.

Recommendation

Hire additional full-time faculty. It needs to be increased over the next several years to maintain and increase the vitality of the program. In keeping with the recognized necessity to assure programmatic quality, full-time doctoral faculty could fully engage properly with the infrastructure of Ed.D. students, scale up recruitment efforts, and play a central teaching and advising role.

Provide faculty training and support. Undertake a systematic review to for existing doctoral faculty, in-service training could be provided to develop research projects, refresh research abilities, and improve statistical analysis skills.

Undertake an analysis of the adequacy of allocated funding for faculty scholarship and travel support. Critical to the development of any doctoral program is the development of faculty scholars. Facilitating conference travel for faculty and students to professional conferences is crucial to the networking and establishment of a scholarship community of support. It is important to ensure the increased

power.” Concerted effor

APPENDIX L

PLAN OF ACTION

Faculty Scholarship and Workload

Continuous Efforts as informed by External Reviewers:

Recommendation	*Analysis & Evidence:*	*Expected Completion*
Hire an additional full time faculty member		
Substantially increase funding for travel to professional conferences, and wed that funding to the presentation of papers at the conferences		
Writing research proposals for external grant funding		
Development of guidelines for scholarship that will assure a prominent role for peer review		

Doctoral Resources

Continuous Efforts as informed by External Reviewers:

Recommendation	*Analysis & Evidence:*	*Expected Completion*
Increase student based resources to encourage the doctoral culture		
Create a resource for writing services for students, to increase the overall level of student work.		

Comprehensive Assessment Plan

Continuous Efforts as informed by External Reviewers:

Recommendation	*Analysis & Evidence:*	*Expected Completion*
Review by a panel of faculty members of eache		

That there be periodic scheduled joint faculty meetings to continually refocus on the objective and goals of the program		
Creation of a committee to develop the doctoral culture and scholarship work of students and alumni		