

Academic Program Review
AY 2023-2024

California State University,
San Bernardino

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DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

Self-Study Report

AY 2023 - 2024

I. Program Overview

A. Program History

a. Beginning Date

The Ed.D. Program was implemented at CSUSB in 2006 after an extensive review the University faculty, by the CSU Chancellor's Office and by the WASC accrediting agency. The professional practice doctoral program has two strands, the Community College/Higher Education strand and the Public Education (PreK-12) strand. The program is the only CSUSB program that is a state-side, self-support program funded by student fees. The Ed.D. Program is governed by Chancellor's Office EEO 991 (see Link below for EO 0991), and Title V 5 CCR § 40511 and § 40511 § 40511 of the California Education Code.

[EO 0991 Doctor of Education Degree Programs.pdf](#)

b. Reporting Structure

The Ed.D. Program is a stand-alone program and reports directly to the Dean of Education. The program is overseen by two part-time co-directors (4.5 unit release each for each semester and a summer contract for each co-director) and is staffed by a program specialist and an administrative assistant.

One of the co-directors who had been a co-director since fall, 2019 retired at the end of the spring, 2023 semester. A new co-director has been appointed towards the end of the spring, 2023 to fill that vacancy. The other co-director was hired in fall, 2020 and is still co-directing the program. The Administrative Assistant who had been with the program for many years retired in March, 2023 and the program specialist who had been with the program 1 year resigned at the end of the academic year, 2021-2022. The new program specialist was hired in the fall, 2022 and was on leave spring 2022 and summer 2022. All of this is to point out that there has been much turn over in the past year and a half within the program and was without permanent administrative support during most of the 2022 -23 academic year.

There is only one tenure, full professor faculty member housed within the program who has been with the program before the decision was made to be a stand-alone program. The program is not currently structured to house tenure-track or tenured faculty. The program is an interdisciplinary program that recruits qualified faculty to serve on the doctoral faculty and they serve as the governance structure for the program. There will be more discussion about doctoral faculty later in the self-study.

c. Connection to the Community

The program proudly connects to the regional community through the Community Advisory Board (CAB) and nationally and internationally through membership and participation in the Carnegie Project on the Education Doctorate.

Community Advisory Board

CAB is comprised of educational leaders from local school districts, community colleges and higher education institutions. Some of our partners are graduates of our Ed.D. Program who now serve as educational leaders in the community. In addition, our community partners serve as adjunct faculty teaching our specialization courses, serve as third readers on our dissertation committees and participate in other program activities such as our annual home coming celebration event. We also

invite our community partners to participate in our retreats when we are reviewing/updating curriculum and student learning outcomes (more on the CAB on pages 48-49).

Carnegie Project on the Education Doctorate

The Carnegie Project on the Educational Doctorate is an international network of 135+ graduate schools of education leading the charge to transform the Education Doctorate into the Professional Practice Doctorate in Education who have had a profound impact on our Ed.D. Program. Members are committed to rethinking advanced educational preparation through improved Ed.D. Program designs that offer academic rigor, practical impact, applied research, and value. CPED, the first action-oriented effort working to distinguish the Ed.D. from the Ph.D., defines the Ed.D. as one that prepares educators to become Scholarly Practitioners who can apply appropriate and specific practices, generate new knowledge, and steward the profession (cpedinitiative.org, 9/15/2023).

The CSUSB Ed.D. Program follows the CPED framework:

- Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
- Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations and communities.
- Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
- Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
- Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry
- Emphasizes the generation, transformation, and use of professional knowledge and practice.

The Ed.D. Program also includes the following CPED design concepts:

- Scholarly Practitioners – blending research and applied theories as tools for change
- Problems of Practice – embedding contextualized educational issues in coursework and other program milestones
- Inquiry as Practice – the process of posing significant professional practice questions throughout coursework
- Laboratories of Practice – using educational settings to study complex problems of practice
- Signature Pedagogy – a specific set of practices embedded throughout the program to prepare scholar-practitioners
- Dissertations in Practice – selecting dissertation topics that studies specific educational problems of practice and recommends steps or tools for change
- Mentoring and Advising – supportive learning environment with touchstones build throughout the program to promote program completion and the development of scholar-practitioners

B. Program Description

a. Instructional Model

The Ed.D. Program is cohort-based and is offered in an executive model (i.e., offered on weekends) to accommodate the working schedules of the doctoral students, as they are generally full-time educational administrators/staff/faculty working in either the Community College/Higher Education fields or in the Pre-K12 arena.

b. Program Mission

The mission of the Ed.D. Program is to develop scholar-practitioner-leaders who respond to 21st century challenges by promoting practices, policies, and programs committed to equity, social justice, and transformation. In addition, the program is aligned with the principles and standards of the Carnegie Project on the Education Doctorate (CPED).

c. Program Learning Outcomes (PLOs)

In line with the CPED principles and design concepts, the Ed.D. Program has identified the following Program and Student Learning Outcomes:

Students will:

- Acquire a knowledge based in PK-20 education and educational leadership
- Be Equity-driven educational leaders committed to social justice
- Be able to apply theory to practice
- Be scholar-leaders
- Obtain professional educational leadership skillsets

d. Student Admissions

Normally, 20 – 25 students begin the program each fall with approximately half of the cohort being in the PreK-12 track and half of the cohort being in the Community College/Higher Education track. The following is the admissions and progress data from 2018 – 2023.

	# Applied	# Admitted	# Dropped Out Before Start	# Dropped Out After Start	# Graduated	# Still Enrolled
2018-19 (Cohort 12)	Not Avail.					
PreK-12		7		1	5	1
CC/HE		11	1		6	4
Total		18	1	1	11	5
2019-20 (Cohort 13)						
PreK-12	10	6		4	1	1
CC/HE	12	7	0	1	3	3

Total	22	13	1	4	4	4
2020 - 2021 (Cohort 14)						
PreK-12	17	8	1	0	4	5 *
CC/HE	16	8	0	3	4	1
Total	33	18	1	3	8	6
2021 -2022 (Cohort 15)						
PreK-12	15	8	0	2	0	6
CC/HE	16	8	0	4	0	4
Total	31	16	2	6	0	10
2022-2023 (Cohort 16)						
PreK-12	12	7	0	0	0	8 *
CC/HE	20	13	0	0	0	13
Total	32	20	0	0	0	21*
2023-2024 (Cohort 17)						
PreK-12	12	10	1	0	0	9
CC/HE	20	12	0	0	0	12
Total	32	22	1	0	0	21

*Includes a student/s who moved from another cohort

e. Admissions Criteria

The following are the admission criteria set for entering Ed.D. students. These criteria are aligned with EEO 991 and Title V of the Education Code for CSU Ed.D. Programs:

1. Applicant must show a commitment to social justice, equity, and educational transformation;
2. Applicant must have an earned baccalaureate and master's degrees in education or a related field from accredited institutions of higher education;
3. Applicant must have a cumulative grade point average of 3.0 or higher in upper division and graduate study;
4. Applicant must demonstrate sufficient preparation for, experience in, and potential for educational leadership, including: successful experience in leadership in school, postsecondary, or community contexts, and/or policy leadership; and
5. Applicant must demonstrate academic excellence, problem-solving ability, technology proficiency, and interest in critically assessing and bringing about improvements in current educational policies and practices.

f. Program Completion

The expected program completion time is 3 years (8 semesters - including all coursework, passing the Qualifying Examination and completion of the dissertation). Extensions requested to that timeframe for completion are reviewed on a case-by-case basis by the co-directors, with some exceptions made by the co-directors and in consultation with the dissertation chair.

g. Program Components

Orientation

Prior to beginning actual coursework, students attend a 1-day orientation session where they become acquainted with various program policies and procedures and begin to build bonds with their cohort and faculty (see [Appendix A](#) for the most current cohort orientation). During the orientation, students are given a link to their Student Program Guidelines that is unique to each cohort. The guidelines include student policies and practices that will assist them in successfully completing the program. The link to the most recent set of student guidelines is:

Coursework and Seminars

Students take 2 courses each semester for 8 semesters, which includes a summer semester (see [Appendix B](#) for Schedule of Courses for the most recent Cohort). The courses include core courses that are appropriate for educational leaders regardless of their institutional settings – all students take these courses together. During the first semester of their coursework, students are also required to attend workshops on accessing library resources as well as a seminar on preparing them for the Qualifying Exam (see [Appendix C](#) for the agenda for the QE Seminar and Library Resources Seminars).

The next set of courses are the specialization courses, where the students are divided based on their tracks. These courses are normally taught by practitioners (community partners) who have direct, hands-on experiences with the curriculum being taught in that particular course. During the specialization course phase, students also attend 3 seminars in completing their dissertations. These seminars are offered by faculty who have successfully chaired dissertations (see [Appendix D](#) for the guidelines and topics covered in the 3 dissertation seminars).

Qualifying Examination

The program includes a Qualifying Exam (QE), which must be passed prior to the student being Advanced to Candidacy. The QE is a timed exam that includes a set of 3 problems of practice questions based on the content from the programs core courses. The exam questions are designed by the faculty who taught the core courses. The exams are blinded, then scored by 2 separate faculty members. Students have a second chance to pass any part of the exam they did not pass on the first attempt. If the student does not pass the second attempt, they are disqualified from the program.

Dissertation

Ed.D. students are required to complete a dissertation, the format of which is governed by EEO 991 and Title V of the California Education Code. The dissertation is a 5-chapter scholarly work with the primary goal being to generate knowledge that contributes to the understanding of educational leadership practices, policies, reforms or improvements. The Ed.D. dissertation proceeds from a cohesive theoretical framework and includes a comprehensive review of the literature. The dissertation also includes an in-depth presentation of data, qualitative and/or quantitative, and a thorough analysis of these data. The dissertation advances an interpretation of the findings, a discussion of their significance/implication for practice, and an indication of important areas for further research.

The dissertation includes two public oral defenses, the first is the proposal defense and the second is the final defense. Students have two chances to pass these public oral defenses. If they do not pass on the second attempt, they are disqualified from the program.

h. Recent Changes to the Program

University Designation as an R-2 University

Since the last review, the university has obtained R-2 designation because of the Ed.D. Program. This reclassification has a wide-ranging impact on all university academic departments as it opens more avenues for faculty for grant opportunities and also enhances the university's graduate reputation.

In order to achieve the R2 designation, a university must award at least 20 doctoral degrees as reported to the Integrated Postsecondary Education Data System (IPEDS) and have at least \$5 million in total research expenditures as reported through the National Science Foundation Higher Education Research & Development Survey (NSF HERD Survey).

The new designation also elevates CSUSB's status to a "national university" from a "regional university" in rankings such as U.S. News & World Report. The Carnegie Classification has been the leading framework for recognizing and describing institutional diversity in higher education across the United States for more than four decades. This framework has been widely used in the study of higher education, both to represent and account for institutional differences, as well as in the design of research studies to ensure adequate representation of sampled institutions, students or faculty.

Curriculum Changes

Other changes include a redesign of the Ed.D. curriculum that converted courses from quarters to semesters, which included a new fieldwork course. During that redesign, courses were reconstructed to be more aligned with CPED principles as well as conformed to the Chancellor's Office curricular elements required by the CSU System for Ed.D. Programs.

Program Modality

The CSUSB Ed.D. Program was moved to an executive model where classes meet on weekends. This new model has been well received by the students, the majority of whom have full-time jobs and family responsibilities. The program was approved as a hybrid program and as a result, classes are offered via Zoom on Friday evenings and face-to-face on Saturdays.

Qualifying Examination

The Qualifying Examination (QE) has been revised from questions based on the student's literature review to an exam administered to the group once a year. The revised QE came about as it was discovered that many of the students previous to Cohort 14 had not passed the QE and had not Advanced to Candidacy but had been permitted to register for dissertation units in order to keep them actively enrolled in the program. As a result of this shortcoming in the program, the QE was designed to be an exam administered to the entire cohort on the same day. The exam is now based on problems of practice written by the faculty who teach the Core courses taken during the previous semesters. This new QE, in addition to solving the issue of stragglers not completing the QE, is now more in alignment with the CPED Principles of becoming scholar-practitioners and has improved the Advancement of Candidacy rate among the Ed.D. students.

i. High Impact Practices (HIPs)

HIPs for the Ed.D. Program include the following practices:

Full-day program orientation

"Get Finished" writing workshops held weekly

Qualifying Exam seminar

Dissertation Seminars

Individual advising sessions with the Co-directors during the first year

Group advising sessions (in addition to individual advising with the dissertation chair) year 2+

Fieldwork course serving as "Laboratories of Practice" (CPED practice)

Annual Town Hall meetings with all current students

Annual "Meet the Faculty" event

i. Overview of the Assessment Processes

The following are the measures used to gauge student and program learning outcomes:

Pre-post Leadership Disposition Survey - Self-administered to the student the first semester of the program and the student's last semester of the program for a comparison of pre-post responses.

Pre-post Leadership Disposition Survey – Employer – administered to the student's employer (supervisor) the first semester of the program and the student's last semester of the program for a comparison pre-post responses.

- A. Annual Town Hall meetings – Using the following Inquiry Questions:
 1. How has the program enhanced/changed your abilities and skills as an educational leader (e.g., how to be a change leader, how to create and share an organizational vision, how to use data/research to make decisions, etc.)?
 2. How has the program influenced you to include social justice and equity as part of your leadership?
 3. Which courses have you found to be most relevant to the practice of educational leadership in your setting?
 4. How could the program be changed/enhanced to meet your goals in being educational leaders and leaders of social equity and justice (e.g., courses added, experiences added, activities added, etc.)?
 5. In what ways are the courses aligned (order in which the courses are offered) to facilitate your learning leadership skills and practices?
 6. What recommendation do you have about alignment of courses?
 7. What other program changes that have not already been mentioned would you recommend to strengthen the program?
- B. Qualifying Exam Pass Rates
- C. Dissertation Proposal Defense Rubric Analysis
- D. Dissertation Final Defense Rubric Analysis
- E. Annual Graduate Survey

II. Response to Previous Program Review

The last response to a program review for the Ed.D. Program was the 5-year WASC review conducted in 2014 and the CSUSB Biannual Review Conducted in 2017. The recommendations from both reviews are addressed below. It should be noted that there has been a total turnover in the program's administration who were unaware that these documents existed. As a result, actions taken for program improvements were not a result of these recommendations, but other feedback received from faculty and students.

A. Summary of Recommendations from WASC 5-Year Review (2014) with Accomplishments

- 1) Generate additional fellowship opportunities for funding doctoral student research;

No action has been taken on this recommendation.

2) Continue building community problems of practice theory of action model, network gatherings, Monday Morning Mailer, and Wiki platform for problems of practice stakeholder collaboration, YouTube videos of stakeholder research interests, and shared resources;

The program co-directors redesigned the Qualifying Exam to fit within the praxis of problems of practice, theory of action model. In addition, dissertation defenses, dissertation seminars and other information sessions have been recorded and made available for viewing by students and faculty.

3) Include advisory board in important phases of development, progress, and action items associated with the Ed.D program;

The Community Advisory Board (CAB) has been actively involved for the past 5 years in the Ed.D. Program. They meet on an annual basis with program staff and faculty and last year (spring, 2023) the CAB reviewed and offered suggested revisions for Program Learning Outcomes. Their suggestions are under review by the Program and Curriculum Design and Assessment subcommittee and will be discussed with the full doctoral faculty and (see [Appendix E](#) for the suggested revised PLO's).

4) Utilize the Leadership Effectiveness, Ethics, and Impact survey and rubric self-reflections for faculty and student dialogue regarding professional behavior;

This survey has been replaced with the Leadership Disposition Survey, with that data shared with faculty at a faculty meeting. Only one cohort to date has completed both the pre and post surveys (Cohort 14). In addition, the annual Town Hall meeting results and discussions are shared with the faculty as well.

5) Ed.D faculty will modify/add assignments and assessments to align with SLOs that identify behaviors in a contextualized setting in order to bridge theory to practice when appropriate; utilize the dissertation in practice CPED rubric, and calibrate rubrics already used;

The dissertation format and rubrics were reviewed and revised by the Policy and Appeals subcommittee of the doctoral faculty during the 2022-23 academic year. The new rubrics are closely aligned with the dissertation format and are used at the end of the dissertation proposal defense and dissertation final defense.

6) Ed.D faculty will review and help modify a Leadership Effectiveness, Ethics, and Impact survey and rubric for self, employer, and constituent assessment and develop direction for how those assessments should be utilized;

This recommendation was completed with the adoption of the Leadership Disposition Survey – Self and Other (see [Appendix F](#) for copies of those surveys).

7) Research and seminar faculty will determine the most efficient way to help students fully develop their research methodological knowledge prior to their completion and submission of their IRB application.

Three new dissertation seminars were developed by the Program and Curriculum Design and Assessment subcommittee of the doctoral faculty. The timeline for the offering of each of those

*sessions is included in **Appendix G**. The material covered in each session is included in Appendix E as previously noted.*

B. Summary of Recommendations from the Bi-annual Review (2017) and Actions

8) Need for more relevant and practical assignments, readings, and activities;

The doctoral faculty attended a retreat during the spring, 2023 semester where each faculty who taught a course presented what material they taught in the class and what activities they used during the course. The discussions were very informative and some gaps and overlaps in content areas were discovered. Faculty agree to revise their course content so that students had a variety of content and activities throughout their program (see **Appendix H** for the Faculty 2023 Retreat Agenda).

9) Transforming courses to practicum courses and identifying assignments and indicators that are practicum based;

Addressed in Item 8 above.

10) Developed pre and post leadership skills and competencies survey where students will self-assess their leadership skills and applied PLO 3, 4, and 5 Tier II Clear Administrative Standards CPED principles competencies during their first quarter, while also distributing the survey to their supervisor/employer and supervisee/employee and colleagues/peers to assess their applied leadership skills and competencies as a baseline and to inform their own practice, and at the end of the program to measure their growth. In doing so, we are focusing on applied and relevant competencies, actions/behaviors, and attitudes/dispositions in a relevant manner;

Addressed in Item 6 above.

11) Need for more chairs dedicated to working with doctoral students and being consistently responsive to them.

Faculty recruitment for Core and Affiliated faculty has been a program priority. There are currently 29 Core faculty and 22 Affiliated faculty, most of whom have joined the doctoral faculty in the past 3 – 4 years. Also, we have recruited 35 Community Partner faculty who support the program serving as dissertation committee members.

In addition, a faculty dissertation chair seminar has been designed and held once during the past academic year and was recorded so faculty can watch the recording if they were not able to attend the seminar. The link for the PowerPoint presentation used for the Dissertation Chair Workshop is below.

[Dissertation Committee and Chair Workshop.ppt](#)

12) Actively recruiting more doctoral program faculty who can serve as chairs;

Addressed in Item 11 above.

13) Prioritizing successful practices among chairs in doctoral meetings;

No action has been taken on this recommendation.

14) Establishing a chair mentoring process;

An unwritten policy has been established in the past 4 years whereby a core faculty member must first serve on a dissertation committee before they can chair a dissertation.

15) Included roles and responsibilities of advisor, chairs and committee members in the doctoral studies guidelines;

A Set of Guidelines for Dissertation Committees has been created and shared with the faculty. The link to the faculty Dissertation Handbook/Guidelines is:

[EDD Dissertation Chair and Committee Handbook\(1\).docx](#)

III. Students

A. Student Enrollments and Demographics since the Last Program Review (by Track)

Enrollment for 2018

Year	Community College Enrollment	# Enrolled	% to Total	PreK-12	# Enrolled	% to Total	Total Enroll.	# Enrolled	% to Total
2018	New	11			6			17	
	Returning	22			15			37	
	Total	33			21			54	
	Males	14	42%		3	14%		17	31%
	Females	19	58%		18	86%		37	69%
	First Generation	Yes	22	67%	15	71%		37	69%
		No	11	33%	6	29%		17	31%
	Demographics								
	Asian	3	9%		2	10%		5	9%
	Black/African American	3	9%		2	10%		5	9%
	Hispanic/Latino	14	42%		8	38%		22	41%
	Non-resident Alien	2	6%					2	4%
	Two or more races	1	3%		1	5%		2	4%
	Unknown	2	6%		3	14%		5	9%
	White	8	24%		5	24%		13	24%
	Total	33			21			54	

Enrollment for 2019

2019	Community College Enrollment	# Enrolled	% to Total	PreK-12	# Enrolled	% to Total	Total Enroll.	# Enrolled	% to Total
	New	6			7			13	
	Returning	30			17			47	
	Total	36			24			60	
	Males	11	31%		5	21%		16	27%
	Females	25	69%		19	79%		44	73%
	First Generation	Yes	26	72%	16	67%		42	70%
		No	10	28%	8	33%		18	30%
	Demographics								
	Amer. Ind./Alask. Nat.	1	3%		0			1	2%
	Asian	3	8%		1	4%		4	7%
	Black/African American	3	8%		3	13%		6	10%
	Hispanic/Latino	12	33%		9	38%		21	35%
	Native Hawaiian/ PI				1	4%			
	Non-resident Alien	2	6%					2	3%
	Two or more races	1	3%		1	4%		2	3%
	Unknown	4	11%		3	13%		7	12%
	White	10	28%		6	25%		16	27%
	Total	36			24			60	

Enrollment for 2020

2020	Community College Enrollment	# Enrolled	% to Total	PreK-12	# Enrolled	% to Total	Total Enroll.	# Enrolled	% to Total
	New	9			10			19	
	Returning	19			17			36	
	Total	28			27			55	
	Males	8	29%		5	19%		13	24%
	Females	20	71%		22	81%		42	76%
	First Generation	Yes	20	71%	17	63%		37	67%
		No	8	29%	10	37%		18	33%
	Demographics								
	Amer. Ind./Alask. Nat.								
	Asian	3	11%		0			3	5%
	Black/African American	1	4%		2	7%		3	5%
	Hispanic/Latino	6	21%		14	52%		20	36%
	Native Hawaiian/PI	0			1	4%		1	2%
	Non-resident Alien	2	7%		0			2	4%
	Two or more races								
	Unknown	3	11%		2	7%		5	9%
	White	13	46%		8	30%		21	38%
	Total	28			27			55	

Enrollment for 2021

2021	Community College Enrollment	# Enrolled	% to Total	PreK-12	# Enrolled	% to Total	Total Enroll.	# Enrolled	% to Total
	New	8			8			16	
	Returning	18			16			34	
	Total	26			24			50	
	Males	7	27%		4	17%		11	22%
	Females	19	73%		20	83%		39	78%
	First Generation	Yes	18	69%	12	50%		30	60%
		No	8	31%	12	50%		20	40%
	Demographics								
	Asian	3	12%		0			3	6%
	Black/African American	2	8%		1	4%		3	6%
	Hispanic/Latino	5	19%		14	58%		19	38%
	Native Hawaiian/PI	0			1	4%		1	2%
	Non-resident Alien	1	4%		0			1	2%
	Two or more races								
	Unknown	3	12%		0	0%		3	6%
	White	12	46%		8	33%		20	40%
	Total	26			24			50	

Enrollment for 2022

2022	Community College Enrollment	# Enrolled	% to Total	PreK-12	# Enrolled	% to Total	Total Enroll.	# Enrolled	% to Total
	New	7			13			20	
	Returning	21			18			39	
	Total	28			31			59	
	Males	8	29%		15	48%		23	39%
	Females	20	71%		16	52%		36	61%
	First Generation	Yes	18	64%	24	77%		42	71%
		No	10	36%	7	23%		17	29%
	Demographics								
	Amer. Ind./Alask. Nat.								
	Asian	0	0%		3			3	5%
	Black/African American	2	7%		3	10%		5	5%
	Hispanic/Latino	18	64%		12	39%		30	51%
	Native Hawaiian/PI	0			0	0%		0	0%
	Non-resident Alien	0	0%		0			0	0%
	Two or more races				1				
	Unknown	0	0%		2	6%		2	3%
	White	8	29%		10	32%		18	31%
	Total	28			31			59	

Average **new** enrollments for the 5-year period were 17 students per cohort. Offers were usually made to 20 – 25 students per year. The average total enrollment in the doctoral program was 56 students annually.

IV. Learning Outcomes and Assessment Process

A. Development of Program Learning Outcomes (PLOs)

The Program Learning Outcomes were revised by the previous Ed.D. Faculty Directors in concert with the Department Chair when the Quarter to Semester transition was in process. The PLOs and where they were to be embedded in the courses were shared with the doctoral faculty. The quarter to semester course began in fall, 2020 beginning with Cohort 14. During the faculty retreat in January, 2023, the faculty again reviewed the PLO's and curriculum to discover any gaps or overlaps in the teaching of content and PLO's. After this discussion with the faculty, it was determined that there were no major gaps or overlaps in what was being taught in the Ed.D. courses and that the PLOs are placed correctly within the program content.

B. Mapping of PLO's to CPED (Carnegie Project on the Education Doctorate) Standards

The Ed.D. Program is a member of CPED and the program is aligned with the standards and practices of this international organization. The following is the mapping of the Ed.D. Programs PLOs to the CPED standards.

Program Learning Outcome 1. Knowledge Base in PK-20 Education and Educational Leadership

CPED Principle: Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.

CPED Principle: Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.

CPED Principle: Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.

CPED Principle: Emphasizes the generation, transformation, and use of professional knowledge and practice.

Program Learning Outcome 2. Equity Driven Education Leaders Committed to Social Justice

CPED Principle: Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.

CPED Principle: Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.

Program Learning Outcome 3. Application of Theory into Practice

CPED Principle: Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.

Program Learning Outcome 4. Scholar-Leaders

CPED Principle: Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.

CPED Principle: Emphasizes the generation, transformation, and use of professional knowledge and practice.

Program Learning Outcome 5. Professional Educational Leader Skillsets

CPED Principle: Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.

CPED Principle: Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory and systemic and systematic inquiry.

Program Learning Outcome 6. Ethical and Collaborative Decision Making

CPED Principle: Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.

CPED Principle: Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.

C. Mapping of PLOs in Courses

During the fall, 2022 one of the doctoral program faculty completed a project reviewing each Core course syllabus and interviewing the last faculty member who taught the course to determine what PLOs were included in the course, as well as what activities and assignments were included. The resulting document was used in the Community Advisory Board Meeting to review PLOs as well as the doctoral faculty retreat to discuss gaps and overlaps. The matrix with this information is included in [Appendix I](#). The outcome of the review was that all PLOs are covered in Ed.D. Core courses.

D. Program Learning Outcomes Assessment Process

Data are collected in various ways to measure the 6 Program Learning Outcomes as well as data collected to enhance the overall program as follows:

1. Student Leadership Disposition Pre-Post Assessment (PLO1, PLO2, PLO3) – This assessment instrument was first given to cohort 15 as a pre-assessment. A post-assessment will be sent to them at the end of the current academic year.

The assessment measures students and their employer’s perceptions of their leadership skills, equity-driven leadership skills and their ability to apply theory to practice. This administration is the first administration of the assessment. It is anticipated that there will be an increase in their self-perceptions of their abilities in all areas.

2. Qualifying Examination (PLO 1, PLO2, PLO3, PLO4, PLO5, PLO6) – The Qualifying Examination is a Problems of Practice exam with the questions emanating from the Core courses. Faculty who

have taught the Core courses design these questions and also design a rubric for scoring the exams. The pass rates for the exam in a given year are examined to determine areas of strength and opportunities in the curriculum. This Qualifying Examination was implemented with Cohort 14 and will be given to Cohort 16 during the 2023-24 academic year.

3. Dissertation Rubrics (Preliminary Proposal and Final Defense Rubrics) (PLO3, PLO4) – These rubrics were reviewed and revised to align with the new Dissertation Format (see Appendix J for the new Dissertation Format and Rubrics).
4. Annual Student Town Hall Meetings (Program Enhancement) – These annual meetings are framed around specific Inquiry Questions that probe students for how the program is meeting their personal and professional goals. The inquiry questions include:
 1. How has the program enhanced/changed your abilities and skills as an educational leader (e.g., how to be a change leader, how to create and share an organizational vision, how to use data/research to make decisions, etc.)?
 2. How has the program influenced you to include social justice and equity as part of your leadership?
 3. Which courses have you found to be most relevant to the practice of educational leadership in your setting?
 4. How could the program be changed/enhanced to meet your goals in being educational leaders and leaders of social equity and justice (e.g., courses added, experiences added, activities added, etc.)?
 5. In what ways are the courses aligned (order in which the courses are offered) to facilitate your learning leadership skills and practices?
 6. What recommendation do you have about alignment of courses?
 7. What other program changes that have not already been mentioned would you recommend to strengthen the program?
5. Graduate Survey (PLO1, PLO2, PLO3, PLO4, PLO5, PLO6, Program Enhancement) – The Graduate Exit Survey is sent to all students in the semester in which they graduate from the program. Typically, and unfortunately, there is a very low response rate. The questions on the survey are below (there is also room for comments under each question). The responses for each question are from 5 – Strongly Agree to 1 – Strongly Disagree.
 1. Given my experiences in the program, I feel prepared to transform educational practice and/or policy toward equitable outcomes.
 2. Given my participation in the program, I feel prepared to engage with constituents, colleagues, and community stakeholders with varied disciplinary perspectives to positively address problems of practice.
 3. Given my participation in the program, I feel prepared to apply research and theory to inform the way I understand and address problems of practice.
 4. The program met my expectations.
 5. What was the most beneficial learning experience throughout your participation in the CSUSB Ed.D. Program?
 6. List the top three reasons why you believe you were able to successfully complete this program.

V. Program Effectiveness

A. Key Findings from Annual Assessments since the Last Program Review (includes data and analysis from the Leadership Dispositions Surveys, Qualifying Exams, Dissertation Rubrics, Graduate Exit Surveys,

This section includes the data and results for assessment measures described above (Leadership Disposition Pre-Post Survey, Qualifying Examination, Dissertation Rubrics, Graduate Exit Survey and Annual Town Hall Meetings) followed by a discussion of the strengths and weaknesses that emerged through these measures.

a. Leadership Disposition Survey Results

1. Cohort 15 (admitted fall, 2021): This cohort was the first to receive the pre-survey. The comparison of the student to their supervisor on the three constructs, Leadership, Equity Driven Leadership and Application of Theory to Practice was conducted to see if there were any significant differences between students' self-perceptions and supervisors' perceptions on those 3 constructs. Fourteen students had completed and returned both their "self" survey the "other" (supervisor) survey.

Results:

Leadership: The t -value is -0.18313. The p -value is .428057. The result is *not significant* at $p < .05$.

Equity Driven Leadership: The t -value is -0.16919. The p -value is .433477. The result is *not significant* at $p < .05$.

Application of Theory to Practice: The t -value is -0.13069. The p -value is .448512. The result is *not significant* at $p < .05$.

While none of the t -tests were significant, it is notable that students consistently ranked themselves lower in all three categories (also notable is that 14 is a small sample size).

2. Cohort 16 (admitted fall, 2022): Twelve students completed and returned both their "self" survey and "other" (supervisor) survey. The results of the pre-survey are as follows:

Results:

Leadership: The t -value is -2.77086. The p -value is .002901. The result is *significant* at $p < .05$.

Equity Driven Leadership: The t -value is -0.96411. The p -value is .167733. The result is *not significant* at $p < .05$.

Application of Theory to Practice: The t -value is -0.59435. The p -value is .276562. The result is *not significant* at $p < .05$.

For Cohort 16, the differences for the construct of Leadership were significant. The supervisors' perceptions of Leadership skills were higher than those of the students (the sample size is small).

3. Cohort 17 (admitted fall, 2023): Thirteen students completed and returned both their "self" survey and "other" (supervisor) survey. The results of the pre-survey are as follows:

Results:

Leadership: The t -value is 0.75605. The p -value is .224983. The result is *not significant* at $p < .05$.

Equity Driven Leadership: The t -value is 3.32069. The p -value is .000479. The result is significant at $p < .05$.

Application of Theory to Practice: The t -value is 0.16222. The p -value is .435659. The result is *not* significant at $p < .05$.

For Cohort 17, there was a significant difference between the students and their supervisors for the construct Equity Driven Leadership (small sample size). Students' self-perception scores were higher than the scores from their supervisors.

The next step in this process will take place at the end of the AY 2023-24. A post survey will be sent to Cohort 15 students and their supervisors, and those scores will be compared to the pre survey scores.

b. Qualifying Examination Results

The new Qualifying Examination (problems of practice questions based on core course material) was implemented with Cohort 14. The exam has also been administered to cohort 15 and will be administered to cohort 16 this fall (December 2023). The scoring for the exam is 2 = Exceeds Expectations, 1 = Meets Expectations, 0 = Does Not Meet Expectations. Exams are scored anonymously by 2 different faculty for each question. If the student receives a "0" from one of the scorers, the exam is sent to a third faculty member to be scored. If a student receives two "0" scores for any question, they have been deemed to not pass that question and must retake a new course question within 60 days. The scoring and pass rates for both cohorts are below.

1. Cohort 14 – All students passed during the first exam

Student #	Question 1			Question 2			Question 3		
	Score 1	Score 2	Score 3	Score 1	Score 2	Score 3	Score 1	Score 2	Score 3
CC									
15	2	1		2	1		2	2	
23	1	1		1	1		1	1	
6	1	1		2	1		2	1	
9	2	1		2	2		1	1	
10	2	1		2	1		2	2	
24	1	1		2	1		2	2	
18	1	1		2	1		1	1	
8	2	1		1	2		2	1	
PreK12									
22	1	1		2	1		1	1	
7	2	1		2	1		2	1	
11	2	1		2	1		1	1	
20	0	1	1	1	2		1	1	
12	1	1		1	1		1	2	

19	2	1		1	1		2	2	
16	1	1		1	1		0	1	1
1	1	1		1	1		1	1	

2. Cohort 15 – All students passed during the first exam

Student #	Question 1			Question 2			Question 3		
	1st Score	2nd Score	3rd Score	1st Score	2nd Score	3rd Score	1st Score	2nd Score	3rd Score
35	1	2		2	1		2	1	
24	2	2		2	2		2	2	
16	0	1	1	1	2		1	1	
19	2	1		1	2		2	1	
27	2	1		2	2		2	2	
33	2	2		2	1		2	1	
14	1	2		2	2		2	2	
21	1	1		2	2		2	1	
18	2	2		1	2		2	2	
30	1	2		2	2		2	1	
29	1	1		1	1		2	2	
12	1	1		2	2		1	1	

Scores from Cohort 14 were reviewed for inter-rated reliability. The findings were discussed at a subsequent faculty meeting. For most questions, the standard deviations between scorers were small. See the results below.

Course Number	Score 1	Score 2	Score 3	Diff 1-2	STANDEVA
CC 7901	2	1		1	
	1	1		0	
	2	1		1	
	2	1		1	
	2	2		0	
	2	2		0	
	2	1		1	
	2	1		1	
Average CC	1.875	1.25		0.625	0.441941738
CC 7902	1	1		0	
	2	1		1	
	2	2		0	
	2	1		1	

	1	1		0	
	1	1		0	
	2	1		1	
Average CC	1.571429	1.142857		0.428571	0.303045763
P12 7902	1	1		0	
	2	1		1	
	2	1		1	
	1	1		0	
	1	1		0	
	1	1		0	
	1	1		0	
Average P12	1.285714	1		0.285714	0.202030509
Average All 7902	1.428571	1.071429			
CC 7904	2	1		1	
	1	1		0	
	1	1		0	
	2	1		1	
	2	1		1	
	1	1		0	
Average 7904	1.5	1		0.5	0.353553391
CC 7803	2	2		0	
	1	1		0	
	1	2		-1	
Average CC	1.333333	1.666667		-0.333333	0.23570226
P12 7803	2	1		1	
	2	1		1	
	1	2		-1	
	1	2		-1	
	1	1		0	
Average P12	1.4	1.4		0	0
Average All 7803	1.375	1.5			0.088388348
P12 7908	1	1		0	
	2	1		1	

	2	1		1	
	0	1	1	-1	
	2	1		1	
	0	1	1	-1	
	1	1		0	
Average P12	1.142857	1		0.142857	0.101015254
P12 7907	1	1		0	
	1	1		0	
	2	2		0	
	1	1		0	
	1	1		0	
Average P12 7907	1.2	1.2		0	0

c. Dissertation Rubrics Results

Dissertation Rubrics are completed by committee members after the student’s final defense. One rubric is submitted after the committee discusses and agrees upon the scores for each section. During the last 5 years, collection of the rubrics was irregular and some rubrics have been lost. The Administrative Assistant was absent a good part of the last two years and has since retired. The new Administrative Assistant has not been able to locate many of the rubrics. What has been found is reported below.

Summary of Dissertation Rubrics

5 - Point Scale	Chap 1	Chap 2	Chap 3 Qt	Chp 3 Ql	Chp 4 Qt	Chp 4 Ql	Chp 5	Presen tation	Total
After 2020									
Name 1	4	4		5		5	4		22
Name 2	4	4	4		5		5		22
Name 3	4	5	4		5		4.5		22.5
Name 4	4	4	3		3		3		17
Name 5	5	5	5		5		5		25
Name 6	5	5	4		4		5		23
Name 7	4	5		4		4	4		21
Name 8	4	4.5		4		4	4.5		21
Name 9	5	5		4		5	4		23
									0
Summary from 19-20									0
Name 1	4	4.5		4		4.5	4		21
Name 2	4	4	4		4		4		20
Name 3	4	4	4	4	4	4	3		27

Name 4	5	5	5		5		5		25
Scale: 5 = Approved with Commendations									
4 = Approved as written - all critical elements present									
3 = Approved with minor revisions									
2 = Review and resubmit, one or more elements lack quality									
1 = Revise and resubmit - one or more elements are missing									
2 - Point Scale									
Name 1	2	2		2		1	1	2	10
Name 2	2	2		2		2	1	2	11
Scale: 2 = Exceeds Expectations, Approved with commendation, Exception level of scholarship									
1 = Meets Expectations, Approved as written (may have minor edits), All critical elements present									
0 = Does Not Meet Expectations, Must be resubmitted and re-defended									

Analysis: For the students whose rubrics are on file, most of the students scored in the “Approved as Written” category.

The second model rubric was adopted by the faculty because it was felt it better represented how the students were assessed.

d. Graduate Exit Survey Results

Surveys were available for the years 2019-2020, 2020-2021, and 22-23. The Scale was:

5= Strongly Agree 4= Agree 3= Neutral 2= Disagree 1 = Strongly Disagree

The data are shown below:

	q1	q3	q5	q7
19-20	5	5	5	5
	4	5	4	4
	4	4	4	4
	4	4	4	4
	4	4	4	4
	3	4	3	3
20-21	5	5	5	5
	5	5	5	5

	4	5	5	5
	4	4	4	4
22-23	5	5	5	5
	5	5	5	5
	5	5	5	5
	3	4	2	2
	2	3	2	2
	2	2	2	1
Aver.	4	4.3125	4	3.9375

Q1: Given my experience in the program, I feel prepared to transform educational practices and or policy toward equitable outcomes.

Q3: Given my experience in the program, I feel prepared to engage with constituents, colleagues, and community.

Q5: Given my participation in the program, I feel prepared to apply research and theory to inform the way I understand and address problems of practice.

Q7: The program met my expectations.

Analysis of Graduate Survey Data and Comments and Actions Taken

The data indicate the program was well received by most graduates with scores in all categories between 3.93 – 4.3 (between agree and strongly agree). The comments were not always congruent with the scoring. However, the program has gone through some major changes since 2018, including 2 new directors, change from quarters to semesters, moving to the Executive Model (Friday and Saturday classes; one course at a time) and navigating challenges related to the Pandemic. Other program changes that impacted students were:

1. The Qualifying Exam was changed to be professional practice questions based on what was taught in the core courses.
2. Students were not permitted to register for dissertation units until they have passed their Qualifying Exam.
3. The Student Outcomes Assessment Plan was updated to match the outcomes that have been designed in the new semester courses.
4. There were full-day orientation programs for new Ed.D. students.
5. A new Student and Faculty handbook was developed for AY 2020-2021.

As a result of these changes, the directors meet frequently with the students to address concerns and took the following actions:

1. Hired an SPS to work directly with students on process and some advising issues
2. Held Town Hall Meetings and took actions on issues that arose at those meetings
3. Held “Meet the Faculty” sessions
4. Expanded the number of advising sessions with the directors for each cohort

5. Hosted the first Homecoming event and invited all students

e. Town Hall Meeting Results

Town Hall meetings are held in the spring of each academic year and all currently enrolled students (and faculty) are invited to attend. The meeting revolves around frank and open discussion using inquiry questions. After the meetings, the results are summarized and shared and discussed with the faculty. As a result of these discussions, several programmatic changes have been made as follows:

1. Several courses have been moved around in the schedule of courses
2. Faculty PD with respect to promising practices for teaching in doctoral programs was shared during faculty meetings.
3. New Dissertation Seminars were designed for both students and faculty.
4. A new faculty handbook was designed and disseminated.

The following is the summary of the comments received from the Town Hall meetings held in 2021, 2022, and 2023.

Town Hall Meeting

April, 2021

Note: This was the first time the Town Hall was conducted via Zoom. The following was derived from the Zoom transcript.

- 1. How has the program enhanced/changed your abilities and skills as an educational leader (e.g., how to be a change leader, how to create and share an organizational vision, how to use data/research to make decisions, etc.)?**
 - I feel that it's expanded my knowledge it's been a long time since I've been in school and so for example, HR is not an area I mean I definitely have some experience as a principal in HR but I'm learning so much more that I didn't know, and I appreciate that and all the other classes, you know it's just updated information is a new angle and information, I feel like I'm empowered with more knowledge to make better choices for my school in my position that's how I feel sorry so far I'm excited.
 - I also like the way that the program is set up with having K through 12 and higher education. I'm learning things from my Community college and my university level peers that I never have thought about, so I do genuinely like the skills that I'm learning that some of the ED codes that I'm learning from college and then taking that into the K through 12 system has been very beneficial to me as a leader right.
 - I think that it definitely has made me start thinking process because you're coming out of that whole COVID shut down pandemic, to a much more open society, and so, for me, it just has those juices of change and a lot of thinking going on in my head because it's, how can I move forward now? How do I get my team going now? What can I share in some of my readings, what can I research now that's relevant to my school that similar for us to move on to embrace the changes that we're going through and to redefine ourselves in this new world. And also to be inclusive, and I'm going to kind of add number two in here as well, social justice and equity, because as we've gone through this year it's not something that we do - we're not a very diverse school district, to begin with, but that doesn't mean we can't be learning about it and appreciating diversity and equity better.

- We have had courses with a broad spectrum of like knowledge that we've gained, however, we haven't really had the chance to build ourselves and self-awareness. I would say that the only class that we've built that is through the through Dr. Wilson's class - The Theories of Leadership and Principles course, but we haven't really had that chance to explore that side of ourselves, I am wondering about the possibility of us acquiring some self- assessments.

2. How has the program influenced you to include social justice and equity as part of your leadership?

- At my college, I actually worked with our Vice Presidents to reach out to the research professionals (RP) group to invite them to campus to create basic workshops on how to change our campus to a campus of culture, cultural ISM and data inquiry. I know at my campus our faculty particularly are against looking at equity data and there's a lot of fear around being you know called racist or discriminatory. So, I partnered with the one of our Vice Presidents and we were able to find it in our budget to have them create a culture of inquiry and data inquiry workshop sessions. So, we've got them for three sessions to promote learning how to read data around you know with an equity lens and you know how to use a culturally sensitive pedagogy in the classroom. So, I've personally been using almost everything I've learned in these courses to create justification to hold these workshops. These courses have been huge for me in helping make that justification, and it was successful and we now have the RP group locked in for three sessions on my campus for creating a culture of data inquiry and equity.
- In my school district, as a deaf and hard of hearing teacher, I've been kind of trying to figure out why there's a discrepancy between our instructional tutors that support our deaf and hard of hearing students versus our deaf and hard of hearing teachers and the program that we offer in our district. I've been struggling and trying to ask the right questions and figuring out how we can get those three aligned and to support our students. In our schedule, we are currently taking the HR class with Dr. Louque and with the information she's provided I went ahead and set up an appointment with my assistant superintendent and we have been having ongoing discussions and researching as to how we can better align. By receiving the information I have received from Dr. Louque in her class, it has given me the confidence to go ahead and set up that meeting with the assistant superintendent.
- I just feel like my confidence has grown, because my skills set and my knowledge base has grown in the past few classes that we've taken. My entire career has been solely focused on Spanish language and literature and my masters in Spanish literature, and so this is the first time I'm really looking in terms of education and organizations. I feel very comfortable and confident the classroom but anytime I get outside in front of peers I clam up I get really nervous to present. So, I feel like the more that we've been presenting in classes, I've become more confident and I'm just learning how other colleagues in the cohort present and the different types of ways to present and the software that can be used. I'm feeling more confident my presenting skills. I went outside of my comfort zone and I'm presenting in an honor seminar next week, and that was my challenge that I signed up for and I'm actually including an article from our critical pedagogy reader so I'm kind of translating that over to the Honors Enrichment Program.

3. Which courses have you found to be the most relevant to the practice of educational leadership in your setting?

- I know for me, I'm a research analyst, so our very first course for inquiry was really, really relevant.
- My thesis was on blind selection processes to promote diversity and equity and equality, so the current Human Resources Management class that we're in right now, has been really relevant to me because those are the those are the areas that I can I pretty much do most of my work in.
- I found Dr. Wilson's class (Principles of Leadership) awesome for so many things. For example, she said it wasn't leadership lessons but life lessons that would make you a great leader, and I was overly impressed with her course and in her demeanor.
- The leadership and educational reform class I feel like a lot of what we do is connected to a policy, and so it was really nice to kind of see how that work. The instructor drives and drills down so again going macro to micro and then understanding the implementation level and I found that really helpful, a lot of the work that I do sits at that implementation level, and so it was nice to see it is in the course.
- I also wanted to just say on a professional level and for my career specifically, Dr. Sumbera just did a fantastic job in the Strategic Planning course, I mean she was just so well organized her method of teaching was so good. She gave us relevant things to do, we had rich conversations in class. Everything that we did delved into strategic planning and she didn't waste a single moment of our time.

4. How could the program be changed/enhanced to meet your goals in being educational leaders and leaders of social equity and justice (e.g., courses added, experiences added, activities added, etc.)?

- Think about ways to have one major paper serve back-to-back research courses (quality over quantity). The series of assignments, and the sheer volume of things being graded in these courses is shocking.
- I mean all in all, I think the teaching has been phenomenal and experiences they bring to the table is just fantastic.

5. In what ways are the courses aligned (order in which the courses are offered) to facilitate your learning leadership skills and practices and what recommendations do you have to improve the program?

- Students appreciated having an early workshop on the dissertation (introduction) during one of the early classes (first semester).
- Students appreciated having an early workshop on the dissertation (introduction) during one of the early classes (first semester).
- Students stated they greatly disliked students presenting learning materials "we read the materials, we presented the materials, we moved on". We need the right assignments so we can dig deep and to be guided by an expert.

- Students said in the semester where they had 3 courses back-to-back, there was not a lot of deep learning. The assignments did not get the attention they deserved. Also – sorting the fluff from the real stuff related to course content.
- Courses seem to jump around – research, leadership to organization – maybe have the first courses focusing on self – leadership, then team then organization.
- Students suggested making sure that the Quantitative and Qualitative courses are taught before the Proposal defense – earlier better than later.
- Students indicated they find the handbook very useful.

April 2022 Responses to the Inquiry Questions Posed at the Town Hall Meeting

1. How has the program enhanced/changed your abilities and skills as an educational leader (e.g., how to be a change leader, how to create and share an organizational vision, how to use data/research to make decisions, etc.)?

- Have become a better leader, especially using data. I feel more empowered using spreadsheets and having a few more tools. I definitely feel I'm a more able leader when it comes to using data
- We have actually moved from being a consumer of research to being a producer of research and knowledge.
- From a career perspective, the statement lead from where you are seated or leader from where you are at makes a lot more sense, and it wasn't until the discourse in this program that made me realize how empowering it is – especially taking those inclusive approaches to our work.
- I was actually able to push back a little bit and make recommendations to my supervisor – the program has helped me propose new ideas and new decisions and was able to back it up by what is in the research – which has been really critical for me in my organization.
- I am looking forward to then next few courses to see how I can support my arguments with data.
- The practicum class we are taking right now has stretched us – made everything turn upside down! It has been very important because it has helped us see everything not in just black and white – has been a really good leadership experience.

2. How has the program influenced you to include social justice and equity as part of your leadership?

- When I started this program, I thought I knew exactly what research I wanted to focus on – then after the classes I realized my area changed because of the readings and class assignments – they are very relevant. As a result, I am now focusing on foster care as my dissertation topic now. The classes completely opened up my whole world. The courses/assignments were so eye opening, if I wasn't in this program this other world of need would never have come up to me. Social justice and equity has expanded for me because of this program.
- Some of the professors in the program helped me see barriers we put in place for our students to take AP math. For example, all students wanting to take this math class had to get a teacher recommendation and some of the kids couldn't get the recommendations (mostly minority students) so they were denied the chance to take the course. I discussed it with the department chair and they removed that barrier. Now more students have a spot to get into

that class. I feel like I was able to get the team to identify that the requirement was holding some kids back.

- I think this program has helped me with just having a social justice and equity lens to look at all the work that we're already doing – looking at the systems that already exist, and where we can make some first order changes. These changes may not shift or shake the entire organizations, but it is bringing a little more awareness and opportunity from an outreach and donor perspective.

3. Which courses have you found to be most relevant to the practice of educational leadership in your setting?

- The current classes, leadership theories and leadership policies has been very practical and useful on a day-to-day basis. Dr. Wilson's and Dr. Sumbera's readings have been on point with very practical assignments and discussions. The guest speakers have been on point as well.
- The diversity of readings assigned in the classes are so applicable to all of us in the cohort and we are also able to learn from each other's experiences.
- There have been some great faculty teaching the courses that made us think in terms of other races and ethnicities and what they have to go through. I am a White male and haven't always thought in terms of what others go through. Reading and interpreting was really about looking at ourselves and how we are part of the problem.
- I also think the way that the Quantitative Instructor teaches you in a way that you can understand the concepts and how they directly relate to the research you could potentially be doing.
- The SPED class (7906) is so important to the K12 education system. That course has changed everything that I do in my teaching and in interacting with my administrators to advocating for my students – and it took me to a new level of what we should be doing and advocating for – that higher standard. It really opened my eyes to the law and how to interpret the law and how the system should be structure. We studied how to do it, I haven't done it, but I'm looking forward to it.

As a follow up – are there any classes that were irrelevant?

- I think the biggest problem for me is that they all have a little bit of something that I thought I knew well enough – but I found I learned more in every class. I haven't found any class to be irrelevant.

4. How could the program be changed/enhanced to meet your goals in being educational leaders and leaders of social equity and justice (e.g., courses added, experiences added, activities added, etc.)?

- I feel the courses need to be more applied, use vignettes, stories or examples. Sometimes it seemed like it was more about getting through the coursework and was hard to see how the course was tied to action. Sometimes it just felt very disconnected.
- I think the CTE class was really interesting and up to date, but I think we missed looking at it through the social equity lens. I also think there is an opportunity to go deeper and tie it to mission, vision and purpose.

- I suggested last year that we have more personality tests. We did take one and I really appreciated it. I feel like we should have more so we can have more insights into our leadership style. It is really important to understand where each of us are personally, internally.
- I wish some of the classes were a little more boots on the ground – less theoretical. I thought as an Ed.D. program there would be more practical applications. I learned a lot – some of the courses did a great job of integrating practice, but some did not. Some classes did a great job – but most of the other classes were a lot of conceptual and readings – it really needs to be more situational. I think this program can really capitalize on practice.

5. In what ways are the courses aligned (order in which the courses are offered) to facilitate your learning leadership skills and practices?

- I want to thank our previous cohorts for their recommendations because, at least for the first four courses, they were actually aligned very well. The first semester was a little rough with the Scientific Inquiry course, but we are now able to synthesize information and we have our dissertation chairs locked in.
- I have a little different view, the Scientific Inquiry course. Because I didn't have a handle on my dissertation topic, so I would recommend or suggest to allow maybe a little more time on the front end of the Scientific Inquiry course to reflect on our topics before jumping into the dense scientific inquiry critical lit review.

6. What recommendation do you have about alignment of courses?

- I want to suggest more time to deliver the quantitative course. Also, the book for that course was very difficult – it was like learning a new language. I would suggest a different book for the next time it is offered.

7. What other program changes that have not already been mentioned would you recommend to strengthen the program?

- Love the hybrid model of Friday attending by Zoom and Saturday's face-to-face. The flexibility for working educators is much appreciated. (Several other students chimed in and agreed.)

CSUSB EDD Town Hall Meeting

Inquiry Questions

May 8, 2023

1. How has the program enhanced/changed your abilities and skills as an educational leader (e.g., how to be a change leader, how to create and share an organizational vision, how to use data/research to make decisions, etc.)?

- The leadership classes have been aligned with the administrative standards – very helpful.
- The program has changed our abilities and skills in 2 ways – real time experiences in the classrooms (diversity, equity) – and faculty sharing their own experiences. Making sure that we

see work through the lens of equity and inclusion and that we see the work as a leader through that lens.

- The program has helped her in her position (which is her passion) – starting to see things more organizational – is true across all classes so far. Loves speakers – believes that the curriculum can be used in work instances.
- Using data has been very powerful – not only to collect, but also how to use it to strengthen arguments – it helps us know how to seek it out (data) and collect it to strengthen the credibility of our arguments.
- The speakers have been great as well as the professors content knowledge – these things helps us to understand that we can do this!
- The theories covered in classes have given us more tools to use and to understand how organizations work and function – the classes also provide opportunities for us to use these theories in our assignments.
- One student noted that she was prepared to lead a WASC group because of the lessons on Vision from her classes.
- They appreciate the social justice lens that has been consistent through all courses. It challenges us to look deeper and has shifted how we think about things.
- A student offered that it is an honor to be in this program – has brought back his passion – and further noted that his cohort is being very supportive. The student noted that each faculty has brought forward important leadership skills and feels the sky is the limit!
- Beyond the classroom – the instructors have been outstanding – program has given her the assurance to stand on platforms where she can make a difference.
- Instructors are available to them – as a result, this student thinks more and more on research based issues and feels this has been a very validating experience.
- A student stated that the professors model the topics they teach – offering real life experiences. The student also stated that learning to write a proposal has been very helpful – it was broken into doable pieces.
- One student said that they heard many inspiring stories – emphasizing how important things like strategic planning are in being a leader.

2. How has the program influenced you to include social justice and equity as part of your leadership?

- In the first class – cultural proficiency was introduced and it was a term I had never heard – now I try to keep it in mind in my leadership.
- As a result of the classes, social justice is now her theoretical framework for her dissertation – she is also using this framework in conversations with teachers and administrators. This lens now informs her everyday practice and strengthens her arguments in supporting her students.
- Social justice was already important – and as a result of this program the student is more fluent about it when serving on hiring committees, for example. Understanding the concept of social justice and equity makes it easier to using it in various leadership opportunities that arise.
- One student noted two occasions that he used the social justice framework. One was during the training for the Early Learning Alliance – he now trains them in the work they do and embeds the framework in those trainings. A second example was during Youth advocacy group

meetings. He used it in helping them to understand that framework so they can take it back to their community.

- One student noted that as a White woman it has been very important – she is able to speak about racism and injustices and understands how she can stand by students and faculty of color – helps me to be an ally. She feels she is no longer a bystander in the fight for equity and social justice.
- One student noted he has been involved in Social Justice work –but what he is learning in courses has given him more options for new approaches and more tools. The knowledge he has acquire has given him a way to reach out – to let teachers know they are not alone – helps build relationships.

3. Which courses have you found to be most relevant to the practice of educational leadership in your setting?

- Having leaders as guest speakers to connect experience to theory is key.

4. How could the program be changed/enhanced to meet your goals in being educational leaders and leaders of social equity and justice (e.g., courses added, experiences added, activities added, etc.)?

- Switch the order of courses. Have the theory class before the practice class
- There seems to be a gap in the curriculum related to Special Education – it needs to be incorporated more in all classes.
- More practical approach – love to have maybe a mentorship or internship in program. More guest speakers to be exposed to more educational leaders, may provide more job opportunities and connections in the future.
- Some issues with the dissertation committee process – having a difficult time finding CC specialties on the faculty.
- Finding chairs in higher education has been challenging – more HE faculty connections.
- Perhaps add a Practicum so they can see Social Justice at play – perhaps reporting our on the experience.
- Hear from more faculty during the Meet the Faculty – maybe in person or hybrid.
- Create opportunities in syllabi to come together to do group projects (related to Social Justice).
- Development Inventory – Cultural competency – take it again later in the program to see progress.
- Text books in some classes might be better aligned (strategic planning for example).
- Have more opportunities to spend some time with the faculty – specifically about their research.
- Methods courses – need to extend exposure to content – coding and writing up data.
- Possible shadowing experiences – maybe for example at the Superintendent level.

5. In what ways are the courses aligned (order in which the courses are offered) to facilitate your learning leadership skills and practices?

- Scientific Inquiry course should be first – sets tone for expectations and instruction on how to read articles.
- Library should be separate from classes.
- In some syllabi there were misalignments of due dates and some other activities.

6. What recommendation do you have about alignment of courses?

- See comments above.

7. What other program changes that have not already been mentioned would you recommend to strengthen the program?

- Continue the extra activities (presentation of dissertations, town halls, etc.)
- More opportunities to meet with other cohorts during the year (mentorship and support opportunities).
- Mentorship with member of a previous cohort would be helpful.
- Dissertation workshops included for students (maybe 2 times per semester)
- Consider more methods courses.
- EDD program should be more involved with national organizations (research related conferences) – and would provide more connections for students.
- We appreciated the opportunity to share our voices and to inform the program. All in all, we are enjoying and benefitting from the program.

B. Summary Analysis and Discussion of Strengths and Weaknesses of the Program Highlighted by the above Data and Findings

The doctoral program has undergone major changes in the last 5 years, and as can be expected, there have been glitches and growth related to these changes.

During the first year of implementation, students were vocal about what was not working well in the program. The program staff listened and made some changes that addressed their concerns (e.g., moved some courses around, provided some PD during faculty meetings for improved pedagogy, and hired a Student Program Specialist). The next year, students' comments about the program improved, although they still noted that the Executive Model still provided challenges for faculty to deliver the course content. The next year, there were virtually no issues raised with the Executive Model delivery.

Related to student suggestions from the last Town Hall meeting, the Scientific Inquiry course has been moved to be offered first, the Library Workshops are now offered outside one of the courses, and faculty have been advised to check to make sure their activities and due dates are aligned. In summary, when possible, student comments are considered and discussed by the faculty and often changes are implemented.

a. Program Strengths

1. The faculty are one of the strengths repeatedly pointed out by the students. While there were some transitional issues with the Executive Model, it appears the faculty are now competent in offering their courses in the Executive Model according to student comments.
2. The students are a major strength in the program because they are diverse, both in their ethnicity, but also in the careers they represent. The percentage of ethnically diverse students in the last 5 years ranged from 54% to 76%. In addition, the majority of the students in the Ed.D. Program were first generation students (range is 64% - 72%). One strength Ed.D. students noted was that both tracks, Community College/Higher Education and Prek-12 students take their core courses together. They have identified this as a program strength because they gain knowledge and perspective of a different level of education.

3. The cohort model was pointed out by a number of students to be a program strength. There is plenty of research that shows cohort models have great strengths, particularly in impacting completion rates.
4. The program's "Touch Points" (i.e., dissertation seminars, meet the faculty seminars, weekly writing sessions, advising sessions, Qualifying Exam seminar, for example) are a strength of the doctoral program and students appreciate these opportunities.
5. The hiring of a Student Services Specialist has added additional advising services for doctoral students.
6. The curriculum and curriculum alignment are also strengths of the program, as well as the revised Qualifying Exam format that has permitted students to advance to candidacy in a timelier fashion than was previously possible.
7. The continuous formative evaluation processes have been important to ensure program relevance and enhancement from year-to-year.

b. Program Weaknesses

1. The most glaring program weakness is the dropout rate of students who have been accepted into the program. Many of the students leave the program because of personal issues (personal illness, family illness, and financial issues). In particular, during the pandemic there were a number of students that left because of family illness and the need to provide financial support to their families.
2. Faculty's ability to move their course content not only from a quarter to semester model, but also to transition to the Executive Model of delivery has been a challenge. It is clear from student comments that some faculty were able to adapt better than others, however, it appears most faculty have now made the transition successfully.
3. Student recruitment has proved to be a challenge. The university administration would like the program to admit 25 students per year, and that has not yet been accomplished. The program receives a generous number of applicants most years, but the applicants don't often complete the application process. Some students are applying to a number of programs and some students encounter financial barriers.
4. The high turnover of the Doctoral Program Staff has been a major impediment these past 2 years. There are now new staff who will be able to stabilize many of the issues that the program has faced these past 2 years.

C. Program Operations

a. Participating Faculty

The E.D. Program is an interdisciplinary program and includes 29 core faculty, 22 Affiliated faculty and 35 Community Partners. Recruiting faculty to participate in the Ed.D. Program was a priority for the program during the past 5 years. Previously, most of the faculty were from one department in the college. Efforts during the past 5 years included recruiting from other departments in the college as well as across the university. As a result, we have a faculty that is diverse in their educational backgrounds, which enriches the learning for the students in the Ed. D. Program. A listing of all of our faculty profiles can be found at the following link:

<https://airtable.com/appSqWL2yMLSI7cDB/shrxpsHk3EaWdkaiL/tbl8ccZ8lhgBxthBy/viwd6ofAqBWk8p5tA>

b. Participating Staff

The program has two co-directors (4.5-units of release for each director each semester and a summer contract for 40 hours for each of the co-directors), 1 Administrative Assistant (FT) and 1 Program Specialist (FT). These members meet weekly to discuss any issues that have emerged during the past week. The program staff regularly review the master calendar and plan for events that are outlined on the master calendar. The Program Specialist assists students with program deadlines, forms that need to be filed and collecting and analyzing data for program and student outcomes.

c. Advising and Mentoring Available to Doctoral Students

During the first year of the program, the co-directors meet individually with students to discuss their progress, their research topic, and to help them find a dissertation chair.

A Meet-the-Faculty session is held during the second semester of the first year to have students meet faculty who are available to serve on their dissertation committees.

During the second year of the program, students have acquired a dissertation chair and that individual becomes the student's main advisor and mentor. The co-directors meet with the cohort twice during that year as well. The first meeting is a total cohort advising session and the second meeting is the Town Hall meeting. In addition, there are seminars and weekly writing seminars offered throughout the year.

d. Holmes Scholar Program and Professional Development

We joined the AACTE Holmes Scholars Program in 2021 and were the first CSU to join and currently still the first CSU to have active Holmes Scholars. The program is lead by co-director, Dr. Karen Escalante.

In the first year (fall 2021), we accepted two Scholars: Rangel Zarate and Angelica Agudo into the Holmes program. That year, we attended New Orleans for the AACTE Holmes Pre-Conference and Annual Meeting. In September of 2022, we attended Washington Week virtually and met with the office of Eric Swalwell.

In June 2022, we attended AACTE's Washington Week and Day on the Hill in Washington, DC. While in DC, we virtually met with the offices of Dianne Feinstein and Alex Padilla. While attending Washington Week, scholars learn how to interact with policymakers, advocate for education, make "asks," how to tell their stories, and use their voices to impact policy and education.

In October 2022, we welcomed two new scholars, Audrey Millan and Sailesh Maharjan. The four scholars and Dr. Karen Escalante attended the California Council on Teacher Education Conference in San Diego in late October of that year (the AACTE conference was in a no-travel state per the CSU).

In June of 2023, we attended AACTE's Washington Week and Day on the Hill in Washington, DC. We met with the offices of Diane Feinstein, Alex Padilla, Mark Takano, and Pete Aguilar. Each Scholar told their story and made an "ask" for education. We were able to make these visits in person.

In October of 2023, we welcomed two new scholars, Reyan Warren and Pablo Gutierrez. We will travel to Denver, Colorado for the AACTE Holmes Pre-Conference and Annual Meeting in February. We will also travel to Washington, DC again in June for Washington Week and Day on the Hill.

In addition to attending meetings, the following scholars have been invited to present this coming year:

Rangel Zarate, Angelica Agudo, Audrey Millan, and Sailesh Maharjan (and Karen Escalante) have been accepted to present at AERA in April of 2024.

Sailesh Maharjan has been accepted to present at AACTE in February of 2024 at the Annual meeting.

Reyan Warren has been accepted to present at ATE (Association of Teacher Education) in March of 2024.

e. Community Advisory Board

All of our Community Partners and our Alumni constitute our Community Advisory Board (CAB). We invite CAB to campus once a year to hear about program innovations, get their input on curriculum and other program activities and to encourage them to send potential students to our information sessions. The charge of CAB, as follows:

- 1) Provide ongoing collaboration and advice between the program and the region's educational sectors, segments, and communities. Additionally, it appoints regional representatives to committees and bodies associated with our doctoral program. Its role is to provide guidance and feedback to program directors, university faculty, staff, students, and administration on current issues and trends in Education.
- 2) Bring issues of currency, applicability, and practicality to the forefront, as members of the CAB represent the interests of pre-K-12 and higher education in curriculum and policy matters. Members also collaborate with the Doctor of Education in Educational Leadership program to facilitate external engagement, providing guidance and advice, and supporting and advocating for the doctoral program.
- 3) Serve as external members (aka "3rd readers") of doctoral candidates' dissertation committees. Students are encouraged to identify a field-based problem of practice for their dissertation research that is relevant to their educational institution or community. Dissertation proposal and defense committees are conducted by three-members; all of whom shall have appropriate expertise in educational practice or policy. The committee membership includes two tenured or tenure-track faculty members from CSUSB and at least one external member (CAB) who is primarily affiliated with a California pre-K-12 school, community college and/or other institutions of higher education, as appropriate.
- 4) Assist to create learning models of Scholars/Change Agents, Laboratories of Practice, and Dissertations in Practice, focused by a lens of social justice that is addressed by a design for action that yields generative impacts on the practice of leadership with the aims of educational improvement. CAB partners and associations provide sites for student practicums, visits, mentorships and internships for students and candidates, as well as opportunities for primary dissertation research, guest and adjunct faculty, and release time or scheduling flexibility for their employees who are in the doctoral program.

f. Alumni Highlights

We have not been consistent at keeping abreast of what is happening with our alumni. However, the following is at least a partial listing of some impressive accomplishments of some of our alumni.

Ed.D. Program Alumni Spotlight

- Oct 25, 2023
ACSA Region 19 Principal of the Year: CSUSB alumna Erika Tejeda
- Oct 24, 2023

Juan Carlos Luna, doctoral student in educational leadership (Cohort 16) to receive inaugural Alumni Hall of Fame Award

- October 18, 2023
Dr. Felix Zuniga, doctorate in educational leadership (Cohort 7) awarded for DIVERSITY LEADERSHIP
- Oct 18, 2023
Dr. Deborah Grijalva, doctorate in educational leadership (Cohort 11) to serve as Senior Director of University of Redlands new Student Success Center
- October 11, 2023
Dr. Jenna Aguirre (cohort 10), awarded the Citizens of Achievement award from the League of Women Voters of the San Bernardino Area.
- Sep 5, 2023
Ed.D. Program alumnus Dr. Eduardo Vásquez (cohort 12) is now a published author in a peer reviewed journal. The publication title is Exploring the Lived Experiences of Faculty of Color Seeking Full-Time Employment in Rural Community Colleges
- August 23, 2023
Dr. Stephanie Ingalls (cohort 14) hired as the Chief Human Resources Officer for Southwestern Oregon Community College.
- Aug 2, 2023
Angelica Agudo (Ed.D. Program Cohort 15, Holmes Scholar) selected as a Moreno Valley College Faculty Fellow for the upcoming academic year. Angelica will be working with a mentor within the School of Business, Health, and Human Services at Moreno Valley College and will have an opportunity to shadow her mentor both in their teaching, as well as their other faculty roles outside of the classroom.
- May 10, 2023
Rangel Velez Zarate named Outstanding DOCTORAL Student (2022-2023), CSUSB, James R. Watson & Judy Rodriguez Watson College of Education
- Apr 30, 2023
Rangel Velez Zarate, doctorate in educational leadership program (cohort 14), wins second place - CSU Systemwide Student Research Competition.
- Apr 21, 2023
Jason Crowley, Cohort 14, is not only Director of Institutional Research at Owens Community College, but now has added Institutional Effectiveness to his portfolio.
- April 21, 2023
Angelica Agudo (cohort 15), Rangel Zarate (cohort 14), Olivia Hart (cohort 14), and Jennifer Borton (cohort 14) presented at the 19th Annual Graduate Student Research & Scholarship Symposium (in person) on Tuesday, April 26, 2022 from 6-8 PM.
- April 17, 2023
Dr. Jenna Aguirre, doctorate in educational leadership (cohort 10), to serve as interim Chief of Staff for Academic Affairs at CSUSB
- April 12, 2023
Olivia Chavez Hart, Cohort 14, Doctorate of Education (Ed.D.) in Educational Leadership Program, competed in the second-annual Grad Slam with her project Hidden in Plain Sight: Bilingual Hearing Children of Deaf Adults. The Grand Slam is a student research communication competition that asks graduate students to summarize their research projects in three minutes, or less, to a panel of judges.
- April 7, 2022
The Universidad Autónoma de Baja California in Mexicali published a book, Inclusión educativa desde la Universidad, Ediciones Octaedro (Barcelona). A chapter by recent Ed.D. graduate, Lilia Lopez, Educación superior e inclusión de estudiantes con discapacidad: retos

y recomendaciones, is included in this collection.

- April 2022
Theresa Gonzalez named Outstanding DOCTORAL Student (2021-2022), CSUSB, College of Education
- March 29, 2022
Austin Quick and James (jimmy) Grabow had a book chapter accepted, titled: Educational Reform: Systemic Inclusion. The writing team consists of Drs. Becky Sumbera and Shannon Sparks, and two doctorate students Austin Quick and James (jimmy) Grabow. This book broadens educational leadership and DEI research by challenging oppressive power structures as it relates to ability and disability in a teacher education and educational leadership context.
- March 27, 2023
Dr Erika Tejeda (cohort 9), principal of Liberty High School, has been selected as [Principal of the Year for the Association of California School Administrators \(ACSA\)](#). There are more than 4000 high schools in California.
- March 14, 2023
[Sharon Velarde Pierce, CSUSB alumna, was honored for her expertise in advising, authentic care for student success, a heartfelt passion for the profession, and her enduring commitment to teaching and mentoring students.](#)
- March 13, 2023
Dr. Cherina Betters, Cohort 9 Alumna, Doctorate of Education (Ed.D.) in Educational Leadership Program, named Outstanding Lecturer for Watson College of Education (CSUSB).
- Feb 22, 2023
Angelica Agudo was awarded an AERA Conference Registration Sponsorship by AERA Division A! The American Educational Research Association is a professional organization representing education researchers in the United States and around the world.
- February 15, 2023
CSUSB alumna reflects on her work on equity and access - As chief of equity and access at San Bernardino County Superintendent of Schools, Cherina Betters represents 33 school districts and more than 400,000 students.
- January 27, 2022
[Doctoral alumni, Dr. Jess Nerren, Dr. Lilia Lopez, and Dr. Audrey Baca Lopez, and faculty, Dr. Karen Escalante, published in the COE-based, Journal of Critical Issues in Educational Practice.](#)

VI. Program Resources

A. Participating Faculty (covered above in section C.a. on page 43).

B. PD Funds Available for Program Staff and Faculty (see Travel Expense line below)

C. Funding for Program Operations and Activities

The following is the 5-year expenditures for the Ed. D. Program at CSUSB.

	2018	2019	2020	2021	2022
Revenues (Tuition)					
Fall	\$ 289,585.10	\$ 280,607.95	\$ 349,534.71	\$ 311,978.65	\$ 343,621.63
Winter	\$ 269,085.63	\$ 193,709.14	\$ -	\$ -	\$ -
Spring	\$ 284,112.00	\$ 205,697.09	\$ 332,671.48	\$ 278,193.00	\$ 295,950.00
Summer	\$ 290,445.24	\$ 244,438.32	\$ 210,996.64	\$ 139,729.96	\$ 174,588.00
Total Revenue	\$ 1,133,227.97	\$ 924,452.50	\$ 893,202.83	\$ 729,901.61	\$ 814,159.63
Less Waivers	\$ (170,806.15)	\$ (100,975.14)	\$ (94,845.46)	\$ (59,788.04)	\$ (44,496.00)
Waiver Adj.	\$ (488.00)	\$ (3,515.00)	\$ (696.24)	\$ 3,263.50	\$ (15,335.00)
Tuition Write Off (Bankruptcy)		\$ (2,558.00)		\$ (991.26)	
Rev. Adj. Prior Year				\$ (185,210.23)	
Total Revenue	\$ 961,933.82	\$ 817,404.36	\$ 797,661.13	\$ 487,175.58	\$ 754,328.63
Salaries					
Grad Assist	\$ 7,119.30	\$ -	\$ -	\$ -	\$ -
Staff OT					\$ 215.95
Temp Staff	\$ -	\$ -	\$ 17,056.64	\$ 83,388.00	\$ 2,266.32
Student Assist.	\$ 2,863.64	\$ 25,200.00	\$ -	\$ -	\$ -
Academic Salaries	\$ 368,499.60	\$ 435,415.60	\$ 235,540.04	\$ 216,088.04	\$ 238,888.98
Faculty PT AY	\$ 50,518.80	\$ 47,727.48	\$ 47,059.05	\$ 36,044.15	\$ 33,719.85
Faculty Summer	\$ 50,544.80	\$ 51,737.88	\$ 35,809.32	\$ 36,612.00	\$ 45,193.20
Other Salary				\$ 3,850.00	
Staff Salaries	\$ 58,442.22	\$ 60,194.64	\$ 59,964.00	\$ 59,964.00	\$ 100,811.92
Staff Lump Sum Payout				\$ 377.75	\$ 3,846.09
Faculty OL/Consultant	\$ 31,298.27	\$ 62,850.20	\$ 38,021.84	\$ 13,019.83	\$ 10,022.16
Total Salaries	\$ 569,286.63	\$ 683,125.80	\$ 433,450.89	\$ 449,343.77	\$ 434,964.47
Total Benefits	\$ 239,049.09	\$ 239,375.05	\$ 172,447.62	\$ 203,155.14	\$ 166,141.86

Total Salaries and Benefits	\$ 808,335.72	\$ 922,500.85	\$ 605,898.51	\$ 652,498.91	\$ 601,106.33
Expenses					
Communications (Telephone)	\$ 660.02	\$ 259.44	\$ 21.54	\$ 86.19	\$ 159.38
Travel	\$ 14,398.10	\$ 4,600.03	\$ 923.82	\$ 14,547.59	\$ 4,900.17
Tech Hardware	\$ -	\$ -	\$ -	\$ 100.00	\$ -
Instr. Equip.	\$ -	\$ -	\$ -	\$ 32,821.28	\$ -
		\$			
Supplies/Svcs	\$ 27,615.61	15,226.92	\$ 3,073.14	\$ 11,084.88	\$ 18,484.86
Ins. Exp.	\$ 180.00	\$ -	\$ -	\$ -	\$ -
Advertisement	\$ 216.00	\$ -	\$ -	\$ -	\$ -
Postage	\$ 52.80	\$ 2.40	\$ 159.31	\$ 0.61	\$ -
Duplicating	\$ 667.12	\$ 110.96	\$ -	\$ 1,262.38	\$ 601.31
Hospitality	\$ -	\$ 729.46	\$ -	\$ -	\$ 3,259.85
Other Exp. (Events/Mtngs)	\$ -	\$ -	\$ -	\$ 47.00	\$ -
		\$			
Total Expenses	\$ 43,789.65	20,929.21	\$ 4,177.81	\$ 59,949.93	\$ 27,405.57
Revenue Less Expenses	\$ 109,808.45	\$ (126,025.70)	\$ 187,584.81	\$ (225,273.26)	\$ 125,816.73
Set aside for scholarships	\$ 71,725.57	\$ 58,241.86	\$ 60,811.52	\$ 54,057.05	\$ 77,960.26
Total Overall	\$ 38,082.88	\$ (184,267.56)	\$ 126,773.29	\$ (279,330.31)	\$ 47,856.47

The budget shortfalls appear to be a result of subtracting employee tuition waivers from the revenues of the program. This practice needs to be discussed with the administration as the CSU Board of Trustees moved that tuition waivers for doctoral programs are to be taken from the university's tuition waiver fund (See Appendix K).

D. Grants and External Funding Sources (None available at this time).

E. Space and Equipment Available to the Program

The following are the designated spaces for the Ed.D. Program:

Main Office- Includes internal Director office. 335 & 335A

- 1 Faculty office 331
- 1 Advisor office 333
- 2 – Student testing rooms 338, 339

- 1 Conference room 336
- 1 healing lounge (break room) 334
- 1 storage room 334A
- 25 computers
- 5 classrooms 302, 355, 364, 353, 336

We have just purchased around 25 new laptop computers that are available for our students to borrow. There are additional laptops available that were purchased in the past.

VII. Summary and Recommendations

A. Summary of Strengths, Areas of Improvement and Weaknesses in Light of the Self-study

a. Strengths

From the results of the self-study, the program is viewed as high quality and has made an impact on the students who have attended the program.

The cohort model and the “touch points” implemented by the program directors appears to have helped tremendously during the programs transition to semesters and to the executive model.

The students are attracted to the program because of the executive model. While not all faculty like this model, it does appear to meet the needs of the students.

Students are moving to candidacy in a timelier fashion, and graduation rates were up this past year for cohort 14. It is projected that the rates will increase even more with the newest cohorts, 15, 16 and 17.

While there were some glitches (as would be expected) overall, the program is thriving with higher enrollments, a larger number of faculty participants and an expanded community partner roster.

Faculty have adjusted to the semester and executive models and course appear to be going more smoothly.

b. Weaknesses

The Ed.D. program has faced a number of challenges over the past five years, including changing from quarters to semesters, appointing 2 new co-directors, and 2 new staff.

Consistent collection of data has been a challenge, largely due to the turnover of staff.

Retention has been a weakness of the program. While COVID had an impact, there are other issues, including that some students lost their way in the program and were not having regular contact with their program faculty advisor. As a result, the new co-directors spent 2 years contacting students who had disconnected from the program and these students were either given plans to complete or were disenrolled from the program.

B. Recommendations

1. Continue to attract more faculty to participate in the Ed.D. program.
2. Develop a new faculty orientation program for faculty who become part of the Ed.D. faculty to help them understand the advising and dissertation processes.
3. Host additional events for current students from all cohorts to gather and interact.
4. Create a peer mentor program with older cohort members mentoring newer, incoming cohort members.
5. Create an event around graduation that includes inviting alumni to hear about the research of the Ed.D. graduates.

6. Develop a systematic way to collect survey data (e.g., graduate exit surveys, dissertation rubrics, etc.) and ensure that it is secure and accessible.
7. Create an alumni database and begin an outreach program for donor relationships.
8. Market, market, market the program. Continue to attract outstanding doctoral students as well as to increase the number of students in the cohort.
9. Conduct a study of the attrition rates in the program to see why students are leaving the program and develop support mechanisms where possible to assist students in graduating.
10. Work with the administration to build a budget model that is in compliance with CSU policies. This recommendation also includes reviewing the load assignments for co-directing the Ed.D. program to be sure it is in line with other CSU doctoral programs.

Appendix A

Orientation Agenda

Cohort 17 Doctoral Student - Orientation Agenda July 27, 2023 | Location: Room CE-241

Time	Topic and Presenter
8:30 a.m. – 9:00 a.m.	Refreshments and Social
9:00 a.m. – 9:35 a.m.	Welcome and Introductions Dr. Enrique Murillo and Dr. Karen Escalante
9:35 a.m. – 10:15 a.m.	Privilege Activity Dr. Karen Escalante
10:15 a.m. – 10:30 a.m.	Break (fruit & drinks)
10:30 a.m. – 11:20 a.m.	Ed.D. Program Overview (Handbook and Schedule of Courses) Dr. Enrique Murillo
11:20 a.m. – 11:50 a.m.	Introduction to MyCoyote and Canvas Doctoral Candidate – Stacey Ortiz and Candice Sykes
11:50 a.m. – 12:30 p.m.	Lunch and Social
12:30 p.m. – 1:15 p.m.	Developing Cohort Norms Dr. Enrique Murillo and Dr. Karen Escalante
1:15 p.m. – 2:00 p.m.	Celebrating What’s Right with the World (Video and Discussion) Dr. Karen Escalante
2:00 p.m. – 3:00 p.m.	Ed.D. Faculty
3:00 p.m. – 3:15 p.m.	Break (fruit/cookies and drinks)
3:15 p.m. – 3:45 p.m.	Introduction to the Library Lisa Bartle
3:45 p.m. – 4:30 p.m.	Introduction to Research Pre-work Dr. Enrique Murillo
4:30 p.m. – 5:15 p.m.	Doctoral Students/Graduate Panel
5:15 p.m. – 5:30 p.m.	Introduction to the Holmes Scholars Program Dr. Karen Escalante
5:30 p.m. – 5:45 p.m.	Evaluation and Next Steps (Disposition Survey) Dr. Enrique Murillo and Dr. Karen Escalante

Materials and Prerequisites: Doctoral scholars need to bring laptops and need to have their CSUSB email addresses established before the orientation (needed for the My Coyote Overview and Library Session).

Appendix B

Program Plan Cohort 17 (Beginning FALL 2023)

Year 1 – Semesters

Fall 2023	Spring 2024	Summer 2024
<p>EDUC 7907 Diversity and Equity in Education (3) (All) (Core)</p> <p>EDDL 7801 Scientific Inquiry (3) (All) (Core and Research)</p>	<p>EDDL 7901 Theories and Principles of Leadership (3) (ALL) (Core)</p> <p>EDDL 7902 Leadership and Educational Reform (3) (All) (Core)</p>	<p>EDDL 7803 Applied Qualitative Research (3) (All) (Core and Research)</p> <p>EDDL 7020 Foundations of Community Colleges and Other Higher Education Systems (3) (CC) (Specialization)</p> <p>OR</p> <p>EDDL 7012 Foundations of Leadership in PK-12 Institutions (3) (PreK-12) (Specialization)</p>
<p>Total: 6 units</p>	<p>Total: 6 units</p>	<p>Total: 6 units</p>

Year 2 – Semesters

Fall 2024	Spring 2025	Summer 2025
<p>EDDL 7802 Applied Quantitative Research (3) (All) (Core and Research)</p> <p>EDUC 7908 Ethical Leadership and Decision Making in Education (3) All (Core)</p> <p>EDDL 7980 Qualifying Exam (0) (ALL)</p>	<p><i>EDDL 7905 Field-based Practicum in PK-20 Or CC Settings (3) (All) (Specialization)</i></p> <p><i>EDDL 7903 Leadership and Fiscal Planning in Complex Organizations (3) (All) (Core)</i></p> <p><i>(Complete Chapters 1 – 3 and sit for Preliminary Defense)</i></p>	<p><i>EDUC 7420 Career and Technical Education Leadership in Community College (3) (CC) (Specialization)</i></p> <p>OR</p> <p><i>EDUC 7412 Leadership in Pupil Personnel Services (3) (PreK-12) (Specialization)</i></p> <p><i>EDDL 7904 Human Resources Development and Management (3) (All) (Core)</i></p>
<p>Total: 6 units</p>	<p>Total: 6 units</p>	<p>Total: 6 units</p>

Year 3 – Semesters

Fall 2025	Spring 2026	Summer 2026
<p>EDDL 7120 Leadership for Teaching and Learning In Community College/Higher Education (3) (CC) (Specialization)</p> <p>OR</p> <p>EDDL 7112 Leadership for Teaching and Learning in PreK-12f (3) (PreK-12) (Specialization)</p> <p>EDDL 7220 Higher Education Organization, Governance and Policy (3) (CC) (Specialization)</p> <p>OR</p> <p>EDDL 7212 Public School Organization, Governance, and Policy (3) (PreK-12)(Specialization)</p> <p>EDDL 7804 Dissertation Study (6) (All)</p>	<p>ESPE 7906 Leadership in Program Development for Students with Disabilities (3) (All)(Specialization)</p> <p>EDDL 7320 Assessment and Data Drive Decision-making in Community Colleges/Higher Education (3)(CC) (Specialization)</p> <p>OR</p> <p>EDDL 7312 Assessment and Data Driven Decision-making in PreK-12 (3) (PreK-12) (Specialization)</p> <p>EDDL 7804 Dissertation Study (6) (All)</p> <p>Final Dissertation Defense</p>	<p>(Anyone who has not completed by Spring 2024, must continuously enroll in each semester until the program has been completed)</p> <p>*Continuous Enrollment must be maintained through graduation</p> <p>Dissertation work is contingent upon availability of faculty during the summer.</p>
<p>Total: 12 units</p>	<p>Total: 12 units</p>	

KEY:

Courses for PreK-12	Courses for CC	Core Courses	Specialization Courses
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	PreK-12	CC
Year 1:	18 Sem. Hrs.	18 Sem. Hrs.
Year 2:	18 Sem. Hrs.	18 Sem. Hrs.
Year 3:	24 Sem. Hrs.	24 Sem. Hrs.

Appendix C

Annual Qualifying Exam and Library Seminars

Qualifying Exam Seminar

October 27, 2022

6 – 7 p.m.

AGENDA

1. Welcome
2. QE Format
3. Random selection of questions
4. Problems of Practice related to Core Courses
5. QE Process
6. What to bring – what not to bring
7. Room assignment
8. How to study
9. Answers to QE questions
10. QE Grading
11. Blinded
12. Read by 2 faculty members
13. QE Reporting
14. 2 – 3 weeks for reporting
15. Advancement to Candidacy

Pfau Library's *Ed.D Research Orientation*

Sept. 16, 2023, PL-2005 12-4 pm

Agenda

The purpose of this orientation is to meet your librarian, Lisa Bartle (x77552; lbartle@csusb.edu; <http://libguides.csusb.edu/profile.php?uid=22598>), to become aware of the library resources for your use at or through the Pfau Library and how to use them effectively.

Expectations, Desires, and Cards

Books, E-Books, Media, and ILL

OneSearch CSUSB
OneSearch CSU
Other catalogs (Melvyl, Library of Congress)
ScholarWorks
Dissertations & Theses: Humanities & Social Sciences database
Media Databases

Articles, Full-Text, Paper, & ILL and Database Accounts

ERIC
PsycInfo
Emerald
Social Science Citation Index
(Education Abstracts & Education Index Retrospective)
Database accounts

APA Citations and Formatting

APA Reference List
APA In-Text Citations

Success

Consult with your librarian.
Start using Zotero, if you can. I'll teach it next time.

Pfau Library's *Ed.D Research Orientation*

Oct. 14, 2023 PL-2005 12-4 pm

Agenda

This is a follow up session to the initial orientation. The purpose of this orientation is to:
answer questions or points of confusion that have occurred since the first session;
introduce complex queries;
understand citation chasing using a bibliography;
explain finding instruments;
learn how to use the citation management software, *Zotero*

Questions

Complex Queries

Read abstracts and descriptors to obtain terms.

Use () and the Boolean OR to combine the synonymous words/phrases into one piece.

Use the " " to create phrases.

Use * for truncation

Individual database accounts

APA 7E Paper Formatting

Student paper formatting

Profession paper formatting

Cabell's Scholarly Analytics

Useful for knowing where you should publish your articles.

Finding Instruments

Instruments (also called measures, scales, inventories, questionnaires, tests) must be found, created, or purchased. Find using:

TestLink

Tests in Microfiche

Dissertations and Theses

Mental Measurements Yearbook (4 users only)

"What Are the Chances?" and "Meaning from Data" (in the OneSearch catalog)

Citation Management

Zotero

Appendix D

Dissertation Seminars

The Dissertation Seminar is offered to doctoral students to provide guidance on how to design and successfully complete a dissertation. The Dissertation Seminar is a 3-part seminar that meets for 3 hours each. The first seminar is held during the first spring semester. The second and third sessions are held the second spring semester after the QE.

Seminar Expectations (Outcomes)

Process:

Students will understand their obligation and be able to make the personal commitment needed to complete the dissertation in 3 years.

Students will assemble a dissertation committee.

Students will create a timeline to follow to finish in a 3-year timeframe.

Students will create a checklist that tracks their progress towards the completion of the dissertation.

Students will understand what forms need to be submitted in the dissertation process.

Students will know the proposal and final defense procedures.

Product:

Students will understand what content goes in each dissertation chapter.

Students will know IRB procedures related to dissertation research (and complete CITI)

Students will understand how the dissertation proposal and final defense will be evaluated by the dissertation committee.

Students will be able to create a dissertation brochure.

Student Learning Outcomes

Students will use the language of the mechanics of dissertation chapters with their peers and faculty.
Students will make a commitment to work with the dissertation chair and dissertation committee throughout the dissertation process.

Students will meet regularly with their dissertation chair and will plan the dissertation according to milestones collaboratively with the chair and committee members.

Topics to be covered in Seminar 1:

Understanding the commitment needed to finish

Assembling the dissertation committee

Creating the timeline for completion in 3 years

Creating the checklist

Completing the forms

Content and mechanics of writing Chapter 2

Meeting faculty

Topics to be covered in Seminar 2:

Completing the IRB process (presentation by IRB Member)

Content and mechanics of Chapters 1 and 3

Theoretical Frameworks, Methodologies, and Data Collection (for their dissertation)

Meeting faculty

Topics to be covered in Seminar 3:

Content and mechanics of Chapters 4 and 5

Data Analysis (Nvivo, SPSS, SAS) – quick review, how to access, which ones to use in their study

Dissertation Evaluation

Appendix E

Suggested Revised Program Learning Outcomes (PLO's)

Quarter to Semester Assessment Plan

Ed.D. Program

Note: The following were recommendations that emerged from the CAB meeting related to our learning objectives:

1. Replace “stakeholders” with “partners” – done
2. Include working with family partners somewhere in the PLO's (what courses- does that already exist? – should we be measuring it?)
3. More specificity related to ELL's and multilingual learners (what courses – does it already exist? – should we be measuring it?)
4. Included Civics Education/Engagement – Democratic Citizenship (what courses – does it already exist – should we be measuring it?)
5. Cultural Competency – (what courses – does it already exist – should we be measuring it?)
6. Ethical Decision making in leadership – (we have a course, should we be measuring it?)

Program learning outcomes

Our PLOs are listed below and a hyperlink to our [CSUSB Ed.D. webpage](#) is provided where our PLOs are aligned to the [Carnegie Project for the Education Doctorate \(CPED\) principles](#) as well as our program commitments.

PLO 1: Knowledge Base in Education and Educational Leadership;

PLO 2: Equity-Driven Education Leaders Committed to Social Justice;

Application of Theory into Practice;

Leaders;

PLO 3:

PLO 4: Scholar-

PLO 5: Professional Educational Leadership Skillset

Student Learning Outcomes Related to PLOs

PLO1. Knowledge Base in PK-20 Education and Educational Leadership

STUDENTS WILL:

- Understand educational legislation, policies, theories, and practices.
- Understand legislative landmarks that have impacted structure and function of PK-12/higher education.
- Understand the process of differentiation.
- Understand and be able to articulate the major theories that attempt to explain Pk-12/higher

education

- as a socio-cultural, socio-political, and national project.
- Understand the role of institutional research in assessment, evaluation, and continuous improvement.
- Understand the approach to governance in higher education, particularly concerning higher education organizations, the professoriate, the state, and other important partners.
- Understand the approach to governance in Pk-12, particularly concerning school district, the state, and other important partners.
- Understand, in depth, the various functions of higher education institutions.
- Understand previous and current accountability measures in relation to student outcomes.
- Understand organizational change as it relates to student success.
- Understand completion agendas, including bachelor degrees, transfer to four-year colleges, associate degrees, and CTE career pathways.
- Understand the various resources necessary to support student success and academic achievement including, but not limited to, faculty and staff, facilities, funding, educational materials and technologies.
- Understand how governance and policy affects schools and colleges through case studies of public institutions.
- Understand the impact of higher education governance and policy on various partners.
- Understand the operational and strategic planning functions related to higher education organizations.
- Recognize the role of educational administrators as leaders and facilitators in strategic planning, as well as the role of internal and external partners.
- Understand the components of a Facilities Master Plan.
- Comprehend the limits of school site acquisition.
- Appreciate the complexities of combining funding options for school facility construction.
- Understand school finance at the state and local levels – terminology and applications.
- Investigate school finance reform efforts.
- Understand budgeting components.
- Appreciate current issues and debates in the institutional culture of schools.

PLO2. Equity-Driven Education Leaders Committed to Social Justice STUDENTS

WILL:

- Demonstrate an understanding of the CA Master Plan by providing a critique of the plan's viability in
- today's funding structures and accountability systems.
- Recognize issues of access, affordability, efficiency, transferability and economic impact.
- Demonstrate that they can critically evaluate relationships between PreK-12 and higher education
- through case study applications.
- Make a collective impact through seamless visions and pathways.
- Explore how their leadership principles shape their responses to equity and diversity issues.
- Devise budgets to ensure program improvement and student achievement.
- Problematize some dominant discourses of school culture.
- Engage in advocacy and fundraising efforts.
- Demonstrate a sophisticated critical understanding of the socio-cultural forces at work in the governing
- and practice of schooling.
- Articulate personal positions on a selected range of issues in the socio-cultural context of schooling.
- Recognize various forms of diversity, including but not limited to: race, gender, class, ability, immigration status, LGBTQ, and language.
- Understand how the intersectionality of student and educator identities informs policies and practices
- that emphasize equitable outcomes.
- Demonstrate their understanding of the impact of diversity on an organization by completing an equity
- inventory.
- Understand holistic approaches to diversity and equity in education including hiring practices for faculty,
- staff, administrators and providers of goods and services; and for developing a diverse student
- population.
- Recognize the complex nature of "diversity" as a construct in both the fields of education and
- administration/organizational theory.
- Explore education organizations as cultures comprised of a variety of diverse participant-partners that
- include students, teachers, administrative staff, and community members.
- Discuss the role(s) of educational leaders in promoting social justice and inclusion.
- Recognize the contributions made to our understanding of diversity in educational settings from theory
- and research exploring various forms of diversity including race, sex/gender, ethnicity, religion, and
- sexuality.

- Establish professional, positive, and sustaining relationships with faculty to constantly monitor the
- effectiveness of the program.
- Understand how to foster a climate that engages with student assets to apply effective teaching and
- learning strategies.
- Understand that all students are capable of learning.
- Recognize the benefits and effectiveness of an instructional program and is willing to alter the
- components to support student learning.
- Demonstrate equity-driven leadership.
- Demonstrate fiscal responsibility in managing financial resources, while pursuing equitable
- distribution
- of funds.
- Critically assess governance structures and applicable federal, state, and local laws.
- Evaluate student outcomes in relation to established standards.
- Demonstrate the ability to reframe traditional standards of success.
- Adhere to the CSUSB principles, standards, and expectations associated with plagiarism.
- Adhere to the CSUSB principles, standards, and expectations associated with the Institutional Review Board application process including the following:

“respect the rights, dignity, and worth of all people and take care to do no harm in the conduct of their work.” http://c.ymcdn.com/sites/www.weraonline.org/resource/resmgr/a_general/aera.pdf

“protect the rights, welfare, and dignity of research participants.”

http://c.ymcdn.com/sites/www.weraonline.org/resource/resmgr/a_general/aera.pdf

“demonstrate sensitivity to cultural, individual, and role differences in teaching, studying, and providing service to groups of people with distinctive characteristics.”

http://c.ymcdn.com/sites/www.weraonline.org/resource/resmgr/a_general/aera.pdf

“strive to eliminate bias in their professional activities, and not tolerate any forms of discrimination based on race; ethnicity; culture; national origin; gender; sexual orientation; gender identity; age; religion; language; disability; health conditions; socioeconomic status; or marital, domestic, or parental status.” http://c.ymcdn.com/sites/www.weraonline.org/resource/resmgr/a_general/aera.pdf

“acknowledge the rights of others to hold values, attitudes, and opinions that differ from their own, and treat others with dignity and respect.”

http://c.ymcdn.com/sites/www.weraonline.org/resource/resmgr/a_general/aera.pdf

PL03. Application of Theory into Practice

STUDENTS WILL:

- Understand how to develop and implement partnerships between PK-12 schools, community colleges,
- and universities.

- Design a course that includes the elements of developmental education and high impact practices.
- Create a professional development plan.
- Complete an employee evaluation.
- Build an organizational succession plan.
- Demonstrate that they have a working understanding of planning models.
- Develop student learning outcomes.
- Implement accountability measures in a case study.
- Design a program review plan.
- Develop skills to manage governing boards.
- Develop skills to address union management.
- Develop PK-12/higher education policies and create a policy implementation plan.
- Connect strategic planning with facilities, resource management, and assessment, and other operational areas.
- Understand and apply change theories and organizational strategies that will enable them to articulate a vision, develop a strategic framework, and establish a plan.
- Demonstrate ability to involve partners at various levels to develop a mission and vision.
- Demonstrate understanding of key funding models relevant to their strand in the doctoral program (either PK-12 or higher education).
- Develop a program budget that demonstrates funding from a variety of sources.
- Demonstrate prioritization of limited financial resources and strategies for developing balanced budgets.
- Develop a budget reduction process.
- Develop creative educational practices based on socio-cultural interactions in the educational setting

PLO4. Scholar-Leaders

STUDENTS WILL:

- Articulate Doctoral Studies Program requirements and policies (e.g., portfolio, exams, etc.).
- Engage in a forum for discussing dissertation-related concerns.
- Comprehend the contents of each dissertation chapter.
- Understand how to read tables, graphs, and reports and critically think of underlying assumptions that influence the public perspective.
- Understand how to explain reports and its implications to various partners.
- Understand techniques of institutional research and statistical analysis, and how to apply them in

- strategic planning and goal setting.
- Recognize the differences between quantitative, qualitative, and mixed methods research design and
- how epistemological perspectives are reflected in those research methodologies.
- Comprehend how theoretical paradigms and perspectives are reflected in research methodologies.
- Reflect on their own subjectivities and understand that who they are influences the kinds of questions
- they ask and figures into how they collect, analyze, and interpret data.
- Design methodologically sound qualitative research.
- Design methodologically sound quantitative research.
- Design methodologically sound mixed methods research.
- Select appropriate data sources, data collection methods, and data analysis methods for their chosen
- strategy of inquiry.
- Apply a variety of strategies for analyzing, interpreting, and reporting qualitative data.
- Apply a variety of strategies for analyzing, interpreting, and reporting quantitative data.
- Apply a variety of strategies for analyzing, interpreting, and reporting mixed methods data.
- Recognize leading authorities on their chosen strategy of inquiry.
- Apply appropriate evaluative criteria to existing qualitative research.
- Apply appropriate evaluative criteria to existing quantitative research.
- Apply appropriate evaluative criteria to existing mixed methods research.
- Critically assess trustworthiness.
- Identify, anticipate, and address ethical issues unique to specific qualitative methods.
- Identify, anticipate, and address ethical issues unique to specific quantitative methods.
- Identify, anticipate, and address ethical issues unique to specific mixed methods.
- Interpret frequency distributions and other regressions/statistical assumption diagnostics.
- Understand what contingency tables are and how to test variable relationships.
- Demonstrate how to apply the concepts of reliability and validity and triangulation.
- Calculate and interpret the appropriate central tendency, variability, standard normal distributions, non-
- normal distributions, and can explain how they relate to basic probability theory.
- Calculate and interpret effect sizes in evaluation studies for multivariate analysis.
- Demonstrate the concepts of Type I and Type II errors, statistical power specifically related to multiple
- regression, multi-level regression, exploratory factor analysis, and structural equation modeling.
- Conduct and interpret these analyses on SPSS or similar statistical software.
- Understand, through application, that multiple regression, multi-level regression, exploratory factor

- analysis, and structural equation modeling may be used to predict one variable from another and looking at relationships among variables.
- Demonstrate proficiency in the critical analysis and synthesis of relevant studies and theories associated with their research inquiry.
- Demonstrate proficiency in developing a research proposal and applying correct methodology and methods of inquiry.
- Prepare a proposal for the Institutional Review Board, in alignment with dissertation work.

PLO5. Professional Educational Leader Skillsets

STUDENTS WILL:

- Demonstrate written communication competencies commensurate of a critically conscious leader and educator.
- Demonstrate oral communication competencies commensurate of a critically conscious leader and educator.
- Demonstrate interpersonal communication competencies commensurate of a critically conscious leader and educator.
- Demonstrate the ability to collaborate as a critically conscious leader and educator.
- Demonstrate abilities to navigate and utilize a broad range of technological tools.

PLO 6. Ethical and Collaborative Decision Making

STUDENTS WILL:

- Demonstrate modeling ethical decision-making in collaborative processes for organizational improvement and community engagement.
- Demonstrate how ethical principles and community engagement inform their leadership practice, with particular attention to collaboration with historically minoritized students, families, and communities.

Appendix F

Leadership Disposition Surveys (Self and Others)

Leadership Disposition Survey – Self

Name: _____

Date: _____

Instructions: You will be completing a survey of leadership dispositions and you will also ask someone you work with (supervisor is preferable) to rate you on these same items. This questionnaire is designed to help assess how you perceive you in the work environment right now. This information will be an important and useful data set that we will use as part of our student learning outcomes assessment. You will take this same survey the last semester of the doctoral program as will someone who works with you (preferably the same supervisor).

Using the scale below, indicate your perception of yourself by circling or marking a number from 1 to 10 next to the item. Circle or mark only one response for each item on the form. Please respond to all items. Thank you for your timely response.

SCALE	
10-Definitely like me	5-Somewhat unlike me
9	4
8-Like me	3-Unlike me
7	2
6-Somewhat like me	1-Definitely unlike me

Part I Leadership											
1	Expresses verbal and/or non-verbal recognition of feelings, needs, and concerns of others.	1	2	3	4	5	6	7	8	9	10
2	Committed to collaboration and communication with families.	1	2	3	4	5	6	7	8	9	10
3	Communicates necessary information to the appropriate persons in a timely manner.	1	2	3	4	5	6	7	8	9	10
4	Deals appropriately and tactfully with people from different backgrounds.	1	2	3	4	5	6	7	8	9	10
5	Generates enthusiasm and works to influence others to accomplish common goals.	1	2	3	4	5	6	7	8	9	10
6	Believes stakeholders should be involved in management processes.	1	2	3	4	5	6	7	8	9	10
7	Motivates others to change behaviors that inhibit professional and organizational growth.	1	2	3	4	5	6	7	8	9	10
8	Acknowledges achievements and accomplishments of others.	1	2	3	4	5	6	7	8	9	10

SCALE											
10-Definitely like me 9 8-Like me 7 6-Somewhat like me		5-Somewhat unlike me 4 3-Unlike me 2 1-Definitely unlike me									
9	Does the work required for high levels of organizational performance.	1	2	3	4	5	6	7	8	9	10
10	Responds in a timely manner to others who initiate contact.	1	2	3	4	5	6	7	8	9	10
11	Believes administrators should develop alliances and use outside resources that improve the teaching and learning.	1	2	3	4	5	6	7	8	9	10
12	Committed to the inclusion of all members of the school community.	1	2	3	4	5	6	7	8	9	10
13	Believes it is important to dialogue with other decision-makers who impact education.	1	2	3	4	5	6	7	8	9	10
14	Believes all students are entitled to access the knowledge, skills, and values needed to be successful adults.	1	2	3	4	5	6	7	8	9	10
15	Committed to an informed public.	1	2	3	4	5	6	7	8	9	10
16	Anticipates responses of others and acts to reduce negative impact.	1	2	3	4	5	6	7	8	9	10
17	Believes families are partners in the education of their students.	1	2	3	4	5	6	7	8	9	10
18	Believes diversity brings benefits to the school/college community.	1	2	3	4	5	6	7	8	9	10
19	Mobilizes community resources to benefit students.	1	2	3	4	5	6	7	8	9	10
20	Believes administrators must take risks to improve schools/universities/colleges.	1	2	3	4	5	6	7	8	9	10
Part 2 Equity-Driven Educational Leadership											
21	Creates budgets to ensure program improvement and student achievement.	1	2	3	4	5	6	7	8	9	10
22	Demonstrates the belief that all students are entitled to access the knowledge, skills, and values needed to become successful adults.	1	2	3	4	5	6	7	8	9	10
23	Collaborates and communicates with families.	1	2	3	4	5	6	7	8	9	10
24	Involves stakeholders in management processes.	1	2	3	4	5	6	7	8	9	10
25	Uses varied approaches to positively impact student learning.	1	2	3	4	5	6	7	8	9	10
26	Communicates with other decision-makers who impact education.	1	2	3	4	5	6	7	8	9	10
27	Communicates that a safe and supportive learning environment is essential.	1	2	3	4	5	6	7	8	9	10
28	Believes schools should prepare students to be contributing members of society.	1	2	3	4	5	6	7	8	9	10
29	Believes administrators should work with faculty, staff, and students to develop a caring school community.	1	2	3	4	5	6	7	8	9	10

SCALE											
10-Definitely like me 9 8-Like me 7 6-Somewhat like me						5-Somewhat unlike me 4 3-Unlike me 2 1-Definitely unlike me					
30	Committed to providing every child/student a quality education.	1	2	3	4	5	6	7	8	9	10
31	Takes risks to provide a safe learning environment and to increase the efficiency and effectiveness of school operations.	1	2	3	4	5	6	7	8	9	10
32	Expects high standards of learning.	1	2	3	4	5	6	7	8	9	10
33	Believes schools/universities/colleges are an integral part of the larger community.	1	2	3	4	5	6	7	8	9	10
34	Encourages others to use a variety of approaches in teaching and learning.	1	2	3	4	5	6	7	8	9	10
35	Committed to high expectations, high-quality instruction and individual and collective accountability.	1	2	3	4	5	6	7	8	9	10
36	Demonstrates ethical principles in the decision-making process.	1	2	3	4	5	6	7	8	9	10
37	Committed to the principles stated in the Bill of Rights.	1	2	3	4	5	6	7	8	9	10
38	Believes student learning is the fundamental purpose of schooling.	1	2	3	4	5	6	7	8	9	10
39	Believes one should accept the consequences for upholding one's principles and actions.	1	2	3	4	5	6	7	8	9	10
40	Demonstrates the belief that all people can learn.	1	2	3	4	5	6	7	8	9	10
41	Believes education is the key to opportunity and social mobility.	1	2	3	4	5	6	7	8	9	10

Part 3 Application of Theory to Practice											
42	Reflects on learning and professional practice.	1	2	3	4	5	6	7	8	9	10
43	Analyzes situational (intra/inter personal and contextual) contexts that result in more informed decision-making.	1	2	3	4	5	6	7	8	9	10
44	Makes well-reasoned ethical judgments that rely on reflection and result in professional action.	1	2	3	4	5	6	7	8	9	10
45	Applies current knowledge about strategic planning into the school's/college's/university's planning process	1	2	3	4	5	6	7	8	9	10
46	Is able to adapt budgets to creating equitable educational learning environments.	1	2	3	4	5	6	7	8	9	10
47	Uses holistic hiring practices that ensures a diverse faculty, staff and administration.	1	2	3	4	5	6	7	8	9	10
48	Committed to continuous learning about the profession.	1	2	3	4	5	6	7	8	9	10

Leadership Disposition Survey – Other

Name of Doctoral Student: _____ Date: _____
 Name of Person Completing the Survey _____

Instructions: The person that gave you this questionnaire is participating in a survey of leadership dispositions. This questionnaire is designed to help assess how others perceive this person in the work environment right now. This information will be used to help us measure our learning outcomes as we will have you fill this out again at the end of their doctoral program. Your ratings will not be shared with the individual – it is for our use only. Sometimes people within an organization tend to protect each other by trying to go easy or be nice. You can be most helpful by giving your candid assessment of this person. Please do not discuss this questionnaire with others, for what is needed is your independent perception of this person.

Using the scale below, indicate your perception of this person by circling or marking a number from 1 to 10 next to the item. Circle or mark only one response for each item on the form. Please respond to all items. Thank you for your participation and valuable feedback.

SCALE
10-Definitely like this person
9
8-Like this person
7
6-Somewhat like this person
4
3-Unlike this person
2
1-Definitely unlike this person

Part I Leadership											
1	Expresses verbal and/or non-verbal recognition of feelings, needs, and concerns of others.	1	2	3	4	5	6	7	8	9	10
2	Committed to collaboration and communication with families.	1	2	3	4	5	6	7	8	9	10
3	Communicates necessary information to the appropriate persons in a timely manner.	1	2	3	4	5	6	7	8	9	10
4	Deals appropriately and tactfully with people from different backgrounds.	1	2	3	4	5	6	7	8	9	10
5	Generates enthusiasm and works to influence others to accomplish common goals.	1	2	3	4	5	6	7	8	9	10
6	Believes stakeholders should be involved in management processes.	1	2	3	4	5	6	7	8	9	10
7	Motivates others to change behaviors that inhibit professional and organizational growth.	1	2	3	4	5	6	7	8	9	10
8	Acknowledges achievements and accomplishments of others.	1	2	3	4	5	6	7	8	9	10

SCALE											
10-Definitely like me 9 8-Like me 7 6-Somewhat like me						5-Somewhat unlike me 4 3-Unlike me 2 1-Definitely unlike me					
9	Does the work required for high levels of organizational performance.	1	2	3	4	5	6	7	8	9	10
10	Responds in a timely manner to others who initiate contact.	1	2	3	4	5	6	7	8	9	10
11	Believes administrators should develop alliances and use outside resources that improve the teaching and learning.	1	2	3	4	5	6	7	8	9	10
12	Committed to the inclusion of all members of the school community.	1	2	3	4	5	6	7	8	9	10
13	Believes it is important to dialogue with other decision-makers who impact education.	1	2	3	4	5	6	7	8	9	10
14	Believes all students are entitled to access the knowledge, skills, and values needed to be successful adults.	1	2	3	4	5	6	7	8	9	10
15	Committed to an informed public.	1	2	3	4	5	6	7	8	9	10
16	Anticipates responses of others and acts to reduce negative impact.	1	2	3	4	5	6	7	8	9	10
17	Believes families are partners in the education of their students.	1	2	3	4	5	6	7	8	9	10
18	Believes diversity brings benefits to the school/college community.	1	2	3	4	5	6	7	8	9	10
19	Mobilizes community resources to benefit students.	1	2	3	4	5	6	7	8	9	10
20	Believes administrators must take risks to improve schools/universities/colleges.	1	2	3	4	5	6	7	8	9	10
Part 2 Equity- Driven Educational Leadership											
21	Creates budgets to ensure program improvement and student achievement.	1	2	3	4	5	6	7	8	9	10
22	Demonstrates the belief that all students are entitled to access the knowledge, skills, and values needed to become successful adults.	1	2	3	4	5	6	7	8	9	10
23	Collaborates and communicates with families.	1	2	3	4	5	6	7	8	9	10
24	Involves stakeholders in management processes.	1	2	3	4	5	6	7	8	9	10
25	Uses varied approaches to positively impact student learning.	1	2	3	4	5	6	7	8	9	10
26	Communicates with other decision-makers who impact education.	1	2	3	4	5	6	7	8	9	10
27	Communicates that a safe and supportive learning environment is essential.	1	2	3	4	5	6	7	8	9	10
28	Believes schools should prepare students to be contributing members of society.	1	2	3	4	5	6	7	8	9	10
29	Believes administrators should work with faculty, staff, and students to develop a caring school community.	1	2	3	4	5	6	7	8	9	10

SCALE											
10-Definitely like me 9 8-Like me 7 6-Somewhat like me						5-Somewhat unlike me 4 3-Unlike me 2 1-Definitely unlike me					
30	Committed to providing every child/student a quality education.	1	2	3	4	5	6	7	8	9	10
31	Takes risks to provide a safe learning environment and to increase the efficiency and effectiveness of school operations.	1	2	3	4	5	6	7	8	9	10
32	Expects high standards of learning.	1	2	3	4	5	6	7	8	9	10
33	Believes schools/universities/colleges are an integral part of the larger community.	1	2	3	4	5	6	7	8	9	10
34	Encourages others to use a variety of approaches in teaching and learning.	1	2	3	4	5	6	7	8	9	10
35	Committed to high expectations, high-quality instruction and individual and collective accountability.	1	2	3	4	5	6	7	8	9	10
36	Demonstrates ethical principles in the decision-making process.	1	2	3	4	5	6	7	8	9	10
37	Committed to the principles stated in the Bill of Rights.	1	2	3	4	5	6	7	8	9	10
38	Believes student learning is the fundamental purpose of schooling.	1	2	3	4	5	6	7	8	9	10
39	Believes one should accept the consequences for upholding one's principles and actions.	1	2	3	4	5	6	7	8	9	10
40	Demonstrates the belief that all people can learn.	1	2	3	4	5	6	7	8	9	10
41	Believes education is the key to opportunity and social mobility.	1	2	3	4	5	6	7	8	9	10

Part 3 Application of Theory to Practice											
42	Reflects on learning and professional practice.	1	2	3	4	5	6	7	8	9	10
43	Analyzes situational (intra/inter personal and contextual) contexts that result in more informed decision-making.	1	2	3	4	5	6	7	8	9	10
44	Makes well-reasoned ethical judgments that rely on reflection and result in professional action.	1	2	3	4	5	6	7	8	9	10
45	Applies current knowledge about strategic planning into the school's/college's/university's planning process	1	2	3	4	5	6	7	8	9	10
46	Is able to adapt budgets to creating equitable educational learning environments.	1	2	3	4	5	6	7	8	9	10
47	Uses holistic hiring practices that ensures a diverse faculty, staff and administration.	1	2	3	4	5	6	7	8	9	10
48	Committed to continuous learning about the profession.	1	2	3	4	5	6	7	8	9	10

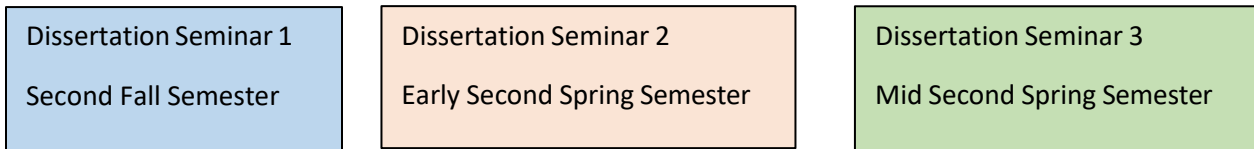
Appendix G

Dissertation Seminar Timeline

Flow Chart Timeline for Student Dissertation Seminars

	Seminar 1	Seminar 2	Seminar 3
Cohort 15 (Fall, 2021) QE was Fall 2022	Spring, 2022	Fall, 2022	Spring, 2023
Cohort 16 (Fall, 2022) QE will be Fall 2023	Fall, 2022 12/21/2022 This was too early	Fall, 2023	Early Spring, 2024
Cohort 17 (Fall, 2023) QE will be Fall 2024	Fall, 2024	Early Spring, 2025	Mid Spring, 2025
Cohort 18 (Fall, 2024) QE will be Fall 2025	Fall, 2025	Early Spring, 2026	Mid Spring, 2026

**Schedule revised for cohorts 17 and 18



Appendix H

2023 Faculty Retreat Agenda

Agenda for Faculty Retreat

January 26, 2023

Room Education Building Room 336

Teaching Faculty to Attend in Person

8:30 a.m. - 9:00 a.m.	Continental Breakfast and Social
9:00 a.m. – 9:15 a.m.	Welcome and Overview of the Day
9:15 a.m. – 10:15 a.m.	Curriculum Gaps and Overlaps – Review Texts and Core Concepts Covered in each Course
10:15 a.m. – 10:30 a.m.	Break
10:30 a.m. – 11:30 a.m.	Map PLO's to Courses (Dr. Louque's Work) – Revise as Appropriate

All Faculty to Attend in Person or Zoom

11:30 – 12:15 p.m.	Lunch
12:15 a.m. – 1:15 p.m.	Review and Revise Ed.D. Program PLO's (and Indicators)
1:15 p.m. – 2:15 p.m.	Review of Revised Bylaws
2:15 p.m. – 2:50 p.m.	Piloting CPED Rubrics
2:50 p.m. – 3:00 p.m.	Wrap Up and Final Comments

Appendix I

PLO to Ed.D. Course Matrix

Project Proposal for Ed.D. Program Learning Outcomes Spring, 2022

Background: The Ed.D. Program courses were entirely revised during the Q2S conversion. As a result, a review of the actual course content in the Core Courses related to program learning outcomes needs to take place so that gaps and overlaps can be identified and rectified.

Purpose: To meet with each Core course faculty member to discuss the course content they have included in each of their courses related to program learning outcomes, as well as to determine what activities and measures are included in the course for these program learning outcomes. A review of each syllabi may also need to take place to assess the placement of program learning outcomes. The goal of this project is to provide a baseline of information for discussion at a faculty retreat to eliminate gaps and overlaps among courses related to content and program learning outcomes.

Reporting: After meeting with the core faculty and reviewing syllabi, the following table needs to be completed and submitted to the program administration at the end of the spring, 2022 semester.

Final Documentation: After meeting with the core faculty and reviewing syllabi, the following tables were created, completed, and submitted to the program administrators on Thursday, May 26, 2022.

The following documents are attached:

- 1) Courses offered to Cohort 14 chart.
- 2) Ed.D. Courses aligned with PLOs with "X" to determine where alignment is present.
- 3) Ed.D. Courses aligned with PLOs indicating learning outcome levels in the identified course:
Key to Excel Tables: *Introduced (I)* *Practiced (P)* and/or *Mastery (M)*

Items (2) and (3) were added to enhance the benefit of this project.



Course	EDDL 7801 Scientific Inquiry	EDDL 7802 Applied Quantitative Research	EDDL 7803 Applied Qualitative Research	EDDL 7901 Theories and Principles of Leadership	EDDL 7902 Leadership and Educational Reform	EDUC 7901 Diversity and Equity in Education	EDUC 7907 Diversity and Equity in Education	
Instructor	Nancy Acevedo (Cohort 15) Buchanan (Fall 2020)	Joseph Jesunathadas	Enrique Murillo	Doris Wilson	Becky Sumbera	Susan Jindra and George Bradshaw	Jacqueline Romano	Paul Amaya
Program Learning Outcome Included in the Course	2, 4, S	1, 2, 4, S	4	1, 2, 3, 5, 6	1, 2, 3, 6	1, 2, 3	1, 2, 3, 4, 5, 6	1, 2, 3, 5, 6
Activity related to the Program Learning Outcome	Readings Discussions Class activities	Readings Discussions/ Explorations	Readings Discussions Reflections	Readings Discussions Guest speakers Videos Case studies	Readings Discussions Reflections	Readings Discussions Case Studies	Readings Discussions Reflections Case Studies	Discussion/Dialogue Experiential Learning Questioning
What Measure is Used in the Course for the Stated Program Learning Outcome	Group Activity Complete Collaborative IRB Training Initiative (CITI) training Summarize Published Research Studies Educational Leader Interview Analyze Data and Reporting Results Paper Research Proposal	Quizzes Data Analyses Journal Article Critiques-Report	Mini-Proposal Positionality Statement Qualitative "Design of Study Framework/Presentation	Presentations Oral/Written Leadership Philosophy Leadership Brief	Presentations Oral/Written Leadership Philosophy Leadership Brief	Essays Online Discussions Individual Project Group Project (Written and Presentations) Final Examination	Self-Assessment Ethical Style Peer Discussions Co-Facilitation of Book Chapter Presentation Critical Reflexive Final Essay	Facilitate Class Discussions First Memory Papers I and II

Program Learning Objectives	EDDL 7801 Scientific Inquiry	EDDL 7802 Applied Quantitative Research	EDDL 7803 Applied Qualitative Research	EDDL 7901 Theories and Principles of Leadership	EDDL 7902 Leadership and Educational Reform	EDDL 7903 Leadership and Fiscal Planning in Complex Organizations	EDUC 7809 Ethical Leadership and Decision Making in Education	EDUC 7907 Diversity and Equity in Education
PLO 1: Knowledge Based in Education and Educational Leadership								
STUDENTS WILL:								
1) understand educational legislation, policies, theories, and practices.				x		x	x	
2) understand legislative landmarks that have impacted structure and function of PK-12/higher education.				x		x	x	
3) understand the process of differentiation.				x			x	
4) understand and be able to articulate the major theories that attempt to explain Pk-12/higher education as a socio-cultural, socio-political, and national project.				x			x	
5) understand the role of institutional research in assessment, evaluation, and continuous improvement.				x	x		x	
6) understand the approach to governance in higher education, particularly concerning higher education organizations, the professoriate, the state, and other important stakeholders.				x			x	
7) understand the approach to governance in Pk-12, particularly concerning school district, the state, and other important stakeholders.				x			x	
8) understand, in depth, the various functions of higher education institutions.				x			x	
9) understand previous and current accountability measures in relation to student outcomes.				x	x		x	
10) understand organizational change as it relates to student success.				x	x		x	
11) understand completion agendas, including bachelor degrees, transfer to four-year colleges, associate degrees, and CTE career pathways.				x				
12) understand the various resources necessary to support student success and academic achievement including, but not limited to, faculty and staff, facilities, funding, educational materials and technologies.				x			x	
13) understand how governance and policy affects schools and colleges through case studies of public institutions.				x	x	x		
14) understand the impact of higher education governance and policy on various stakeholders.				x	x			
15) understand the operational and strategic planning functions related to higher education organizations.				x	x			
16) recognize the role of educational administrators as leaders and facilitators in strategic planning, as well as the role of internal and external stakeholders.				x	x		x	
17) understand the components of a Facilities Master Plan.					x	x		
18) comprehend the limits of school site acquisition.						x		
19) appreciate the complexities of combining funding options for school facility construction.						x		
20) understand school finance at the state and local levels – terminology and applications.						x		
21) investigate school finance reform efforts.						x		
22) understand budgeting components.						x		
23) appreciate current issues and debates in the institutional culture of schools.				x	x		x	

Program Learning Objectives	EDDL 7801 Scientific Inquiry	EDDL 7802 Applied Quantitative Research	EDDL 7803 Applied Qualitative Research	EDDL 7901 Theories and Principles of Leadership	EDDL 7902 Leadership and Educational Reform	EDDL 7903 Leadership and Fiscal Planning in Complex Organizations	EDUC 7809 Ethical Leadership and Decision Making in Education	EDUC 7907 Diversity and Equity in Education
PLO 2: Equity Driven Education Leaders Committed to Social Justice								
STUDENTS WILL:								
1) demonstrate an understanding of the CA Master Plan by providing a critique of the plan's viability in today's funding structures and accountability systems.						x		
2) recognize issues of access, affordability, efficiency, transferability and economic impact.			x			x		
3) demonstrate that they can critically evaluate relationships between PreK-12 and higher education through case study applications.			x		x		x	
4) make a collective impact through seamless visions and pathways.			x				x	
5) explore how their leadership principles shape their responses to equity and diversity issues.			x		x		x	x
6) devise budgets to ensure program improvement and student achievement.						x	x	
7) problematize some dominant discourses of school culture.			x		x		x	
8) engage in advocacy and fundraising efforts.			x				x	
9) demonstrate a sophisticated critical understanding of the socio-cultural forces at work in the governing and practice of schooling.			x				x	
10) articulate personal positions on a selected range of issues in the socio-cultural context of schooling.			x					x
11) recognize various forms of diversity, including but not limited to: race, gender, class, ability, immigration status, LGBTQ, and language.	x			x	x		x	x
12) understand how the intersectionality of student and educator identities informs policies and practices that emphasize equitable outcomes.	x						x	x
13) demonstrate their understanding of the impact of diversity on an organization by completing an equity inventory.			x		x		x	x
14) understand holistic approaches to diversity and equity in education including hiring practices for faculty, staff, administrators and providers of goods and services; and for developing a diverse student population.			x				x	x
15) recognize the complex nature of "diversity" as a construct in both the fields of education and administration/organizational theory.			x				x	x
16) explore education organizations as cultures comprised of a variety of diverse participant-stakeholders that include students, teachers, administrative staff, and community members.				x	x		x	x
17) discuss the role(s) of educational leaders in promoting social justice and inclusion.	x			x			x	x
18) recognize the contributions made to our understanding of diversity in educational settings from theory and research exploring various forms of diversity including race, sex/gender, ethnicity, religion, and sexuality.				x			x	x

	EDDL7801	EDDL7802	WDL7901	WDL7902	WDL7903	EDUC7809 Ethics	EDUC7807
5. Scientific Inquiry							
6. Applied Quantitative Research							
7. Applied Theories and Principles of Leadership							
8. Leadership and Educational Reform							
9. Leadership and Fiscal Planning in a Complex World							
10. Diversity and Equity in Education							

Objectives	EDDL7801	EDDL7802	WDL7901	WDL7902	WDL7903	EDUC7809 Ethics	EDUC7807
19) establish professional, positive, and sustaining relationships with faculty to constantly monitor the effectiveness of the program.			x	x		x	x
20) understand how to foster a climate that engages with student assets to apply effective teaching and learning strategies. understand that all students <i>are</i> capable of learning.			x				
21) recognize the benefits and effectiveness of an instructional program and is willing to alter the components to support student learning.			x	x		x	x
22) demonstrate equity-driven leadership.			x	x		x	
23) demonstrate fiscal responsibility in managing financial resources, while pursuing equitable distribution of funds.			x		x	x	
24) critically assess governance structures and applicable federal, state, and local laws,			x			x	
25) evaluate student outcomes in relation to established standards.			x	x		x	
26) demonstrate the ability to reframe traditional standards of success.			x	x		x	
27) adhere to the CSUSB principles, standards, and expectations associated with plagiarism.			x	x		x	
28) adhere to the CSUSB principles, standards, and expectations associated with the Institutional Review Board application process.		x				x	
29) "respect the rights, dignity, and worth of all people and take care to do no harm in the conduct of their work." http://c.ygcdn.com/sites/www.weraonline.org/resource/resmgr/a_general/aera.pdf		x				x	x
30) "protect the rights, welfare, and dignity of research participants." http://c.ygcdn.com/sites/www.weraonline.org/resource/resmgr/a_general/aera.pdf		x					x
31) "demonstrate sensitivity to cultural, individual, and role differences in teaching, studying, and providing service to groups of people with distinctive characteristics." http://c.ygcdn.com/sites/www.weraonline.org/resource/resmgr/a_general/aera.pdf			x			x	x
32) "strive to eliminate bias in their professional activities, and not tolerate any forms of discrimination based on race; ethnicity; culture; national origin; gender; sexual orientation; gender identity; age; religion; language; disability; health conditions; socioeconomic status; or marital, domestic, or parental status." http://c.ygcdn.com/sites/www.weraonline.org/resource/resmgr/a_general/aera.pdf			x			x	x
33) "acknowledge the rights of others to hold values, attitudes, and opinions that differ from their own, and treat others with dignity and respect." http://c.ygcdn.com/sites/www.weraonline.org/resource/resmgr/a_general/aera.pdf		x					x

Program Learning Objectives	EDDL 7801 Scientific Inquiry	EDDL 7802 Applied Quantitative Research	EDDL 7803 Applied Qualitative Research	EDDL 7901 Theories and Principles of Leadership	EDDL 7902 Leadership and Educational Reform	EDDL 7903 Leadership and Fiscal Planning in Complex Organizations	EDUC 7809 Ethical Leadership and Decision Making in Education	EDUC 7907 Diversity and Equity in Education
PLO 3: Application of Theory into Practice								
STUDENTS WILL:								
1) understand how to develop and implement partnerships between PK-12 schools, community colleges, and universities.				x	x		x	x
2) design a course that includes the elements of developmental education and high impact practices.								
3) create a professional development plan.			x				x	
4) complete an employee evaluation.								
5) build an organizational succession plan.					x		x	
6) demonstrate that they have a working understanding of planning models.				x	x			
7) develop student learning outcomes.				x	x		x	
8) implement accountability measures in a case study.				x			x	
9) design a program review plan.				x	x			
10) develop skills to manage governing boards.				x				
11) develop skills to address union management.				x				
12) develop PK-12/higher education policies and create a policy implementation plan.				x				
13) connect strategic planning with facilities, resource management, and assessment, and other operational areas.				x	x	x		
14) understand and apply change theories and organizational strategies that will enable them to articulate a vision, develop a strategic framework, and establish a plan.				x	x		x	
15) demonstrate ability to involve stakeholders at various levels to develop a mission and vision.				x			x	
16) demonstrate understanding of key funding models relevant to their strand in the doctoral program (either PK-12 or higher education).				x		x		
17) develop a program budget that demonstrates funding from a variety of sources.						x		
18) demonstrate prioritization of limited financial resources and strategies for developing balanced budgets.						x		
19) develop a budget reduction process.						x		
20) develop creative educational practices based on socio-cultural interactions in the educational setting.				x			x	x

Program Learning Objectives	EDDL 7801 Scientific Inquiry	EDDL 7802 Applied Quantitative Research	EDDL 7803 Applied Qualitative Research	EDDL 7901 Theories and Principles of Leadership	EDDL 7902 Leadership and Educational Reform	EDDL 7903 Leadership and Fiscal Planning in Complex Organizations	EDUC 7809 Ethical Leadership and Decision Making in Education	EDUC 7907 Diversity and Equity in Education
PLO 4: Scholar-Leaders								
STUDENTS WILL:								
1) articulate Doctoral Studies Program requirements and policies (e.g., portfolio, exams, etc.).	x							
2) engage in a forum for discussing dissertation-related concerns.	x	x	x				x	
3) comprehend the contents of each dissertation chapter.	x	x					x	
4) understand how to read tables, graphs, and reports and critically think of underlying assumptions that influence the public perspective.		x					x	
5) understand how to explain reports and its implications to various stakeholders.		x					x	
6) understand techniques of institutional research and statistical analysis, and how to apply them in strategic planning and goal setting.								
7) recognize the differences between quantitative, qualitative, and mixed methods research design and how epistemological perspectives are reflected in those research methodologies.		x	x					
8) comprehend how theoretical paradigms and perspectives are reflected in research methodologies.		x	x					
9) reflect on their own subjectivities and understand that who they are influences the kinds of questions they ask and figures into how they collect, analyze, and interpret data.	x	x	x					
10) design methodologically sound qualitative research.			x					
11) design methodologically sound quantitative research.		x						
12) design methodologically sound mixed methods research.		x	x					
13) select appropriate data sources, data collection methods, and data analysis methods for their chosen strategy of inquiry.		x	x				x	
14) apply a variety of strategies for analyzing, interpreting, and reporting qualitative data.			x				x	
15) apply a variety of strategies for analyzing, interpreting, and reporting quantitative data.		x					x	
16) apply a variety of strategies for analyzing, interpreting, and reporting mixed methods data.		x					x	
17) recognize leading authorities on their chosen strategy of inquiry.	x	x					x	
18) apply appropriate evaluative criteria to existing qualitative research.			x				x	
19) apply appropriate evaluative criteria to existing quantitative research.		x					x	
20) apply appropriate evaluative criteria to existing mixed methods research.		x	x				x	
21) critically assess trustworthiness.							x	
22) identify, anticipate, and address ethical issues unique to specific qualitative methods.			x				x	
23) identify, anticipate, and address ethical issues unique to specific quantitative methods.		x					x	

Program Learning Objectives	EDDL 7801 Scientific Inquiry	EDDL 7802 Applied Quantitative Research	EDDL 7803 Applied Qualitative Research	EDDL 7901 Theories and Principles of Leadership	EDDL 7902 Leadership and Educational Reform	EDDL 7903 Leadership and Fiscal Planning in Complex Organizations	EDUC 7809 Ethical Leadership and Decision Making in Education	EDUC 7907 Diversity and Equity in Education
PLO 4: Scholar-Leaders								
24) identify, anticipate, and address ethical issues unique to specific mixed methods.		x					x	
25) interpret frequency distributions and other regressions/statistical assumption diagnostics.		x						
26) understand what contingency tables are and how to test variable relationships.		x						
27) demonstrate how to apply the concepts of reliability and validity and triangulation.		x						
28) calculate and interpret the appropriate central tendency, variability, standard normal distributions, non-normal distributions, and can explain how they relate to basic probability theory.		x						
29) calculate and interpret effect sizes in evaluation studies for multivariate analysis.		x						
30) demonstrate the concepts of Type I and Type II errors, statistical power specifically related to multiple regression, multi-level regression, exploratory factor analysis, and structural equation modeling.		x						
31) conduct and interpret these analyses on SPSS or similar statistical software.		x						
32) understand, through application, that multiple regression, multi-level regression, exploratory factor analysis, and structural equation modeling may be used to predict one variable from another and looking at relationships among variables.		x						
33) demonstrate proficiency in the critical analysis and synthesis of relevant studies and theories associated with their research inquiry.	x	x	x				x	
34) demonstrate proficiency in developing a research proposal and applying correct methodology and methods of inquiry.		x						
35) prepare a proposal for the Institutional Review Board, in alignment with dissertation work.			x					
PLO 5: Professional Educational Leadership Skillset								
STUDENTS WILL:								
1) demonstrate written communication competencies commensurate of a critically conscious leader and educator.	x			x			x	x
2) demonstrate oral communication competencies commensurate of a critically conscious leader and educator.	x			x			x	
3) demonstrate interpersonal communication competencies commensurate of a critically conscious leader and educator.	x			x			x	
4) demonstrate the ability to collaborate as a critically conscious leader and educator.	x			x			x	
5) demonstrate abilities to navigate and utilize a broad range of technological tools.	x	x		x			x	
PLO6 : Ethical and Collaborative Decision-Making								
STUDENTS WILL:								
1) describe how ethical principles and community engagement inform their leadership practice, with particular attention to collaboration with historically minoritized students, families, and communities.				x	x		x	x

Program Learning Objectives	EDDL 7801 Scientific Inquiry	EDDL 7802 Applied Quantitative Research	EDDL 7803 Applied Qualitative Research	EDDL 7901 Theories and Principles of Leadership	EDDL 7902 Leadership and Educational Reform	EDDL 7903 Leadership and Fiscal Planning in Complex Organizations	EDUC 7809 Ethical Leadership and Decision Making in Education	EDUC 7907 Diversity and Equity in Education
PLO 1: Knowledge Based in Education and Educational Leadership								
STUDENTS WILL:								
1) understand educational legislation, policies, theories, and practices.				I		I	P	
2) understand legislative landmarks that have impacted structure and function of PK-12/higher education.				I		P	P	
3) understand the process of differentiation.				I			P	
4) understand and be able to articulate the major theories that attempt to explain Pk-12/higher education as a socio-cultural, socio-political, and national project.				P			I	
5) understand the role of institutional research in assessment, evaluation, and continuous improvement.				P	P		I	
6) understand the approach to governance in higher education, particularly concerning higher education organizations, the professoriate, the state, and other important stakeholders.				P			P	
7) understand the approach to governance in Pk-12, particularly concerning school district, the state, and other important stakeholders.				P			P	
8) understand, in depth, the various functions of higher education institutions.				P			P	
9) understand previous and current accountability measures in relation to student outcomes.				P	P		I	
10) understand organizational change as it relates to student success.				I	I		P	
11) understand completion agendas, including bachelor degrees, transfer to four-year colleges, associate degrees, and CTE career pathways.				P				
12) understand the various resources necessary to support student success and academic achievement including, but not limited to, faculty and staff, facilities, funding, educational materials and technologies.				P			I	
13) understand how governance and policy affects schools and colleges through case studies of public institutions.				P	P	P		
14) understand the impact of higher education governance and policy on various stakeholders.				P	I			
15) understand the operational and strategic planning functions related to higher education organizations.				P	P			
16) recognize the role of educational administrators as leaders and facilitators in strategic planning, as well as the role of internal and external stakeholders.				P	I		P	
17) understand the components of a Facilities Master Plan.					P	M		
18) comprehend the limits of school site acquisition.						M		
19) appreciate the complexities of combining funding options for school facility construction.						M		
20) understand school finance at the state and local levels – terminology and applications.						M		
21) investigate school finance reform efforts.						M		
22) understand budgeting components.						M		
23) appreciate current issues and debates in the institutional culture of schools.				P	P		P	

Program Learning Objectives		EDDL 7801 Scientific Inquiry	EDDL 7802 Applied Quantitative Research	EDDL 7803 Applied Qualitative Research	EDDL 7901 Theories and Principles of Leadership	EDDL 7902 Leadership and Educational Reform	EDDL 7903 Leadership and Fiscal Planning in Complex Organizations	EDUC 7809 Ethical Leadership and Decision Making in Education	EDUC 7907 Diversity and Equity in Education
PLO 2: Equity Driven Education Leaders Committed to Social Justice									
STUDENTS WILL:									
1)	demonstrate an understanding of the CA Master Plan by providing a critique of the plan's viability in today's funding structures and accountability systems.								
2)	recognize issues of access, affordability, efficiency, transferability and economic impact.				p				
3)	demonstrate that they can critically evaluate relationships between PreK-12 and higher education through case study applications.								
4)	make a collective impact through seamless visions and pathways.				p			p	
5)	explore how their leadership principles shape their responses to equity and diversity issues.				p			I, P	
6)	devise budgets to ensure program improvement and student achievement.					p		I, p	p
7)	problematize some dominant discourses of school culture.						M	i	
8)	engage in advocacy and fundraising efforts.				p			I, P	
9)	demonstrate a sophisticated critical understanding of the socio-cultural forces at work in the governing and practice of schooling.							I, p	
10)	articulate personal positions on a selected range of issues in the socio-cultural context of schooling.								
11)	recognize various forms of diversity, including but not limited to: race, gender, class, ability, immigration status, LGBTQ, and language.	x				p		I, p	
12)	understand how the Intersectionality of student and educator identities informs policies and practices that emphasize equitable outcomes.	x							p
13)	demonstrate their understanding of the impact of diversity on an organization by completing an equity inventory.								M First
14)	understand holistic approaches to diversity and equity in education including hiring practices for faculty, staff, administrators and providers of goods and services; and for developing a diverse student population.					M-Policy Analysis			Memory Paper II
15)	recognize the complex nature of "diversity" as a construct in both the fields of education and administration/organizational theory.							I, p	p
16)	explore education organizations as cultures comprised of a variety of diverse participant-stakeholders that include students, teachers, administrative staff, and community members.								
17)	discuss the role(s) of educational leaders in promoting social justice and inclusion.	x				p		p	p
18)	recognize the contributions made to our understanding of diversity in educational settings from theory and research exploring various forms of diversity including race, sex/gender, ethnicity, religion, and sexuality.							I, P	p
19)	establish professional, positive, and sustaining relationships with faculty to constantly monitor the effectiveness of the program.							I, P	
20)	understand how to foster a climate that engages with student assets to apply effective teaching practices.								

Program Learning Objectives	EDDL 7801 Scientific Inquiry	EDDL 7802 Applied Quantitative Research	EDDL 7803 Applied Qualitative Research	EDDL 7901 Theories and Principles of Leadership	EDDL 7902 Leadership and Educational Reform	EDDL 7903 Leadership and Fiscal Planning in Complex Organizations	EDUC 7809 Ethical Leadership and Decision Making in Education	EDUC 7907 Diversity and Equity in Education
PLO 2: Equity Driven Education Leaders Committed to Social Justice								
21) recognize the benefits and effectiveness of an instructional program and is willing to alter the components to support student learning.				P	P		I, P	M-Facilitate Class Discussions and First Memory II
22) demonstrate equity-driven leadership.				I	P			M-Case Study Assignment
23) demonstrate fiscal responsibility in managing financial resources, while pursuing equitable distribution of funds.				I		M	I, P	
24) critically assess governance structures and applicable federal, state, and local laws.				I			I, P	
25) evaluate student outcomes in relation to established standards.				P	P		I, P	
26) demonstrate the ability to reframe traditional standards of success.				P	P		I, P	I
27) adhere to the CSUSB principles, standards, and expectations associated with plagiarism.				P	P			M-Case Study Assignment
28) adhere to the CSUSB principles, standards, and expectations associated with the Institutional Review Board application process.		P					I	
29) "respect the rights, dignity, and worth of all people and take care to do no harm in the conduct of their work." http://c.ymcdn.com/sites/www.weraonline.org/resource/resmgr/a_general/aera.pdf		P					I, P	P
30) "protect the rights, welfare, and dignity of research participants." http://c.ymcdn.com/sites/www.weraonline.org/resource/resmgr/a_general/aera.pdf		P					I, P	P
31) "demonstrate sensitivity to cultural, individual, and role differences in teaching, studying, and providing service to groups of people with distinctive characteristics." http://c.ymcdn.com/sites/www.weraonline.org/resource/resmgr/a_general/aera.pdf				P			I	P
32) "strive to eliminate bias in their professional activities, and not tolerate any forms of discrimination based on race; ethnicity; culture; national origin; gender; sexual orientation; gender identity; age; religion; language; disability; health conditions; socioeconomic status; or marital, domestic, or parental status." http://c.ymcdn.com/sites/www.weraonline.org/resource/resmgr/a_general/aera.pdf				P			I, P	P
33) "acknowledge the rights of others to hold values, attitudes, and opinions that differ from their own, and treat others with dignity and respect." http://c.ymcdn.com/sites/www.weraonline.org/resource/resmgr/a_general/aera.pdf	x			P			I, P	P

Appendix J

Dissertation Format and Rubric

CSUSB Ed.D. Dissertation Template

Chapter 1: Introduction

Problem Statement

Defines the problem of practice in the field of education that this research study will explore and includes citations to validate the importance of this study.

Purpose Statement

Provides a clear statement of the purpose of the study. Begins with “The purpose of this study is to...”

Research Questions or Hypotheses

Delineates the specific questions this study will attempt to answer. Limit the number of research question to no more than 2 or 3.

Significance of the Study

Explains in detail why this study is important. Use citations from other studies and research scholars to validate why this study is significant to the field.

Theoretical Framework/Underpinnings (Introduce in Chapter 1 – Deeper explanation in and the concept covered in the lit review and their use outlined in Chapter 3)

Defines the perspective from which the researcher is exploring the problem chosen for the study. For example, if looking at college completion rates for first generation students the researcher might be using frameworks such as social capital or cultural capital, to name a few.

Assumptions

For qualitative research, assumptions identify factors potentially influential to the study for which you cannot or do not intend to control. The researcher should discuss how they plan to verify (if possible) these assumptions. Examples of assumptions include, but are not limited to honest or integrity of participant responses, accuracy of or utility of instruments used in the study, inclusion criteria for participants, and participant motivation for participating in the study.

Delimitations

Explains the self-imposed limitations of the study; for example, only looking at public universities rather than including both private and public universities.

Definitions of Key Terms

Defines the specific terms in the study using cited definitions from the literature.

Summary

Includes the main points that have been covered in chapter 1 and an introduction into what is going to be covered in chapter 2.

Chapter 2: Literature Review

The literature review for a dissertation begins with an introduction to the study and is a synthesis of existing research studies that provides a comprehensive summary and analysis of the methodologies, data collection, findings and conclusions of studies that are directly related to the problem and purpose of the study being proposed. In addition, the discussion of the theoretical framework that is provided in the literature being reviewed. The purpose of the literature review is to identify a gap in the research in order to identify areas for future research.

Problem Statement and Purpose of the Proposed Study

Use the same language as was used in Chapter 1.

Topical Headings and Sub Headings

Summary

Includes the main points from the literature review that are relevant to the proposed study and an introduction to the methodology section.

Chapter 3: Research Design and Methodology

Research Design

Provides an overview of how the research for this study was conducted.

Research Setting

Describes the context of the research; where and when.

Research Sample

Explains who participated in the study (demographics) and how they were selected or what data was used, where it was located and how it was accessed.

Research Data

Describes the type of data that was used for the study.

Data Collection

Describes how the data was collected or accessed including timeframes and methods. For example, data mining, surveys, interviews, and observations to name a few.

Data Analysis

Explains how the data was analyzed – what statistical methods were used in the analysis.

Validity and Trustworthiness/Reliability

Discusses the methods used to establish validity and reliability of data collection methodology.

Positionality of the Researcher

Discusses any biases the researcher may have had towards the research study and explains how those biases were addressed. (Generally used for qualitative research studies).

Summary

Summarizes the main points of the chapter and introduces what will be covered in the next chapter.

Chapter 4: Results

Sample Demographics

Analyzes the demographic information of the final participants of the study.

Results of the Study Using Descriptive Data by Research Question

Describes what was found through the data collection process for each research question. Tables and statistical analyses are provided in this section.

Summary

The main points related to the findings of the study are summarized and an introduction to the next chapter is provided.

Chapter 5: Recommendations and Conclusions

Overview

A brief discussion of the purpose of the study and problem statement (as written in Chapter 1) and a summary of the research methodology is provided.

Recommendations for Educational Leaders

Based on the data analysis, the recommendations for the problem studied is presented. In addition, a comparison of the study's findings and the findings and recommendations made in the literature review presented in Chapter 2 is provided, including citations.

Next Steps for Educational Reform

This section answers "now what?" Discusses what needs to happen or what needs to be implemented as a result of the findings of this study.

Recommendations for Future Research

As a result of this study, what new questions have emerged about this topic that can be the focus of new research studies.

Limitations of the Study

After the data was collected, what limitations emerged that needs to be presented that may have an impact on generalizability of this study.

Conclusions

As a result of this study, what are the final conclusions made by the researcher about the findings, results or impacts this study has on practice and future research.

Dissertation Rubric

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

Ed.D. in Educational Leadership

Candidate Name: _____

<u>QUALITY INDICATORS DISSERTATION</u>	2 Exceeds Expectations Approved with Commendation, Exceptional Level of Scholarship	1 Meets Expectations Approved as Written (may have minor edits/modifications required) All Critical Elements Present	0 Does Not Meet Expectations Must be Resubmitted and Re Defended
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Chapter 1: Introduction to the Study: Statement of the Problem (Overall Focus/Purpose) Quality Indicator _____

1. The research/problem of practice topic was developed and was clearly explained.
2. The importance of the research/problem of practice was clear and included citations from the literature that validated the importance of the study.
3. The research/problem of practice was situated in a context in which it was to be studied.
4. There were no more than 2 – 3 research questions included in the study.
5. The significance of the study was explained in detail and included citations from other studies and research scholars to validate the importance of this study to the field.
6. The theoretical framework/underpinnings was appropriate and clearly defined.
7. Assumptions that identify factors potentially influential to the study were delineated.
8. Delimitations made for this study were clearly identified and explained.
9. The definitions of key terms were from the literature and included appropriate citations.
10. The summary included the main points covered in Chapter 1 and included an introduction of what was included in Chapter 2.

Chapter 2: Review of the Literature Quality Indicator _____

1. The research included in the literature review was clearly placed in a practitioner tradition.
2. The literature review included the problem of practice and purpose of the study in the introduction.
3. The literature review included a discussion of the theoretical framework of the proposed study in the introduction.
4. Research studies included in the literature review were appropriate and comprehensive.
5. Research studies included in the literature review included comprehensive summaries of the studies clearly linked to the proposed study and included but was not limited to, analysis if methodologies, data collection processes, and findings and conclusions.
6. The literature review was relevant, recent, and clearly linked to the purpose and problem of practice being studied.
7. Research studies included in the literature review were compared and contrasted to similar studies also included in the literature review.
8. The literature review was logically and coherently organized.
9. The literature review included a summary of the most salient findings of the research reviewed that tied closely to the research/problem of practice being studied.
10. The literature review established a convincing basis for the study.

Chapter 3: Design of Study and Methodology for Research using Inferential Statistics and Quantitative Methods Quality Indicator _____

1. The overall study design was appropriate for the research question(s) posed.
2. The research design was linked to Literature Review in Chapter 2.
3. The research design described the context of the research (where and when).
4. The research design clearly explained who participated in the study and how they were selected.
5. The research methodology was clearly presented, explained, and appropriate.
6. The type of data that was used was clearly described and appropriate for the study.
7. The validity and reliability/trustworthiness methodology was clearly explained.
8. The data collection process was clearly described and appropriate for the study.
9. The instrumentation, equipment, materials and measurements used were well-chosen and adequate.
10. The data analysis methods were clearly explained and appropriate.
11. The positionality of the researcher was clearly defined.
12. Relevant ethical issues were clearly identified and addressed.

Chapter 3: Design of Study and Methodology for Research using Qualitative Methods.

Quality Indicator _____

1. Overall study design was appropriate for the research question(s) posed.
2. The research design was linked to the Literature Review in Chapter 2.
3. The research paradigm and research tradition were adequately explained and justified.
4. There was a clear description of the researcher as a “credible witness”.
5. The research design and methodology were clearly presented, explained and adequate.
6. Triangulation issues, where appropriate, were addressed.
7. Data collection methods were clearly described and adequate.
8. The criteria/process for selecting participants was appropriate and clearly explained.
9. The role of the researcher in relation to participants was examined and explicated.
10. Relevant ethical issues were clearly identified and addressed.
11. The process of analyzing and generating meaning from the data was clearly explained.
12. The process for keeping track of emerging understandings was described in detail.

Chapter 4: Presentation of Findings from Quantitative Research Study.

Quality Indicator _____

1. Included an introduction to the current study.
2. Included an analysis of the sample’s demographics.
3. The results of the study were organized by research question with appropriate tables and statistical analysis.
4. Quantification efforts included were adequate.
5. Data were clearly, logically and economically presented and explained.
6. Variations from the study as proposed were presented and justified.
7. Data were handled with appropriate concern for accuracy and methodological rigor.
8. Meanings that were generated were justified by the data.
9. Where appropriate, the researcher was established as a “credible witness”.

Chapter 4: Presentation of Findings from Qualitative Research Study.

Quality Indicator _____

1. Included an introduction to the current study.
2. Included an analysis of the sample’s demographics.
3. The results of the study were organized by research question qualitative analysis
4. Analysis efforts included were adequate.
5. Analysis were clearly, logically and economically presented and explained.
6. Variations from the study as proposed were presented and justified.
7. Qualitative data were handled with appropriate concern for accuracy and methodological rigor.
8. Meanings that were generated were justified by the qualitative data.

9. Where appropriate, the researcher was established as a “credible witness”.

Chapter 5: Conclusions and Recommendations

Quality Indicator _____

1. The chapter began with a brief overview of how and why the study was done, reviewed the questions or issues addressed and included a summary of the findings.
2. Recommendations for educational leaders were based on the data analysis and recommendations for the problem studied were also presented.
3. The interpretation of findings included conclusions that addressed all the research questions or hypotheses with references to outcomes listed in Chapter 4.
4. The argument of what was established from the data was well-considered, justifiable, and presented in an appropriate tone.
5. Generalizations, where indicated, were confined to the population from which the sample was drawn.
6. Next steps for educational reform were presented and were supported by the data.
7. Recommendations for future research included questions that had emerged as a result of this study.
8. Limitations of what can be claimed from the study were acknowledged and adequately considered.
9. The conclusions included final conclusions made by the researcher that showed the impacts of future research or practice.

OVERALL PRESENTATION: STYLE AND FORMAT

Quality Indicator _____

TOTAL _____

Note: The dissertation must conform to the guidelines for style as set forth in the most recent edition of the *Publication Manual of the American Psychological Association (APA Manual)*. This includes, but is not limited to:

- a. Correct grammar, usage, punctuation, and spelling.
- b. Proper in-text citations for references, direct quotations, and paraphrasing.
- c. The reference list.
- d. All tables and figures.
- e. Headings and sub-headings.

Appendix K

Board of Trustee Minutes Related to Tuition Waivers

(See Page 2 Item #5)

Action Item

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November 14-15, 2006

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REVISED

COMMITTEE ON FINANCE

California State University Education Doctorate State University Fee – Independent Educational Doctoral Degree Program

Presentation By

Richard P. West
Executive Vice Chancellor and
Chief Financial Officer

Patrick Lenz
Assistant Vice Chancellor
Budget

Summary

This action item is presented to the Board of Trustees to consider authorization of a new fee, the CSU Education Doctorate State University Fee, which will be charged in lieu of the CSU State University Fee (SUF) students currently pay to attend the university. The Education Doctorate fee rate is recommended to implement the provisions of SB 724 (Scott), which established the independent doctorate for CSU. The law authorizes CSU to charge fees for its independent education doctoral program consistent with the University of California's educational fee for doctoral programs in order to satisfy program costs.

Background

The Board of Trustees reviewed this item at the May 2006 board meeting. The board has the authority to establish, adjust, and abolish systemwide fees.

On September 22, 2005, Governor Schwarzenegger signed into law SB 724 (Scott), which for the first time allowed the California State University to offer an independent doctoral degree. Prior to SB 724, CSU could only offer joint doctorate programs with the University of California or with a private university. Recognizing there is an urgent need for well-prepared administrators to lead public school and community college reform efforts, the State supported CSU's request to offer graduate level instruction that would lead to the Doctorate of Education degree. The Doctorate of Education degree offered by the California State University is focused on preparing administrative leaders for California public elementary and secondary school districts and community colleges, and on the knowledge and skills needed by administrators to be effective leaders for California public schools and community colleges. SB 724 stipulates that State funding for Doctorate of Education degree instruction by the

REVISED

California State University shall be provided on a per full-time equivalent basis at the marginal rate for new enrollment growth within growth levels authorized by the annual Budget Act. Section 66040.5 of the law also stipulates that each student in the programs authorized by this article shall be charged fees no higher than the rate charged for students in state-supported doctoral degree programs in education at the University of California, including joint education doctorate programs of the California State University and the University of California. Finally, the legislation stated that the CSU should not return to the Department of Finance and the legislature requesting more state funds to support these doctoral programs.

Following analysis of the cost associated with offering the education doctorate, a fee action is recommended to the Board that incorporates the following:

1. A new fee will be established as the CSU Education Doctorate State University Fee and will be charged in lieu of the CSU State University Fee for students enrolled in the Education Doctorate Program.
2. The fee structure will be a modified version of the State University Fee structure. Regular student fees will be defined as the fee rate for students enrolled in the Education Doctorate Program independent of number of units. Limited student fees will not apply to the Education Doctorate Program. Regular student fees will be equal to the full academic year fee rate. The summer term fee rate shall equal the academic year term rate regular students are charged, respectively, at semester or quarter campuses.
3. The CSU Education Doctorate State University Fee rate will be linked to the UC graduate fee rate (or their Education Doctorate fee rate if a separate professional fee is so established in the future). Increases in the CSU Education Doctorate State University Fee will be tied to the percentage increase in the UC graduate fee. For the 2007-08 academic year the fee level will be the adjusted rate based on the 2006-07 University of California fee of \$6,897 - the amount reflecting the graduate mandatory fees approved by the University of California Regents for the 2007-08 academic year.
4. Because of the limited needs-based financial aid requirement for education doctorate student enrollments, the financial aid set-aside from student fees will be 10 percent of the academic year fee rate. After need-based aid has been provided, any remaining funds from the set-aside would be used for general program purposes or student support.
5. Employee fee waivers will have to be negotiated for the new fee and the cost for the waiver shall be funded from the employee compensation pool for each bargaining unit and non-represented employees.
6. The trustees will annually approve the academic year fee rate for the program.

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7. Students enrolled in the Education Doctorate Program will also pay campus-based mandatory fees.

The fee model recommended will generate sufficient revenue to fund total program cost and still keep CSU firmly within the legislative guidelines established in SB 724.

Recommended Action

The following resolution is recommended for adoption:

CSU Education Doctorate State University Fee

RESOLVED, By the Board of Trustees of the California State University, that the CSU Education Doctorate State University Fee is hereby established, which shall be authorized at a fee level that equals the graduate student fee (or Education Doctorate fee rate if a separate professional fee is so established in the future) at the University of California; and, be it further

RESOLVED, That the fee rate approved for the 2007-08 academic year the fee level will be the adjusted rate based on the 2006-07 University of California fee of \$6,897 - the amount reflecting the graduate mandatory fees approved by the University of California Regents for the 2007-08 academic year; and be it further

RESOLVED, That the chancellor may approve individual campus CSU Education Doctorate State University Fee rates that do not exceed the maximum graduate fee rates charged by the University of California, and be it further

RESOLVED, The chancellor is delegated authority to further adopt, amend, or repeal the CSU Education Doctorate State University Fee rate if such action is required by the budget act approved for 2007-08, and that such changes made by the chancellor are communicated promptly to the trustees.

The link of the entire document is below:

https://urldefense.proofpoint.com/v2/url?u=https-3A_www.calstate.edu_csu-2Dsystem_board-2Dof-2Dtrustees_past-2Dmeetings_2006_Documents_november-2D14-2D2006-2Dfinance.pdf&d=DwMGaQ&c=B_W-eXUX249zycySS1AyZjABMeYrU1wvo9-GmMObjY&r=qMMd2Olq-j3YUzvGT_W0umi1vqua4bINfBEaTWPKLRY&m=kyaGh_XrXsZfCTIzYA0C_LAH3rHsRX5722TJyeAcPA3Qv_rdu-R7KGclUveEEvHNe&s=laEb55MV-oVjVLbGpeXbsxCi4NSoW862XyYcSAPdJGI&e



DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

External Reviewer Report

AY 2023 – 2024

External Reviewer: Betty J. Alford, Ph.D.

Professor, Department Chair & Doctoral Program Director, California State Polytechnic University, Pomona

Campus Visit Date: February 27, 2024

Self-Study Report

The Educational Leadership Doctoral Program at California State University, San Bernardino is a stand-alone program within the James R. Watson and Judy Rodriguez Watson College of Education. The program was approved in 2006 by WASC and the Chancellor's Office with classes beginning in fall of 2006. This is the first self-study of the program since the program began. This report includes data from the last five years although many references were made to changes that have occurred, particularly within the last year and a half. The program returned to a stand-alone program through the support of the Dean of the Watson College of Education instead of being housed in the Department of Educational Leadership and Technology. This change was made in response to the identified need to diversify the faculty so that multiple perspectives would be shared instead of most of the classes being taught by two faculty members who had been hired to teach in the program. One of these two faculty members is no longer with the university, and there is one remaining full-time faculty member whose sole responsibility is to teach in the doctoral program. During these two years, an increase in the core and affiliated faculty has been achieved to currently 29 core faculty, 22 affiliated faculty, and 35 community partner faculty members associated with the program.

On February 27, 2024, the external review focus group interviews were conducted and included a focus group with the program's leadership team including Enrique Murillo, Karen Escalante, Sharon Brown Welty, Candice Sykes, and Stacey Ortiz. The program faculty focus group included Doris Wilson, Jay Fiene, Nancy Acevedo, Becky Sumbera, and Carmen Beck. The alumni and current EdD student focus group included Angelica Agudo, Reyan Warren, Monica Alejandre, Thomas Robles, Chris Berry, and Brian Willess. The focus group with the administrative team included Kevin Grisham, Caroline Vickers, and Kelly Campbell, and an interview with Dean Chinaka S. DomNwachukwu was conducted. Prior to the focus group interviews and after the zoom interviews, the external reviewer reviewed the 5th Year Self-Study Report to see if there was triangulation of the data. The format for the report and questions were also reviewed prior to the virtual interviews and after the interviews and provided the format for this external report.

Learning Outcomes and Program Effectiveness Program Learning Outcomes and Curriculum

The two co-directors of the program, a program specialist, and the administrative assistant meet weekly for planning to ensure a sustained focus in achieving the learning outcomes for the program. During the focus group interview, they demonstrated their commitment to developing experienced and effective educational leaders who will provide equity-focused leaders centered on achieving social justice with expanded learning opportunities to learn for all students. The program mission is *to develop scholar practitioner leaders who respond to 21st century challenges by promoting practices, policies, and programs committed to equity, social justice, and transformation. In addition, the program is aligned with the principles and standards of the Carnegie Project on the Educational Doctorate and to the field of educational administration.* The self-study report and the data from the individuals interviewed provided support that this mission is being achieved. The Program Learning Outcomes (PLOs) currently reflect the scope and depth of student learning appropriate for the Educational Leadership Doctoral Degree. During the last two years, the PLOs have been reviewed by the program's leadership team, the program faculty, and the Community Advisory Board to ensure relevancy of the learning experiences of the students. The learning outcomes have been aligned to the learning outcomes that are designated by the Carnegie

Project on the Educational Doctorate national initiative. The PLOs are also aligned with the California State University at San Bernardino's Institutional Learning Outcomes.

The identified student learning outcomes exhibit the breadth and depth commensurate with a doctoral program in educational leadership. Through consultation with the Community Advisory Board, program leaders received confirmation that the identified student learning outcomes of the curriculum are comprehensive and effective in responding to the profession's needs. Surveys of students and alumni were also provided to attain additional perspectives of the appropriateness of the content to the profession's needs. Although many students expressed that the curriculum was comprehensive and relevant to a doctoral program in educational leadership, some students also expressed concerns that greater coherence between the courses could be attained. On the student surveys, some students raised concerns that some of the courses needed to be more distinct from the courses students had taken in the Preliminary Administrative Credential Program and extend the learning further. Concerns were also raised that some courses relied primarily on student presentations of the content instead of using a variety of engaging instructional strategies.

The program is designed to achieve the mission of the program and the identified focus on developing the leadership capacity as equity-focused leaders for social justice and student success. The curriculum is successfully designed to develop scholarly practitioners who demonstrate the knowledge and skills to provide equity-focused leadership to enhance learning. After the leadership team initially aligned the program learning outcomes to the tenets proposed by the Carnegie Project on the Educational Doctorate, they extended this discussion of alignment through faculty retreats, through an internal review process by a faculty member to analyze where each learning outcome is introduced, developed, and assessed, and through analysis by the Community Advisory Board in their yearly meeting. The program has a clearly defined process of collecting data from partners including surveys, course evaluations, and completion data. High impact practices have been identified toward meeting the program learning outcomes. Through these measures, the program has effectively ensured that the right content for the field is provided through the Educational Leadership Doctoral Program.

Evidence of Student Learning

Evidence of successful student learning was supported by all students passing the newly revised qualifying exam over the last two years. The qualifying exam has been revised and student higher passing rates are an indicator of student learning. The program leaders collect the summative data on the qualifying exam results as well as the data from student surveys regarding the student's growth and development as a scholarly practitioner leader and analyze the results for continual program improvement. The survey results on the pre and post *Disposition Survey*, although not statistically significant, indicate the trend of influencing students' dispositions. It is anticipated that the new *Leader Effectiveness, Ethics, and Impact Survey* for student that replaced the *Disposition Survey* will provide more illuminating data from the students' and employers' responses. Comments from students on the survey and through the focus group interviews further affirmed the positive impact of the program on students' learning.

It is noteworthy that the curriculum is designed to maintain a focus on equity and social justice leadership development in alignment with the Carnegie Project on the Educational Doctorate tenets, and examples of the impact of students and alumni were shared that supported that this focus is being met. Completed dissertations also supported strong evidence of student learning. The program is now

maintaining precise records of students' dissertation progress to encourage more students to complete the program within three years. A full-time program specialist was added as a permanent position, and this individual is a member of the doctoral program leadership team to provide further support of each student's progress. The written self-study provides a thorough discussion of findings from pre and post assessments, graduate surveys, and Town Hall dialogue and explains ways that these results are discussed in weekly program leadership meetings, in monthly faculty meetings, and in yearly Community Advisory Board meetings to work toward increased student learning.

Stakeholder Views of Program Effectiveness

Program Strengths

The program leadership team is strongly committed to the program's mission. As a participant shared:

We are in an area of the lowest college-going rates in education. We are in an area of high poverty and high segregation. We are working at ground zero on these issues with a strong focus on equity and social justice. We have a cadre of individuals who are very committed to achieving our program's mission.

A point of pride is the strong commitment of the leadership team in guiding the program in attaining the mission with a clear structure of support for student success.

Other points of pride included an emphasis on seeking opportunities for students. The diversity of the student body that reflects the diversity of the community is a strength as well as their leadership impact. A faculty member shared, "Our students are involved in helping shape the direction of our region. For example, one graduate is the superintendent of Riverside County of Education. Another is a community college president."

Becoming part of the Holmes Program with the American Association of Teaching and Curriculum (AACTE) has served as a way to further enhance student development and to provide opportunities for conference presentations and national leadership experience. The Holmes program is dedicated to preparing racially and ethnically diverse student for leadership. As a student shared, "These experiences of being a Holmes Scholar have strengthened my *sense of belonging* in the doctoral program." The Holmes program participation provides opportunities for access and support to students seeking a higher education position.

Another benefit that focus group participants noted was:

Our students are strong, in part, because of the selective process that emphasizes a commitment to equity and social justice as part of the holistic processes used in the review of applicants. There has also been an increase in the number of applicants for the program and the number of students who are accepted. Professional networks for recruitment and every other week information session on zoom have increased the applicant pool. Extensive follow-up is now provided to individuals who begin the calstateapply application.

Another strength of the program is the executive model for classes with the class sessions in hybrid mode for Friday evening and in person classes on Saturday from 9-5. The timeline of the program was cited as a strength. The program is student-centered, and the program leaders are working consistently to encourage students to finish the degree. Although the program is still working to increase student

completion in three years, the number of graduates has increased as well as the number of students in the program. Graduation rates were discussed as a previous issue and now the graduation rates are improved with most students graduating in 3-4 years.

The program has aligned the student learning outcomes with the principles of the Carnegie Project on the Educational Doctorate. A leadership team member stressed, "We are working to make the EdD degree, *not PhD light*, but a degree that is distinguished and meeting the needs of working professionals."

The qualifying exam was discussed as a previous barrier, and after the re-design of the exam, students are now more successful.

The doctoral program courses were converted to a semester format instead of a quarter format, and the faculty used this opportunity to examine the content of the courses and to add a field-based course.

The cohort model was cited as a program strength. The students hold each other accountable and make a commitment to each other. Faculty who are passionate about the program and wanting to achieve high graduation rates for the students is another strength.

The diversity of the students who are selected for the program and their passion to serve as educational leaders who are focused on achieving equity and quality learning experiences for all students are also strengths of the program. A participant shared, "Alumni address current students, and it is motivating for the current students to see graduates in positions of leadership, such as the alumna who is President of San Diego Community College. A strength of the program is that the program is developing leaders who go back to this community to serve."

The program focus on a problem of practice is a strength of the program design as well as the design of the program to include PK-12 perspectives as well as community college/higher education perspectives, and this approach provides an opportunity for students to learn from one another.

The program draws from faculty outside of the field of educational leadership, and this has provided an interdisciplinary experience for the students.

A strength is that the program connects students from various cohorts to form connections. Students need academic support to stay on track, and this network of support is influential in students' success.

Administrators stressed, "The program does a good job of serving the immediate community."

Students expressed appreciation for the executive model for the classes and the time-frame of the classes. While they recognized and discussed that some professors have had difficulty adjusting to the schedule, for students, this change was viewed as very beneficial.

Students appreciated the presentations by guest speakers from the region as well as from alumni and emphasized that these presentations were effective in providing relevant examples of moving theory to actions. In addition, several high impact practices have been added, such as writing workshops held weekly, dissertation seminars, and a full -day orientation to the program.

A strength is that the graduation rate of over 20 students along with the university's success in attaining federal research awards resulted in the designation of the university being raised to the category of Doctoral University: High Research (R2).

Areas to Improve

Current students and alumni who participated in the focus groups expressed that faculty rigidity in removing points from the student's grade for an absence regardless of the reason was an area of needed improvement. Students expressed that this rigidity was a factor that they suspected contributed to some individuals dropping out of the program. Examples were shared of punitive, rigid methods of deducting points from course grades for failure to attend a class regardless of the reason. Attention to policies that could be agreed to and consistently applied throughout the program was recommended with attention to tenets of adult learning. On the surveys, several students expressed concern that some of the course content seemed repetitive to the Preliminary Administrative Services Credential courses instead of being taught to a deeper level or that a reliance on student presentations as the primary instructional strategy in some courses was an area to improve through use of a variety of instructional strategies.

A challenge has been the turnover of leadership of the program. The lack of resources in support personnel for the program prior to Fall of 2023 resulted in a need to make sure records were updated and students received adequate advising and support to complete the doctoral degree. This challenge is now being met through provision of adequate resources but ensuring that students have ongoing support is a continued goal. Particularly, with the dissertation process, providing clearer expectations was recommended so that all faculty understood the processes.

In terms of resources, providing ways to pay for the differences in tuition by those on university waivers as a university budget instead of a program expense was advocated by multiple participants in the interviews.

A need was expressed to develop a clearer pipeline between the doctoral program and the credential program since the administrative credential is required for many administrative positions in public school. The need to explore pathways to attaining the credential was expressed. A question was also raised, "Is there a way to explore aligning some aspects of the clear program within the doctoral program?"

A recommendation for consideration of adding an international study abroad experience study was expressed by students.

More communication between the professors teaching during the same term was advocated. Increasing the communication of the dissertation guidelines was also advocated.

An emphasis on meeting the needs of adult learner was expressed. The lack of flexibility on the part of several professors was cited as an issue that contributed to some students' dropping the program. An example was provided of a student attending a conference supported by the program, and yet, the student received a reduction in grade for being absent. The lack of consistency as well as the lack of flexibility were discussed by several of the students and alumni. Students expressed a need for the faculty to model inclusiveness and understanding. As a student shared, "Inclusivity needs to be practiced more." Students expressed that more recognition of the needs of adult learners was needed including providing some guidelines for grading practices regarding absences that all adhere to. For the faculty to be more cohesive in achieving the mission of the program was stressed. An example was shared of a person who dropped the program due to the lack of flexibility with job commitments. For the dissertation, more scaffolding was recommended as well as consideration of additional ways that

students could become acquainted with other professors. The mixer was cited as not allowing adequate time to learn more about various professors' research interests. A clearer discussion of the dissertation processes was advocated. Students advocated that the program "do a better job of pairing students with professors and make the process less stressful." A student pointed out, "One mixer to meet faculty is insufficient. It is also discouraging to ask someone to serve as chair only to be told they are full."

The program leaders were encouraged to continue to monitor the qualifying exam, and if the qualifying exam serves as a barrier, program leaders were encouraged to consider ways to modify the process from a timed activity to other possibilities.

Faculty Engagement

The program leadership team has effectively worked to increase the number of faculty members who meet the criteria of service as core faculty, affiliated faculty, or community partner faculty. Sufficient academic expertise and professional experience are present to deliver the degree program effectively. A balance of tenure-line faculty and lecturer faculty is intentionally maintained with the lecturers primarily being the instructors of the specialized courses for each strand of PK-12 School Leadership or the Community College/Higher Education to increase the relevance of the examples that are shared. The program is offered as a stand-alone program that draws tenure-track core faculty from across the college instead of being solely housed in the Educational Leadership and Technology Department. This has increased the range of faculty that students have as professors instead of relying extensively on tenure track faculty who were solely hired to teach in the Educational Leadership Doctoral Program. In the last year and a half since the program was reorganized, the attendance at monthly faculty meetings of those teaching in the program has increased from a few faculty members to over 30 faculty in attendance.

Program Resources

Focus group members expressed a hope that the cost of supporting fee waivers for California State University employees who are students would be assumed by the university instead of deducted from the program funds and stressed that this would increase the program resources. Other than this concern, the focus group participants expressed that sufficient funding for the program is being achieved, especially as enrollment has increased to 20 to 25 accepted students instead of 15. With the increased number of students and resulting revenue, additional services for students have been provided. The program has many applicants; however, the focus group participants pointed out that some applicants apply to many programs or have a change in circumstances such as a job change that sometimes prevents individuals who are accepted following through on enrollment in the program. The recruitment efforts are proving to be highly effective. Social media, every other week virtual information meetings, outreach to alumni for recruitment of individuals who they recommend, and the addition of the program specialist have all resulted in an increased number of applicants participating in the program.

Overall Comments and Recommendations

The Educational Leadership Doctoral Program leaders have made many improvements during the last year and a half as noted by the program co-directors, the program specialist, administrative assistant, faculty, students, and administrators. The co-directors, the program specialist, and the administrative assistant meet weekly to examine the data and to discuss program strengths and areas for continual

improvement. Strong commitment to achieving the mission and the vision of the program were expressed. This "dream team" as they referred to themselves has served as a strong steering committee for the program.

Although a weakness of the program that they discussed had been staff and leadership turnover for the program, particularly in the last year and a half, the administrative team is now fully staffed, and since the fall semester of 2023, many improvements have been made. A program specialist who has a doctoral degree and understands the specialized nature of a doctoral degree was hired to provide an additional level of support for the program, and her work has been an asset in recruitment and advising. The program leadership team of the two co-directors, the program specialist and the administrative assistant meet weekly in two-hour meetings to discuss continued program improvements and to assess progress toward meeting identified goals. They spoke of the *sense of belonging* and the joy and laughter experienced since all share a very deep commitment to the program's mission and to student success. In addition, participants of this leadership team emphasized, "If there is a concern, we all discuss the concerns and make collaborative decisions. The weekly meetings are characterized by problem solving."

A member of the team who had been part of the program for several years emphasized that the consistency of this team in working toward continual improvement of the program was a change and that now, more faculty participate in the monthly planning meetings, too. Among the faculty teaching in the program, a change in attendance and ownership for the program has resulted. As a faculty member shared, "Currently, 25-30 faculty members attend the monthly meetings whereas two years ago, when meetings were scheduled, few faculty participated or attended." Clearly, the program leaders have made many improvements in the practices and processes of the Educational Leadership Doctoral Program and have created the organizational structure to continue this focus.

Recommendations for the Next Five-Year Period

Many structures are now in place for continued enhancement of the program. Since the primary concerns that were raised related to the content of some of the courses, the rigidity of a few of the professors, and over reliance on student presentations as the primary instructional strategy for some of the classes, continued attention to these concerns for the next five years is recommended. In the assignment of faculty, a consideration could be if the individual adheres to the focus on equity and social justice identified in the mission. When deciding who will teach the courses, in addition to consideration of their expertise, the program leaders are recommended to consider, "Is the individual skilled in developing a *sense of belonging* in the courses? Do they treat the students as children, or are they cognizant of tenets of adult learning and recognize that adults bring rich experiences to the classes, but they also are adults with multiple priorities? Are the course evaluations an indicator of the individual's effectiveness in promoting student learning?" The faculty is encouraged to engage in discussion of tenets of adult learning and to develop norms and policies for the program that all agree to adhere to. For the program to have greater cohesiveness, these discussions are recommended. Attending monthly faculty meetings, agreeing to program norms, and modeling of the tenets of the program are expectations that can be shared with those considering teaching in the program.

In this review, many exemplary features of the doctoral program were evident, and many comments were provided regarding the expertise of many of the faculty of the courses and the excellent instruction received; yet the concerns that were expressed toward further improving some of the courses are additional areas to consider. Meeting monthly with the faculty who are teaching the courses

is important in strengthening program coherence and is recommended to continue. The faculty retreat to discuss course content and instructional strategies was an important initiative that is encouraged to be continued. Continuing to scaffold the dissertation process so that increased numbers of students graduate within three years is also a recommended emphasis. Overall, the passion and commitment to strengthening all aspects of the program were clear, and the primary recommendation is to continue to reflect this passion toward achieving the mission of the program and to celebrate the many successes of the program graduates. The external review supported the strengths of the program and the benefits to the development of scholar practitioner leaders who positively impact the region through their leadership.



DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

Academic Program Review Committee Report
AY 2023 – 2024

**University Academic Program Review Committee Report
Doctor of Education in Educational Leadership (Ed.D. Program)**

1. What areas of program strength and potential improvement have emerged in the self-study and external review?

The self-study and external review identified several key strengths of the Educational Leadership Doctoral Program, including; 1) The strong commitment and cohesion of the program leadership team, 2) The alignment of the curriculum with the mission of developing equity-focused and socially just educational leaders, 3) The diverse and passionate student body, 4) The program executive model meets the needs of working professional students, and 5) The program's positive impact on graduates who are now in leadership positions in the region. Areas for potential improvement include: 1) Ensuring greater consistency and flexibility in instructional approaches across courses, 2) Reducing repetition between the doctoral program and the administrative credential program, 3) Providing more scaffolding and support for the dissertation process, and 4) Enhancing communication and collaboration among the faculty teaching in the program.

2. To what extent have student learning and/or program effectiveness improved as a result of actions by the program during this review cycle?

The self-study and external review indicate that the program has made significant strides in improving student learning and program effectiveness in recent years. The revised qualifying exam has led to higher student passing rates, and measures of student dispositions, dissertations, and graduate placements demonstrate the positive impact of the program. The program has also strengthened its structures for data collection, analysis, and use in continuous improvement, with the leadership team regularly reviewing assessment data and student feedback to make informed changes. The increase in faculty engagement and the addition of key support positions have also contributed to enhanced program effectiveness. Joining the Holmes Program with AACTE provides new opportunities for student development and national engagement.

3. What constructive feedback can be provided to the program faculty that will assist them in developing their next Plan of Action?

The external review provides several constructive suggestions for the program faculty to consider as they develop their next Plan of Action. These include: 1) Ensuring that all faculty teaching in the program are aligned with and model the program's mission and values, particularly around equity and adult learning principles; 2) Enhancing communication and collaboration among faculty to promote greater coherence in the curriculum and instructional approaches; 3) Continuing to refine the dissertation process, including providing more scaffolding and opportunities for students to work with a variety of faculty; 4) Exploring ways to better integrate the doctoral program with the administrative credential program to create a more seamless pathway for students, 5) Improving better record-keeping policy, and 6) developing a comprehensive assessment plan, in addition to the existing one, by incorporating more course-embedded assessments aligned with the PLOs.



DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

Dean's Report
AY 2023 – 2024

INTERNAL PROGRAM REVIEW

Doctor of Education

Dean's Review

Background:

California State University San Bernardino was among the early CSUs to offer the Ed.D. program. This program was designed to be offered in three years (3) with interdisciplinary faculty, and also with teaching partnerships including representatives from California Pre-K-12 schools and community colleges.

To date, the program has admitted 17 cohorts of students. The program is currently admitting the 18th cohort for fall 2024. Each previous cohort has had between 12 – 17, with the 17th cohort being the largest so far with about 20 students. When the program was first approved at CSUSB, it was standalone and reported directly to the Dean. At some point in time, the program became part of the ELT department. While this arrangement may have been beneficial at the time, some current programmatic changes made it necessary for the program to be returned to a standalone program reporting directly to the Dean. That decision has proved to be most beneficial as the program is moving forward to implement new and strategic initiatives that are distinguishing it from other programs on campus and from other education doctorates in the nation.

The effectiveness of this program is reflected in the current recognitions from national organizations such as the *US News and World Report*, ranking this college among the top 20% Colleges of education in the nation due to the quality of our doctoral program. Also, the recognition by the Carnegie classification of CSUSB as a *Research 2* institution in the past three years. The Carnegie Elective Classifications are recognitions earned by institutions that have made extraordinary commitments to their public purpose. The EDD program at CSUSB combined with the robust sponsored research activities across the campus to earn CSUSB the R2 classification.

1. What areas of program strength and potential improvement have emerged in the self-study and external review?

- Some of the strengths of this program is that the Ed.D. program has a fully developed governance structure, processes, and bylaws that comply with Education Code Section 66040.3, that includes five (5) working subcommittees of the Ed.D. faculty group, including:

Program Design and Curriculum Committee – This committee meets monthly to review curriculum and make improvements.

Admissions Committee – This committee meets weekly in the fall doing information

sessions and regularly in the spring semester when reviewing and interviewing potential students.

Faculty Membership and Renewal Committee – This committee meets several times during each semester. This committee has successfully increased the number of Core interdisciplinary faculty, Affiliated interdisciplinary faculty, and interdisciplinary Faculty Fellows. The success made in this area has positioned this program to increase enrollment without running the risk of not having sufficient faculty to chair dissertations and to serve on dissertation committees.

Program Assessment Committee – The doctoral program is always doing self-assessment and looking at ways to improve the program's effectiveness.

Ad Hoc Committees - This program has various ad hoc committees such as Dissertation Unit and Course Unit Assignment Committee, the FTE Committee, and other committees are created as needed.

The Director and Co-Director convene and chair each of these committees, as well as convene and lead the monthly Ed.D. Faculty meetings.

This program is one of the most efficiently run programs on this campus.

2. To what extent have student learning and/or program effectiveness improved as a result of actions by the program during this review cycle?

The review process has affirmed that the EDD program has fully developed and fully implemented Program Learning Outcomes (PLOs), which are periodically reviewed and updated by the program leaders and faculty. Both program faculty and Advisory Board are actively involved in ensuring that the learning experiences of the students match the PLOs.

This five-year review cycle has also given the program an opportunity to do a more intense scrutiny of the program activities and to identify areas of strength and areas of need for improvement. The five-year cycle seems to have come at a perfect time, aligning with the period covering when this new leadership stepped in and began to effect changes that have propelled the program to its current place of recognition and acclaim. The review has also afforded the program an opportunity to review the effectiveness of the new Executive Model that was launched a few years ago.

3. What constructive feedback can be provided to the program faculty that will assist them in developing their next Plan of Action?

This review process exposed the fact that students in the program desire to see more coherence between the courses they take in the program. There is need for more

scaffolding that allows students to see the connectedness between the courses, the principles, and practices they are being exposed to in the program from the point of entry into the program to the point of program completion.

There is also a need for more consistency in quality of delivery across courses and faculty practices. Students feel more enriched in some classes than others, mostly due to the instructional practices of professors. Program Directors need to have a more hands-on engagement in monitoring what's going on in individual courses to ensure that program quality is not compromised in some classes.



DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

Graduate Dean's Report

AY 2023 – 2024

Deans and Committee Reports

Name: Caroline Vickers

2023-24 Ed.D. in Educational Leadership Program Review, Graduate Dean's Report

1. What areas of program strength and potential improvement have emerged in the self-study and external review?:

The Ed.D in Educational Leadership has 49 students enrolled for units in spring 2024, 32 in the Community College concentration and 17 in the P-12 concentration. In fall 2023, a total of 31 applicants applied to the program, 20 to the Community College concentration and 11 to the P-12 concentration. The admit rate was 68% with 21 students admitted to the program, 12 to the Community College concentration and 9 to the P-12 concentration. 20 new students enrolled in fall 2023 with an impressive yield rate of 95%, 12 in the Community College concentration and 8 in the P-12 concentration. Therefore, the program is not far from their target fall cohort of 25 newly enrolled students. The program might consider its means of recruiting students and how to create a pipeline into the Ed.D. program.

Program Strengths:

The program has clearly defined PLOs that have been developed thoughtfully in alignment with CPED and that are mapped to program courses. The program also uses a variety of instruments to assess student learning including a student leadership disposition survey, the qualifying exam, dissertation rubrics, annual student town hall meetings, and a graduate survey.

Despite some administrative turnover in the past two years, the program is on good footing with two well-resourced directors and a strong administrative staff. The program has also developed a large group of interdisciplinary core and affiliated faculty, currently 29 core faculty, 22 affiliated faculty, and 35 community partner faculty members associated with the program. The commitment and engagement of the program leadership in continuous improvement and alignment with national trends for Ed.D. programs is important to the program's strengths.

The program has created an executive model that works well for the student population of working professionals who reflect the diversity of the region. Additionally, program touch points, such as dissertation seminars, meet the orientation program, faculty seminars, weekly writing sessions, advising sessions, qualifying exam seminar are good measures in promoting student success. It is important to note that due to the program's efforts, qualifying exam pass rates have gone up.

Moreover, the program engages students in professional development opportunities through community-based research projects, as well as practicum and internship experiences and facilitates networking opportunities for students through the CTE Consortium. In addition, joining the Holmes Program with the American Association of Teaching and Curriculum (AACTE) is an important step in enhancing student development and providing opportunities for conference presentations and national leadership experience.

Potential Improvements:

a. Assessment

The program should develop assessment plan that includes a timeline for assessing each PLO. For example, the program might consider assessing one PLO each year and consider using course assignments in assessment in addition to the instruments identified in the self-study, the student leadership disposition survey, the qualifying exam, dissertation rubrics, annual student town hall meetings, and the graduate survey.

b. Graduation Rates

The three-year graduation rate for the fall 2020 cohort was 44.4% for the Community College concentration. The four-year graduation rate was 33.3% for the fall 2019 cohort, and the three-year graduation rate was 33.3% for the same cohort. These graduation rates are down from previous years according to [CSUSB Institutional Research's Retention and Graduation dashboard](#). This same dashboard indicates continuously low graduation rates for the P-12 concentration. Though the fall 2020 cohort was higher than previous years at a 50% three-year graduation rate, that is still too low. Therefore, the program should work toward improving three and four-year graduation rates. Perhaps the program could consider further support structures for the dissertation experience. The recommendation in the self-study to develop a new faculty orientation program for new Ed.D. faculty to provide professional development on doctoral advising and dissertation processes would be beneficial.

c. Recruitment and Outreach

The program's target is 25 newly enrolled students each fall. Though the program is not far from that goal at 20 newly enrolled students in fall 2023, they should consider developing a recruitment, outreach, and marketing plan as well as identifying audiences for the Ed.D. program and working to create pipelines.

d. Sense of Belonging and Retention

According to the [CSUSB current student survey](#), 76% of Ed.D. students agree or strongly agree that they feel they belong at CSUSB. 57.2% of male Ed.D. students report a sense of belonging, while 83.3% for female students do. Additionally, the self-study identifies retention as a program weakness. The [CSUSB IR retention and graduation data](#) is a good resource for them to examine the program retention data and for the program to set retention goals moving forward. The external review pointed out that students indicated that some program faculty are overly rigid and perhaps unfamiliar with the needs of adult learners. It would be beneficial to include professional development for Ed.D. faculty on the needs of adult learners and strategies to address their needs.

e. Record Keeping

Because of staff turnover, the program did not have sufficient access to recommendations from the previous review cycle so that they could systematically work toward achieving those recommendations over the five-year period since the previous review. Therefore, the program should establish a system for record keeping including program review implementation progress as well as annual assessment of PLOs.

2. To what extent have student learning and/or program effectiveness improved as a result of actions by the program during this review cycle?:

The previous review was not available to me, but the program self-study included recommendations from the 5-year WASC review conducted in 2014 as well as the CSUSB biannual review conducted in 2017. The program addressed the recommendations from these reports and had achieved progress on the majority of the recommendations.

3. What constructive feedback can be provided to the program faculty that will assist them in developing their next Plan of Action?:

The Ed.D. in Educational Leadership should consider five main areas. **1. Assessment:** The program should assess one PLO annually and keep a record of the assessment, utilizing course assignments in the assessment process. **2. Graduation rates:** The program should develop further support structures for the dissertation experience. Additionally, the recommendation in the self-study to develop a new faculty orientation program for new Ed.D. faculty as well as ongoing professional development for all Ed.D. faculty aimed at doctoral advising, dissertation processes, and strategies for educating adult learners would be beneficial. **3. Recruitment and Outreach:** The program should develop a recruitment, outreach, and marketing plan, and create pipelines to the Ed.D. **4. Sense of belonging and retention:** The program should include professional development for Ed.D. faculty on the needs of adult learners and consider strategies to

further foster a sense of community among Ed.D. students and faculty. **5. Record Keeping:** the program should establish a system for record keeping including program review implementation progress as well as annual assessment of PLOs.

Providing Department:

Graduate Studies

Responsible Users:

Related Items

No connections made



DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

Action Plan
AY 2023 – 2024

Doctoral Program in Educational Leadership

May 3, 2024

5-YEAR PROGRAM REVIEW ACTION PLAN

Department: Doctoral Program in Educational Leadership

Director: Dr. Enrique Murillo

College: Watson College of Education

External Reviewer: Dr. Betty Alford

Recommendations by External Reviewer	Program Actions
1. Engage the faculty in the tenets of adult learning and develop teaching norms and course-related policies and expectations for teaching a doctoral course for the program that adopt those adult learning strategies.	1. Develop course-related teaching norms and expectations that can be shared and adopted by all faculty teaching in the doctoral program. 2. Hold faculty seminars to share best practice adult-learning teaching strategies.
2. Continue monthly meetings with faculty with an eye toward building program coherence.	1. Include an agenda item for monthly meetings that provides for discussion of curriculum alignment and coherence to CPED principles and standards as well as to diversity, inclusion, and equity.
3. Continue the annual faculty retreat to discuss course content and enhance instructional teaching strategies.	1. Continue to host and encourage attendance at the annual faculty retreat with a focus on teaching strategies, course alignments, course relevance, and measuring student learning outcomes.
4. Continue to scaffold the dissertation process so more students graduate in 3 years.	1. Emphasize to students upon admission that graduation in 3 years is an expectation. 2. Continue to support faculty in chairing and serving on dissertation committees by offering seminars and workshops. 3. Include a discussion in faculty meetings of the importance of providing student support through the dissertation process. 4. Review courses to see where dissertation components can be threaded throughout coursework.
5. Explore the possibility of integrating study abroad opportunities.	1. Task one of the faculty sub-committees with the responsibility to assess the feasibility of study abroad opportunities in the doctoral program.

Recommendations of Graduate Studies	Program Actions
1. Develop a Student Learnings Outcomes assessment plan that assesses each PLO – perhaps measuring 1 PLO per academic year.	1. Develop a 5-year Annual Learning Outcomes Assessment Plan.
2. Work towards improving the three-year and four-year graduation rates.	1. See Program Action from Item # 5 above in the External Reviewers Recommendations and Program Actions. 2. Develop a “New Faculty” Orientation program for faculty who join the doctoral faculty that includes PD on doctoral advising and the dissertation process.
3. Develop a Recruitment, Outreach, and Marketing Plan as well as to create a pipelines from the Education Administration master’s program and surrounding educational institutions.	1. Work with the Ed. Administration program to design a pathway into the Ed.D. Program. 2. Develop an outreach program that encompasses Community Colleges and School Districts in the San Bernardino service area. 3. Develop a marketing plan that will assist in reaching the 25 new student recruitment goal.
4. Increase student retention by setting retention goals and implementing faculty professional development that focuses on increasing student’s sense of belonging.	1. Annually review retention data and work with faculty through seminars and meetings to develop ways to increase student’s sense of belonging.
5. Establish a system for record keeping that includes program review recommendations implementations as well as keeping track of the annual assessments of PLO’s.	1. Continue to assess annual PLO’s and report the outcomes in the Campus Labs platform.
Recommendations of the College Dean	Program Actions
1. Increase the coherence and connectedness among the courses in the Ed.D. Program.	1. See Item 3 above in the External Reviewers Recommendations and Program Actions.
2. Create more consistency in the quality of delivery across courses including faculty instructional practices. Increase the director’s hands-on engagement in monitoring what’s going on in individual courses to ensure program quality.	1. See #1 above in the External Reviewer’s Recommendations and Program Actions. 2. More carefully review student course evaluations and meet with faculty to assist them in overcoming areas of weaknesses identified in student evaluations.
Recommendations of the Program Review Committee	Program Actions
1. Ensure that all faculty teaching in the program are aligned with and model the program’s mission and values, particularly	1. See Item 1 above in the External Reviewer’s Recommendations and Program Actions.

around equity and adult learning principles.	
2. Enhance communication and collaboration among faculty to promote greater coherence in the curriculum and instruction approaches.	1. See items 2 and 3 above in the External Reviewer’s Recommendations and Program Actions.
3. Continue to refine the dissertation process, including providing more scaffolding and opportunities for students to work with a variety of faculty.	1. See Item 4 above in the External Reviewer’s Recommendations and Program Actions.
4. Explore ways to better integrate the doctoral program with the administrative credential program to create a more seamless pathway for students	1. See Item 3 above under the Graduate Studies Recommendations and Program Actions.
5. Improve record-keeping policy	1. Keep track of assessment planning and activities the Campus Labs platform
6. Enhance the current assessment pan by incorporating more course-embedded assessments aligned with the PLOs.	1. Have the Ed.D. Curriculum Subcommittee create a plan for assisting faculty in embedding assessments of PLO’s into their courses.



MASTER OF ARTS IN EDUCATION

Self-Study
AY 2023 – 2024

I. Program Overview:

The Master of Arts in Education degree program engages students in an advanced study of teaching, learning, assessment, and curriculum development. Principles of social justice serve as a backdrop for examining each of the above four domains of knowledge within the context of being productive educators serving a diverse population of students. The program is designed for K-12 educators and credential students to earn a Master of Arts degree that is relevant to producing effective classroom teachers and teacher leaders.

The Master of Arts in Education program was created and enrolled its first cohort in Fall semester 2021. The program was originally intended to be a combined credential MA program, but problems arose with financial aid eligibility. Nearly ninety percent of our students are on financial aid and the eligibility requirements for credential programs and graduate programs differ. Beginning in Fall 2022 the program became a stand-alone Master of Arts (MA) participating in the Pilot Program for master's degrees in education from the Chancellor's Office of Academic Programs, Innovations and Faculty Development. This allowed the MA students to apply up to four courses taken during the credential program toward the Master of Arts degree, thus fulfilling the original intent of the program while preserving the financial aid eligibility of the credential students.

Curriculum:

The program has two concentrations, Elementary and Secondary, relating to the two K-12 credential programs offered in the James R. Watson & Judy Rodriguez Watson, College of Education. In 2022, the program revised the Secondary concentration to conform to the previously existing elementary M.A. in Education program. The elementary concentration is very student centered while the secondary, as previously configured, required multiple course substitutions and caused students to experience financial aid issues. These changes made both concentrations equally accessible to students and expedited completion of the secondary concentration. The Elementary and secondary options M.A. in Education program are designed to allow K-12 teachers and credential students to earn a master's degree in teaching. The program is designed to seamlessly transition from a teacher credential program into a master's degree program. The Chancellors Office has approved allowing four courses offered as part of the credential program to also be part of the Master of Arts in Education coursework. This allows students to complete a graduate program in a time frame comparable to those at other universities in the region. The program focuses on inquiry-based education which includes hands-on instruction for all students with problem-based learning and issues-centered curriculum.

Assessment:

The culminating assessment is the comprehensive examination which consists of two parts, a case study around complex questions of social justice, equity and diversity in the school setting presented as a group presentation, and a written component addressing curriculum and school governance issues. The case study allows the program to assess candidate's capacities to work collaboratively in teams, and the written section provides an individual assessment.

II. Response to Previous Program Review

Summary of the recommendations from the last program review (2021-2022):

2021 was the first year of implementation. The initial implementation, alignment of the program, and revisions is the focus of this PLO. The initial implementation showed the need for extensive revision to make the program more coherent. PLO 1: Initial Program Implementation aligned to Teacher Performance Expectation (TPE) 3 -Understanding and Organizing Subject Matter for Student Learning.

Upon launching the program, the immediate finding was that financial aid requirements differed and were not compatible between credential and Master of Arts programs. Over ninety percent (90%) of our credential candidates are on financial aid. The result was an immediate need to redesign which classes were in the MA core and which were transferred from the credential program. Those changes were intended to take effect for AY 2023-24. Transition implementation began with the Fall 2022 cohort.

As the Single Subject Program (SSP) makes substantial changes we are working with them to assure all students will have a smooth transition once all the program changes are implemented in both the SSP and the Master of Arts programs.

PLO outcome measures and key indicators of program development:

- Initial implementation and alignment with the credential to the program.
- Retention
- Progress through the program
- Comprehensive Exam pass rate

This program transition began with the Fall 2022 cohort and is now fully implemented.

III. Students:

The program is designed to operate in semester cohorts with both elementary and single subject students in the same courses. The concentrations differ only in the previously completed credential courses credited toward the MA.

In Fall 2022 the program enrolled 23 candidates, 5 in the elementary concentration and 18 in the single subject concentration.

In Spring 2023 the program enrolled 26 candidates, 11 in the elementary concentration and 15 in the single subject concentration.

In Fall 2023 the program enrolled 38 candidates, 19 in the elementary concentration and 19 in the single subject concentration.

The program has seen consistently increasing enrollment and is developing a balance between elementary and secondary candidates.

The Master of Arts in Education program is designed to draw students completing the K-12 credential programs. The student demographics are therefore very similar to the credential program demographics. CSUSB is a Hispanic serving institution, and the majority of the MA students are also Hispanic. The program is designed to be responsive to diversity by allowing candidates wide latitude to pursue study in areas of education that are of greatest personal interest and of the highest professional utility as they enter the teaching profession.

IV. Program Effectiveness

Presentation of key findings from the annual assessments of student learning since the last program review. The only prior review focused on quarter to semester transition and program reconfiguration to align the elementary and secondary concentrations. That reconfiguration is now fully implemented and has greatly improved student experience and movement through the program.

Summary analysis and interpretation of these key assessment findings in terms of strengths and weaknesses of the program. It is expected that upon completing the Master of Arts Program in Education, students will have achieved a variety of learning outcomes. Data on PLOs for the program is obtained through the evaluation of signature assignments within courses, as well as an annual evaluation survey to assess the degree to which students believe the program has helped them to grow in the areas outlined above. Work still needs to be done to formalize a clear outcomes assessment plan for the graduate program. In the meantime, data obtained from the signature assignments in the courses and the comprehensive examination completion rate.

V. Program Resources

Evaluative discussion of program resources, including total numbers of tenure-line and lecturer faculty, and staff.

The program can draw faculty from the Teacher Education and Foundations department and the Educational Administration department, as well as qualified adjunct faculty drawn from administrators of our partner K-12 school districts. The program also has excellent staff support in the department of Teacher Education and Foundations.

Faculty Development While assessment focused on students and student services (e.g., student learning outcomes, advising of students, student engagement) is critical to the understanding of how we serve students, outcome assessment for how faculty are developed is also important, as faculty are a critical piece to the student experience. Ensuring that faculty are mentored through the retention, promotion, and tenure (RPT) process helps to create a faculty body that feels supported. Further, creating a culture within the department that demonstrates care, inclusiveness, and camaraderie supports the development of faculty members both socially and emotionally. These include:

- Assigning experienced faculty mentors to junior faculty (these mentors can assist in introducing new faculty to the campus, understanding the RPT process, navigating the successes and challenges that come along with being a first-time faculty member, and other supportive activities).

Diversity, Equity, and Inclusivity This component of assessment focuses on two interrelated areas: (a) efforts to ensure that our group is characterized by diversity (e.g., backgrounds, characteristics, expertise) and (b) supporting diversity within our program. As a program, it is critical that we self-assess efforts to ensure diversity, equity, and inclusion are present in our course curriculum and resources; recruit a faculty body that mirrors our diverse student population; and create discussion spaces that allow departmental conversations to represent diverse perspectives (e.g., making sure staff, adjunct faculty, lecturers, and tenure-line faculty all have a seat at the table). Formalizing a plan to assess diversity, equity, and inclusion is in process.

Student Learning Outcomes

Students will demonstrate an understanding of research methodology.

Students will demonstrate skills in presenting empirical findings in written and/or oral formats.

EMAT 6006 Education Special Topics - Student Learning Outcomes

Students will demonstrate an ability to objectively observe behavior for the purpose of assessment and program development.

Students will demonstrate the ability to actively reflect on and modify their practice with children, families, and adults.

EMAT 6006. Secondary Education Special Topics. This course provides students with ethical and legal guidelines for special education, school discipline, data privacy, copyright & technology use agreements, internet security, and other issues for classroom teachers. Exploring the influences of political, social, economic, legal and cultural issues on schools and classroom practices.

EMAT 6013 Educational Research: Inquiry in Classrooms. Assesses whether students are learning skills to effectively engage in the research process. Requires students to understand research methodology, while a writing intensive course—requires students to read and write about empirical findings with which students can demonstrate their knowledge and skills. The graduate writing assessment requirement will be met with EMAT 6013. Educational research with an emphasis on inquiry about teaching, learning and other concepts/practices. Student-directed, interest-driven approaches to new knowledge about the complexity of today's classrooms. Develop hands-on, minds-on skills that increase student engagement in learning. Students will learn effective strategies that they can implement to understand the complex work of student learning; prioritize the knowledge, skills and background experiences that students bring to the classroom; and promote active problem-solving, communication, and the shared construction of new ideas in the classroom.

EMAT 6015 Leadership in Education Designed to introduce students to leadership experience and leadership roles in schools. The course will emphasize initiatives teachers can take to improve school-wide policies and programs, teaching and learning opportunities, and communication across stakeholders. This course will provide students with the knowledge to improve their schools by developing the skills required to act as leaders.

EMAT 6605 Advanced Topics in Educational Policy. History and theory of elementary, secondary and post-secondary education within the setting of American society: underlying assumptions, organizational structure, leadership, policy, and educational change. Multiculturalism is studied in a balanced context relevant to the educational setting. Students apply what they learn to their educational philosophy, thereby connecting theory to the daily practice in the schools. Many graduates of our program work with children in some capacity (e.g., teachers, counselors, directors of childcare facilities), thereby making the application of knowledge a particularly important learning outcome for our students. Further, in working with children, understanding research and the research process allows graduates to not only make decisions rooted in scientific evidence, but also to be able to engage in applied research that helps to inform practice. Students are required to examine literature on a topic of interest, propose a study, collect data, analyze results, and write a paper that includes sections found in an empirical article (e.g., abstract, intro, methods, results, discussion). It was reported that the majority of students met or exceeded requirements, demonstrating an ability to form research topics and research questions, search for empirical articles, read and critique the articles, and synthesize research in their writing. Similar to the assignments discussed above, changes centering on increased scaffolding will be implemented to further enhance students' understanding.

VI. Summary and Recommendations

Since we are a new program, the development of our assessment plan is in process. It would be highly desirable to gain an understanding of more long-term (impact) outcomes to understand how our program impacts on a larger level (e.g., community). The following is planned to work toward charting data driven change and make evidence-based departmental decisions.

- Finalize review of PLOs and corresponding SLOs, as well as identify signature classroom assignments that meet these goals,
- Create and implement additional assessment tools to gather data on all of the assessment categories in our assessment model.
- Establish exam questions across courses to assess developmental knowledge.
- Develop assessment tools designed to obtain data on long-term outcomes. These might include alumni surveys that can provide information about where our graduates are employed and that can provide information about how knowledge and skills obtained within our program show impact for the employer as well as for the community at large.

Maintenance of relatively small class sizes. Some of the student engagement opportunities and high impact practices discussed in this report are achievable due to our efforts to maintain relatively small class sizes.

It is our goal to keep class sizes within a particular range, in order to enhance faculty-student interaction and allow for more application-focused instruction.

While these strengths are particularly noteworthy, there are some recognized areas for improvement and anticipated problems that need addressing as we move forward in our growth and development as a department:

These include anticipated growth. While an increase in enrollment numbers is certainly not a problem area or one that needs improvement, the infrastructure surrounding such growth is. The current and projected continued increase in enrollments without a comparable increase in tenure-line faculty appointments can lead to substantially larger class sizes and a growing dependence on adjunct faculty for course coverage, both of which are concerning.

PROGRAM PLAN: MA in Education

Credential Requires (30 units) List grades & dates of courses completed & dates you plan to complete all requirements.

Core – common to both concentrations (15 Units) *	Units	Fall 23 Cohort	Spr 24 Cohort	Notes
EMAT 6006 Education Special Topics	3	Fall 23	Spr 24	ESEC 6006 equivalent
EMAT 6013 Educ. Research: Inquiry in Classrooms **	3	Spr 23	Fall 24	
EMAT 6015 Leadership in Education	3	Fall 23	Spr 24	
EMAT 6605 Advanced Topics in Educational Policy	3	Spr 24	Fall 24	ESEC 6605 equivalent.
EMAT 6011 Adv. Study in Literacy across the Curr EMAT 6012 Advanced Teaching Methods EMAT 6016 Social Justice and Education EMAT 6017 Advanced Educ. Psychology	3	Fall 23	Spr 24	
Elementary Concentration (12 units) Choose 12 units from the following *				
EMAT 5101 Education Diversity & Social Justice ***	3			Taken during credential
EDMS 5104 Mathematics Teaching & Learning ***	3			Taken during credential
EDMS 5105 Teaching & Learning Sciences ***	3			Taken during credential
EDMS 5106 Social Studies / Arts Teaching & Learning ***	3			Taken during credential
Secondary Concentration (12 units) Choose 12 units from the following *				
ESEC 5001/6001 Teaching Methods & Pedagogy	3			Taken during credential
ESEC 5002/6002 Educational Equity and Advocacy	3			Taken during credential
ESEC 5003/6003 Pedagogical Founds for ELLs	3			Taken during credential
ESEC 6004 Adolescent Dev and Ed Theory	3			Taken during credential
ESEC 6005 Adolescent & Literacy	3			Taken during credential
ESEC 6010-17 Methods of Teaching in the Content Area ESEC 6010 Art ESEC 6012 World Languages ESEC 6014 Music ESEC 6016 Science ESEC 6011 English ESEC 6013 Mathematics ESEC 6015 Physical Ed. ESEC 6017 Social Science	3			Taken during credential
Comprehensive Examination (3 units)				
EMAT 6979 Comprehensive Exam Prep (3) & EMAT 6980 Comprehensive Exam (0)	3	Spr 24	Fall 24	

* Note: The Chancellors Office Pilot Program letter for Master's Degrees in Education dated December 19, 2019 allows twelve (12) semester units in the concentration instead of the traditional nine (9) semester units. The pilot is approved for a period of five years, to include the academic years from 2020-21 to 2024-25. Credential courses taken prior to Fall 2020, and students completing after Spring 2025 will be held to nine units in the concentration and those students must complete eighteen (18) semester units in the core in order to complete the program unless the program is extended.

** GVAR will be met with EMAT 6013

*** Integrated Track students must contact the Registrar's Office to choose these courses.



MASTER OF ARTS IN EDUCATION

External Reviewer Report

AY 2023 – 2024

External Reviewer: Tanya Flushman, Ph. D.

Professor, Co-Director and C&I Coordinator MA Education, Cal Poly State University,
San Luis Obispo

Campus Visit Date: February 28, 2024

External Program Review: MA Education CSU San Bernardino

Learning Outcomes and Program Effectiveness

Program learning outcomes and curriculum

A good deal of effort was spent trying to ascertain the program learning outcomes (PLOs) and understand how they mapped onto the curriculum and assessments for the program. It is clear the Chair, coordinator, and faculty recognize the importance of strong PLOs that are clearly aligned to learning opportunities in the classroom. The PLOs shared with me include the following:

- To expand beyond the classroom centered focus of the credential to examine education broadly, including school governance, school funding, enrollment issues, the impact of socio-economic status on student achievement, and consideration of contemporary educational issues and problems.
- Students will demonstrate an understanding of research methodology.
- Students will demonstrate skills in presenting empirical findings in written and/or oral formats.

In my experience as an external reviewer and coordinator of an MA program, I was surprised to only see three PLOs listed for an MA degree as typically programs of this nature have at least 4-6 (see website from San Jose State University as an example

<https://catalog.sjsu.edu/content.php?catoid=14&navoid=5075>). It is my assessment that the current PLOs are in need of revision and lack the scope and depth expected for the degree type. They are written quite generally and do not serve to capture the depth, content and rigor of the teaching, learning and assessment described to me by the MA faculty. This speaks to the need for a clear MA Education identity exemplified by a clear mission and a streamlined pathway for educators that clearly and explicitly aligns with the mission.

The course descriptions provided indicate the suggested content for the degree is consistent with the expectations for student learning in a MA Education. However, I am not able to see how the PLOs mapped onto the course learning outcomes (CLOs) and individual classes. One way this information could be definitively shared is through course syllabi that show how CLOs align with PLOs for an individual core course. In order to truly reflect on alignment and the breadth and depth of the curriculum, information of this nature would be helpful and will be noted as a suggested area of growth.

It was difficult to ascertain the degree to which the program and faculty have engaged in curriculum mapping including the consideration of the program learning outcomes and more specifically where and how the outcomes are linked to specific courses and assignments. As an independent reviewer,

it would be helpful to see where students have the opportunity to be introduced to, develop/practice and be assessed with feedback on the program learning outcomes. An exercise of this type often yields a matrix or matrices that link specific courses and individual class assignments to the larger learning outcomes of the program and show how this learning develops and/or matures over time. Additionally, this sort of practice requires regular opportunities to assess and reflect on student work from a programmatic perspective (e.g., selecting a yearly PLO of focus for study by the program faculty that requires collection and reflection on student work using established data protocols).

There are indications that the program is invested in advancing the state of the profession and responding to the needs of the profession. One of the ways they are able to do this is through strategically employing current or retired PK-12 administrators who bring a wealth of real-time, authentic experiences in today's schools. Their expertise is invaluable in helping shape the learning opportunities for students that are most relevant and helpful for new teachers.

Evidence of student learning

The faculty and coordinator are aware of the importance of evaluating student learning to determine student and program success. Since the revision of coursework in Fall 2022 to accommodate for issues with student financial, the program has engaged in one cycle of program review for the university. For the internal university review, the program was asked to identify four key assessments with 3-6 PLOs which would be the focus of study for that academic year. Over the five year cycle, it is expected that all PLOs should be accounted for in the cumulative program reviews. Those PLOs should be aligned to the college priorities and the CSU-wide strategic goals. As part of this review, I was provided with the program's submission for the annual university program review. However, I had a difficult time ascertaining the focus of the program's submission as the indicated PLO of study (PLO 1: Initial Program Implementation aligned to Teacher Performance Expectation (TPE) 3 - Understanding and Organizing Subject Matter for Student Learning) did not align to any of the program learning outcomes that were provided to me as a reviewer. Rather, the review seemed to specifically focus on addressing the financial aid conflict over Pell Grants rather than one of the three identified PLOs. The material I received also seemed more of an intended submission as there was little data provided to support the outcomes discussion. I think this mismatch speaks to the larger issues at play regarding the need for a rigorous set of PLOs that are explicitly tied to signature assignments and a larger, systematic plan for assessment.

Given the data provided, the program would be well-served to bolster their assessment plan for evaluating student learning. Aside from the individual assessment that occurs in courses, the faculty and coordinator attest to looking at student learning more generally in the form of the comprehensive exams where more than one faculty member is involved in scoring individual exams. I would encourage the program to capitalize on this effort by further developing a systematic method of collection and analysis

of student performance on all dimensions of the exam. These findings could be used to reform courses and instructional efforts and support continuous improvement efforts. Efforts like this could and should be extended to other signature learning assignments in other classes. In conversation, faculty attest to signature learning assignments with strong writing and analytical requirements. The program could capitalize on these assignments thereby allowing for clear data and evidence that can be used for the systematic evaluation of student work to improve the program.

The faculty attest to students being generally very successful in the courses and in completion of the program. In the Program Effectiveness section of the self-study, the program writes “Data on PLOs for the program is obtained through the evaluation of signature assignments within courses, as well as an annual evaluation survey to assess the degree to which students believe the program has helped them to grow in the areas outlined above.” I was not provided with student data related to signature assignments or an annual evaluation survey. If this data was available, it would have been helpful when trying to analyze whether or not students are achieving the learning outcomes. Aside from faculty and coordinator statements, I did not have much hard evidence to use to ascertain student learning particularly as meetings with students were not part of the site review agenda. The collective identification of these signature learning assignments with their mapping onto a PLO matrix would be an excellent next step for the program. Then, faculty could begin to systematically look at student data in concerted ways so as to be able to make more conclusive claims about student learning.

Stakeholder views of program effectiveness

Across multiple settings, I asked faculty, administration and staff to consider the strengths and areas of improvement for the MA Education program. I was not able to talk to any students so I was not able to get a sense of student perceptions of the program and their data is not provided in this report. My synthesis in this section is based on the findings in the self-study report and any feedback received from faculty/staff in meetings.

The program discussed the following as strengths:

- The small class sizes allow for more individualized support for students.
- A hybrid mode of instruction provides the much-needed flexibility for the students who are full-time teachers.
- The degree supports a stewardship of place as it provides a much needed service to the students and the region.
- As indicated by the robust and increasing enrollment, students are very receptive to the program and drawn to the degree.

- The action research component of the degree is rigorous yet meaningful for students allowing them to grow out of the credential program into a deeper practice which rigorously integrates practice and theory.
- The faculty and coordinator believe the program strategically covers material not included in the credential program but that is essential for successful teaching. This includes facets of educational leadership including educational policy and law.

The program discussed the following areas for growth:

- The coordinator indicated the need to finalize the review of PLOs and corresponding SLOs, as well as identify signature classroom assignments that meet these goals .
- The program faculty and coordinator also spoke to the need to create an assessment plan.

This work would entail the need to:

- Create and implement additional assessment tools to gather data on all of the assessment categories in an assessment model
- Establish exam questions across courses to assess developmental knowledge
- Develop assessment tools designed to obtain data on long-term outcomes. These might include alumni surveys that can provide information about where graduates are employed and that can provide information about how knowledge and skills obtained within the program show impact for the employer as well as for the community at large.
- On more than one occasion, the potential need for an additional tenure track hire was mentioned particularly if the program grows. If not, this could result in a potential increase in class size which could negatively impact the program's ability to provide student-centered instruction.
- The program website was also cited as being in need of improvement in order to accurately represent the most current version of the MA in Education so as to better recruit potential students both within CSUSB and those external to the university.

Faculty Engagement

The MA Education program is able to draw faculty from different departments across the College due to the interdisciplinary nature of the degree. Currently, the faculty attest that the majority of the core classes in the MA program are taught by two full-time tenure track faculty. I was not provided with CVs for faculty so I cannot speak specifically to their expertise, however, my conversations with the two tenure track faculty indicated that both have significant experience teaching in education and as faculty members. The coordinator states that there are typically one to two lecturers teaching in the program at any time. The program typically hires lecturers with a good deal of experience working in PK-12 schools

which leverages their cultural capital and institutional knowledge providing students with current and authentic information.

The faculty and coordinator attest to the nimble and responsive nature of the coursework which allows for flexibility when appropriately distributing academic expertise and professional experience to ensure rigorous and relevant learning experiences for students. This includes leveraging faculty expertise in the area of social justice with the EDUC 6016 course. Another example of faculty utilizing their expertise by making dynamic change to meet the needs of the field includes the purposeful inclusion of the education leadership strand into the coursework. As one of the program's aims is to encourage students to move beyond the credential, this focus on leadership more broadly could be beneficial for teachers.

Program Resources

Overall, the program appears to be relatively well-resourced for its size and scope. When asked across multiple different settings, the faculty and administration said very little about what resources were lacking or needed to function at current capacity (no explicit budgetary information was provided in the self-study report). It should be noted that, in part, this could be attributed to the fact that the MA Education is still very new and the coordinator and faculty may not yet be entirely sure of all that is needed in order to actualize their goals and certainly the goals that will evolve from this review. This is the first external program review for the MA Education so the reviewer was not able to reflect on any Plan of Action for the appropriate program review cycle. If the program were to grow, which has been suggested, the Chair referenced the potential need for faculty and other resources (e.g., a tenure-track hire specifically devoted to the MA Education and/or a dedicated staff member to help with graduate education). It is my opinion that a growth plan should be created before making any decisions about increasing student admissions. The plan should clearly map out the faculty and staff needed to add more sections and identify the funding source for those positions.

The program is not under-enrolled and seeks to grow in enrollment. The data provided indicates that little to no active recruitment or advertising has been done as of yet. It seems that with targeted effort in this area, program enrollment has the opportunity for significant growth (if desired). In the Recommendations section, I allude to the importance of creating a marketing plan that clearly outlines the strategies and steps for a robust recruitment effort. It is my understanding that there is a marketing department at CSUSB with staff who could potentially help with this effort. In terms of recruitment, it seems that most students are drawn from the CSUSB credential programs. You could create targeted opportunities for credential students to meet the MA faculty each semester (e.g., speaking in a seminar class). As the program is hybrid, it might also appeal to already practicing teachers and a recruitment campaign could be run with local PK-12 school districts.

Overall Comments and Recommendations

Overall, the MA Education has a strong foundation with dedicated faculty who are very invested in student success. The reviewer also understands the program is still very new in its inception and the coordinator and faculty have spent a considerable amount of effort making the necessary revisions in order to make the program accessible to students (e.g., revisions to ensure students have access to financial aid). I will begin this section by highlighting some of the program's many strengths. Then, I will follow by enumerating key areas of growth. Lastly, I will conclude with strategic recommendations to inform potential action goals for the next cycles of review.

Overall strengths

- The program is designed to be student-centered and geared towards students who are early career, full-time teachers. The intent of the faculty is to help newly credentialed students progress to the next level in the profession by advancing pedagogical skills and content knowledge about teaching. Students can enroll in both fall and spring semesters and courses are designed to help students navigate the real world of classroom teachers. In addition to the two, dedicated, cored tenure-track faculty, the program utilizes highly qualified lecturers who have a great deal of experience in PK-12 settings as teachers and administrators. Dedicated faculty appear willing to make the changes needed in order to ensure student success and meet the changing demands of the field.
- From the data provided to me at the time of the review, the program appears to be well-resourced. At the current capacity, there seems to be sufficient faculty and staff to teach classes, advise students and engage in administrative work. The faculty also attest to having sufficient infrastructure and technology.
- Enrollment is healthy and has increased over time. The coordinator and faculty feel that the program could grow and the coordinator indicates that the Dean is in favor of growth and attests to making sure that the expansion could be resourced by the college.
- There is strong leadership at the coordinator level and strong teamwork across the program with faculty who have significant expertise. The coordinator takes on many responsibilities for running the program and has a lot of institutional knowledge which is invaluable to ensuring student success and navigating the day-to-day work to make things run. The faculty attest to being collaborative including working informally together to coordinate coursework and advise students as necessary.

Areas for growth

- A foundational area for growth is to clearly establish your identity as a program. This would entail having a clear and collaboratively developed mission statement as well as a set of rigorous and comprehensive program learning outcomes that are clearly mapped onto the required coursework. This would also entail the creation of a matrix that shows where students have the opportunity to be introduced to, practice and assess these PLOs.
- I would encourage the program to be particularly thoughtful about if and how they will grow their program. With any growth, the program should maintain the momentum and integrity of the good work that is already taking place. This would entail creating a clearly articulated and agreed-upon plan for growth that is supported by faculty and administration. I would recommend that more regular times are established for faculty to meet to ensure fidelity of implementation for the common vision.
- The program's assessment efforts would benefit from a more systematic approach where the measures are clearly tied to student learning. The faculty should have regular opportunities to look at student data (in addition to the comprehensive exams that are collaboratively graded). Courses should have signature assignments that clearly map onto the CLOS and the PLOs and all faculty should be aware of those assignments and, occasionally, have the opportunity to collectively review student data for those assignments.
- The program would benefit from the development of a robust recruitment plan. This work would include consulting the expertise of someone in marketing who could also help develop a strong web presence that is clearly aligned to the identity of the program. This could help recruit students who are not coming directly out of the credential programs at CSUSB which seems to be the primary existing student demographic.
- The program coordinator carries a great deal of responsibility for the running of the program (recruitment, admissions, advising, etc). And, if the program were to grow, I have doubts that the coordinator would be sufficiently resourced to do the work and that one course release per year would not be sufficient compensation.

In the following section, I provide recommendations for the program over the next five year period.

- Engage in programmatic work to determine your identity as a program. This could entail a faculty/staff retreat where you come together and discuss your common values and aims for the students and program. Ultimately, this work could yield a collectively agreed upon mission statement and an agreed-upon plan for how to grow the program safely. The

mission statement should be used to drive the rest of the programmatic decisions and the program and course learning outcomes for the students.

- Design a coherent, meaningful and rigorous set of PLOs. As a faculty, engage in collective research and study of other similar programs in order to see the diversity of ways programs organize their learning for graduate students in education. This could be done by collaborating with existing programs on campus who have exemplary PLOs and/or reaching out to other CSUs with similar degree programs.
- Map the PLOs onto the core courses using a matrix that clearly shows where the PLOs are introduced, practiced and assessed. Ensure that all PLOs are addressed in a systematic and comprehensive manner across the program.
- Utilize the matrix and PLOs to create an assessment plan that ensures you are regularly looking at student and other program data to ensure that the program and course learning outcomes are being met, ensuring efforts at continuous improvement. As part of this work, it would be helpful for faculty to make sure that course learning outcomes (CLOs) are clearly aligned to the PLOs and that there is sufficient coverage and no unnecessary redundancy. Faculty should clearly identify and agree upon signature learning assignments within each of the core classes.
- Create a plan for growth that clearly identifies how the program will be resourced if admissions were increased. One potential concern for growing the program is maintaining the fidelity of the existing program and the deliberate focus on student success. Adding more students and faculty could potentially complicate the management and/or coordination of the program, mitigating the ability to ensure a robust and coherent pathway for students.
- Develop a marketing plan to recruit alumni from CSUSB and/or students who did not graduate from CSUSB. It is recommended to further develop the website and to cultivate a presence on social media to actively recruit more students if the desire is to grow the program.
- Establish a norm for regular program meetings across the diverse faculty in order to collectively handle the work of the program. It is recommended that the program have regularly scheduled faculty meetings to accomplish work and insure program integrity.
- The suggested recommendations are significant and require extensive leadership and visioning work by the program coordinator. I would highly encourage the administration to consider providing additional support to the program coordinator in the form of an extra course release each semester (for a total of two course releases per academic year).

The aforementioned recommendations are significant and mean to be strategically spread out over the next external review cycle. That being said, I would highly encourage the program to prioritize the identity work, PLO refinement and mapping onto coursework, and the design and implementation of a rigorous assessment plan.



MASTER OF ARTS IN EDUCATION

Academic Program Review Committee Report
AY 2023 – 2024

**University Academic Program Review Committee Report
Master of Arts in Education**

1. What areas of program strength and potential improvement have emerged in the self-study and external review?

The program has successfully reconfigured through the conversion from quarter to semester system. It is now fully implemented and has greatly improved student experience and movement through the program. In its current programmatic form, upon completing the Master of Arts Program in Education, students will have achieved a variety of learning outcomes.

As noted by the self-study, improvement still needs to take place in formalizing a clear outcomes assessment plan for the graduate program. One of the key areas identified as an opportunity for growth, is the further development of assessment tools that are designed to obtain data on long-term outcomes. The faculty have expertly identified approaches, such as alumni surveys. In these surveys, data can be gathered in key areas such as where their graduates are employed, how the alumni recognize how their knowledge and skills obtained within the MA program have enhanced their skills as a professional.

The external reviewer noted the strengths as being the design of the program, the two core full time faculty, the highly skilled part time faculty who are professionals in the field and a highly competent coordinator of the program.

The external reviewer noted that a significant opportunity for growth would be the establishment of a clear and collaboratively developed mission statement and the creation of a matrix that connects the courses with the PLOs in a clear and easily understood fashion. Also, the program could develop a more robust student recruitment plan, which could focus more broadly and expand and diversify the professional backgrounds and experiences of the cohort ranks considerably.

2. To what extent have student learning and/or program effectiveness improved as a result of actions by the program during this review cycle?

Graduate students completing the Master of Arts Program in Education, will have successfully completed a variety of learning outcomes within the following framework: Students will demonstrate an understanding of research methodology. Students will demonstrate skills in presenting empirical findings in written and/or oral formats. The PLO data, which is obtained through the evaluation of signature assignments within courses, clearly indicates that the graduates are achieving these Learning Outcome objectives.

One strategy for improvement, would include signature assignments in the courses that more clearly map onto the Course Learning Outcomes and then also connect with the Program Learning Outcomes. This will make the assessment process more fluid for the faculty and also provide highly useful data for continual improvement. Again, it is important to note, that is a

relatively new and successfully growing program that as it grows, the diversification of the students will provide the faculty with a larger pool from which a more diverse set of data can be culled. In this, it will be the responsibility of the faculty to evolve the processes by which Learning Outcomes are both developed and analyzed to meet the needs of the growing student population in the program.

3. What constructive feedback can be provided to the program faculty that will assist them in developing their next Plan of Action?

The faculty are encouraged to consistently analyze the effectiveness of all Learning Outcomes and discuss the possibility of either enhancing those that already exist or the creation of new LOs. In terms of the overall program design, the evolution of LOs may result in the re-organization of the curriculum, which the faculty could easily complete as long as they are meeting on a regular basis to discuss the program's effectiveness. Regular meetings should take place at least two to three times per academic year in order to effectively engage on continual improvement. As this is a newer program, consulting with other CSU's that have a longer standing program in this field is also recommended. The development of a detailed Learning Outcome Matrix that is both highly functional and accessible to the students will greatly support a better system of data collection and program assessment.

The development of a plan for growth, both in terms of students and full time faculty, should be one of the key tasks in this next five year cycle. Clearly student growth is the first focus, as that will be the feature which will justify new faculty lines. In this, a more comprehensive marketing strategy will serve the program well. In moving forward, regular faculty meetings which also engage part time faculty will not only help to further develop a sense of being on the same team, but, will also provide the platform for the sharing of ideas that can assist in all areas of growth and continual improvement.



MASTER OF ARTS IN EDUCATION

Dean's Report
AY 2023 – 2024

INTERNAL PROGRAM REVIEW

Master of Arts in Education

Dean's Review

1. What areas of program strength and potential improvement have emerged in the self-study and external review?

- The MA. Education degree meets vital need of students who desire to pursue the teaching credential and a master's degree concurrently. This program is an added advantage to the university as it has stemmed the outflow of CSUSB undergraduate students to other universities where this program is available. The program offers a cost effective and high-quality graduate study opportunity for CSUSB undergraduates who desire to enter the teaching field as well as obtain a master's degree at the same time.
- The program faculty is highly qualified and dedicated to the program. The curriculum is structured to give the students access to high quality curriculum content, best practices in pedagogy, as well as access to action research that has direct application to the classroom settings.
- Program enrollment has grown over time, despite lack of evidence of strategic enrollment growth plan and purposeful recruitment activities. This means that with purposeful outreach, the program will grow even more.
- This program can offer multiple opportunities for partnership with other colleges as combo program options can be created to capture different undergraduate majors who want to go into teaching.

2. To what extent have student learning and/or program effectiveness improved as a result of actions by the program during this review cycle?

- Conversations are already going on about how to better promote this program and recruit more students into it.
- The external reviewer pointed out the need for "a coherent, meaningful and rigorous set of PLOs." This is a conversation that faculty is already beginning to engage informally but hopes to further address as we go into the fall 2024 semester.
- The lack of intentional recruitment plan and activities, added to the absence of Program Learning Outcomes (PLO), among other things point to the need for a more effective program leadership. That issue is currently being discussed.

3. What constructive feedback can be provided to the program faculty that will assist them in developing their next Plan of Action?

- Program Faculty should move quickly to develop Program Learning Outcomes, map it directly to the course learning outcomes, course assignments, and develop a matrix that shows how these are all introduced, developed, and assessed in the program.
- Program Faculty needs to work together to create an Enrollment Growth plan, which establishes clear enrollment goals, identifies resources needed to accomplish those goals, and creates a timeline for implementation and evaluation of success.
- Recruitment activities need to be structured, intentional and ongoing.
- The program should implement an exit survey of students in the program to provide them with direct input on students' experiences in the program and what needs to be done to improve the program quality.



MASTER OF ARTS IN EDUCATION

Graduate Dean's Report

AY 2023 – 2024

Deans and Committee Reports

Name: Caroline Vickers

2023-24 Master of Arts in Education Program Review, Graduate Dean's Report

1. What areas of program strength and potential improvement have emerged in the self-study and external review?:

The MA in Education has 67 students enrolled for units in spring 2024, showing significant growth as enrollment was 29 students enrolled for units in spring 2023 and 14 in spring 2022. The program received 47 applications for fall 2023 with an admission rate of 85%, and a yield rate of 90% with 36 newly enrolled MA students. In spring 2024, the program received 26 applications with admission rate of 97.5% and a yield rate of 79% with 21 newly enrolled students. Therefore, the program is healthy.

Hanover Research's Regional Needs Assessment includes information about the top master's degree conferrals in the region (2021) as well as CSUSB conferrals. This report indicates that in 2021, 474 Education master's degrees were conferred in the region, while 19 of those were CSUSB conferrals. Additionally, the regional needs assessment points to expected growth in positions for secondary school teachers and elementary school teachers by 8.4% and 7.9% respectively. Therefore, based on regional need, the MA in Education has room for growth. The program should consider its enrollment capacity goals and the resources needed to reach these goals.

Program Strengths:

The MA in Education is a relatively new program, first being offered in fall 2022. As noted above, the program has grown its enrollment over time and is healthy. The program plays a crucial role in allowing for key professional development for early career teachers. It employs high quality tenure line faculty as well as adjunct faculty with a wealth of experience in PK-12 settings and is well-resourced with sufficient faculty, leadership, and infrastructure to meet the needs of the program at its current capacity. Additionally, the program faculty are collaborative and work together to ensure that the program needs are met including offering courses and student advisement.

Potential Improvements:

a. Program Vision, Mission, and Assessment Plan

The external reviewer's report suggests that the program establish a clear identity, mission statement, and PLOs that map onto the program's coursework. The program

should develop an assessment plan in which measures are tied to student learning. In doing so, PLOs should be mapped to CLOs and to key assignments in courses. PLOs should be assessed on a regular schedule. Additionally, program faculty should meet regularly to create a sense of community and shared identity around program faculty.

b. Program Growth and Recruitment

The program should develop a growth plan that allows it to achieve its mission. Additionally, a recruitment plan, including where to recruit students and appropriate marketing materials should be developed. In marketing the program, the program's website and social media presence should be reviewed and improved. As the program grows, a growth plan should be developed including the needed resources to support growth.

c. Sense of Belonging and Retention

According to the [CSUSB current student survey](#), 66.7% of MA in Education students agree or strongly agree that they feel they belong at CSUSB. 40% of URM MA in Education students agree or strongly agree that they feel they belong at CSUSB. Considering that 76.9% of graduate students across CSUSB graduate programs and 79.1% of URM graduate students across CSUSB graduate programs agree or strongly agree that they feel they belong at CSUSB, the program should consider how they can increase sense of belonging, especially for URM students. Additionally, [CSUSB IR retention and graduation data](#) indicate that the second year retention rate for the MA in Education, Secondary concentration was 31.6% in fall 2022, and for the MA in Education, Elementary concentration, the second year retention rate was 50% for fall 2022. This second-year retention rate should be addressed as these rates are much lower than the CSUSB average second year retention rate of 84.8% across all CSUSB graduate programs for fall 2022. The low fall 2022 second year retention rate is especially pronounced for URM women in the MA in Education, 20% for the Secondary concentration and 25% for the Elementary concentration. These retention rates for URM women should be addressed.

2. To what extent have student learning and/or program effectiveness improved as a result of actions by the program during this review cycle?:

Since the MA in Education is a new program, the previous review is not available.

What constructive feedback can be provided to the program faculty that will assist them in developing their next Plan of Action?:

The MA in Education should consider three main areas. **1. Program Vision, Mission, and Assessment Plan:** The program should develop a mission statement and a well-developed assessment plan that maps PLOs to CLOs and key assignments in courses. **2. Program Growth and Recruitment:** The program should develop a growth, recruitment, and marketing plan, including website and social media presence. **3. Sense of Belonging and Retention:** The program should consider how to implement advising and community building practices that raise sense of belonging and retention rates particularly among URM students. They might consider surveying current students to understand their advising needs as well as the types of activities that might allow them to make connections with their peers and faculty members, such as orientation programs, mixers, and faculty and students showcases.

Providing Department:

Graduate Studies

Responsible Users:

Caroline Vickers

Related Items

No connections made



MASTER OF ARTS IN EDUCATION

Action Plan
AY 2023 – 2024

Program Review Action Plan

Year: 2024-2025

Department: Teacher Education and Foundations Chair or Coordinator: Mark Groen
 College: Watson College of Education External Reviewer: Tanya Flushman

RECOMMENDATIONS BY EXTERNAL REVIEWER	DEPARTMENT (PROGRAM) ACTION
<p>1. Design a coherent, meaningful, and rigorous set of PLOs. This could be done by collaborating with existing programs on campus who have exemplary PLOs and/or reaching out to other CSUs with similar degree programs. Map the PLOs onto the core courses using a matrix that clearly shows where the PLOs are introduced, practiced, and assessed. Ensure that all PLOs are addressed in a systematic and comprehensive manner across the program. Utilize the matrix and PLOs to create an assessment plan that ensures you are regularly looking at student and other program data to ensure that the program and course learning outcomes are being met. As part of this work, make sure that course learning outcomes (CLOs) are clearly aligned to the PLOs and that there is sufficient coverage and no unnecessary redundancy. Faculty should clearly identify and agree upon signature learning assignments within each of the core classes.</p>	<p>Create a matrix that clearly shows where the PLOs are introduced, practiced, and assessed.</p> <p>Utilize the matrix and PLOs to create an assessment plan that ensures you are regularly looking at student and other program data to ensure that the program and course learning outcomes are being met.</p> <p>Develop course learning outcomes (CLOs) are clearly aligned to the PLOs. Faculty should clearly identify signature learning assignments within each of the core classes.</p>
<p>2 Create a plan for growth that clearly identifies how the program will be resourced if admissions were increased. One potential concern for growing the program is maintaining the fidelity of the existing program and the deliberate focus on student success. Adding more students and faculty could potentially complicate the management and/or coordination of the program, mitigating the ability to ensure a robust and coherent pathway for students.</p>	<p>Create an Enrollment Growth plan, which establishes clear enrollment goals and identifies resources needed to accomplish those goals. Clearly identify how the program will be resourced if admissions were increased.</p>
<p>3. Establish a norm for regular program meetings across the diverse faculty in order to collectively handle the work of the program. It is recommended that the program have regularly</p>	<p>Implement a regular meeting schedule for AY 2024-2025.</p>

<p>scheduled faculty meetings to accomplish work and ensure program integrity.</p>	
<p>RECOMMENDATIONS BY UNIVERSITY PROGRAM REVIEW COMMITTEE</p>	<p>DEPARTMENT (PROGRAM) ACTION</p>
<p>1. The external reviewer’s report suggests that the program establish a clear identity, mission statement, and PLOs that map onto the program’s coursework. The program should develop an assessment plan in which measures are tied to student learning. In doing so, PLOs should be mapped to CLOs and to key assignments in courses. PLOs should be assessed on a regular schedule. Additionally, program faculty should meet regularly to create a sense of community and shared identity around program faculty.</p>	<p>Create a matrix that clearly shows where the PLOs are introduced, practiced, and assessed.</p> <p>Utilize the matrix and PLOs to create an assessment plan that ensures you are regularly looking at student and other program data to ensure that the program and course learning outcomes are being met.</p> <p>Develop course learning outcomes (CLOs) are clearly aligned to the PLOs. Faculty should clearly identify signature learning assignments within each of the core classes.</p>
<p>2. The program should develop a growth plan that allows it to achieve its mission. Additionally, a recruitment plan, including where to recruit students and appropriate marketing materials should be developed. In marketing the program, the program’s website and social media presence should be reviewed and improved. As the program grows, a growth plan should be developed including the needed resources to support growth.</p>	<p>Create an Enrollment Growth plan, which establishes clear enrollment goals and identifies resources needed to accomplish those goals. Clearly identify how the program will be resourced if admissions were increased.</p>
<p>RECOMMENDATIONS BY COLLEGE DEAN</p>	<p>DEPARTMENT (PROGRAM) ACTION</p>
<p>1. Program Faculty should move quickly to develop Program Learning Outcomes, map it directly to the course learning outcomes, course assignments, and develop a matrix that shows how these are all introduced, developed, and assessed in the program.</p>	<p>Create a matrix that clearly shows where the PLOs are introduced, practiced, and assessed.</p> <p>Utilize the matrix and PLOs to create an assessment plan that ensures you are regularly looking at student and other program data to ensure that the program and course learning outcomes are being met.</p> <p>Develop course learning outcomes (CLOs) are clearly aligned to the PLOs. Faculty should clearly identify signature learning assignments within each of the core classes.</p>
<p>2. Program Faculty needs to work together to create an Enrollment Growth plan, which establishes clear enrollment goals, identifies resources needed to accomplish those goals, and creates a timeline for implementation and evaluation of success. Recruitment</p>	<p>Create an Enrollment Growth plan, which establishes clear enrollment goals and identifies resources needed to accomplish those goals. Clearly identify how the program will be resourced if admissions were increased.</p>

<p>activities need to be structured, intentional and ongoing.</p>	
<p>3. The program should implement an exit survey of students in the program to provide them with direct input on students' experiences in the program and what needs to be done to improve the program quality.</p>	<p>Implement an exit survey of students in the program to provide data on students' experiences in the program.</p>



MASTER OF ARTS, BACHELOR OF ARTS & BACHELOR OF SCIENCE
IN CAREER AND TECHNICAL STUDIES

Self-Study
AY 2023 – 2024

INTRODUCTION

The Career and Technical Education (CTE) Program (Formerly known as the Vocational Education Program) was formed under the auspices of the Department of Educational Leadership and Technology in 1965 when California State University, San Bernardino was founded. The CTE program serves both undergraduate and graduate students, offering four teaching credentials (CTE teaching credential; Adult Education Teaching credential; Supervision and Coordination credential; Special subjects teaching credential), BA/BS, and an MA. Data collected and analyzed in this report reflect the Spring 2023 and Fall 2023. However, descriptive program information (e.g., curriculum, faculty, assessment process, services to students) encompasses a broader lens, including both the 2023-2024 academic year and more recent information from the Spring of 2023. This was done to allow a more robust description of the program, as many changes discussed were put into effect in the most recent academic year.

THE CURRENT AND FUTURE WORKFORCE

“But--and this is a big but--the great majority of the new jobs require qualifications the industrial worker does not possess and is poorly equipped to acquire. They require a good deal of formal education and the ability to acquire and apply theoretical and analytical knowledge. They require a different approach to work and a different mindset. Above all, they require a habit of continuous learning. Displaced industrial workers thus cannot simply move into knowledge work or services the way displaced farmers and domestic workers moved into industrial work. At the very least they must change their basic attitudes, values, and beliefs.”

These are the words of the venerable Peter Drucker, as written in an article titled “The Age of Social Transformation”, first published in November 1994 (<https://www.theatlantic.com/past/docs/politics/ecbig/soctrans.htm>)

Though published nearly 30 years ago, Drucker’s words well describe today’s world. Contemporary society is fully entangled in the “Age of Social Transformation”. Drucker had envisioned a world where the blue-collar worker

(the ‘class’ (*his word*) that had displaced the farm worker) was now rapidly disappearing. Some in the United States at that time (and to a lesser degree now) blamed the loss of manufacturing positions in the US on the movement of manufacturing offshore. Drucker, disagreeing with this premise, envisioned a world where the ‘knowledge worker’ was ascendant.

Drucker’s notion of Social Transformation resonates through time to the present day. The Lumina Foundation supports the Institute for Higher Education Policy (IHEP) a nonpartisan, nonprofit organization. IHEP states its mission as promoting access to and success in higher education for all students. In their 2014 White Paper, IHEP wrote “Instruction for all students should enhance problem-solving, critical thinking, communication, and other transferrable skills that will enable them to become valuable members of their communities”.

In 2017 the report from the worldwide accounting firm PwC describing the workforce of 2030 (www.pwc.com/people) stated:

“We are living through a fundamental transformation in the way we work. Automation and ‘thinking machines’ are replacing human tasks and jobs and changing the skills that organizations [sic] are looking for in their people. These momentous changes raise huge organizational [sic], talent, and HR challenges – at a time when business leaders are already wrestling with unprecedented risks, disruption, and political and societal upheaval” (p. 3).

Drucker’s prophecy is reality. His words must be heeded by higher education institutions as they strive to meet the strategic goal of preparing their graduates for the present and future workforce. CTE programs play a crucial role in the preparation of the present and future workforce. Subsequently, institutions are expending significant effort in promoting CTE programs as an institution-wide teaching approach.

The CTE program at CSUSB (four credential programs, two bachelor's degree programs, and an MA) began its full operation in the 1960s under the support of the Department of Educational Leadership and Technology. As most other

14 county offices of education in California offer CTE teaching credential programs only, the CTE program offers both CTE teaching credential programs and degree programs thus making the CTE program at CSUSB the sole degree provider of CTE programs in California.

The responsibility of CSUSB to provide a CTE program is grounded in the history of career and technical education. The history of Career and Technical Education parallels that of humanity and work, from the Stone Age to modern civilization, just as in the first Industrial Revolution, the Third Industrial Revolution requires a larger pool of skilled (albeit, differently skilled) workers. The CTE program at CSUSB has the historic responsibility to educate and train many knowledge workers to contribute to the workforce in California and many other states, now and in the future.

Recent changes in the economy have generated a demand for individuals trained in career and technical education. The demand for career and technical education will only continue to increase, and subsequently, it is an emerging field of teaching expertise. CTE teachers are in growing demand. Graduates with a degree in the emerging field of career and technical education can expect excellent career opportunities in industry, secondary, and vocational education.

To meet this growing demand, we now offer two new undergraduate degrees: a B.A. Degree in Career and Technical Education (BACTE) and a B.S. Degree in Career and Technical Education (BSCTE). These degrees are designed to provide candidates with significant occupational and teaching experience, the opportunity to have that experience count as partial credit toward a baccalaureate degree. Applicants must possess a high school diploma or its equivalent and five years of work experience and/or education directly related to each subject the candidate teaches.

To qualify for a Career and Technical Evaluation of Competency (CTEC) applicant must have at least three years of full-time work experience, and at least 1500 clock hours of teaching experience. In addition, the Designated Subjects credential, E-Learning Certificate and a minor in Entrepreneurship are all included

in the new B.S. Career & Technical degree for those that apply and qualify (the DS credential work experience).

California State University, San Bernardino (CSUSB), is accredited by the Western Association of Schools and Colleges (WASC), the California Commission on Teacher Credentialing (CCTC), and the Council for the Accreditation of Educator Preparation (CAEP). Over the past thirty years, the BVE Degree Program at CSUSB has developed (and maintains) an excellent reputation.

How the CTE Credential Program Remains Relevant to the Needs of Candidates and the Community

The BA/BS in CTE works primarily with individuals who are already teaching or currently employed. No field work is required unless pursuing the CTE adult or designated/special subject's credentials. Refer to credentials for fieldwork.

The programs include a purposeful and meaningful sequence of coursework that effectively prepares Career and Technical teachers. To qualify for a "preliminary" Designated/Special Subjects credential, a person must have at least three years of full-time successful and recent work experience related to the subject the candidate wishes to teach, possession of a high school diploma or passage of an equivalency examination; fingerprint clearance, and recommendation from a sponsor that has been notified by the CTC that it may begin recommending individuals based on three years of professional work experience.

The program is founded on the premise of competency-based education that follows the standards of the teaching profession. Instructors can indicate the standards that candidates are able to exemplify and thus candidates are able to do the same for their candidates. An emphasis is placed on the integration of academic education into their curriculum. The candidates can have an opportunity to discuss the education standards related to this program and to demonstrate application in a professional manner. Reflection and introspection are clearly understood and practiced throughout the program.

The use of current and evolving educational technology is integrated appropriately throughout all courses. To ensure best practices in the classroom, and to meet the needs of the diversity represented in the population of California, an integrated approach to teaching is adopted. Special needs, exceptional, and English learner pedagogy, strategies, and methodologies are integrated into assignments of all courses throughout the program as reflected in the discussions, lesson plans, presentations, course materials, and projects referenced in this document.

Hyperlinks to supporting documentation –

CTE Website – <http://jscarcella.academic.csusb.edu/E-Text/ScarcellasCourseSyllabusInformation.htm>

CSUSB CTE Website – <https://www.csusb.edu/career-technical-education/faculty-and-staff>

Bachelor of Arts in Career and Technical Studies

Admission to the Program

The Bachelor of Arts in Career and Technical Studies (BCTS) is designed to provide candidates with significant occupational and teaching experience the opportunity to have that experience count as partial credit toward a baccalaureate degree. Applicants must possess a high school diploma or its equivalent and five years of work experience and/or education directly related to each subject the candidate teaches.

To qualify for a Career and Technical Evaluation of Competency (CTEC) applicant must have at least three years of full-time work experience, and at least 1500 clock hours of teaching experience.

Applicants must be admitted to the university and should take [ECTS 3350](#). Introduction to Career and Technical Studies within the first academic year.

Requirements (60 units)

Total units required for graduation: 120

Requirements for the B.A. in Career and Technical Studies

(Program Code: CTEC)

Career and Technical Studies courses		27-36
ECTS 3350	Introduction to Career and Technical Studies	3
ECTS 4350	Global Educational Perspectives	3
ECTS 5010	Principles and Methods for Teaching Designated Subjects	3
ECTS 5020	Instructional Support for Teaching Designated Subjects	3
ECTS 5040	Principles of Career and Technical Education	3
ECTS 5080	Organization and Structure of Career and Technical Programs	3
ECTS 5180	Field Work in Designated Subjects	3
ECTS 5190	Instructional Technology for Career and Technical Educators	3
ECTS 5200	Curriculum Development for Career and Technical Programs	3

ECTS 5210	Assessing Student Progress	3
ECTS 5220	Directing and Managing Occupational Programs	3
ECTS 5230	Educational Research and Learning Theory	3
ECTS 5410	Topics in Career and technical Education	3
Career and Technical Evaluation of Competency (CTEC)		
	The equivalent of up to 30 semester units of experience must be verified through written examinations, portfolios, personal interviews, demonstrations, and/or other appropriate means of documentation.	30
Total Units		60

B.S. Degree in Career and Technical Studies /BSCTS/ Entrepreneurship Specialty Concentration

The Bachelor of Science Degree with a major in Career and Technical Studies is designed primarily to provide opportunity for transfer students from community college programs to continue a career path towards a well-rounded academic baccalaureate degree consistent with their goals in career and technical studies. The Bachelor of Science Degree with a major in Career and Technical Studies is designed primarily to provide opportunity for transfer students from community college programs to continue a career path towards a well-rounded academic baccalaureate degree consistent with their goals in career and technical studies. To enter the program, students must have a minimum of 60 quarter units of acceptable course work with a GPA of at least 2.0 from an accredited community college or university in a program related to career and technical studies or approval from the academic advisor. To receive transfer credit from a community college, the courses must meet the articulation agreements between the community colleges and the CSU and CSUSB.

[View more information on the full program requirements.](#)

ENTR 3000 – Entrepreneurship and Innovation

ADMN 1001 – Leadership for Global Challenges: Exploring the

Entrepreneurial Mindset a General Education (GE Category E) course that explores the concept of entrepreneurship and how the entrepreneurial lens can be employed to help individuals understand, interact and change the world around them by solving pressing personal, social and global problems. Students will learn the skills and abilities consistent with an entrepreneurial mindset to develop as a whole person by better understanding human behavior, creative endeavors, social relationships, one's relationship to the environment and how stress and failure can be managed.

ENTR 3000 – Entrepreneurship and Innovation WELCOME TO A WHOLE NEW APPROACH... Add new skills in entrepreneurship and innovation to your career toolkit! Examines the sources of new ideas and innovation, how ideas move from mind to market, the facets of the entrepreneurial mindset, and how entrepreneurial models and approaches can be applied in any organizational or societal context.

The BSCTS will be in the new catalog for the upcoming year. The Designated Subjects credential, E-Learning Certificate, and a minor in Entrepreneurship are all included in this degree for those that apply and qualify (the DS credential work experience).

1.1 ADMISSION TO THE PROGRAM

As prerequisites for acceptance into the B.S. in Career and Technical Studies, students must complete the following as a "Pre-Career and Technical Studies major." Upon acceptance into the program, a student's major will be changed from "Pre-CTS" to "Career and Technical Studies" status.

1.2 REQUIREMENTS TO ENTER THE B.S. IN CAREER & TECHNICAL STUDIES:

1. An earned AA or AS degree in a technical field or consent of the department advisor.

2. Completed CSU GE-Breadth Certification from a California Community College, including the American Institutions requirements (U.S. History, U.S. Constitution, and California State and Local Government).
3. A minimum of 60 earned semester units.
4. A minimum GPA of 2.0.
5. A formal application submitted to the program adviser. Please see the Department of Educational Leadership and Technology for forms.

Requirements (60 units)

Total units required for graduation: 120.

1.2.1 Program and Graduation Requirements are available in the [Course Bulletin](#).

Master of Arts in Career and Technical Education

The M.A. in career and technical education is designed to provide advanced and specialized education to personnel working in a variety of settings related to career, technical, and adult education such as secondary, post-secondary and other private and state environments. The program provides opportunities for teachers to gain expertise with and knowledge in pedagogy and andragogy required to teach their subject matter. The program can be used to meet the requirements for leadership positions in these facilities.

Admission to the Program

Applicants must possess a baccalaureate degree from an accredited college or university. Prior to being admitted to the Master of Arts in Career and Technical Education Program in the College of Education, applicants must be admitted to the university as an unclassified graduate student. Application for admission to the university should be made at least three months prior to the date the applicant would like to begin taking courses.

Advancement to Candidacy

In order to be formally advanced to candidacy, applicants must have:

1. Been accepted to the College of Education as a classified graduate student.

2. Filed an approved graduate program form for completion of the degree.

The Career and Technical Education core consists of six courses: [ECTS 6370](#), [ECTS 6380](#), [ECTS 6390](#), [ECTS 5080](#), [ECTS 5190](#), and [ECTS 6350](#). Students should start with the College of Education writing requirement [ECTS 5560](#).

Requirements for Graduation

1. A minimum of 33 semester units of acceptable work, with 27 completed in residence at this university.
2. A minimum of 15 units of credit taken after a student has been advanced to candidacy for the degree.
3. A grade point average of 3.0 ("B") in course work taken to satisfy the Master of Arts degree requirements and grades of "C" (2.0) or better in all courses in the program.
4. Registration and successful completion of comprehensive examination [ECTS 6980](#);
5. the Graduate Writing Assessment Requirement is met through successful completion of [ECTS 5560](#) or [ECTS 6980](#).

Any additional general requirements not cited above and listed in Graduate Degree and Program Requirements. The program may not include less than one half the total number of courses taken at the 6000 level.

The program may not include more than 2 courses (3 semester units each) in approved extension and transfer courses from other colleges. California State University, San Bernardino will not consider for transfer credit course work from an institution which will not accept that work in its own advanced degree program.

Degree Requirements (33 units)

(Program Code: CTEC)

Career and Technical Education Core (18)

ECTS 5080	Organization and Structure of Career and Technical Programs	3
or ECTS 6080	Organization and Structure of Career and Technical Programs	
ECTS 5190	Instructional Technology for Career and Technical Educators	3
or ECTS 6190	Instructional Technology for Career and Technical Educators	
ECTS 6350	Research in Career and Technical Education	3
ECTS 6370	Foundations of Career and Technical Studies	3
ECTS 6380	Critical Issues for the Career and Technical Educator	3
ECTS 6390	Professional Competencies in Career and Technical Studies	3
Career and Technical Education Electives (15)		
A minimum of 15 units chosen from:		15
ECTS 5010	Principles and Methods for Teaching Designated Subjects	
or ECTS 6010	Principles and Methods for Teaching Designated Subjects	
ECTS 5020	Instructional Support for Teaching Designated Subjects	
or ECTS 6020	Instructional Support for Teaching Designated Subjects	
ECTS 5040	Principles of Career and Technical Education	
or ECTS 6040	Principles of Career and Technical Education	
ECTS 5090	Personnel Management in Career and Technical Programs	
or ECTS 6090	Personnel Management in Career and Technical Programs	

ECTS 5100	Field Work in Coordination and Supervision of Career and Technical Programs
or ECTS 6100	Field Work in Coordination and Supervision of Career and Technical Programs
ECTS 5180	Field Work in Designated Subjects
or ECTS 6180	Field Work in Designated Subjects
ECTS 5200	Curriculum Development for Career and Technical Programs
or ECTS 6200	Curriculum Development for Career and Technical Programs
ECTS 5210	Assessing Student Progress
or ECTS 6210	Assessing Student Progress
ECTS 5220	Directing and Managing Occupational Programs
or ECTS 6220	Directing and Managing Occupational Programs
ECTS 5230	Educational Research and Learning Theory
or ECTS 6230	Educational Research and Learning Theory
ECTS 5410	Topics in Career and technical Education
or ECTS 6410	Topics in Career and technical Education
ECTS 5421	Seminar in Designated Subjects Education
or ECTS 6421	Seminar in Designated Subjects Education
ECTS 5422	Seminar in Designated Subjects Education
or ECTS 6422	Seminar in Designated Subjects Education
ECTS 5423	Seminar in Designated Subjects Education
or ECTS 6423	Seminar in Designated Subjects Education
ECTS 5500	Engineering for Educators
or ECTS 6500	Engineering for Educators

ECTS 6401	Topics in Education	
ECTS 6402	Topics in Education	
ECTS 6403	Topics in Education	
Additional Courses may be substituted with approval by adviser.		
Culminating Experience (0)		0
Total Units		33

Culminating Experience (0 units)

ECTS 6980	Comprehensive Examination	0
Total Units		0

The comprehensive examination is of an integrative nature and is designed to demonstrate the candidate's knowledge of the field of reading and literacy education. It also fulfills the Graduation Writing Requirement, so the quality of writing is also evaluated. The student may enroll in the examination no earlier than the last semester in which course work is taken. The student must have advanced to candidacy and completed a graduation check with the Office of Records, Registration and Evaluations before permission to take the examination can be granted. Students who do not receive a passing score may petition the College of Education to retake the examination or any part of it. Students who do not receive a passing score the second time must petition the Dean of Graduate Studies to retake it. The exam cannot be repeated more than twice. Approval to retake the examination may be, at any time, contingent upon completion of additional designated courses.

How Faculty in the CTE Program Stay Current in the Discipline/Field

Program faculty attend quarterly workshops provided offered by the CSUSB related to teaching effectiveness, online distributive learning, ADA compliance and accessibility, application of emerging technology in education, course and grant development, curriculum design, classroom management, and best practices in teaching and learning. Faculty are encouraged to attend present educational conferences.

Program faculty are periodically evaluated through Candidate Opinion of Teacher Effectiveness (SOTE), classroom visitation and Faculty Activity Reports (FAR). The course curriculum provides relevant resources for candidates. By the end of ECTS 1000 Early Orientation candidates have a library of resources that will serve them throughout their teaching career. They will build on these resources as they matriculate through the remaining courses.

Faculty are engaged in on-going research and publications to promote the field.

The university supports CTE faculty to stay current in the field.

Dr. Viktor Wang was awarded a release time award during the 2021 and 2022 academic year. He published a refereed book titled [Handbook of Research on Andragogical Leadership and Technology in a Modern World](#). Dr. Viktor Wang was awarded a mini grant (\$6100) during the 2021 and 2022 academic year. He published a refereed book titled [Handbook of Research on Educational Leadership and Research Methodology](#). Dr. Viktor Wang was awarded a release time award during the 2023 and 2024 academic year. His book titled The Historical and Modern Practice of Career and Technical Education is scheduled to be published in December 2023.

Dr. Andrew Hughes has published 24 refereed journal articles since he joined CSUSB faculty in 2016. Dr. Hughes was awarded a summer fellowship (\$4,000) during summer of 2023 to continue his research publications.

Students in the CTE Program

Career and Technical Education (CTE) is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Students come from the following 15 industry sectors:

1. Agriculture and Natural Resources

2. Arts, Media, and Entertainment
3. Building and Construction Trades
4. Business and Finance
5. Education, Child Development, and Family Services
6. Energy, Environment, and Utilities
7. Engineering and Architecture
8. Fashion and Interior Design
9. Health Science and Medical Technology
10. Hospitality, Tourism, and Recreation
11. Information and Communication Technologies
12. Manufacturing and Product Development
13. Marketing Sales and Service
14. Public Services
15. Transportation

In Fall 2023, the CTE program had 150 enrolled CTE credential, bachelor's degree, and MA students. In Fall 2022, the CTE program had 120 enrolled CTE credential, bachelor's degree and MA students. In Fall 2021, the CTE program had 60 enrolled CTE credential, bachelor's degree and MA students. Student enrollment in the CTE program for the past two years indicates program growth. Graduates from the CTE program are 100% employed at public/private schools (secondary and post-secondary levels) and some other agencies throughout California. Below is a report by Inside CSUSB addressing CTE program in the Department of Educational Leadership and Technology:

The CSUSB College of Education's Department of Educational Leadership and Technology is the sole provider of career and technical educational programs in California.

Published **October 22, 2021**



The CSUSB College of Education atrium.

The Department of Educational Leadership and Technology at Cal State San Bernardino houses the sole provider of career and technical education (CTE) programs in California. Students, whether they are community college instructors/administrators, police officers, firefighters, prison guards, nurses/other hospital staff, military personnel, or human resource trainers, are exclusively returning students (adult learning professionals).

They all need teaching credentials, [bachelor's degrees](#) and [master's degrees](#) in CTE for professional development. They come from all 15 industry sectors and need credentials and degrees to increase their career options. The No. 1 objective of CTE is to meet manpower needs of society. CTE programs at CSUSB, under a transformational/visionary dean and chair, are staffed with leading scholars in the field.

You are welcome to watch the video, "[Promoting qualitative research methods for critical reflection and change](#)," before entering the CTE programs. Once you are in

the programs, these leading scholars become your co-learners in the learning process. They will establish a helping relationship with you, making certain every CTE scholar will successfully graduate from the prestigious CTE programs.

Student Enrollment Numbers

	Student Enrollment	
	Fall 2022	Fall 2023
Total Enrollment	120	150
San Bernardino Campus	110	142
Palm Desert Campus	10	8
Student Status		
Full-Time	120	150
Part-Time	0	0
Concentration		
CTE Credential	80	70
BA/BS	20	30
MA	40	50

Student Interests & Program Responsiveness

Students in the CTE program come from 15 industry sectors leading to 58 career pathways in California. Students in the CTE program are exclusively adult working professionals with multiple work and family responsibilities. Many are working on our CTE credentials, bachelor's degrees and MA based on recommendations by their employers. Many others are working on our CTE credentials, bachelor's degrees and MA to meet the manpower needs of our democratic society. A small number of them are retirees and need our CTE teaching credentials to teach their occupations to younger generations of learners in the workforce. The CTE program supports the diverse backgrounds and interests of our credential, undergraduate and graduate students through training opportunities and practical experiences, networking to build social capital, incorporating diverse perspectives in coursework, and programming/curriculum development centered around student needs. The experiences and opportunities outlined below prepare students for future educational (i.e., graduate school) and career goals. Additionally, the College of Education has developed a system to recognize students for their contributions, further supporting their educational and career development. Specifically, the College of Education grants students awards for excellence in research, service/community engagement, and for overall contributions in the CTE program, recognizing diverse contributions across students.

Research, Community-Engaged and/or Applied Work

The faculty in the CTE program have published more than 300 refereed journal articles, books and book chapters. These publications have been cataloged by CSUSB library and many other university libraries around the world. These publications have been used as required textbooks or reference materials. Sample cataloged publications are listed below:

[International Journal of Adult Education and Technology](#)

[International Journal of Adult Vocational Education and Technology](#)

[Handbook of Research on Andragogical Leadership and Technology in a Modern World](#)

[Handbook of Research on Educational Leadership and Research Methodology](#)

[Adult education and vocational training in the digital age](#)

[Educational leadership: Perspectives, management and challenges](#)

[[The above book was published by the prestigious Nova Science Publishers located in NY](#)]

[Critical theory and transformative learning](#)

[Scholarly publishing and research methods across disciplines](#)

[Handbook of research on transdisciplinary knowledge generation](#)

[Handbook of research on program development and assessment methodologies in K-20 education](#)

[Promoting qualitative research methods for critical reflection and challenge](#)

[Handbook of research on ethical challenges in higher education leadership and administration](#)

[Encyclopedia of Strategic Leadership and Management](#)--124 Chapters/the 3 volume book weighs 12.8 pounds

Open Access Free PDF Download: [Active Learning Online: Necessity, Faculty Role, and Concept Model for Course Design](#)

Stanford University Library has cataloged 28 E titles of Dr. Wang's 57 titles.

McGill University Library has cataloged 28 E titles of Dr. Wang's 57 titles.

[Virginia Tech University Libraries](#) have cataloged 28 E titles of Dr. Wang's 57 titles.

University of British Columbia Library has cataloged 36 E titles of Dr. Wang's 57 titles.

[New York University Library](#) has cataloged 32 E titles of Dr. Wang's 57 titles, including his Three Encyclopedias and Two versions of his International Journal. **University libraries that have cataloged more than 30 E titles of Dr. Wang's 57 titles include:**

[University of Illinois, Urbana-Champaign](#)

University of Central Florida

University of Technology, Sydney, Australia

Hong Kong Polytechnic University

University of New Mexico State University

University of West Florida

Florida International University

Faculty members work with students to help them gain research experience at all levels of the process (e.g., conceptualization, data collection, presentations, publications), and some of this work includes community engaged projects that offer students employment or volunteer experience.

Faculty members are often invited to serve on advisory committees in CTE in the state to provide their know-how and advice. Faculty members are also involved in CTE consortiums in Southern California.

Networking Opportunities

Through CTE, students have access to networking opportunities that will promote their development in and beyond the major. Most faculty in the Department partner with Fontana School District and Desert Sands Unified School District in their research and applied work, serving youth and families in local communities. Working with faculty on these projects provide students access to community stakeholders that could connect students to future career opportunities. Additionally, the CTE program advises students in the formation of a listserv, through which students can connect with one another to discuss interests, develop career goals, and learn about important topics related to the CTE profession.

Diversity, Equity, and Inclusivity

This component of assessment focuses on (a) efforts to ensure that our group is characterized by diversity (e.g., backgrounds, characteristics, expertise) and (b) supporting diversity within our CTE Program. As a program, it is critical that to self-assess efforts to ensure diversity, equity, and inclusion are present in our course curriculum and resources; recruit a faculty body that mirrors our diverse student population; and create discussion spaces that allow program conversations to represent diverse perspectives (e.g., making sure staff, adjunct faculty, lecturers, and tenure-line faculty all have a seat at the table).

Formalizing a plan to assess diversity, equity, and inclusion is in process. The CTE Program strives to provide students with an interdisciplinary study of growth and development, using culturally-sustaining/sensitive/relevant practices with an intersectional lens. Therefore, paying close attention to how our courses and interactions with students are related to the performance of CTE students is one critical way we can assess this component of the model.

Students in the CTE program can learn about diversity through class and applied experiences. The diversity policy is embedded in every CTE course. The diversity policy is as follows:

Commitment to Diversity

In our commitment to the furthering of knowledge and fulfilling our educational mission, California State University, San Bernardino seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experiences. In our commitment to diversity, we welcome people from all backgrounds, and we seek to include knowledge and values from many cultures in

the curriculum and extra-curricular life of the campus community. Our commitment to working toward an environment that values diversity requires that we create, promote, and maintain activities and programs that further our understanding of individual and group diversity. We will also develop and communicate policies and promote values that discourage intolerance and discrimination.

The concept and dimensions of diversity are to be advanced and incorporated into every aspect of university activity, including student life, the curriculum, teaching, programs, staffing, personnel training practices, research, community services, events, and all other areas of university endeavor.

Dimensions of diversity shall include but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age.

<http://diversity.csusb.edu/about/commitment.html>

Student Advisement

To assist students in designing their programs and staying on track for degree completion, our CTE program has several advising mechanisms, starting with more general approaches and funneling down to individual faculty advising. The goal of our advising approach is to (a) train students to use resources (e.g., program plans, course checklists) available to them and (b) put resources in place that free up faculty for advising students further along in their programs to discuss career or graduate school goals. The CTE coordinator is their first point of contact. When students contact other faculty members or administrative support coordinators, these students are referred to the CTE coordinator to address students' questions directly. For CTE credential matters, students are referred to our credentialing office where we

have three full time credential analysts to help students with preliminary teaching credentials and final credentials from CCTC.

Orientation Sessions

CTE bachelor's degree seeking students are welcomed to the university via information sessions. Each summer, the university enrollment office refers new CTE students to the CTE program coordinator who conducts CTE information sessions via ZOOM or via Face-to-Face meetings to address new students' questions and concerns regarding enrollment issues or program completion issues. Some of these sessions are held virtually and some are in person. The primary purpose is to welcome students to the university and department and introduce them to faculty and staff. Students also receive specialized orientation sessions where they receive university and program information and are assisted with registration. These sessions are held separately for first-time freshman and transfer students and are held in the summer and through regular semesters. These are spearheaded by Academic Success and Undergraduate Advising and include a session with Department Chairs (or another Departmental representative).

Department Chair and Department Administrative Support Coordinators

The Chair of the Department of Educational Leadership and Technology serves as a secondary advising coordinator and holds advising workshops and advising hours by appointment. Students can also reach out to our department administrative support coordinators for general advising questions. The CTE coordinator holds regular CTE information sessions on an ongoing basis. In addition, additional sessions are held during the summer that provide students with information on student-relevant topics and offer students opportunities to ask questions. Advising and general information sessions are held via Zoom and at various hours (including evening hours) to be most accessible to students.

Faculty Advising

While faculty members are available to advise students during office hours and by appointment, our hope in offering other advising services is that this will free up time for faculty to mentor students (e.g., to advise in more specific areas related to CTE program expertise). In other words, given that students can access other advising services for questions related to semester-by-semester course selection, faculty advising is ideally reserved for guiding students in planning and preparing for undergraduate and graduate programs and careers relevant to the faculty member's area of expertise.

FACULTY IN THE CTE PROGRAM

As of Fall 2023, the CTE Program is comprised of three full-time (tenure-line) faculty (one full professor, two associate professors), one full-time lecturer and three part-time faculty members. The full professor is serving as Department Chair.

Under the new semester system, tenure-line faculty members at CSUSB are expected to teach 12 Weighted Teaching Units (WTUs) per semester. In general, this results in a teaching load of four 3-unit courses per semester (or 24 WTUs per academic year). All new faculty receive two course releases per year during their first two years of employment and faculty in years three through six (pre-tenure) are eligible to apply for a course release from the provost's office, if they have not already generated course releases through grants and/or other release opportunities. These supports are put in place to help new faculty achieve retention, promotion, and tenure. Given these factors and the anticipated continuing growth of the CTE program, there are immediate and near-future (i.e., the next two to three years) concerns about the number of tenure-line faculty in the program. Further, with anticipated retirements in the program, our ratio of senior (full) to junior (assistant or associate) faculty members is not ideal for addressing standard program operational needs. For example, there are not enough senior faculty to serve on the Program Evaluation Committee which is charged with evaluating

tenure-line faculty who are undergoing the retention, promotion, and tenure process. Additionally, the departmental service work needing to be completed, coupled with the low numbers of more senior faculty members, creates situations where either senior faculty shoulder much of the service workload or junior faculty take on more service work in their first few years that might be considered less than ideal for a focus on the teaching and research components of the RPT process. Part-time instructors have their full-time careers elsewhere. It is not ideal to ask them to teach more than 2 courses each semester. Therefore, at least one tenure line faculty is immediately needed.

Grants & Professional Development Opportunities for Faculty

The faculty have grants/contracts related to their research and/or community projects. These grants/contracts provide faculty with the opportunity to obtain course releases and/or overload pay. One such example is Dr. Viktor Wang has received a mini-grant award (\$6100) and two release time awards (\$13,000) thus far. Dr. Viktor Wang received a summer fellowship during the summer of 2022. Dr. Andrew Hughes received a summer fellowship during the summer of 2023. The grant and release time awards have enabled program faculty to publish books and journal articles to help maintain accreditation and research university status.

There are many financial supports available to faculty across campus. Budget permitting, each year faculty receive professional development funds to support their work and teaching needs. There are also many grants and assigned time programs that faculty can apply for, such as Community Engagement Grants, Faculty/Student Grants, Faculty Research and Creative Activities Mentor Awards, and additional sources of funding.

SPACE & FUNDING FOR PROGRAM OPERATIONS AND ACTIVITIES

Funding for program operations and activities comes from release time awards and grants, contracts, and other sources of summer fellowships.

Currently all tenure-line faculty and full-time lecturer faculty in the CTE Program have individual offices. Our Department Chair has an office on the same floor as the rest of the CTE program faculty. We have three adjunct faculty with no offices.

ASSESSMENT PROCESS

The CTE Program is a major component at the Department of Educational Leadership and Technology as the CTE Program encompasses CTE credential, BA/BS and an MA program.

While traditional outcomes assessment plans often consist of solely reviewing and measuring Program Learning Outcomes (PLOs) and corresponding Student Learning Outcomes (SLOs), discussions of outcomes assessment in our CTE Program revealed a desire to expand what outcomes assessment looks like for us. PLOs and SLOs, in other words, are one important way we can assess how we serve our students, but other elements of our department functioning were raised as equally important for assessment.

Bachelor of Arts Career and Technical Education Program

Student Recruitment/Action Plans

FY 2022/23 was a successful year for student recruitment. Working with the COE Marketing directory numerous information sessions were conducted to enhance student recruitment. Information sessions proved to be beneficial for both CTE orientation and enrollment.

A respectable number of students participated in the information sessions. Good participation is an opportunity for clearly channeling students into respective CTE programs.

Candidates' successful completion of coursework with a B or better.

CTE program faculty, Andrew Hughes, Sid Burk, Joe Scarcella, Viktor Wang, and all district offices working with students.

Will continue to host CTE information sessions and face-to-face CTE information sessions to orient CTE students in the programs.

Program faculty take such student feedback very seriously and work hard to address any updates, modifications, or changes that need to be addressed. The students are held to CTC standards. Students either meet the requirements the first time or the faculty provide more assistance to help students meet the requirements.

Hold CTE orientation meetings at the beginning of the academic year for all students to meet the faculty and learn and understand the program. The CTE program would like to make this a mandatory event for all the program faculty.

Will interview exit CTE students about CTE PLOs and improve the CTE program based on the CTE students' suggestions and recommendations.

Bachelor of Science Career and Technical Education Degree Program

Community Engagement and Student Success and Enrollment/Action Plans

Community College Outreach and Two-Year Transfer Recruitment.

Build partnerships with community colleges throughout the local region and long-term throughout the state.

Collaborate with community colleges to promote CSUSB programs for CTE students.

Faculty meets with community colleges.

Faculty recruit key stakeholders from community colleges.

Faculty form advisory meetings with community college colleagues.

CTE Program Faculty, Andrew Hughes, Sid Burk, Joseph Scarcella, and Viktor Wang.

CTE faculty stay in close contact with community college, departments, faculty, counselors, and student stakeholders to encourage them to recommend their students to our CTE program.

CTE faculty act proactively to recruit students directly from community colleges.

CTE program faculty will establish a community college meeting and develop an advisory committee. Partners will help to establish a transfer program for students to CSUSB.

Master of Arts in Career and Technical Education

CTE MA candidates/Action Plans

CTE Faculty are committed to upholding the values and commitment to properly leading and articulating the role of CTE in the region. Candidates need to speak effectively about the field and demonstrate the proper use of terminology about topics, research associated with, and the profession.

CTE program faculty will require students to be accurate in the written research and submit documents at a scholarly level, meeting clearly articulated examples of what the field offerings are as it relates to the profession, its publications, and associations. For example, students will know about Technological Literacy, Professional Publications, the Services Learning Model (SERVE), STEM/STEAM as it relates to CTE, Career Pathways, professional organizations, and others.

CTE program faculty Joseph Scarcella, Viktor Wang, Andrew Hughes, and Sid Burk.

Candidates will be required to complete all coursework/assignments with a B, 3.0, or better. Moreover, they will be held to scholarly written work as it relates to APA standards, with accuracy, citing all works in a professional manner.

CTE program faculty will hold to the standard of high scholarly work as the program's desire is to produce leaders in the field.

Faculty Development

Assessment focused on students and student services (e.g., student learning outcomes, advising of students, student engagement) is undoubtedly critical to the understanding how we serve students. However, faculty are critical to the student experience and so it is also important to conduct outcome assessment of faculty development. Ensuring that faculty are mentored through the retention, promotion, and tenure (RPT) builds capability and also helps to create a faculty body that feels supported. Faculty members are also supported socially and emotionally through creating a culture within the CTE Program that demonstrates care, inclusiveness, and camaraderie. The CTE Program develops its faculty in a number of ways. These include:

- Assigning experienced faculty mentors to junior faculty (these mentors can assist in introducing new faculty to the campus, understanding the RPT process, navigating the successes and challenges that come along with being a first-time faculty member, and other supportive activities),
- Regular, individual meetings with the Department Chair (allowing for the opportunity to discuss successes and challenges throughout the RPT process and to make sure the faculty member is staying on track),
- Sharing of teaching materials with each other (to not only allow for the use of practices and materials that have been successful, but also to help faculty members not have to start from scratch when teaching a new course),
- Monthly program meetings to disseminate program information and to enhance understanding of various student services on

campus (e.g., Services for Students with Disabilities, CARE team),

- Ensuring that faculty are an integral part in the creation of a program culture through engaging them in discussions related to the CTE Program's mission and values,
- Social events that allow faculty within the CTE Program to build community with one another.
- Encouraging both full-time and part-time to attend training workshops organized by the university and the Chancellor's Office on a semester basis.

Many of these experiences (i.e., sharing of materials, monthly program meetings, faculty discussions, social events) are open to both full-time and adjunct faculty.

Sample Advisory Meeting (on going)

I am **Viktor Wang**, the CTE Program Coordinator at California State University, San Bernardino. We are conducting a CTE advisory meeting on January 30th between 10:00 AM and 11:00 AM. You are cordially invited to attend this meeting as you are the most knowledgeable in Career and Technical Education. The meeting will be held on ZOOM (<https://csusb.zoom.us/j/88138864071>). As the sole provider of CTE credential programs, bachelor's degree programs, and Master's Degree program(s), we get consistent feedback from our stakeholders regarding our CTE programs and alignment to CTC standards.

January 30th 10:00MA to 11:00AM

Present: Viktor Wang, Sid Burks, Dr. Sean, Van Aacken (CTE coordinator, Entrepreneur High School), Hilary Wolfe (Hilary Wolfe, Executive Director of College, Career & Economic Development, Fontana Unified School District)

Introduction of our stakeholders

1. Introduction of our faculty, Viktor Wang, CTE coordinator, maintained accreditation in 2007 for CSULB; Dr. Scarcella maintained accreditation for CSUSB 5 times during his tenure; Sid Burks represented Palm Desert campus and recruited students into CTE programs. Andrew Hughes was absent. Tracy, part time instructor was not able to attend. Principal Kelly and Assistant Superintendent Joe Hyde were not able to attend.
2. Discussion of CTC accreditation timeline and requirements

CTC looks at two criteria: 1. Growth. 2. Improvement.

Spring, 2023, heavy documentation by CTE programs at CSUSB is required.

3. Discussion of our CTE programs

CTE credential programs serve as the foundation for BA/BS and MA/interdisciplinary MS as credential courses may be used to count towards either bachelor's degree or master's degree. CTE credential programs have 14 competitors throughout CA. CTE degree programs are the sole provider of CTE programs in California. During Covid-19, enrollments have decreased. Enrollments have doubled since August 2022.

4. Solicitation of feedback/suggestions from our stakeholders

Discussions from stakeholders and full-time CTE faculty:

1. Standards-based teaching drives assessment.
2. Many CTE instructors who graduated from other comparable programs are lacking in content knowledge. They fail to provide the needed knowledge for our students in the field. Course syllabi are poorly developed. Assessment methods are inadequate.
3. Work-based learning should be the mode of teaching. There should be close relationships between work-based learning and performance on the job.
4. Stakeholders had the intention to send CTE instructors from their school districts to CSUSB's CTE programs.

5. Viktor Wang sent the stakeholders two steps to send their CTE instructors to CSUSB's CTE programs.
6. Viktor Wang sent to the stakeholders two pertinent articles on workforce education and assessment methods to measure student learning in CTE.
7. Sid Burks suggested revisiting each course syllabus to update and upgrade them to meet CTC standards.

The meeting adjourned after one hour at 11:00 AM.

SUMMARY AND RECOMMENDATIONS

Over the years, we have made great strides in our CTE Program towards defining who we are and in setting aspirational goals for who we want to become. Our CTE Program strives to create a culture of continuous improvement by utilizing outcome assessment data to discuss and implement any changes that might be necessary to ensure that students' learning experience is comprehensive, equitable, and appropriate.

Some important strengths to highlight include:

Student engagement. Content knowledge is only one piece to successfully working with CTE students; students must also understand how to interact with work environments, create contexts and activities that are conducive to further learning, and understand the intricacies and complexities involved in working in the workforce. Our student engagement opportunities (e.g., community-based research projects, practicum and internship experiences) offer students that critical application element, allowing them to understand how to put their content knowledge into action.

Development of student agency. Through our CTE Program, we aspire to teach students about the key theoretical and empirical underpinnings of the field of CTE, and to develop graduates who possess skills that will be desirable when working in the workforce in the community. These skills include advocacy, self-sufficiency, and responsibility.

To this end, we have put mechanisms in place to develop student agency using opportunities to develop their voice (e.g., CTE consortiums), network with key individuals in the field, and instruction on how to use tools and resources to take responsibility for their education.

Student-faculty connections. We place emphasis on the faculty-student relationship because we understand that positive and productive student-faculty connections foster motivation to learn and assist with connections for future growth and opportunity. Our faculty (both full-time and adjunct) are highly involved in providing opportunities for our students both within and outside the walls of the classroom. Faculty engage students in high-impact practices that allow them to gain critical knowledge about development and apply that knowledge to interactions in the CTE field. Students can participate alongside faculty on research projects, ask questions of faculty in advising and information sessions, and engage with faculty and staff through social media, creating relationships that can serve to aid students toward successful completion of their degree and future goals.

Establishment of Program systems. The members of our department (faculty, staff) aim to create a program system that speaks to our core values. As such, faculty in the CTE Program (at all ranks) have worked to identify a program mission and core values that encompass who we are and what we strive to achieve in our work with students. Further, faculty have engaged in DEI conversations that will help us to achieve a program culture that is supportive, inclusive, and safe. We are thinking of organizing a CTE leadership summit annually to address our core values and to connect with CTE students and alumni.

Comprehensive assessment plan. Since we strive for creating a culture of continuous improvement, our development of an assessment plan that goes beyond assessing PLOs and SLOs will allow us to get a sense of how other critical aspects of our program operate. Assessing areas of student learning, advising and career preparation for students, student engagement

opportunities, faculty development, and diversity will provide us with rich data to evaluate how we serve students in a multitude of ways.

Maintenance of relatively small class sizes. Some of the student engagement opportunities and high-impact practices discussed in this report are achievable due to our efforts to maintain relatively small class sizes. It is our goal to keep class sizes within a particular range, to enhance faculty-student interaction and allow for more application-focused instruction.

Employability of CTE students in the workforce. While our CTE students in the program are 100% employed in the workplace, our CTE credentials, bachelor's degrees and MA degrees provide grounds for upward mobility in the workplace for our CTE students and graduates. Our CTE students constantly seek letters of support from the CTE program coordinator and Department Chair for professional advancement in the field of CTE.

While these strengths are particularly noteworthy, there are some recognized areas for improvement and anticipated problems that need addressing as we move forward in our growth and development as a program: These include:

Anticipated program growth. Growth in enrollment numbers is certainly not a problem area or one that needs improvement but the infrastructure surrounding such growth is. The current and projected continued increase in enrollments for CTE Program without a comparable increase in tenure-line faculty appointments can lead to substantially larger class sizes and a growing dependence on adjunct faculty for course coverage, both of which are concerning. Substantially larger classes reduce chances for meaningful faculty-student interaction as well as for opportunities to engage in class activities (either in class or outside of class) that allow for the application of content knowledge. In addition, an over reliance on adjunct instructors

(despite the high quality of instruction our current adjunct faculty provide) means that our students might not gain the valuable opportunity to engage with faculty in research (as adjunct faculty are not required to work with students in this way). Further, adjunct faculty—if not engaged in research themselves—do not provide research-informed instruction in the classroom. The CTE Program’s success in maintaining the high-touch practices that currently exist is intimately tied to our ability to engage in further hiring of tenure-line faculty.

Ratio of senior faculty to junior faculty. Due to recently retiring senior faculty, the ratio of tenure-line senior faculty (full professors) to junior faculty (assistant and associate professors) is growing, creating difficulty in meeting some of the departmental operational needs. As our program grows and we seek out more tenure-line hires, it becomes necessary to think about some of these hires as being at the rank of associate or full professor.

Long-term assessment outcomes. The CTE Program’s current assessment plan (particularly around student learning) focuses on short-term (knowledge learned) and intermediate (knowledge applied) outcomes. It would be highly desirable to gain an understanding of more long-term (impact) outcomes to understand how our program impacts on a larger level (e.g., community). The following is planned to work toward charting data-driven change and make evidence-based departmental decisions.

- Finalize review of PLOs and corresponding SLOs, as well as identify signature classroom assignments that meet these goals,
- Create and implement additional assessment tools to gather data on all the assessment categories in our assessment model,
- Establish exam questions across courses to assess developmental knowledge,
- Develop assessment tools designed to obtain data on long-term outcomes. These might include alumni surveys that can provide

information about where our graduates are employed, as well as self-reported impacts of CTE knowledge in years post-graduation. These surveys can also provide us with a sense of how well our program prepares students for graduate school. Employer surveys could be another tool that can be administered by developing a means of locating where our alumni are employed and that can provide information about how knowledge and skills obtained within our program show impact for the employer as well as for the community at large.

FULL TIME AND PART TIME PROGRAM FACULTY

FULL TIME (F/T) Career and Technical Education Program

Faculty and Research Programs

Sid Burks, M.A.

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Andrew Hughes, ED.D.

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Dr. Hughes conducts research in Teacher Professional Development |
Technology & Engineering Education
Technical Computer Graphics | Leadership & Change
Integrative STEM Curriculum Development & Implementation | Career and
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Dr. Andrew Hughes has published 24 refereed journal articles since he joined
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Dr. Scarcella conducts research in Aviation Education, Career and Technical
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Viktor Wang, ED.D.

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Associate Professor

Dr. Wang conducts research in Career and Technical Education, Adult Education, Educational Leadership, Foundations of Teacher Education, and Research Methods. Alongside the production of 240+ refereed publications (57 peer reviewed books; 60 some refereed journal articles; the rest of them are refereed book chapters), Dr. Wang has provided many opportunities for his peers and students to develop their scholarly capabilities and stimulated the research agendas of numerous colleagues.

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**PART TIME (P/T) Career and Technical Education Program
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MASTER OF ARTS, BACHELOR OF ARTS & BACHELOR OF SCIENCE
IN CAREER AND TECHNICAL STUDIES

External Reviewer Report

AY 2023 – 2024

External Reviewer: Paul A. Bott, Ed.D., Professor, President - Accreditation
Counseling, Paul Bott Associates, Inc.

Campus Visit Date: February 6, 2024

I. Learning Outcomes and Program Effectiveness

Program Learning Outcomes and Curriculum

Scope and Depth of PLOs

The scope and depth of the program learning outcomes of the Career and Technical Education (CTE) in the CSUSB Department of Educational Leadership and Technology were revealed by an examination of the syllabi of the program courses and discussions with faculty members, community advisors, and stakeholders. The CSUSB program has a long history that has been guided and supported by close cooperation with the California Commission on Teacher Credentialing (CTC) and other similar programs in California and the nation. The department chair has served on several CTC committees that established standards and program procedures for the several credential programs offered. One faculty member – the current credential coordinator – has served as coordinator of a credential program at another CSU institution. These experiences have provided both individuals with skill, knowledge, and insight into the reasoning that underpins the CTC standards and processes and help them keep the program academically current, robust, and in compliance with state requirements and recommended best practices.

The CTE program consists of two baccalaureate degree programs, a “package” of Career and Technical Education credentials, and one master’s degree program. Examination of the learning outcomes for the credential and degree programs reveals that the learning outcomes for all are appropriate for the content area and the degree level of the programs. Course syllabi contain ample and detailed expected learning outcomes. The PLOs for the credential programs are congruent to those of the Commission on Teacher Credentialing, and those for the several degree programs are like those of other programs in universities across the country.

Program PLOs Alignment with CSUSB's ILOs

The outcomes for all programs support the eight Institutional Learning Outcomes as reflected in the student assignments required for course completion. It appears from the examination of syllabi and course assignments that oral, technological, and written literacy are taught and developed in the program courses and programs. The development of critical thinking skills is a focus of all courses from the beginning of the credential programs and throughout the baccalaureate and master’s degree programs. The Designated Subjects Teaching Credential programs in California have historically been *in-service* teacher preparation programs that prepare individuals to teach on the job, as opposed to *pre-service* programs that require candidates to take courses to learn about teaching, learning, and schools before they enter the classroom as a teacher. In addition, designated subjects preparation programs have contained fewer credits than other credentials for a variety of reasons that are beyond the scope of this report. Unfortunately, that fact has led to new designated subjects teachers entering teaching situations being less prepared than their elementary or high school teacher colleagues. The

CSUSB CTE program has developed courses and experiences in cooperation with local school districts that help prepare new designated subjects teachers as expeditiously as possible.

Breadth and Depth of Program Curriculum

The curriculum of the CSUSB CTE credential, baccalaureate, and master's degree programs are typical in one sense: that they look like other degree or credential programs in terms of coursework required for the major, general education skills and knowledge, and breadth of the content. The program's curriculum is atypical in another sense: it is the only such program level in California higher education. Designated subjects teachers in California today are all, *except those at CSUSB*, prepared on the job by their colleagues who likely were prepared to teach in completely different subject areas. This is of concern in 2024 when enrollment in higher education dwindles across the nation and the need and demand for career-focused higher education increases. California's governor is about to unveil a new career and technical education emphasis in California schools, and there is neither higher education infrastructure to prepare school personnel to deliver that education, nor is there support in higher education to help all programs prepare to focus on the career aspects of all subjects. It is easy to make the case that all teachers should be as broadly and deeply prepared as possible. The CSUSB CTE program is the only program in California that provides the breadth and depth necessary for educators in the career and technical education arena.

Response to the Profession's Needs

The CSUSB CTE program has been designed and has evolved to prepare teachers and educators in non-school environments with the skills and knowledge to develop, teach, and administer programs that prepare learners to embark on a career. Note that the word used is *career*, not *job*. The distinction is important because preparing for a job is relatively simple, but preparing for a career involves helping the learners develop the skills, knowledge, and attitudes to progress in their chosen area as the job changes around them. In other words, the programs must help learners prepare to re-invent themselves by learning new skills and transitioning their workplace as technology and society change. This is where creativity, innovation, critical thinking, and the ability to integrate ideas and processes of other disciplines define the traits of a career and technical educator. The content of the several programs provides the learners with the opportunity to develop **all** the skills necessary to help others develop their full potential, not just the skill to do a job. The CSUSB CTE program is the higher education vehicle that transitions a learner to a doer.

Evidence of Student Learning

The Program's Assessment Plan

University or department policies regarding the assessment of student learning were not available or provided, but based on a review of the course syllabi, discussion with faculty members, and anecdotes from program stakeholders, assessment of student learning is conducted regularly and is done in many forms, including quizzes, formal objective examinations, and written essay-style assignments, all via the Canvas learning management system. A review of courses found that assignments are congruent with the course and program learning objectives, examinations assess subject matter knowledge, and results are quickly and regularly communicated to students. Discussion items in the courses are well thought out, and student responses are robust and thorough. Most instructors added their own comments to discussion threads after all students had participated.

Summative Evidence of Student Learning

Evidence of student learning is collected on both a formative and summative basis. Students are regularly assessed during instruction to determine and correct, if necessary, their understanding of the course content and its relationship to career and technical education in general, and teaching and learning in particular. Faculty discuss student learning outcomes regularly at program meetings.

Student Achievement of Learning Outcomes

Completed tests and written (digital) assignments for at least one course from each program were examined. From all indications, students are achieving the program learning outcomes. The writing was level-appropriate, i.e., the writing was more sophisticated at the graduate level than at the beginning credential course. This may have been a function of the assignment itself, but more likely it reflected an increase in ability and awareness of scholarly exposition. Suggestions for improving student learning will be discussed in Section II.

Systematic Evaluation and Program Improvement

As mentioned previously, student work is discussed by the faculty in their regular meetings. It does not appear that there is a systematic effort to use the anecdotal data to improve the program, but instead, each person alters their instruction based on how well students perform on classroom assessments, and how well they demonstrate achievement of course and program outcomes. This will be further discussed in Section II.

Stakeholder Views of Program Effectiveness

Program stakeholders who were interviewed included students from each program and program advisors who also employ program students and graduates. Both groups were generally satisfied with the program and the competencies gained by students and demonstrated in the classrooms and districts where they teach. Employers were happy that the program students (new CTE teachers in their employ) and graduates were broadly educated and current in their knowledge of learning processes and techniques for teaching and helping students learn. This broad-based knowledge was seen as a program strength. Employers were hesitant to compare the CSUSB-educated teachers with those prepared by county school agencies because they did not have experience with teachers who had been prepared elsewhere.

There was one concern expressed by every stakeholder interviewed: that one instructor never uses the Canvas learning management system to “teach” the courses. Instead, they related that the instructor “teaches by email” (their characterization). Instead of using the many capabilities of the system, they related that the instructor sends many emails each week, often one contradicting the previous one, relaying assignments. When queried about how content was delivered, they responded that either it was not, that it was cut-and-paste verbiage, or it was a referral to a document available outside of the system. No discussion among the students or the instructor was carried out within the course, and there was no interaction at all. Current students made this observation as well as former students (graduates) employed in the school districts.

Components of the Program That Could Be Improved

The non-CSUSB-employed stakeholders were unanimous that the program delivery (other than the issue just related) was effective in meeting the program outcomes, the needs of CTE teachers in the school districts, and the needs of the CTE professionals in general. Stakeholders were particularly thankful that the program is offered in a way that is accessible to new teachers, in particular, on a 24/7 basis. They can take the courses and complete the assignments at times convenient to their work and life schedules. Information presented and assignments made were immediately useful in their own classrooms.

One aspect of the program that all the stakeholders commented on was the advisement offered, particularly at the onset of the credential program. Students related that the telephone was often not answered and calls were not returned when inquiries were made. Once contact had been initially made, communication improved, and once contact with the program coordinator had been established, advisement improved.

II. Faculty Engagement

Distribution of Academic Expertise and Professional Experience

The full-time tenure track faculty of the CTE program all have formal education and professional and practical experience to deliver the several components of the program. Not every faculty member has the education or experience base to teach all the courses or administer the several components, but collectively they cover all aspects of the CTE program. The tenure-track faculty all are actively engaged in scholarly activity appropriate to the program areas they most identify with. Full-time faculty are especially prolific writers. One full-time faculty member serves as the department chair and now spends the bulk of his time working with other programs in the department. A second full-time faculty member serves as the credential program coordinator.

Appropriate Balance of Tenure-line and Lecturer Faculty

At present, the balance of tenure-line and lecturer faculty *on paper* appears to be appropriate, but the balance is not healthy for several reasons. First, the department chair, who is a member of the CTE faculty, is nearing retirement age. When he retires, the program will lose most of the institutional knowledge of the program, along with first-hand experience and knowledge of the community relationships the program now enjoys. The other two tenure-track faculty members have full teaching or supervisory schedules that limit their ability to take on more responsibilities.

Second, the part-time, or adjunct faculty members are all graduates of the program who do not hold a terminal degree. While they may be great teachers, they are fully employed elsewhere and must devote most of their time and expertise to their other employers. They do not have the experience of researching and discussing the issues of the profession that their full-time and tenure-track doctoral-prepared colleagues do. They do not have experience gaining and living with knowledge in another higher education institution in other contexts than those they experienced in the program they teach for. Most master's degree programs only prepare students with the level of research and analysis necessary to complete a terminal project such as a thesis. Some programs do not require a thesis, but only a single research methods course and a comprehensive examination. Having experiences gained in a doctoral program is crucial to developing a life of living by evidence and analysis, traits that are necessary to contribute to the operation of an academic enterprise and the preparation of teachers and other educators.

Finally, lecturers, whether full-time or part-time, do not participate in the administrative and non-teaching activities of the program. They do not contribute to or represent the program in department, college, or campus communities. They do not develop new courses. They do not actively recruit students, and they do not mentor new colleagues.

Effective Integration of Non-faculty Specialists

The program only has access to one non-faculty specialist, a credential advisor who also provides advice to students and potential students for other credential programs in the department. Said advisor was not available to interview on the day of the external reviewer's visit.

III. Program Resources

Adequate Resources

Given the size of the faculty and the enrollment numbers in the credential and degree programs, it appears that the fiscal resources available to the program are adequate. If the program is to grow, some additional resources will be needed, especially given that the sole senior faculty member is otherwise engaged as the Department Chairperson. This issue will be discussed further in the Recommendations section to follow.

Resources Requested

There were no requests for additional resources discussed or presented during the visit, but it was revealed that there is no office space for adjunct faculty. Given that the program is delivered using the Canvas learning management system, if there is a conference room available, it could serve as a meeting place when on-campus meetings are required. The credential analyst is shared with other programs, which seems to be working as planned with the exception of being difficult to reach for initial questions candidates might have.

Resources to Date

It does not appear that resource availability has had any negative effect on the success of the program in recent years. That could change as the faculty age and retire. At least one full-time faculty member seems to have a very busy schedule including teaching, advising, and program coordination. This will be discussed further in Section IV.

Student Recruitment

There are a few ways that might be pursued to recruit more students, including:

- Broaden the audience to include educators in other settings such as corporate/business trainers, correctional system instructors, private proprietary school faculty, and community college instructors.
- Actively recruit students who have attained a technical (usually non-transferrable) degree from community colleges or private institutions. For example, students who have attained a CTE degree in automotive mechanics have a degree that does not have a baccalaureate degree available. They are ideal candidates for the BS in Career and

Technical Studies is already appropriate for such individuals and could be made more applicable by adding electives in business management for those who wish to start their own business.

- Promote credential and degree programs directly to the school districts and community colleges. Not all new teachers want a program provided by their county school office that is non-transferrable to traditional four-year universities and would rather take courses that are directly applicable to degree programs.
- Police, fire, and nurses all have continuing education (CEU) requirements. In addition to CEU requirements, many, many individuals in those three professions do not possess baccalaureate degrees, and all of them have teaching opportunities in their department or institution. It would be very easy to attain CEU-provider status with the licensing agencies who will then help promote the programs by including them on the agency website.

Program Impact

Not applicable. The program is not impacted.

IV. Overall Comments and Recommendations

Overall Comments

The CSUSB CTE program is a program that has a rich history in California teacher credentialing and as a provider of baccalaureate and master's degrees in the field of Career and Technical Education. The program leadership and tenure track faculty members have the appropriate education and experience to carry out a mission for an area of education that is poised to grow significantly both in California and nationally. The program has educated a significant number of CTE teachers in the eastern Riverside area and all of San Bernardino County. Significantly, the CSUSB program is the only higher education-based program in California serving career and technical education instructors and administrators, both in schools and non-education settings such as prisons, corporate training, law enforcement, and emergency services such as fire departments. Great opportunities for enrollment growth are available, especially since the programs are offered wholly online.

Five Year Recommendations

This program review involved meeting numerous stakeholders and discussing the program, the way it is operated and offered, opportunities, and a small number of issues that might impede growth. Several recommendations are made below to ameliorate issues or enhance opportunities. The list is bulleted and is not in any particular order of importance.

- A review of courses and course offerings revealed some inconsistencies in how the courses are structured on Canvas, and how faculty interact with students. I recommend that the program undertake a complete review of all courses on Canvas, examining each for congruence with the official course outline, approved learning outcomes, and compliance with the best practices of online education, including a focus on the level of work required by students to complete the course. This review should be led or conducted by a senior faculty member or administrator who has the authority to direct changes or improvements to comply with best practices.
- The adjunct part-time faculty members are all graduates of the CSUSB CTE program. None have completed a degree that requires a broad knowledge of research, conducting research, or using research for program improvement. While their teaching may be adequate, it is likely more "this works, go do it," rather than thoughtful explanations of why it works and how the process or technique was developed. A person teaching methods courses should have a strong background in educational psychology. Someone teaching about educational systems should have a historical knowledge base that will help students see what has preceded and keep them from re-inventing disproven ideas and practices. An effort should be made to find other doctoral-prepared

adjunct faculty members who are hired to teach on a part-time basis, maybe only every other term.

- There are several courses, e.g., ECTS 5080 and ECTS 6080, ECTS 5190 and ECTS 6190, ECTS 5010 and ECTS 6010 as well as others. When queried as to whether the 6000-level courses required a different level of work than the 5000-level courses, the response was no, they are both graduate-level courses. This was very confusing to the reviewer, as well as the students and program completers who were interviewed. Since students are only allowed to take the course once, whether it is 5000 or 6000 level, it does not make sense to offer and publicize both levels, especially within the same program. A better tack would be to eliminate one level (probably the 6000 level) of the courses and explore the option of developing some new courses appropriate to the program and at the graduate level. The program might explore the prospect of forming alliances with other departments (e.g., psychology, business, etc.) that might have appropriate courses to round out the program, especially the several degree programs.
- Student evaluations of instruction, or summaries of them, were not available for review at the visit or afterward, so it is difficult to make an evidence-based conclusion or recommendation. That said, the students, graduates, and external advisors all commented on the lack of consistency of one full-time faculty member. None used his name, but it was obvious from the comments that it is the full-time lecturer. A recommendation would be to convert the full-time lecturer position to a tenure track position and hire a person, preferably a female, with appropriate credentials. This would be somewhat expensive given the release time provided for new faculty, but it would likely result in new ideas and a broader perspective of the discipline than is now evident. This may be especially important as the chair nears retirement age and will likely either retire completely or join the faculty early retirement program.
- Engage university resources to develop and disseminate new marketing materials, especially materials focused on audiences not typically sought by education colleges, such as prison educators, law enforcement training officers, nurses, community college CTE instructors, and fire service officers. As part of this effort, launch a social media campaign to reach a wider geographic area. The program is online, so students can be anywhere.
- Develop clear advising materials for the credential, preferably in a road map format that gives the prospective student a clear understanding of what they need to do and when.
- Distribute degree and credential advising among the full-time faculty, each person assuming responsibility for a segment of the alphabet. Faculty members are committed to completing 3 weighted teaching units per semester to service, so advising may be a service to the department.

- Recognize that students who are admitted to the program under one of the special application categories (e.g., Over 60) do constitute a body in the class and should be counted as part of the FTE of the program. If the university does not or cannot tally them, the program/department should use the numbers to support requests for additional allocations.
- Get the newly created courses (Working Around the World, Technological Literacy, Technology, Ethics, and Society) approved as general education courses available to all students on the campus. This is an ideal way to attract new students as major changers, add FTES to the program, and become better known across the campus. Create a course, maybe an elective course, on the funding mechanisms of schools and training organizations, perhaps including a large segment on grant writing.
- Create a biography page for each faculty member for the program website. Include pictures, an introductory video clip, and some basic facts or accomplishments of the faculty member. The program has a distinguished faculty and should be unashamed to show it.
- If enrollment increases enough to generate sustained higher enrollments, the CTE program should be considered as a stand-alone department. Such a move would provide the program with recognition on the campus as well as in the CTE community statewide and nationally. Department status would likely include a part-time Chair and either a sharing of duties or appropriate release time for the CTE program coordinator position which includes advising for four credential programs and three degree programs. The recognition of the program as a department would provide better opportunities for all faculty to teach, advise, recruit students, mentor junior faculty, engage in curriculum and program development/assessment, and provide overall guidance to meet the growing needs of teachers and knowledge workers in California's workforce.



MASTER OF ARTS, BACHELOR OF ARTS & BACHELOR OF SCIENCE
IN CAREER AND TECHNICAL STUDIES

Academic Program Review Committee Report
AY 2023 – 2024

University Academic Program Review Committee Report Career Technical Education (CTE)

1. What areas of program strength and potential improvement have emerged in the self-study and external review?

The self-study and external review identified several key strengths of the Career and Technical Education (CTE) Program, including; 1) The strong potential for enrollment growth due to the program's instructional format and being the only higher education-based program in California serving career and technical education instructors and administrators, 2) Core tenured faculty's are experienced and skilled, benefiting the program academically and keeping in compliance with state requirements, 3) Graduates demonstrated a broad-based knowledge of learning processes and techniques for teaching and helping students learn, 4) Current program is adequately resourced.

Areas for potential improvement include: 1) Student recruitment and outreach to district, community college, and undergrad feeder programs needs to be strengthened and a plan created, 2) Advising needs to be strengthened and an advising plan developed (which includes a new student orientation, set weekly advising office hours by coordinator and tenured faculty), 3) Develop PLOs & SLOs that are aligned to course content and assessed regularly, 4) Faculty Development on online course delivery and on the learning management system CANVAS, 5) Professional-based recruitment of diverse adjunct faculty pool to ensure diverse and advanced career experiences and qualifications.

2. To what extent have student learning and/or program effectiveness improved as a result of actions by the program during this review cycle?

Based on the self-study and external review, it has been found that the program is effectively impacting skilled workers in the Inland Empire and other areas of California. The program's long-standing existence indicates the effectiveness of the faculty and leadership's commitment and capabilities. The graduates of the program have been reported to have a comprehensive understanding of learning processes and techniques for teaching, which has been well-received by their employers. Furthermore, the review mentioned how graduates have shown improvement in their writing abilities and a strong understanding of scholarly exposition due to the faculty's research expertise and instructional guidance. However, the program has experienced challenges such as leadership transitions, lack of collective accountability and cohesiveness, and a decrease in second-year student retention. Thus, the faculty is responsible for strengthening recruitment and advising processes; developing and analyzing PLO's and SLOs to identify student needs; and improve retention, faculty staff development, and transparency in the program.

3. What constructive feedback can be provided to the program faculty that will assist them in developing their next Plan of Action?

The faculty of the CTE Program is encouraged to create a well-defined growth plan with specific enrollment targets aimed at strategically and intentionally forming pathways with community colleges and high schools in the Inland Empire area and effective marketing strategies for growth. Tenured faculty members are expected to work together in developing an advising plan that includes new student orientation, setting up weekly advising office hours by the coordinator and tenured faculty, and ensuring transparency for student retention and successful completion. The CTE Program can benefit from developing and regularly assessing their PLOs & SLOs that are aligned to the program outcomes and course content. This will help increase transparency and communication for shared accountability on the program's growth and effectiveness for all faculty members. The program is encouraged to provide staff development that ensures all faculty members use a common learning management system (CANVAS) and are efficient in online course delivery.



MASTER OF ARTS, BACHELOR OF ARTS & BACHELOR OF SCIENCE
IN CAREER AND TECHNICAL STUDIES

Dean's Report
AY 2023 – 2024

INTERNAL PROGRAM REVIEW

Career Technical Education

Dean's Review

Program Background:

The Career Technical Education (CTE) programs at CSUSB are grounded in a broad history of career and technical education, which anchors on the drive of human species to work and develop the self and the environment. From the stone age through the various stages of industrial revolution in human societies, into the modern and post-modern age, human civilization and progress have continued to demand skilled labor for the advancement and sustenance of civilized societies.

In the 21st century Information Age, the demand for skilled labor remains strong and growing. The CTE program at CSUSB continues to educate and equip workers with skills and competencies to meet the demands of an expanding employment market in California, the 5th largest economy in the world.

Being the only university based CTE program in southern California, this program serves a large region in need of skilled labor. Through strategic partnerships with K-12 school districts, and community colleges, the program continues to positively impact the various categories of skilled workers in this region.

Response to Review prompts

1. What areas of program strength and potential improvement have emerged in the self-study and external review?

The CTE program at CSUSB is the only university based CTE program in the Southern California region. This means that it is meeting a unique need and is strategically positioned to meet more needs in a growing labor market that is continuously in need of skilled labor.

This program is being led by highly qualified faculty who have come with a diversity of backgrounds that span aviation, engineering, and technology. The program presents multiple

pathways that enable it to serve a wide array of labor needs. It offers a degree completion pathway through community college transfer programs and pathways for returning adults. It also offers two four-year bachelor's degree pathways, as well as a master's degree pathway. The program's most noticeable strength is that it prepares and equips CTE teachers who can become credentialed to go out and work as instructors in the community colleges and high schools in the region.

2. To what extent have student learning and/or program effectiveness improved as a result of actions by the program during this review cycle?

This review cycle has exposed some practices that are leading us to improve students' experiences. For example, one of the faculty members has been teaching via emails, not meeting with students in person, and not using any Learning Management System (LMS). This is a major program weakness which has been identified and addressed. Faculty has committed to take training in Canvas and begin to utilize Canvas in his instructions. Secondly, program faculty has identified the need for more engagement and direct communication. This will be fostered through more regular meetings to discuss program issues, instead of a few individuals making program decisions. A third issue raised by this review process is the need to ensure that the part-time faculty who teach in the program have the requisite degrees and certifications needed to teach in the program.

3. What constructive feedback can be provided to the program faculty that will assist them in developing their next Plan of Action?

The program can make great strides in the following areas:

- a. The program will benefit from a clear growth plan with enrollment targets.
- b. The program will benefit from more Strategic and intentional recruitment activities that tap into the resources in the community colleges and the region's high schools.
- c. The program needs structured partnerships with Community Colleges and Clear pathways for community college transfers.
- d. The program needs more communication and collective accountability for the program's growth and effectiveness among faculty members.



MASTER OF ARTS, BACHELOR OF ARTS & BACHELOR OF SCIENCE
IN CAREER AND TECHNICAL STUDIES

Graduate Dean's Report

AY 2023 – 2024

Deans and Committee Reports

Name: Caroline Vickers

2023-24 Master of Arts in Career and Technical Education Program Review, Graduate Dean's Report

1. What areas of program strength and potential improvement have emerged in the self-study and external review?:

The MA in Career and Technical Education has 30 students enrolled for units in spring 2024, showing significant growth as enrollment was 15 students enrolled for units in spring 2023 and 12 in spring 2022. The program received 26 applications for fall 2023 with an admission rate of 92%, and a yield rate of 67% with 16 newly enrolled MA students. In spring 2024, the program received 10 applications with admission rate of 90% and a yield rate of 67% with six newly enrolled students. Therefore, the program is healthy. The program might consider its enrollment capacity goals and the resources needed to reach these goals.

Program Strengths:

The MA in Career and Technical Education has a long history and is the only program of its kind in California. The tenure-line faculty in the MA in Career and Technical Education program are productive scholars and are engaged in teaching related workshops offered at CSUSB. The MA in Career and Technical Education faculty also have a good mentorship structure in place to ensure faculty growth, development, and success. Faculty also have access to the resources they need to teach and engage in professional development.

Additionally, the program has a good structure for engaging students in professional development opportunities through community-based research projects, as well as practicum and internship experiences. Additionally, the program provides networking opportunities for students through the CTE Consortium.

Potential Improvements:

a. Recruitment and Outreach

The MA in Career and Technical Education should consider developing a recruitment plan. In developing the plan, they might turn to the external reviewer's recommendations to broaden the prospective student audience to include corporate/business trainers, correctional system instructors, private proprietary school

faculty, and community college instructors. They might also recruit at school districts and community colleges as well as among police, fire, and nursing personnel, who have continuing education requirements. The program should attend to its website and work to establish a social media presence in line with its recruitment plan.

The program might also consider developing a blended program to provide a streamlined pathway through the BA, credential, and MA.

b. Advising

Advising begins when graduate students are admitted to the program, so it is important to send a welcome letter to newly admitted students that includes information about courses students should enroll in for their first term. Additionally, the MA program should have an orientation for newly admitted students and encourage newly admitted students to attend the New Graduate Student Orientation hosted by the Office of Graduate Studies each August, which is offered in a hybrid format.

The graduate program coordinator is primarily responsible for advisement of graduate students. It is important for the graduate coordinator to advise students on course pathways and to update the PAWS so that students stay on track to graduate. The self-study indicates that the program depends on advisors outside of program faculty to take on these advisement responsibilities. However, for graduate students, there is no advising office, and the program coordinator is responsible for this advisement.

c. Assessment

The self-study indicates:

“While traditional outcomes assessment plans often consist of solely reviewing and measuring Program Learning Outcomes (PLOs) and corresponding Student Learning Outcomes (SLOs), discussions of outcomes assessment in our CTE Program revealed a desire to expand what outcomes assessment looks like for us. PLOs and SLOs, in other words, are one important way we can assess how we serve our students, but other elements of our department functioning were raised as equally important for assessment.”

However, in reading the self-study, there is no listing of PLOs or SLOs. The program should develop PLOs and an assessment plan in which each PLO is assessed regularly. PLOs should be mapped to courses and key assignments within those courses.

d. Faculty Development

The external reviewer expressed concern that expertise in delivering online instruction is uneven across faculty members. Consider requiring all faculty to receive ongoing professional development in online pedagogy and mandating the use of Canvas.

In line with the external reviewer's recommendation, the program might also consider recruiting a more diverse adjunct faculty pool to ensure diversity of experiences among adjunct faculty.

e. Sense of Belonging and Retention

According to the [CSUSB current student survey](#), 50% of MA in Career and Technical Education students agree or strongly agree that they feel they belong at CSUSB. The program should consider how they can increase sense of belonging. Additionally, [CSUSB IR retention and graduation data](#) indicate that the second year retention rate for the program fell to 46.7% for fall 2022 from 83.3% in fall 2021 and 91.7% in fall 2020. This second-year retention rate should be addressed.

2. To what extent have student learning and/or program effectiveness improved as a result of actions by the program during this review cycle?:

The previous review was not available to me, and the self-study did not address actions taken during this review cycle.

3. What constructive feedback can be provided to the program faculty that will assist them in developing their next Plan of Action?:

The MA in Career and Technical Education should attend to five main areas. **1. Recruitment and Outreach:** The external review suggested expanding recruitment to include a broader prospective student audience as detailed in the report. The program should develop a strategic recruitment and outreach plan, revamp the program website, and consider its social media presence. **2. Advising:** The program should ensure that graduate students receive high quality faculty advising on degree roadmap planning throughout the program from the point of admission and should offer an orientation program. **3. Assessment:** The program must develop an assessment plan in which PLOs are assessed on a regular schedule, mapping PLOs to courses and course learning outcomes. **4. Faculty Development:** The program should require ongoing professional development for online instruction and might consider requiring the use of Canvas for instruction. **5. Sense of Belonging and Retention:** The program should develop means of forming community among MA CTE students to increase retention rates and sense of belonging.

Providing Department:

Graduate Studies

Responsible Users:

Caroline Vickers

Related Items

No connections made



MASTER OF ARTS, BACHELOR OF ARTS & BACHELOR OF SCIENCE
IN CAREER AND TECHNICAL STUDIES

Action Plan
AY 2023 – 2024

Program Review Action Plan

Year: 2024

Department: Educational Leadership & Technology

Coordinator: Viktor Wang

College: College of Education

External Reviewer: Paul

A. Bott _____

RECOMMENDATIONS BY EXTERNAL REVIEWER	DEPARTMENT (PROGRAM) ACTION
<p>1. A review of courses and course offerings revealed some inconsistencies in how the courses are structured on Canvas, and how faculty interact with students. I recommend that the program undertake a complete review of all courses on Canvas, examining each for congruence with the official course outline, approved learning outcomes, and compliance with the best practices of online education, including a focus on the level of work required by students to complete the course. This review should be led or conducted by a senior faculty member or administrator who has the authority to direct changes or improvements to comply with best practices.</p>	<p>I am planning to get the Dean’s approval to review all faculty, full-time and part-time faculty’s Canvas courses to ensure that we take full advantage of Canvas to deliver our courses most effectively. I have used all kinds of programs to deliver courses online. I started to use Canvas in 2018. As a senior faculty, I apply the right teaching and learning theories/philosophies to make online teaching effective to maximize learning on the part of our students.</p>
<p>2. The adjunct part-time faculty members are all graduates of the CSUSB CTE program. None have completed a degree that requires a broad knowledge of research, conducting research, or using research for program improvement. While their teaching may be adequate, it is likely more “this works, go do it,” rather than thoughtful explanations of why it works and how the process or technique was developed. A person teaching methods courses should have a strong background in educational psychology. Someone teaching about educational systems should have a historical</p>	<p>On April 17th, I spoke with Dean Chinaka who agreed to hire 3 part-time faculty with doctoral degrees and research experience. I sent the CVs of three such scholars to the Dean’s attention. The Dean indicated that he would help hire the 3 qualified part-time faculty within 3 weeks. Therefore, I will send a reminder to the Dean next week.</p>

<p>knowledge base that will help students see what has preceded and keep them from re-inventing disproven ideas and practices. An effort should be made to find other doctoral-prepared 10 adjunct faculty members who are hired to teach on a part-time basis, maybe only every other term.</p>	
<p>3. There are several courses, e.g., ECTS 5080 and ECTS 6080, ECTS 5190 and ECTS 6190, ECTS 5010 and ECTS 6010 as well as others. When queried as to whether the 6000-level courses required a different level of work than the 5000-level courses, the response was no, they are both graduate-level courses. This was very confusing to the reviewer, as well as the students and program completers who were interviewed. Since students are only allowed to take the course once, whether it is 5000 or 6000 level, it does not make sense to offer and publicize both levels, especially within the same program. A better tack would be to eliminate one level (probably the 6000 level) of the courses and explore the option of developing some new courses appropriate to the program and at the graduate level. The program might explore the prospect of forming alliances with other departments (e.g., psychology, business, etc.) that might have appropriate courses to round out the program, especially the several degree programs.</p>	<p>I tried to remove the 6,000-level courses and I consulted Patrick who indicated the 6,000-level courses were created as elective courses for graduate students in CTE. I have asked the instructional designer to merge these 6,000-level courses with the 5,000-level courses. I will encourage other faculty to do the same. I asked Caroline how many of the 5,000-level courses can serve as elective courses. However, I have not heard from her. Eventually, I may delete these 6,000-level courses as they are the same courses as the 5,000-level courses. This redundancy does confuse most of the time.</p>
<p>4. Student evaluations of instructions, or summaries of them, were not available for review at the visit or afterward, so it is difficult to make an evidence-based conclusion or recommendation. That said, the students, graduates, and external advisors all commented on the lack of consistency of one full-time faculty member. None used his name, but it was obvious from the comments that it is the full-time lecturer. A recommendation</p>	<p>Sid Burks has been mandated to receive training to deliver courses by using Canvas, our designated Learning Management System. Someone allowed him to teach via email for at least 10 years at the university. This personnel issue is beyond me, the coordinator. To hire another full-time lecturer with a terminal degree and relevant research experience, we need to have a vacancy first. This means someone must vacate a position first. Then this</p>

<p>would be to convert the full-time lecturer position to a tenure track position and hire a person, preferably a female, with appropriate credentials. This would be somewhat expensive given the release time provided for new faculty, but it would likely result in new ideas and a broader perspective of the discipline than is now evident. This may be especially important as the chair nears retirement age and will likely either retire completely or join the faculty early retirement program.</p>	<p>position can be filled by a more qualified person. Again, this is not my decision. Leadership at all levels has access to this recommendation.</p>
<p>5. Engage university resources to develop and disseminate new marketing materials, especially materials focused on audiences not typically sought by education colleges, such as prison educators, law enforcement training officers, nurses, community college CTE instructors, and fire service officers. As part of this effort, launch a social media campaign to reach a wider geographic area. The program is online, so students can be anywhere.</p>	<p>I had streamlined my website before this program review: https://www.csusb.edu/profile/viktor.wang</p> <p>I also streamlined the CTE program website: https://www.csusb.edu/career-technical-education/faculty-and-staff</p> <p>At our program meeting, I asked the program faculty to refer students to these websites directly. I have posted these websites on various CTE Facebook and employers' websites to market our CTE programs throughout California.</p>
<p>6. Develop clear advising materials for the credential, preferably in a road map format that gives the prospective student a clear understanding of what they need to do and when.</p>	<p>I created a handbook which contains such a roadmap the reviewer referred to: https://www.csusb.edu/career-technical-education/faculty-and-staff</p>
<p>7. Distribute degree and credential advising among the full-time faculty, each person assuming responsibility for a segment of the alphabet. Faculty members are committed to completing 3 weighted teaching units per semester to service, so advising may be a service to the department.</p>	<p>I am planning to implement this recommendation at our next program meeting.</p>
<p>8. Recognize that students who are admitted to the program under one of the special application categories (e.g., Over 60) do constitute a body in the class and should be</p>	<p>This is beyond me at this point. I assume our chair and our dean may bring up this issue at the university level.</p>

<p>counted as part of the FTE of the program. If the university does not or cannot tally them, the program/department should use the numbers to support requests for additional allocations.</p>	
<p>9. Get the newly created courses (Working Around the World, Technological Literacy, Technology, Ethics, and Society) approved as general education courses available to all students on the campus. This is an ideal way to attract new students as major changers, add FTES to the program, and become better known across the campus. Create a course, maybe an elective course, on the funding mechanisms of schools and training organizations, perhaps including a large segment on grant writing.</p>	<p>The three GE courses are being reviewed by the GE committee at this point. The same GE courses were previously approved as CTE courses, and they are offered during this summer. Additionally, I developed a new course titled Principles of Adult Education to meet CTC's multiple standards. This course was recently approved, and it will be offered in the Fall of 2024.</p>
<p>10. Create a biography page for each faculty member for the program website. Include pictures, an introductory video clip, and some basic facts or accomplishments of the faculty member. The program has a distinguished faculty and should be unashamed to show it.</p>	<p>I asked the faculty to follow the reviewer's recommendation. Sid Burks posted his resume. Andrew Hughes did not do anything. Below is my website: https://www.csusb.edu/profile/viktor.wang</p>
<p>11. If enrollment increases enough to generate sustained higher enrollments, the CTE program should be considered as a stand-alone department. Such a move would provide the program with recognition on the campus as well as in the CTE community statewide and nationally. Department status would likely include a part-time Chair and either a sharing of duties or appropriate release time for the CTE program coordinator position which includes advising for four credential programs and three degree programs. The recognition of the program as a department would provide better opportunities for all faculty to teach, advise, recruit students, mentor junior faculty, engage in curriculum and program</p>	<p>Once our enrollment is up, I will approach the Dean with this recommendation. For us to become a department, we must hire a few full-time faculty with terminal degrees and research publications from either CTE or Adult Education. All part-time faculty must have terminal degrees and the right teaching experience at the college level.</p>

development/assessment, and provide overall guidance to meet the growing needs of teachers and knowledge workers in California's workforce.	
RECOMMENDATIONS BY UNIVERSITY PROGRAM REVIEW COMMITTEE	DEPARTMENT (PROGRAM) ACTION
1.	
2.	
3.	
RECOMMENDATIONS BY COLLEGE DEAN	DEPARTMENT (PROGRAM) ACTION
1.	
2.	
3.	



UNIVERSITY HONORS PROGRAM

Self - Study
AY 2023 – 2024

SELF-STUDY REPORT

Prepared by Tabitha Zarate and Dustin Shepherd

University
Honors Program

I. Program Overview

A. Program Context.

The University Honors Program (UHP) was founded in 1989, though there are no archives and little data about the size or shape of the program prior to 2015. Described in the campus' Faculty Activities Manual, it appears that the program was designed with a lower-division curriculum that persisted until the conversion to semesters and an upper-division curriculum that seems never to have been implemented. With oversight from a Faculty Senate Committee that seems to have been largely inactive, the program was housed in Undergraduate studies with the Director reporting to the Dean of UGS. Funding was allocated by UGS, but Honors had no designated budget. In terms of numbers, enrollment data is lacking, but when the current Director assumed the role in 2015, the program had approximately 125 students. Unfortunately, few people on campus knew the program existed, with orientation leaders telling students CSUSB had no honors program and faculty unaware of the fact too.

In 2015, the current Director was appointed and given the mandate to rebuild and grow the Honors Program so that it would be positioned to convert into a full honors college. The Director convened a large task force with representatives from each campus unit deemed relevant to the program's future. In a process akin to strategic planning, that task force rewrote the mission statement and identified Program Learning Outcomes. Additionally, the Director, with input from both the task force and the Faculty Senate Honors Committee, identified key areas that required attention. These included:

- Campus awareness
- Curriculum
- Marketing
- Recruitment and enrollment
- Advising support
- Co-curricular programming
- Community involvement
- Residential programming
- Study abroad programs
- Honors thesis guidelines

Each of these areas became focal points for the Director, who utilized student assistants in the first year and, subsequently, a combination of students and staff to address them over time. Good progress was made on each (except the thesis guidelines) as partnerships were built with Admissions (who previously had no contact with Honors and which did not market the program), Advising, and Housing. The campus' semester conversion provided an opportunity to transform the curriculum so that we offered a robust collection of courses and established an upper-division curriculum that could meet the needs of transfer students, who make up a large percentage of the campus population but whom the program did not serve. To date, each item on that list has been addressed or has plans in place to be addressed, resulting in the following changes and additions to the program:

- Promotion of the program through campus announcements and sponsorship of campus events;
- Transformation of the curriculum to provide a more robust academic experience for students;
- Development of messaging for local schools, community colleges, and potential students and parents;

- Partnership with the Office of Admissions and a move to intentional recruitment of students;
- Hiring of an SSP in 2019 to advise students, develop co-curricular programming, and provide coordination for grants and fellowships;
- Development of a revised approach to community engagement that broadens the goals of the volunteer service program it replaced;
- The launch of the Freshman Residential Honors Scholars LLC and later expansion to support continuing students;
- The development of study abroad programs that combines academic study, experiential learning, and volunteer service in Rwanda (planned but not yet launched).

Progress on those plans has been hindered by instability of staffing since January 2021, when the program's AAS (who served as both budget analyst and administrative support) was deemed an "administrative redundancy" in Undergraduate Studies. With the loss of administrative support, the Director assumed more responsibility for managing the operational processes. With the support of an SSP III who had been hired in 2019 to advise honors students, support them in future-planning, and develop co-curricular programming, the Director was given administrative support from UGS in June of 2021. Tension among the staff and anxieties about health in the wake of COVID led to the staff departing in May of 2022. A new SSP was assigned to Honors, and she brought a bevy of graduate and student assistants who were able to take on some of the ASC responsibilities that were being handled by the Director. At the end of the 2022-2023 academic year, the SSP left for a faculty position and all but two of the student employees either graduated or obtained positions aligned to their career aspirations. As a result, the 2023-2024 academic year began with no staff at all and only the Director working in the program. An emergency, six-month hire of an ASC was made midway through the semester to provide support. We continue to lack, however, an SSP who can provide advising support to students and offer co-curricular programming.

While the staffing of Honors has posed challenges for the program, the Honors Program's faculty have been exceptional in doing what they can to provide support. The first-year curriculum is taught by a core faculty of adjunct instructors. Three of these, Tabitha Zarate, Dustin Shepherd, and Brianna Deadman, have accepted increased responsibility on a voluntary basis to support the goals of the program. Three others, Hadia Bendelhoum, Heather Norwood, and Mark Reotutar, have more recently stepped in to support the revision of courses that they teach. If not for the good will and readiness to contribute of these six faculty, the program would have ceased to offer much of what we have built. Hiring these six faculty as full-time lecturers would enable the program to more easily meet its goals and attend to the needs of students, since the 4-4 teaching load would allow 6 WTUs to be assigned to service that might be allocated to advising, co-curricular programming, and assessment.

Despite these transitions and the resulting budgeting constraints, the UHP has consistently shown growth in student enrollment, experience, and course offerings. The University Honors Program is the fourth largest Honors program in the CSU system, and has a total number of roughly 650 current students, a significant increase from 125 in 2015. We have students from every major college (Arts & Letters, Business and Public Admin, Natural Sciences, Social Behavioral Sciences, and University Studies) and a variety of majors. Our most represented major is Pre-Nursing/Nursing students, which contributes to the heavy majority of College of Natural Science majors. Students are now admitted at any stage of their careers with a curricular structure that operates like a stacking credential, with lower division honors, upper division honors, and full honors.

In addition to students from multiple disciplines and colleges, we also have annual cohorts of Presidential Academic Excellence Scholarship (PAES) students. The PAES program formerly went to any San Bernardino County student graduating in the top 1% of their class. They were overseen by the college of their major, with students receiving inconsistent support, depending on what college they

were in. In 2017, PAES was moved under Honors so that the program could serve as a common experience for the PAES scholars. In Fall 2021, the program launched a new model for the PAES award, extending invitations to apply for the award to students meeting particular criteria set in consultation with Admissions and expanding to include Riverside County. Twenty students receive the award each year. The new program cohorts the PAES scholars in two of the four first-year honors classes. In addition, each PAES cohort goes through a scaffolded leadership development program that culminates with their development and execution of a community engagement project. We currently have three cohorts of PAES scholars operating on the new model.

The loss of the AAS in January 2021 marks the beginning of what has been an extremely challenging time for the Honors Program, one that has seen the Director responsible for increasingly more of the program's operations. Inconsistent staffing and, in fall 2023, the loss of all staff, has put the program on shaky ground. Emergency hires of an ASC and SSP promised last March were not followed through on by administrators in ASUA, leaving the program without any staff other than the Director. That situation was not remedied until November, at which point, an emergency hire was made of an ASC. In the midst of this destabilizing situation, the University Honors Program was moved from ASUA to the Provost's Office, with the Director reporting to Interim Vice Provost Kelly Campbell. Ultimately, this move will be positive for the UHP, though the budget has restricted the hiring of staff, the funding of student activities, and the execution of the PAES leadership development program.

Since January 2021, the UHP has also begun to struggle with partnerships that keep the program running. Our once strong collaboration with the Office of Admissions has faltered since AVP Rachel Beech was elevated into her current position, with last year being particularly bad in that Admissions provided very little support and, when they did, it was often quite late. Our collaboration with ASUA, who, at the time oversaw the UHP, also became increasingly strained, with Honors seeming not to fit into the goals or plans of that unit. While the move to Academic Affairs will improve that situation, the past difficulties continue to have ramifications, such as the failure to include Honors in the Pack Enrollment system. The pattern across these sorts of challenges has been the sense that Honors has ceased to be on the radar of the partners on whom we depend. Work likely needs to be done to "refresh" those partnerships and to establish protocols that assure the issues we have experienced do not occur again.

Nevertheless, the UHP continues to operate with an attitude (even if not a position) of strength. We continue to innovate our curriculum and to experiment with new approaches. We have also recently begun a pilot project that will establish a systematic volunteer service initiative in Honors in which the program will serve as a community grant writing organization in support of local not-for-profits. With a small cohort of 20 students having just completed grant writing training, Spring 2024 will begin the process of building a structure to execute this initiative as students practice by writing grants for the Honors Program. We are, thus, optimistic about the future, even as we attempt to cope with some might difficulties.

B. Program Curriculum

The University Honors Program curriculum is customized around accommodating and supporting all of its students, who have different academic goals and backgrounds. This includes, but is not limited to general University Honors Students, including upper division transfer students, Pre-Nursing/Nursing Students (our most represented major) and Presidential Academic Excellence Scholars (PAES). Students follow the same curriculum for a majority of their class-based experiences in Freshman and Junior year, although they may choose to take optional courses in their Sophomore year. For University Honors Students and PAES scholars who are not pre-nursing/nursing majors this curriculum culminates in an Honors Thesis Project, while pre-Nursing/Nursing majors complete a specialized Honors

Thesis Project. Cohorts of PAES scholars attend co-curricular experiences based in civic engagement in addition to the Honors curriculum.

Notably, over the last three years, the program has been installing and revising a new curriculum. That curriculum has been designed around principles of social justice and concepts from Critical Race Theory. In particular, the first-year curriculum revolves around Tara Yosso's arguments about cultural capital. Yosso notes that in higher education "cultural capital" has implied white, middle-class culture. She points out that individuals from diverse backgrounds bring their own cultures' capital with them into their educations and that these backgrounds set them up for success if educators recognize the capital diverse students bring with them. In the UHP's foundation seminar, which all first-year students take, they read Yosso's work and it becomes a core concept for their first-year classes. Thus, the curriculum is designed to help students who have often been approached with a deficiency mindset to begin their educational journeys by actively contemplating and actualizing their own strengths. This theme is leveraged in other first-year classes and becomes a point of connection in the 4000-level workshops that support students in work on their honors theses.

Further curricular revisions are also in the process of being made. First, the program is adding two additional 1-unit thesis workshops. Currently, students take HON 4100 in the fall of their junior year and HON 4500 in the spring of their senior year (with provision made for students with mid-year graduation dates). We will be adding workshops in the two intervening semesters to support ongoing progress on honors theses while helping students explore graduate programs, post-graduate fellowships, and career pathways. This addition aims to increase completion rates for theses and to aid students as they consider their options for after graduation. In addition, we will be adding two further 1-unit workshops for sophomores. These workshops are in the process of being designed but will draw on the Design Your Life model established at Stanford, which has helped to empower students to identify their own goals and establish plans for reaching them.

Three other classes will be added in the 2025-2026 academic year, with each meeting a different upper division GE requirement. These courses will solve several problems that have arisen with the new curriculum launched as we transitioned to semesters. The Junior-level Interdisciplinary Experience curriculum, which consists of two concurrent courses that are team-taught by faculty in different disciplines, has not generated the number of proposals from faculty pairs that was hoped while the courses offered prove to be extremely expensive. To address these issues, the three upper division GE courses will be offered alongside the JIE curriculum, giving students choices while reducing costs.

These changes are still in progress, and so at this time, the Core Curriculum is as follows:

Freshman Level Classes (Students take all four classes)

FALL

HON 1000 Constructing Knowledge (3 units) An exploration of the ways in which knowledge is constructed and the active role individuals play in the creation of their own learning. Satisfies GE requirement E, Foundation Seminar.

HON 1200 Thinking Critically (3 units) Analysis of various kinds of reasoning employed in everyday life and in more specialized contexts, to develop each student's skill in understanding and using carefully constructed arguments. Illustrations will include materials drawn from contemporary issues. Satisfies GE requirement A3, Critical Thinking. Corresponds to HON 104B

SPRING

HON 1100 Writing Rhetorically (3 units)

Concentrated composition course for first-year Honors students. Examines the ways written language functions in various contexts. Students will conduct research and draw upon critical readings of texts to develop their own arguments, as well as examine and use rhetorical strategies that respond to different situations. Satisfies GE requirement A2, Written Communication.

HON 1300 Communicating Orally (3 units)

Introduction to effective speech communication with emphasis on thinking about the decisions that are made to construct informative and persuasive presentations that are rhetorically and visually engaging. Satisfies GE requirement A1, Oral Communication. Corresponds to HON 104C.

Optional Sophomore Level classes (none are a program requirement)

ES 1000H. Introduction to Ethnic Studies—Honors (3 Units)

An introduction to Ethnic Studies as an intellectual, political, methodological framework of rigorous analysis and knowledge making.

HIST 1460H: American Civilization—Honors (3 units)

Examination of historical development of the fundamental values of the American culture and the influences of these in selected areas of American life through reading and discussion of original documents and secondary scholarship. Satisfies GE requirement D, US History.

PSCI 2030H: American Government—Honors (3 units)

Examination of the political structure and processes of the American governmental system, including study of primary documents. This course meets the state code requirements in U.S. Constitution and state and local government. Satisfies GE category D in American Government.

Junior-Level Interdisciplinary Experience

*Transfer Student curriculum begins here.

FALL

HON 4100 Senior Research Workshop (1 unit)

Workshop designed to advance progress on students' individual research theses. Students will meet to discuss research strategies and challenges and to review each other's work.

FALL or SPRING (Students choose one course pair.)

HON 3100/3150 Natural Sciences & Humanities (3 units each, concurrent enrollment)

Inquiry into a discrete scientific topic integrative with study of that topic's subject matter in the Humanities. Satisfies GE requirements B, Upper Division Scientific Inquiry, and C.

HON 3200/3250 Social Sciences & Natural Sciences (3 units each, concurrent enrollment)

Inquiry into a discrete scientific topic integrative with study related social scientific issues. Satisfies GE requirements B, Upper Division Scientific Inquiry, and D, Upper Division Social Science.

HON 3300/3350 Social Sciences & Humanities (3 units each, concurrent enrollment)

Inquiry into a discrete social scientific topic integrative with study of that topic's subject matter in the Humanities. Satisfies GE requirements D, Upper Division Social Science, and C.

Senior-Level Project Support Workshops

SPRING

HON 4500 Senior Research Symposium (1 unit)

Workshop designed to complete senior theses and project and to prepare students for presentation of work. Students will review one another's work, collaborate on the planning of the Spring Symposium, and workshop their presentations.

Honors Course or Independent Study in the Major (3 units)

This course will be the place for completion of the senior research project.

C. Assessment Processes Overview

Currently, there are a few processes for assessing student learning and program effectiveness. At the end of the freshman year students are asked to write an intensive reflective essay that asks them to make significant academic, philosophical, and intellectual connections between the four freshmen courses they are asked to take. This is typically part of the Honors 1000 Constructing Knowledge or Honors 1100 Writing Rhetorically depending on what sequence they are taught in. The Honors Program Senior project is also used to assess student learning and program effectiveness. We also plan to conduct focus groups with alumni, current students, and faculty and develop surveys for these groups as a consistent and ongoing strategy for assessment.

The UHP developed a strategy to help students develop an Honors Portfolio that allows them to collect and maintain important academic achievements as a means to assess Honors program outcomes as well as personal development. At the time, the campus used Portfolium as its chosen e-portfolio platform, but Portfolium did not fully support program assessment tool. Nevertheless, the Director and SSP attempted to launch an assessment effort that used it. Its unwieldy nature caused it to collapse until the campus can invest in a product, such as PebblePad, that is designed as a student e-portfolio platform that can be used for assessment. (A request to purchase PebblePad was rejected in favor of Portfolium.)

The Director subsequently formulated a strategy to use rubric-based grading integrated into Canvas to provide real-time, assessment that could be aggregated and disaggregated in ways that enabled large-scale program assessment and intervention-oriented assessment to provide students with targeted support. The approach, inspired by Peggy Maki's *Real Time Assessment*, was hoped to provide a layered approach to assessment that would enable analysis not just of program effectiveness, but also of individual student performance on learning outcomes. Meetings with the campus' Director of Assessment led to the initial design of a pilot project. When the campus Director of Assessment left, that initiative, too, collapsed.

Assessment now occurs largely through annual reviews of data provided by Institutional Research and through the good work of our adjunct faculty, who embed essays in their classes that encourage students to synthesize learning across classes and to develop a metacognitive understanding of their own learning. These essays are reviewed as a part of normal grading duties with no formal system established to review and discuss results among the faculty and staff. Part of the reason for this is the lack of remuneration adjunct faculty receive for this additional work, so, while some faculty share observations with the Director, there is little in the way of program-wide examination of outcomes that

is collaborative. This issue would be remedied by converting six of our part-time lecturers to full-time lecturers who carry WTUs assigned to service such as assessment.

II. Response to Previous Program Review

As this is the first Program Review, there is limited information for this section.

III. Students

Student Enrollments.

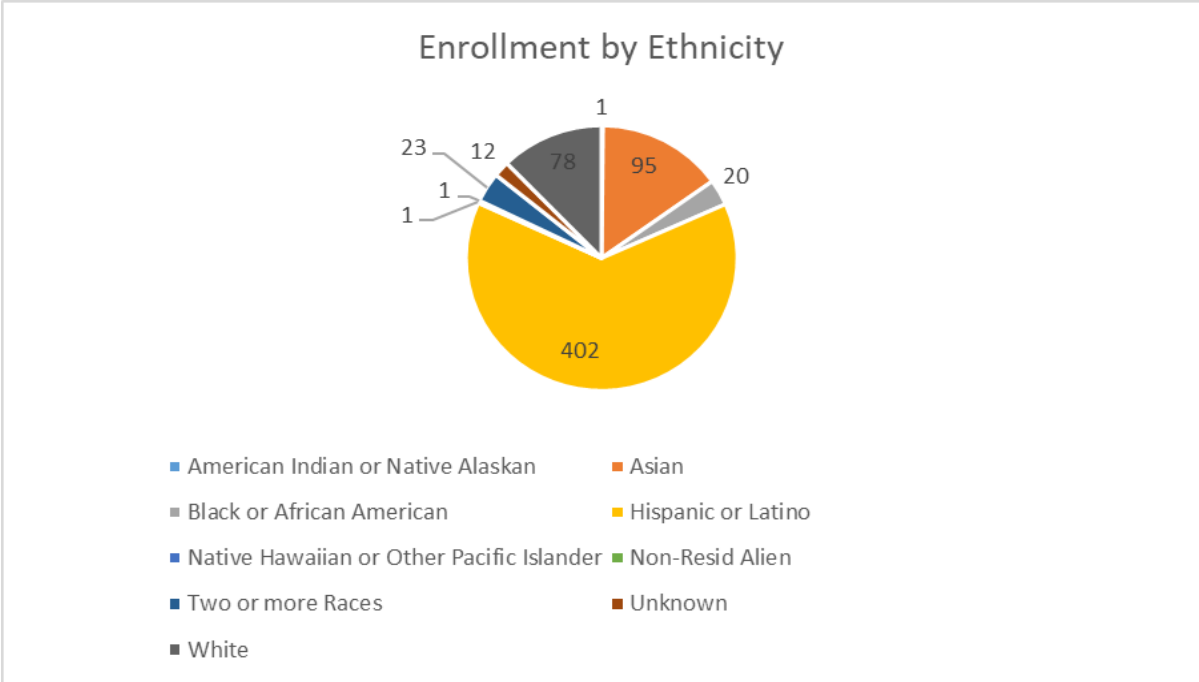
The UHP currently has 633 students. While there are not concentrations, the UHP boasts students from every college on campus, with our largest college representation being Natural Sciences at 351 students, after that we have 121 Social Behavioral students, 81 Business & Public Administration students, 75 Arts & Letters students, and 5 University Studies students. By far our most represented major is pre-nursing and nursing.

Enrollment has remained relatively consistent, with 140 first time freshmen incoming for the 2023-24 academic year, a five student improvement over 135 for the 2022-23 academic year. These numbers do not meet the targets set by the program of 180 to 200 first-time freshmen. We began to formally recruit and enroll transfer students for our Fall 2022 cohort, with students at both the San Bernardino Campus and the Palm Desert Campus. Because of limited availability of seats in the JIE courses, we have kept our transfer cohort sizes small, with a maximum of 30 students. Given the campus' overall population of transfer students, this number is low, but the launch of the new upper division GE courses will enable us to admit larger transfer cohorts.

Student Population & Interests.

The UHP has a diverse student population. A majority of our students come from the direct area, with a majority of our First Time Freshmen students matriculating from local high schools. Data show that 391 of our currently enrolled students come from San Bernardino County, indicating that we are serving students both within and beyond the campus' service area. Over half our students are first generation students (64%, 402 students) and underrepresented minorities (67%, 423 students). With a diverse student background and interests, the program focuses on creating partnerships across campus and providing students opportunities to network through classes as well as extracurricular activities, including the Honors Club. The UHP students who are PAES scholars also work to develop generational community projects that expand beyond the scope of the department and explore opportunities for community service in the surrounding San Bernardino community.

The program's enrollment skews heavily towards majors in the College of Natural Sciences, with most of those being in pre-Nursing and Nursing. As a result, the program has tried to offer supported study groups and information sessions related to academic and career issues in nursing. Not including nursing-related students, the distribution of students across colleges is more even, though Natural Sciences still dominates, followed by Social and Behavioral Sciences, then Arts & Letters, and finally Business, though these last two tend to shift position from year to year.



In addition to developing curriculum that is responsive to student interest and identity, the UHP also works to recognize student participation in extracurricular and community events by encouraging attendance at colleague events and developing specialized awards to recognize those who achieve academic and extracurricular excellence, the Foundation Awards and the Pillar Awards.

IV. Learning Outcomes and Assessment Process

A. Development of PLOs

The UHP's PLOs were initially developed in 2017 by the task force convened to explore the future shape of the program. Developed in reference to the Institutional Learning Outcomes (ILO) of CSUSB, the UHP PLOs were revisited as recently as 2021. Courses are designed specially around achieving the Program Learning Outcomes. The Program Learning Outcomes are as follows:

- 1. Collaboration-** Collaboration as an outcome focuses on how you, as a student, can build a sense of teamwork and identify roles and positions of leadership by working together in interdisciplinary ways. When we say collaboration, we intend to go beyond just group projects for classes and to prepare you to apply your experience and knowledge from such collaboration to your future career. This outcome can help you reflect on your skills, strengths, and weaknesses in a collaborative environment.
Direct exploration of this interdisciplinary collaboration is found in the first year Honors 1000 Constructing Knowledge class, and also in honors classes from the Junior Level Curriculum.
- 2. Scholarship-** Scholarship, also understood as breadth, focuses on the idea that knowledge doesn't just exist, but is created. Specifically, it gets created by students like you through your own learning, research, and academic experiences. This outcome is to help our honors students recognize that each discipline and major has different methods for constructing such knowledge through research or field experience. Scholarship is meant to be applied by approaching complex topics, and solving complex issues that require interdisciplinary perspectives and exploration that can connect back to the collaborative learning outcome. A direct example of how the Honors Program initiates this outcome is through exploring scholarship and collaboration in Junior Level Curriculum honors classes. In this class you get to experience interdisciplinary learning from two different subjects and explore how you can approach complex topics with an interdisciplinary perspective.
- 3. Inquiry-** Inquiry reinforces and connects back to the key idea that knowledge doesn't just exist, but is created. This learning outcome emphasizes the need to use your discipline's methodologies to go deeper into your field and create knowledge with your own research. Inquiry as an outcome asks you as a student to learn the expectations and conventions of research and knowledge in your discipline--and how to transfer that knowledge to a new environment or field. In this way, we hope that inquiry can train you to identify such key conventions and methodologies in whatever environment you may face. A direct example of Inquiry used in the program is the senior project that you must complete to graduate with honors. The senior project allows you to actively use inquiry to specifically create knowledge for your field, in your own research project that you will present to the program.
- 4. Civic Engagement-** Civic engagement as a learning outcome encourages you as a student not only to demonstrate community service and involvement, but also to be involved throughout the campus community. In this outcome, we want you to recognize a student responsibility for participating in the CSUSB community through campus life activities. This outcome comes from the idea of being an engaged citizen and, according to research, also leads to having a more satisfying college experience. Examples of this can be the following activities both within and

outside the Honors Program: events, workshops, club activities, volunteer service, and general college experiences. These experiences on a smaller scale will allow you to adapt well to being civically engaged in a larger community outside of college.

5. **Personal Development-** Personal Development is a key outcome for our program that will allow you as a student to grow both academically and professionally. College is a space where you can discover, design, and determine how your strengths, talents, and skills influence your academic identity, research interests, and career decisions for the future. We want you to reflect on who you are and how you can align with your major, strengths, and career goals. The University Honors Program ensures that students have such resources and opportunities to explore these options through counseling and/or major exploration. Other active ways to grow your personal development can be through your ePortfolio development, and the Honors Program’s Strengths Identity Learning Community and workshops.

B. Map of Program Learning Outcomes (PLO) to Institutional Learning Outcomes (ILO)

	PLO1: Collaboration	PLO 2: Scholarship	PLO 3: Inquiry	PLO 4: Civic Engagement	PLO 5: Personal Development
ILO 1: Breadth of Knowledge	X		X		
ILO 2: Depth of Knowledge		X	X		
ILO 3: Critical Literacies		X	X		
ILO 4: Ways of Reasoning & Inquiry		X	X		X
ILO 5: Creativity & Innovation	X				X
ILO 6: Intergrative Learning	X	X	X		
ILO 7: Engagement in the Campus, Local & Global Communities				X	X

ILO 8: Diversity & Inclusion	X		X	X	X
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C. PLOs in Program Courses.

Course Number	Course Name	PLO1: Collaboration	PLO 2: Scholarship	PLO 3: Inquiry	PLO4: Civic Engagement	PLO 5: Personal Development
Hon1000	Constructing Knowledge	X		X	X	X
Hon 1200	Thinking Critically	X	X	X		X
Hon 1100	Writing Rhetorically	X	X	X	X	X
Hon 1300	Communicating Orally	X	X			X
Es 1000H	Introduction to Ethnic Studies*					
Hist 1460	American Civilization-Honors		X	X		X
Psci 2030H	American Government-Honors		X	X		X
Hon 4100	Senior Research Workshop	X	X	X		X
Hon 3100/3150	Natural Science and Humanities		X	X		X
Hon 3200/3250	Social Sciences		X	X		X

	and Natural Sciences					
Hon 3300/3350	Social Sciences and Humanities		X	X		X
Hon 4500	Senior Research Symposium	X	X	X		X

*Es 1000H is in development so evaluation is unavailable at this time.

D. Annual Student-learning Assessment Process

After the two approaches that collapsed, the University Honors Program is in the process of developing their assessment process for evaluating student achievement. Two tenets of this process will be evaluating the First Year experiences using an assessment oriented personal essay, which will then be read and review by a faculty committee, dependent on funding. The second will be the completion and evaluation of the Honors Senior Theses. Other evaluations of student achievement will include self-reporting of student success, including achievement of academic, community, and career milestones and recognition, as well as graduation and admissions to further education programs.

Ideally, the prior strategies can be advanced, but doing so requires financial and staff support that simply is not available at this time. The purchase of PebblePad would enable the program to promote student e-portfolios that document both academic experiences and co- and extra-curricular experiences, which enable us to capture a more complete picture of what students are learning and how different elements of the program contribute to that learning. Re-initiating the real-time assessment model that utilizes Canvas, integrated with the assessment management platform, would be a strong addition to portfolios, as it would enable us to engage on ongoing and regular formative assessment, with “feed-forward” allowing faculty to attend to particular students’ individual needs more directly to better support their success.

V. Program Effectiveness

A. NCHC Guided Self-Assessment

Because this program review is the UHP’s first, there is no previous self-study to use for comparison at this time. The department has opted to include comparison of our program to the National Collegiate Honors Council (NCHC) Program Review Instrument to better consider our strengths and weaknesses.

Section 1: Honors Mission, Strategic Plan, and Assessment

1.1 The program has a mission statement or charter document that includes the objectives of Honors.

Mature	Proficient	Developing	Undeveloped
Mission statement/charter documents clearly and specifically define the objectives, responsibilities, and unique curricular focus of honors.	Mission statement/charter documents define one or two of the objectives, responsibilities, and focus of honors but not all.	Mission statement/charter documents clearly are fairly generic and don’t reflect specific objectives, responsibilities, or focus of honors.	Mission statement/charter documents are missing or are unworkably broad and vague.

*Mission Statement: The California State University San Bernardino University Honors Program develops public scholars and artists who embrace inquiry and exploration as ways to understand the complexities of the world. As a community of curiosity, the Honors Program strives to empower CSUSB students to identify and pursue opportunities for educational, social, and professional development that will contribute to successful and impactful futures.

1.2 The Honors mission statement is consistent with the institution’s mission.

Mature	Proficient	Developing	Undeveloped
Mission statement/charter documents clearly and specifically correlate with the institutional mission.	Mission statement/charter documents somewhat correlate with the institutional mission.	Correlation with institutional mission is fairly generic and doesn’t reflect specific purpose for honors.	Little correlation with institutional mission or statement is unworkably broad and vague.

1.3 The program has a strategic plan, approved by the institution if appropriate, that guides resource allocation.

Mature	Proficient	Developing	Undeveloped
Strategic planning documents clearly and specifically outline future directions and priorities for the program, and resource allocation is closely tied to planning objectives.	Strategic planning documents somewhat outline future directions and priorities for the program; resource allocation is somewhat tied to planning objectives.	Strategic planning documents are broad and generic; resource allocation is haphazardly tied to planning objectives.	Strategic planning documents are missing or are unworkably broad and vague; no alignment with resource allocation exists.

*There are currently no strategic planning documents that determine resource allocation. This negatively impacts hiring of staff and faculty, student curricular activities, overall funding and growth of the program. In 2015-2016, the newly appointed Director convened a Task Force comprised of relevant departments on campus (both academic and administrative) to review the program and establish priorities for its revision. That group produced a new mission statement and new learning outcomes, as well as identified the challenges identified in the opening section of this report.

1.4 The program's strategic plan is periodically reviewed and revised.

Mature	Proficient	Developing	Undeveloped
Strategic planning documents are systematically reviewed according to a published schedule.	Strategic planning documents are systematically reviewed occasionally, but not consistently.	Strategic planning documents are systematically reviewed sporadically, or only when the unit is mandated to produce them.	Strategic planning documents are missing or ancient and have not been revised in recent memory.

*Strategic planning documents are currently in development, including a self-study and plans for outside review as per university protocol. The existing documents are reviewed and updated by the UHP Director.

1.5 The program engages in continuous "closed-loop" assessment and evaluation.

Mature	Proficient	Developing	Undeveloped
Course and program level assessment practices are	Course and program level assessment practices are	Course and program level assessment practices are minimal	Course and program level assessment practices are absent.

widespread and fully integrated into the practices of the program. Clear evidence exists that data is regularly gathered and used to improve the design/delivery of courses and the program.	apparent but not pervasive and/or well designed. Clear evidence exists that data is gathered and is often but not continuously used to improve the design/delivery of courses and the program.	or sporadic and not integrated into the practices of the program. Some data is irregularly gathered and is sometimes used to improve the design/delivery of courses and the program.	No data is being gathered or used to improve the design/delivery of courses and the program.
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*Assessment processes are currently in development, including a self-study and plans for outside review as per university protocol. Faculty observation and evaluation have become regular as of 2021-22 AY, and data collection and focus groups assessment processes are being developed for 2023-2024 implementation.

1.6 Qualified peers regularly and periodically review the program.

Mature	Proficient	Developing	Undeveloped
The Honors program appears on the institution's regular program review rotation. Program reviews are conducted by NCHC- approved personnel.	The Honors program does not appear on the institution's regular program review rotation, but a reviews of the program have occurred during the last decade at the request of the director. Program reviews are conducted by NCHC- approved personnel.	The Honors program does not appear on the institution's regular program review rotation, but a review of the program has occurred during the last decade and/or was not conducted by NCHC-approved personnel.	The Honors program does not appear on the institution's regular program review rotation. A review of the program has not occurred in over a decade.

1.7 The program is open to the need for change in order to maintain its distinctive position of offering exceptional and enhanced educational opportunities to honors students.

Mature	Proficient	Developing	Undeveloped
Recommendations made by external	Recommendations made by external	Some recommendations	No external reviews have occurred and/or

reviewers and others are heeded by the institution and incorporated into the program's improvement.	reviewers and others are mostly heeded and changes incorporated as much as possible.	made by external reviewers and others may be heeded but most are swept aside.	recommendations made by external reviewers and others are ignored.
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Section 2: Enrollment Management and Scholarships

2.1 The program has clear and effective recruitment strategies and practices.

Mature	Proficient	Developing	Undeveloped
Recruiting practices and strategies are clear, effective and result in an appropriate yield of students who are well matched to the Honors mission.	Recruiting practices and strategies are somewhat clear and effective and result in an acceptable yield of students.	Recruiting practices and strategies are temporary or ad hoc and result in an acceptable yield of students who may or may not be well matched to the Honors mission.	Recruiting practices and strategies are haphazard, nonexistent, and/or fail to result in students matched to the Honors mission.

2.2 A clearly articulated set of admission criteria (e.g., GPA, test scores, a written essay, satisfactory progress, etc.) identifies the targeted student population served by the Honors program.

Mature	Proficient	Developing	Undeveloped
Admissions criteria are clear, widely available, and mission appropriate.	Admissions criteria clear but fit with mission not readily apparent.	Admissions criteria unclear or contradictory or arbitrary, are not readily available, or fit with mission not readily apparent.	Admissions criteria are absent, arbitrarily applied, or ignored. Admissions criteria have no relation to mission.

2.3 The program identifies enrollment management strategies aligned with the institution's overall objectives.

Mature	Proficient	Developing	Undeveloped
Honors enrollment management strategies clearly and specifically correlate with the institutional mission.	Honors enrollment management strategies somewhat correlate with the institutional mission.	Correlation with institutional mission is fairly generic and doesn't reflect specific purpose for honors.	Enrollment management goals and strategies are not clearly defined. Correlation with institutional mission is missing or is unworkably broad and vague.

2.4 The program clearly specifies retention and probation policies and requirements.

Mature	Proficient	Developing	Undeveloped
Retention and probation policies and requirements are clear, readily accessible, and rigorously followed with only a few exceptions.	Retention and probation policies and requirements are somewhat clear and accessible, but exceptions allowed on a regular basis.	Retention and probation policies and requirements are applied in piecemeal fashion in practice; some reports of uncertainty or arbitrariness in application.	Retention and probation policies and requirements are missing or are ignored in practice; students report arbitrariness in application.

2.5 The program clearly specifies the requirements needed for satisfactory completion.

Mature	Proficient	Developing	Undeveloped
Completion requirements are clear, readily accessible, and rigorously followed with only a few exceptions.	Completion requirements are clear and accessible, but exceptions allowed on a regular basis.	Completion requirements are applied in piecemeal fashion in practice; some reports of uncertainty or arbitrariness in application.	Completion requirements are missing or are ignored in practice; students report arbitrariness in application.

2.6 When Honors scholarships are available, the Honors scholarship policies and processes promote student success and align with the enrollment management strategies.

Mature	Proficient	Developing	Undeveloped
Honors scholarship polices and processes promote student success and clearly and specifically correlate with enrollment management strategies.	Honors scholarship polices and processes promote student success and somewhat correlate with enrollment management strategies.	Correlation with enrollment management strategies is fairly generic and doesn't reflect specific purpose for Honors.	Honors scholarship polices and processes are incoherent, missing, or do not correlate with enrollment strategies.

*There are no Honors scholarships available to general Honors students. Only PAES scholars currently receive any type of scholarship. The current hope by UHP leadership is that we will be able to offer every Honors students an annual scholarship of \$500 based on continued enrollment in the program to incentivize continued participation the program and alleviate the direct stressors affecting our students. Providing these scholarships requires philanthropic monies.

2.7 When Honors scholarships are available, the Honors scholarship policies and processes align with Honors program scholarship and financial aid protocols.

Mature	Proficient	Developing	Undeveloped
Honors scholarship polices and processes clearly and specifically correlate with financial aid protocols.	Honors scholarship polices and processes somewhat correlate with financial aid protocols.	Correlation with financial aid protocols is fairly generic and doesn't reflect specific purpose for Honors.	Correlation with financial aid protocols is missing or is unworkably broad and vague.

2.8 When appropriate, two-year and four-year programs have articulation agreements by which honors graduates from two-year programs who meet previously agreed-upon requirements are accepted into four-year honors programs.

Mature	Proficient	Developing	Undeveloped
Articulation agreements are clear and rely on objective, nationally-normed standards that can be easily assessed for effectiveness and	Agreements are clear but rely on localized standards that lack national norms and/or agreements are between specific schools and programs that do not	Agreements are vague, lack specificity and are useful only in specific cases; they do not apply widely to transfer cases.	Articulation agreements are absent or ineffective and vague.

apply widely to transfer cases.	apply widely to transfer cases.		
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*As a member of the Honors Transfer Compact of California, the UHP has a clearly defined system for recognizing transfer students' accumulation of honors units and we recognize the work students do towards earning honors recognition at their prior institutions.

2.9 When applicable, articulation agreements are based on clearly delineated SLOs offering exceptional and enhanced educational opportunities to honors students.

Mature	Proficient	Developing	Undeveloped
Agreements contain common learning outcomes that are likely to enhance the success of transfer students.	Agreements contain some learning outcomes that may somewhat enhance the success of transfer students.	Agreements have a few learning outcomes, but outcomes are not sufficient to ensure success.	Agreements lack learning outcomes or outcomes are not useful.

Section 3: Administrative Structures

3.1 The place of Honors in the administrative structure of the institution is appropriate to the mission and functions of the program.

Mature	Proficient	Developing	Undeveloped
The place of Honors in the administrative structure is clear and appropriate to the mission and culture of the institution and enjoys an appropriate position within the institution's policy structures (i.e. a "university-wide" honors program is sited in a university-wide administrative node and does not report to a single college or department).	Honors is included in the administrative structure but does not have a consistent or appropriate position within the institution's policy structures (i.e. although the program is deemed "university-wide," the program is intermittently consulted during policy and funding decision making).	The place of Honors in the administrative structure marginalizes honors and somewhat prevents it from functioning properly (i.e. although the program is deemed "university-wide," the program has no place or ability to influence institution-wide policy).	The place of Honors in the administrative structure hinders or prohibits honors from functioning properly (i.e. a "university-wide" honors program is sited in a department or is located completely outside of the institution's academic structure).

*The UHP has recently moved from Academic Success & Undergraduate Advising (formerly Undergraduate Studies) to Academic Affairs, reporting to the Vice Provost. Under UGS/ASUA, repeated leadership changes resulted in inconsistency in representation, funding, and visibility, as well as diminished staffing, despite consistent program growth and recruiting success.

3.2 The Honors director reports to the chief academic officer of the institution.

Mature	Proficient	Developing	Undeveloped
The Honors director reports directly to the chief academic officer of the institution.	The reporting line for the Honors director is appropriate to the mission and size of honors at the institution (i.e. the director does not report to a college dean at a university), but the Honors directors does not report director to the chief academic officer of the institution.	The reporting line for the Honors director hinders the mission of Honors at the institution (i.e. the director reports to a college dean at a university) and makes it difficult for Honors to engage in the conversations that are needed to meet institutional and program goals and to deliver campus-wide and academic programming.	The Honors director reports to a department chair or an officer not located within the academic structure of the institution and is unable to engage in conversations that are needed to meet institutional and program goals and to deliver academic programming.

3.3 The Honors program is a permanent, stable, and highly regarded academic unit that contributes to a lasting tradition of excellence.

Mature	Proficient	Developing	Undeveloped
The program is a permanent and highly regarded unit that contributes centrally and substantially to the overall traditions of excellence on campus.	The program is a permanent but not necessarily highly regarded unit on campus. Some contributions made to the overall traditions of excellence on campus, but there is evidence that honors	The program has some presence on campus but is not highly regarded. There are widespread questions about the value of Honors on campus. Some contributions to a tradition of excellence on	The program is intermittent and/or lightly regarded and/or makes few contributions to a tradition of excellence on campus.

	could have a more prominent role.	campus made annually.	
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Section 4: Curriculum

4.1 The program offers carefully designed educational experiences that meet the needs and abilities of the undergraduate students it serves.

Mature	Proficient	Developing	Undeveloped
Design of program is clearly focused, readily apparent, and reflects a purposeful match between educational experiences and student abilities.	Design of program is somewhat clear but lacks unity or focus; the purposeful match between educational experiences and student abilities is mostly but not always apparent.	Overall design that governs program is incomplete or clearly lacking in focus and/or purpose; match between educational experiences and student abilities sometimes apparent.	Overall design that governs program is missing; little relationship between educational experiences and student abilities apparent.

4.2 The honors curriculum purposefully aligns with and enhances the mission of the Honors program.

Mature	Proficient	Developing	Undeveloped
Design of program is clearly focused and reflects a purposeful alignment with and enhancement of the institutional mission.	Design of program is somewhat clear but lacks unity or focus; the purposeful alignment with and enhancement of the institutional mission is mostly but not always apparent.	Overall design that governs program is incomplete or clearly lacking in focus and/or purpose; alignment with and enhancement of the institutional mission is sometimes apparent.	Overall design that governs program is missing; little or no alignment with or enhancement of the institutional mission apparent.

4.3 The curricular design leads to a mastery of identified learning outcomes.

Mature	Proficient	Developing	Undeveloped
Design of curriculum is focused, purposeful, and leads to mastery of identified learning outcomes.	Design of curriculum is mostly focused and purposeful but doesn't necessarily lead to mastery of identified learning outcomes.	Design of curriculum lacks focus and purpose. Learning outcomes not identified but not central to curriculum.	Design of curriculum lacks focus and purpose. Learning outcomes not identified.

*While there have been several successful honors cohorts, staffing and transitions have left no time for data collection and assessment to provide support for this item. Processes for data collection and assessment are in development for the 23-24 AY.

4.4 The pedagogic practices of the program are based on clearly identified learning outcomes.

Mature	Proficient	Developing	Undeveloped
Pedagogies are purposefully formed by scaffolding practices that lead to mastery of identified learning outcomes.	Pedagogies are somewhat but not consistently or necessarily formed by scaffolding practices that lead to mastery of identified learning outcomes.	Some pedagogic practices lead to a mastery of identified learning outcomes, but many do not.	Pedagogic practices do not lead to a mastery of identified learning outcomes.

4.5 The Honors program exercises considerable control over the Honors curriculum.

Mature	Proficient	Developing	Undeveloped
The program determines its course offerings and schedule as well as the faculty who teach Honors courses.	The program largely determines its course offerings, schedule and faculty; but other collegiate units exert a measure of influence on the shape of the Honors curriculum.	The program has some measure of control over the Honors curriculum, but other collegiate units exert significant influence on the shape of the Honors curriculum.	The program does not establish, enforce, or modify the Honors curriculum.

4.6 The program offers specialized active learning courses, seminars, and colloquia.

Mature	Proficient	Developing	Undeveloped
Honors curriculum offers an extensive array of appropriate active learning courses, seminars, and/or colloquia.	Honors curriculum offers many active learning courses, seminars, and/or colloquia.	Honors curriculum offers some active learning courses, seminars, and/or colloquia; some examples of reliance on small class size alone.	Honors curriculum lacks active learning courses, seminars, and/or colloquia; an over-reliance on small class sizes pervades.

4.7 The program offers class-based experiential learning opportunities.

Mature	Proficient	Developing	Undeveloped
Active learning/ experiential education opportunities on campus (i.e. undergraduate research and community service) are a widespread and prominent feature of the Honors curriculum, and the majority of honors students participate in them.	Active learning/ experiential education opportunities on campus (i.e. undergraduate research and community service) are present but are not widespread or required of all students and are not essential features of the honors curriculum.	Active learning/ experiential education opportunities on campus (i.e. undergraduate research and community service) are present but are coincidental or occasional and are not permanent features of the Honors curriculum.	Active learning/ experiential education opportunities on campus (i.e. undergraduate research and community service) are rare and/or missing from the Honors curriculum.

4.8 The program offers undergraduate research or other independent-study options.

Mature	Proficient	Developing	Undeveloped
Honors curriculum offers an extensive array of independent learning options.	Honors curriculum offers many independent learning options; some reliance on honors	Honors curriculum offers some independent learning options; much reliance on honors	Honors curriculum is overly dependent on independent learning options; excessive reliance on honors

	contracts to provide meaningful honors learning in focused degree programs.	contracts to provide meaningful honors learning in focused degree programs and in general education courses.	contracts to provide meaningful honors learning in focused degree programs and in general education courses.
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*There are no independent study contracts currently available to Honor students. They were suspended during the Quarters to Semesters conversion to give faculty a credit course release. The exception to this arrangement requires our Nursing majors to complete an upper division GE Humanities course by contract in consultation with the program’s Director. This situation will be altered in the 2025-2026 academic year, when the program anticipates that launch of three new upper division GE courses to supplement the JIE program.

4.9 The program promotes internships, service learning, and field experiences when appropriate.

Mature	Proficient	Developing	Undeveloped
Internships, service learning, and/or field experiences are a prominent and highly sought-after feature of the Honors curriculum, and many students participate.	Internships, service learning, and/or field experiences are present but are not a widespread feature of the Honors curriculum.	Internships, service learning, and/or field experiences are sporadically offered but are not a widespread feature of the Honors curriculum. A handful of students participate in the programs.	Internships, service learning, and/or field experiences are rare or missing from the Honors curriculum.

4.10 The program requirements constitute a substantial portion of the participants’ undergraduate work.

Mature	Proficient	Developing	Undeveloped
Honors program requirements constitute at least 25% of a typical honors student’s undergraduate work, and the requirements are distributed across all the years of study.	Honors program requirements constitute 20% to 25% of a typical honors student’s undergraduate work the requirements are mostly distributed across all the years of study.	Honors program requirements constitute 15% to 20% of a typical honors student’s undergraduate work the requirements are unevenly distributed (i.e. lean heavily toward general education or to	Honors program requirements constitute 15% (or less) of a typical honors student’s undergraduate work and/or the requirements are limited to certain years of study or to

		major- specific offerings).	certain fields of study.
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4.11 The curriculum is designed so that honors requirements can, when appropriate, also satisfy general education requirements, major or disciplinary requirements, and pre-professional or professional training requirements

Mature	Proficient	Developing	Undeveloped
General education, major/disciplinary, and pre/professional requirements are appropriately integrated into curriculum.	General education, major/disciplinary, and pre/professional requirements are somewhat integrated into curriculum.	General education, major/disciplinary, and pre/professional requirements are haphazardly included curriculum; many areas of integration lacking.	No integration of general education, major/disciplinary, or pre/professional requirements into curriculum.

Section 5: Infrastructure

5.1 The program is allocated an annual budget that adequately supports the mission of the program.

Mature	Proficient	Developing	Undeveloped
Honors is allocated a base budget that adequately supports the teaching, operational, and extracurricular facets of the program, and is derived from the institution's permanent and recurrent budget.	The budget allocated to Honors supports the teaching, operational, and extracurricular obligations of the program to some extent, but clear budgetary needs are apparent (most often in teaching support). The funding is derived from the institution's	The budget allocated to Honors is clearly inadequate or support for one or more of the teaching, operational, and extracurricular obligations of the program are missing. Extensive budgetary needs are apparent (most often in teaching support).	The budget allocated to Honors does not support the teaching, operational, and extracurricular obligations of the program, and extensive budgetary needs are apparent. (i.e. a program with a \$5,000 budget and a director who receives only a 1 course release).

	permanent and recurrent budget.	The funding is not derived from the institution's permanent and recurrent budget.	
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5.2 The program is allocated personnel resources that adequately support the mission of the program.

Mature	Proficient	Developing	Undeveloped
The personnel resources allocated to Honors adequately support the teaching, operational, and extracurricular facets of the program, and all necessary salary lines are drawn from the institution's permanent and recurrent budget.	The personnel resources allocated to Honors support the teaching, operational, and extracurricular obligations of the program to some extent, but clear infrastructure needs are apparent (most often in teaching/ advising support). Salary lines are drawn from the institution's permanent and recurrent budget.	The personnel resources allocated to honors are clearly inadequate, and/or support for one or more of the teaching, operational, and extracurricular obligations of the program is missing. Extensive personnel needs are apparent. Salary lines are not drawn from the institution's permanent and recurrent budget.	Few personnel resources are allocated to support the teaching, operational, and extracurricular obligations of the program. Extensive personnel needs are readily apparent (i.e. the program relies entirely on a director who receives only a 1 course release).

5.3 The program is allocated space for honors support staff, faculty, and administrative functions as appropriate.

Mature	Proficient	Developing	Undeveloped
The Honors administrative offices contain ample space	The Honors administrative offices contain	The Honors administrative offices contain some space	The Honors administrative offices are cramped and/or

for all support staff, faculty, and administrative functions.	space for all for all support staff, faculty, and administrative functions, but space needs are readily apparent.	for some (but not all) support staff, faculty, and administrative functions.	clearly inadequate and/or shoehorned into a faculty member's departmental office.
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5.4 The program is allocated space for honors student functions as appropriate that may include areas for an honors lounge, library, reading rooms, computer facilities, or other student-related needs.

Mature	Proficient	Developing	Undeveloped
Space for Honors student activities (lounge, library, reading rooms, and computer facilities) is spacious, well-maintained, and well-used, and advances program mission and goals	Space for some Honors student activities (lounge, library, reading rooms, and computer facilities) is adequate, maintained, and used.	Space for one or two Honors student activities (lounge, library, reading rooms, and computer facilities) is present, but is clearly inadequate to the need.	Space for Honors student activities is missing.

5.5 The program is allocated suitable, preferably prominent, space on campus that provides both access for the students and a focal point for honors activity.

Mature	Proficient	Developing	Undeveloped
Honors administrative offices are sited in a central, prominent and prestigious location on campus. If part of a living/learning complex, the Honors spaces were specifically designed to house Honors and reflect state of the art living/learning practices.	Honors administrative offices are sited near the center of campus, but not in "crown jewel" space. If part of a living/learning complex, the honors spaces were retro-fitted to house honors and/or not sufficiently large or flexible enough to accommodate all of	Honors administrative offices are sited near the center of campus, but clearly in second, if not third tier space. If part of a living/learning complex, the honors spaces were retro-fitted to house honors and/or major space needs are apparent.	Honors administrative offices are sited drab and/or dreary quarters and/or are isolated from the campus community.

	the needs of honors all of the time.		
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5.6 If the honors program has a significant residential component, Honors housing is designed to meet the academic and social needs of honors students.

Mature	Proficient	Developing	Undeveloped
Honors residential life facilities are spacious, well maintained, and state of the art. There is a high demand for Honors housing.	Honors residential life facilities are capacious and serviceable, but not state of the art. There is a moderate demand for Honors housing.	Honors residential life facilities are decidedly inadequate or unattractive and off-putting. There is a little demand for Honors housing.	Honors residential life facilities are desired by students and administrators, but are missing from campus.

*Our currently available campus housing is about half-full, which signals some degree of desirability, but strategies need to be identified to improve yield of residential students. The UHP works in partnership with Housing and the Residential Honors Scholars Ras to host extra events for the on-campus resident students.

5.7 The distinction achieved by the completion of the honors requirements is publicly announced and recorded.

Mature	Proficient	Developing	Undeveloped
Completion of Honors requirements is announced at graduation and annotated on the student's diploma and on the student's final transcript.	Completion of Honors requirements is announced at graduation and annotated on either the student's diploma or on the student's final transcript, but not both.	Completion of Honors requirements is announced at graduation but not annotated on the student's diploma or on the student's final transcript.	Completion of Honors requirements is not announced at graduation and not annotated on the student's diploma or on the student's final transcript.

*Completion of Honors Requirements are not announced at graduation and not annotated on diploma, but are noted on the final transcript.

Section 6: Faculty Governance

6.1 The program has a standing committee or council of faculty members that is governed by a charter, constitution, or similar document.

Mature	Proficient	Developing	Undeveloped
The Honors standing committee has a well-formed charter or constitution that spells out its responsibilities, activities, and governance principles.	The Honors standing committee has a charter or constitution that spells out many of its responsibilities, activities, and governance principles, but some functions are left to tradition.	The Honors standing committee has a charter or constitution that is in effect a skeleton only, and most functions are left to tradition.	There is no Honors standing committee and/or there is no charter or constitution.

6.2 The standing committee works in concert with the Honors director or other administrative officer(s) and is involved in honors curriculum, governance, policy, development, and evaluation deliberations.

Mature	Proficient	Developing	Undeveloped
The Honors standing committee meets regularly, keeps accurate minutes, and is closely involved in honors curriculum, governance, policy, development, and evaluation deliberations.	The Honors standing committee meets regularly, keeps minutes, and is involved in some aspects of honors curriculum, governance, policy, development, and evaluation deliberations.	The Honors standing committee meets only once or twice a year, and when it does, it mostly listens to reports. The committee is not substantially involved in program deliberations.	An Honors standing committee does not exist, or if it does, it is not substantially involved in program deliberations.

*The UHP has attempted to include the committee in evaluation of faculty and curriculum, but they have expressed discomfort with participating in these processes because their expertise does not align with the current curriculum and class offerings. The committee has also tended to defer work to the Director rather than serving as agents of the program in their home colleges. One challenge is that half the committee turns over each year, hindering any kind of historical memory among members and hampering longer-term efforts. The Director would like to establish an Honors Program Advisory Board, to include faculty, staff, students, parents, and community partners.

6.3 The selection of committee members appropriately corresponds to the institution’s principles of faculty governance.

Mature	Proficient	Developing	Undeveloped
The mechanism for selecting committee members adheres to the institution’s principles of faculty governance. The choice of committee members in general reflects the institution’s support for Honors.	The mechanism for selecting committee members adheres to the institution’s principles of faculty governance in a serviceable fashion. The choice of committee members somewhat reflects the institution’s support for Honors.	The mechanism for selecting committee members challenges the institution’s principles of faculty governance. The choice of committee members poorly reflects the institution’s support for Honors.	The mechanism for selecting committee members is at odds with the institution’s principles of faculty governance.

6.4 The composition of the committee represents the colleges and/or departments served by the program and also elicits support for the program from across the campus.

Mature	Proficient	Developing	Undeveloped
The composition of the committee appropriately represents the colleges and/or departments served by the program. A substantial proportion of the faculty members serving on the committee have experience in honors teaching.	The composition of the committee somewhat represents the colleges and/or departments served by the program, but holes are evident. Some of the faculty members serving on the committee have experience in Honors teaching.	The composition of the committee ignores an appropriate representation of the colleges and/or departments served by the program. Few of the faculty members serving on the committee have experience in Honors teaching.	The honors standing committee does not exist, or if it does, it is not reflect the departments served by the program deliberations. Very few or none of the faculty members serving on the committee have experience in Honors teaching.

*The committee represents the colleges and departments, but does not elicit support for the program across campus.

6.5 The composition of the committee includes Honors student membership(s).

Mature	Proficient	Developing	Undeveloped
The distribution of the committee members includes a significant number of honors students who play a substantial role in the committee's work.	The distribution of the committee members includes some honors students who participate in the committee's work.	The distribution of the committee members includes a token honors student or two, but their role in the committee's work is minimal.	The distribution of the committee members does not include honors students, or honors students have no role in the committee's work.

*There is currently 1 honors student on the committee who is elected by peers.

6.6 The Honors program exercises considerable control over the selection of Honors faculty and the scheduling of Honors courses.

Mature	Proficient	Developing	Undeveloped
The program has autonomous control over the selection of Honors faculty, both those who are sited (hired, tenured, and/or promoted) in Honors and those who are "borrowed" from departments.	The program has a goodly measure of control over the selection of Honors faculty, both those who are sited (hired, tenured, and/or promoted) in Honors and those who are "borrowed" from departments.	The program has control over those faculty who are sited (hired, tenured, and/or promoted) in Honors has no control over the selection of Honors faculty from other departments.	The program has no control over the selection of Honors faculty; no faculty are sited (hired, tenured, and/or promoted) in Honors all faculty are "borrowed" from departments.

6.7 The criteria for selection of Honors faculty include exceptional teaching skills, the ability to provide intellectual leadership and mentoring for able students, and support for the mission of Honors education

Mature	Proficient	Developing	Undeveloped
The criteria for selecting Honors faculty include clear and articulate standards for teaching, mentoring, and leadership excellence in honors.	The criteria for selecting Honors faculty include generalized standards for teaching, mentoring, and leadership excellence but have	The criteria for selecting Honors faculty are vague or inadequate. The process for the selection of honors faculty is inadequate or missing.	No criteria for selection of Honors faculty are extant.

The criteria specify steps for both an initial and a recurrent review process for the selection of honors faculty.	little to do with the specific mission of honors. The selection process appears to be adequate but not rigorous.		
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*First year instructors, who are a majority lecturer, are selected specifically or suggested by departments. Upper division courses are dependent on submission of Course proposals by faculty, and while offerings of current courses are good, there have been fewer proposals than needed.

Section 7: Student Services and Co-Curricular Programs

7.1 Honors students receive honors-related academic advising from qualified faculty and/or staff.

Mature	Proficient	Developing	Undeveloped
Advising staff/faculty are well trained in Honors advisement, readily available, and have appropriate workloads; students report high satisfaction with advising received.	Advising staff/faculty are trained in Honors advisement and spottily available, workloads are somewhat excessive; students report some satisfaction with advising received.	Advising staff/faculty are trained but are clearly overloaded, workloads are excessive; students do not report satisfaction with advising received.	Advising staff/faculty are not well-trained or readily available; program is clearly understaffed (relies solely and inappropriately on the director as advisor for example).

*There are currently no Advising staff or faculty available. In 2018, the Director and UGS Dean negotiated an SSP III line with the Provost, and an advisor who held responsibility for co-curricular planning was hired. As the UHP moved under the Vice Provost, the SSP III left for a faculty position, and the AVP of ASUA slid the Honors SSP III line into Advising & Academic Services. As a result, the UHP no longer has an SSP line, and so advising and co-curricular planning have been severely constrained. Faculty do limited advising of their own students, but because the UHP has no full-time faculty of its own, lecturers are not expected to advise students, because that work is unremunerated.

7.2 The program offers extracurricular activities that purposefully enhance the Honors curriculum.

Mature	Proficient	Developing	Undeveloped
Honors-oriented extracurricular functions and activities are	Honors-oriented extracurricular functions and activities are	Honors-oriented extracurricular functions and activities are	Honors-oriented extracurricular functions and activities are few or

purposefully and continually integrated and coordinated with the goals and activities of the honors curriculum.	sometimes integrated or coordinated with the goals and activities of the honors curriculum.	occasionally or coincidentally integrated with the goals and activities of the honors curriculum.	missing, or do not purposefully enhance the Honors curriculum.
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*Staffing issues and budget challenges have constrained our ability to offer such activities. In past years, we have sponsored free excursions each semester as well as campus-based activities for students in the UHP. This year, such activities are being sponsored by the UHP Club.

7.3 There is a standing student-level committee or organization that is governed by a charter, constitution, or similar document.

Mature	Proficient	Developing	Undeveloped
The Honors student committee has a well- formed charter or constitution that spells out its responsibilities, activities, and governance principles.	The Honors student committee has a charter or constitution that spells out many of its responsibilities, activities, and governance principles, but some functions are left to tradition.	The Honors student committee has a charter or constitution that is in effect a skeleton only, and most functions are left to tradition.	There is no Honors student committee and/or there is no charter or constitution.

*The UHP Club has a student board that sponsors activities categorized as academic, arts, and social. While in 2016 the Director attempted to authorize the board to play a stronger role in the program, the loss of the program’s ASC that year prevented program leadership from providing adequate support and direction to the board in its expanded role.

7.4 The student-level committee or organization has as much autonomy as possible but is assured a voice in the governance and direction of the honors program.

Mature	Proficient	Developing	Undeveloped
Honors students have a respected voice in the governance and deliberations of the honors program through a stable, lasting, and	Honors students have a voice in some of the governance and deliberations of the Honors program. The student	Honors students have a token voice in the governance and direction of the honors program. The student committee lacks	No mechanism to include the student voice in deliberations about the Honors program exists.

autonomous committee structure.	committee is mostly active and stability.	structure and stability.	
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7.5 The student-level committee or organization helps maintain excellence in the program through appropriate and focused activities.

Mature	Proficient	Developing	Undeveloped
The Honors student committee has a coherent and appropriate focus for its activities that enhance the focus of the Honors program at large.	The Honors student committee has a mostly coherent and appropriate focus for its activities, but there are some disconnects or false starts.	The Honors student committee has a narrow or limited focus for its activities. Committee pursuits are primarily dependent on the energy of one or two individuals and are only tangentially related to the purposes of the honors program.	The Honors student committee lacks focus for its activities. Committee pursuits are sporadic and disconnected from the purposes of the Honors program.

7.6 The program provides priority enrollment for active honors students in recognition of scheduling difficulties caused by the need to satisfy both honors and major program(s) requirements.

Mature	Proficient	Developing	Undeveloped
All Honors students at all levels provided with priority registration.	Honors students provided with priority registration, but is inconsistently applied or under-used.	Some Honors students provided with some measure of priority registration, but priority registration is restricted to a sub- population (i.e. FTIC freshmen).	No priority registration.

*This priority registration is impacted by student standing, meaning freshmen will still have lesser priority. The UHP hopes to transition to a more marketable and inclusive system of Priority 1 registration. Consideration has been given to utilizing a points-system, by which students earn increased priority by participating in the new Community Grant Writing Program.

7.7 The program emphasizes participation in regional and national conferences, Honors Semesters, and international programs.

Mature	Proficient	Developing	Undeveloped
Active learning/ experiential education opportunities off campus (i.e. conference participation, Honors Semesters, international experiences, etc.) are a prominent feature of the Honors curriculum, and many students participate.	Active learning/ experiential education opportunities off campus (i.e. conference participation, Honors Semesters, international experiences, etc.) are present but are not a widespread feature of the Honors curriculum.	Some active learning/experiential education opportunities off campus (i.e. conference participation, Honors Semesters, international experiences, etc.) are present but are rarely used.	Active learning/ experiential education opportunities off campus (i.e. conference participation, Honors Semesters, international experiences, etc.) are rare and/or missing from the Honors curriculum.

*The UHP has attempted to incentivize and prioritize students’ participation in these types of opportunities but has met significant roadblocks financially. The budget does not allow grants or subsidies for student travel to conferences or for programs away from campus. The Director has developed a Study Abroad program in Rwanda that has not launched due to staffing instability in the College of Extended and Global Education.

7.8 If the honors program has a significant residential component, the residential life functions are designed to meet the academic and social needs of honors students.

Mature	Proficient	Developing	Undeveloped
Honors-oriented residential life social and service functions are purposefully and continually integrated and coordinated with the goals and activities of the honors curriculum.	Honors-oriented residential life social and service functions are sometimes integrated or coordinated with the goals and activities of the honors curriculum, but many times Housing and Honors appear to operate independently.	Honors-oriented residential life social and service functions are occasionally or coincidentally integrated with the goals and activities of the honors curriculum. Housing and honors operate independently of each other most of the time.	Honors-oriented residential life social and service functions are missing.

Section 8: Excellence and Innovation

8.1 The program provides a locus of visible and highly reputed activity across the campus.

Mature	Proficient	Developing	Undeveloped
Honors activity is prominent on the campus and is highly visible to faculty, students, and visitors.	Honors activity is somewhat prominent on the campus and is mostly visible to faculty, students, and visitors, but is not readily recognized by all.	Honors activity has a presence on the campus but is not prominent, highly visible, or easily found by faculty, students, and visitors.	Honors activity is mostly invisible to faculty, students, and visitors.

*The program has undertaken a variety of initiatives since 2015 to bring it attention while benefitting the campus more broadly. In 2017-2018, in partnership with a community office, the UHP sponsored a week focused on human trafficking that included an exhibition in the student union, speakers, and panel discussions. The program has also attempted to launch a Grad School Boot camp to serve students across the campus in a year-long support program, though budget constraints have made this initiative difficult to move forward.

8.2 The program exemplifies highly reputed standards and models of excellence for students and faculty across the campus.

Mature	Proficient	Developing	Undeveloped
Honors is widely reputed to be a model of excellence with very high standards by faculty and students.	Honors is predominantly viewed by faculty and students as a locus of excellence but sporadic criticisms and questions about the quality of the Honors experience occur.	Honors is recognized by some faculty and students for excellence but frequent criticisms and questions about the quality of the Honors experience occur.	Honors is not at all recognized to be a model of excellence with high standards by faculty and students.

8.3 The program serves as a laboratory within which faculty feel welcome to experiment with new subjects, approaches, and pedagogies.

Mature	Proficient	Developing	Undeveloped
The program welcomes, supports, and integrates new subjects, approaches, and pedagogies into the curriculum on a regular basis. Opportunities for faculty to experiment are a recurrent feature of the curriculum.	Experiments with new subjects, approaches, and pedagogies occur, but are not a prominent feature of the curriculum. Opportunities for faculty to experiment are offered and are worked into the curriculum as needed.	Some experiments with new subjects, approaches, and pedagogies are apparent or nascent. Honors sporadically provides support for faculty to experiment.	Very few or no experiments with new subjects, approaches, and pedagogies are apparent. In general, faculty do not feel that honors provide opportunities for faculty to experiment.

*As the new Director assumed responsibility for the program in 2015, the UHP developed an ethos of experimentation and innovation. In effect, the program strives to be a test-kitchen that pilots new strategies and pedagogies. The JIE curriculum is one such example, with faculty pairs experimenting with team-teaching, project-based learning, and interdisciplinary learning. Dr. Kevin Grisham (former Associate Dean of the College of Social and Behavioral Sciences) reported that the pedagogy inspired the development of a similar course for students in SBS. Our hope is that once the UHP’s Community Grant Writing program has been piloted, that initiative will roll out across the campus as well.

8.4 Innovative efforts in curriculum and pedagogical design that were developed in Honors become institutionalized across the campus.

Mature	Proficient	Developing	Undeveloped
A historical record of Honors prototype initiatives in curriculum and pedagogy becoming incorporated into the institution at large is apparent.	Some Honors initiatives in curriculum and pedagogy have been incorporated into the institution at large but that is not a central focus of the program.	A very few honors initiatives in curriculum and pedagogy were once incorporated into the institution at large.	There is no evidence that honors initiatives in curriculum and pedagogy have been incorporated into the institution at large is apparent.

B. Other Aspects of Program Effectiveness.

1. Faculty areas of expertise

Faculty who teach in the UHP are instructors who have extensive education and interest in their coursework. In the first year courses, instructors are asked to provide specialized versions of their expertly developed general education courses. Those who teach the First Year Honors foundation seminar, Honors 1000 Constructing Knowledge have received specialized training through FLCs.

Upper division courses are team taught and accepted through course proposals by faculty who then get to specialize their courses to meet general education requirements, but teach within their research and teaching expertise.

2. Evidence of faculty achievement, productivity, and professional engagement

Faculty in the Honors Department regularly attend conferences in their fields and participate in FLCs when opportunities present and when funding is available. Because the program has no tenure-line faculty of its own, no faculty in the program carry the research and professional engagement expectations assigned to the professoriate. Our adjunct faculty do what they can to be productive and contributing members of the campus community. Tabitha Zarate, Dustin Shepherd, and Brianna Deadman, in particular, create opportunities for themselves to engage and be active on campus.

The Director strives to remain active and engaged in professional activities. Having suspended his research agenda for a number of years to focus on strengthening the UHP, he is now working on his own research while looking for opportunities to involve students in it. The staffing issues over the last three years have slowed progress. Those issues have also prevented his full involvement with the National Collegiate Honors Council, for whom he serves on the Assessment and Evaluation Committee.

3. Numbers of tenure-line and lecturer faculty

The Honors Department has no dedicated full time faculty, either tenure-line or lecturer, who teach exclusively or consistently full time for the Honors Department alone, and none who are awarded course releases for service to the department. This situation has proven difficult as the program has grown and worked to establish a strong and supportive community. While tenure-line faculty may not be necessary at this time, full-time lecturers are desperately needed. Given our reliance on adjunct faculty, we are hindered from completing many of the usual tasks common to academic departments. While we are distinct from such departments, we are similar enough that having no faculty prevents activities such as assessment from happening. In academic departments, it is the faculty who do that work. While the Faculty Senate committee that oversees the UHP might be tapped for this work, the consistent complaint that they cannot assess fields that they are not trained in is a clear issue.

As such, the program relies on a core team of six adjunct faculty to teach our first-year curriculum and our 4000-level workshops. These faculty are exceptional, not just as teachers, but as departmental citizens. They bring a deep commitment to their work and are regularly willing to volunteer their time to do additional tasks for which they receive no compensation. While the UHP is grateful for that commitment, program leadership remains deeply concerned about exploitation of these employees. The program would benefit greatly from converting these six to full-time lecturers with WTUs assigned to service. In effect, making this change would expand the staff in ways disproportionate to the expense of doing so.

Tenure-line faculty teach in the JIE curriculum after submitting proposals. Too few faculty have submitted proposals, leaving us to repeat the same offerings every semester (instead of rotating offerings regularly). These faculty receive two courses of reassigned time for team-teaching their jointly designed classes. One tenure-line faculty member teaches in the first-year curriculum each fall.

4. Staff contributions to the program

The Honors Department currently has one full time staff member, hired on an emergency basis midway through the Fall 2023 semester. The program has had a larger staff over the years, though it has been inconsistent with staff since 2015. That being said, when staff have been present, they have made significant contributions to the program.

The AAS who was reassigned in January 2021 built the operational systems that we use to complete the variety of regular tasks that keep the program operating. Losing her created a huge challenge for the Director, who assumed most of the ASC duties. The SSP hired in 2018 was instrumental in introducing Tara Yosso's work to the program. Since her departure, the program has expanded the role Yosso's work plays in the curriculum.

Student staff have been instrumental in keeping the program operating, particularly since the staffing challenges have destabilized the program's operations. Student staff have been responsible for our online and social media presence, organizing study groups for different classes, planning and executing activities and program events, designing marketing materials, providing informal advising for peers, and generally setting a welcoming atmosphere for the program. The absence of any student assistants this year has been crippling.

5. Curricular innovation in the program

The faculty of the University Honors Program regularly use innovative curriculum and pedagogy in their classrooms such as Reacting to the Past curriculum and extracurricular community engagement such as specialized study nights. The program at large cohorts students to allow them to build deep connections to other students that help them form study groups and connections across campus and majors, providing a sense of community present even for commuter students.

Additionally, our adoption of Tara Yosso's work on cultural capital as a core concept in the first-year curriculum, one that gets revived in the 4000-level research workshops, has proven to be an innovation that yields success. Adopting a core concept from Critical Race Theory has enabled students to reconceptualize themselves and what they are capable of by focusing them on their own communities of origin. Students thereby see the inequities in more nuanced ways and develop responses to them.

The JIE curriculum is another site of curricular innovation. While expensive to run, this part of the curriculum has offered faculty opportunity to work with colleagues from different colleges on campus in exploring a big question or idea. Our institute on team teaching, project-based learning, and interdisciplinary learning expands faculty's capacity to work in new ways in their home departments while they try pedagogies more common to their teaching partners' fields.

6. Pedagogies and modalities in the program

Faculty in the Honors Program are trained in teaching in a number of modalities, including co-synchronous to accommodate student success. The first-year curriculum, with its priority of building strong student communities and supportive networks of peers, has offered only in-person courses. While the first-year curriculum has functioned only in-person, the program is considering a limited offering of online sections to ensure we meet student needs. The JIE curriculum has taken multiple

forms, with some faculty working entirely in-person while other faculty pairs have used hybrid formats. No faculty have chosen to teach these courses entirely online since we returned from the pandemic. The 4000-level workshops are split between online modalities and in-person, so that students can work in ways comfortable to them for these 1-unit courses.

Pedagogies are diverse. While all UHP classes are writing-intensive, they vary in approach. All first-year classes are capped at 20 students and operate as discussion-oriented courses in which students are actively engaged in constructing knowledge. Promoting awareness of knowledge construction processes requires faculty to adopt pedagogies that encourage metacognition. The foundation seminar features the Reacting to the Past curriculum and uses a game set in Athens in 403 BC.

The JIE curriculum has been a space for exploration of new pedagogies as faculty from different disciplines have experimented with different ways to bring their fields together. Some JIE iterations also use Reacting to the Past games, but all strive to utilize team-taught, project-based learning to let students explore ways of drawing different disciplines together to answer big questions.

7. High-impact practices in the program

The program is designed to include every High Impact Practice cited by the American Association of Colleges and Universities including:

- Capstone Courses and Projects (Honors 1000 & Honors 3000 level courses)
- Collaborative Assignments and Projects (All classes offered)
- Common Intellectual Experiences (All classes offered)
- Diversity and Global Learning (Honors 1000 & Honors 3000 level courses)
- ePortfolios (This is being redeveloped for AY 23-24)
- Internships (a majority of students pursue internships specific to their majors)
- Learning Communities (First Year Courses are developed to engage each cohort of students in coursework that spans the big questions and engages the PLOs).
- Service Learning & Community Based Learning (Honors Projects)
- Undergraduate Research (Honors Projects)
- Writing Intensive Courses (All classes offered)

8. Advising and mentoring available to students in the program

There is currently very little advising available to students from within the program, as the program does not have an advisor, and students are sometimes advised by other sources on campus that it is better to drop the program than to take the program required coursework. This has produced considerable melt from the freshmen enrollment between Fall and Spring semester, and produced enrollment issues causing the cancellation of class offerings.

- Student, faculty, staff and alumni feedback on the program has not been collected. This is something the program can institute moving forward.
- Alumni achievement is not currently tracked. This is something the program can institute moving forward.

VI. Program Resources

A. Total Faculty and Staff

The University Honors Program has about 16 tenure-line and lecturer faculty who have responsibilities from home or other departments on campus, as well as responsibilities at other institutions. A majority of these faculty teach 1-3 classes for the Honors department per year. There are two to three lecturer faculty who teach a consistent 4-4 teaching load, sometimes teaching a 5-4. Some faculty participate in the redesigning of curriculum and classes as their schedules allow, uncompensated. The majority of tenure-line faculty teach upper division undergraduate classes, while lecturers teach almost the entirety of the First Year curriculum, often working with first time students throughout an entire year.

We currently have 1 staff member, who was hired on an emergency basis late in the fall semester. She will be released in April, leaving the program with no staff once again. The Vice Provost has taken steps to convert the emergency ASC into a permanent position, and we hope to have that process complete soon to ensure no interruption of support. Previously, the program employed an SSP III, who held responsibility for future-planning, co-curricular programming, and elements of the PAES program. As explained above, that line was slid under Advising & Academic Services when the UHP moved under the Provost's Office.

To make up for insufficient staffing, the UHP utilized Graduate and Student Assistants. We currently employ one Graduate Assistant, who is supporting the Director with the PAES Program and who served as the coordinator for the Grad School Boot Camp. Central administration has not allowed the program to hire Student Assistants unless they qualify for Federal Work Study, which has left us without any other student support. (FWS students are in high demand, and so we have been unable to find any. Financial Aid refuses to provide a list of Honors students who qualify for FWS, hindering our efforts to identify potential candidates.)

B. Professional Development and Opportunities

As most faculty teach only two to three sections a year for the University Honors Program, and a majority of their employment comes from other departments, the UHP does not offer many professional development opportunities for faculty. However, they regularly volunteer their time to help revise and develop curriculum and courses, and often participate in pre-semester meetings to discuss course development focused on achieving Program and Student Learning Outcomes. These meetings are typically uncompensated. Moreover, the program's budget has never been adequate to provide professional development opportunities for the lecturers who make up the majority of the faculty.

Tenure-line faculty who participate in the JIE curriculum are offered a small stipend to participate in a week-long institute that explores team-teaching, project-based learning, and interdisciplinary learning. This institute is run in support of the unique shape of the JIE curriculum. In practice, however, the institute has been haphazardly offered, because staffing issues have required the Director's attention elsewhere.

C. Funding for Program Operations and Activities

Transitions between academic departments, the quarter to semester conversion, and the pandemic have had an impact on funding. Originally founded without a source of funding, the UHP was funded from UGS. In AY 2016-2017, Interim Provost Juan Delgado advocated for \$30,000 to pay for the

buyout of the Faculty Director and the UHP also got its first budget line. In AY 2017-2018, the program advocated for a baseline budget of \$325,000, which was granted by the Provost to Dean Craig Seal. That allocation was sufficient at the time, but as the program grew, the budget did not follow. As a result, in AYs 2020-2023 the UHP was provided with a subsidy of \$145,000 from ASUA. There has been no subsidization discussed for AY 2023-2024, and as of December 2023 no allocation has been communicated. The budget of \$325,000 has remained in place despite the program's growth from only 125 students to the current enrollment of 633. These budgetary restraints have led to a lack of staff and advising personnel despite enrollment increases.

In 2017, the Director established a philanthropic account and has donated \$100 each month to it. No other donors have been identified to make additional donations, though the Director tries to work with Development to do so. Because the budget issues in the 2023-2024 AY have prevented any activities, the program is liquidating the philanthropic account to support its mission, but doing so will leave the program without any philanthropic funds until the Director can build it up again.

D. Space and Equipment

The Honors space is a demarcated strength of the program. The facility (which has no particular name or designation) has shared office space for faculty, an incubator space to support student community engagement and idea development, two full sized classrooms, two smaller study rooms, and a computer lab. This space allows students and faculty to work together in various capacities, whether it be class, office hours, or project development. Students often hold study groups dedicated to working on their more difficult courses, and upperclassmen are often brought in to help with specific concepts, since they have already passed many of the most challenging courses. This collaboration and personal development practice, two of the program learning outcomes, is a direct impact of having multiple cohorts attending classes and studying in the same space.

Equipment has proved an ongoing challenge that seems to have been largely resolved this year. Prior to this academic year, the technology installed in classrooms was failing, with faculty and students complaining about the limits it put on what could be done in the classroom. The program's Director raised these concerns for two years unsuccessfully and only found ready help with an email to the Vice President for Information Technology. Even after that email, it took a year to resolve the technology issues.

Similarly, the program received a Vital Educational Technology grant to purchase a mobile laptop cart. It took almost three years to have the cart set up. When it was, it was discovered that the IT staff member had ordered the wrong laptops, further delaying progress. The cart was finally set up in summer 2023. Akin to these issues, the computer lab has had issues with configurations and connections to the lab printer. Since Fall 2021, the issues have persisted. In early January 2024, the new ITS staff member who supports Honors explained that the computers were configured wrongly by his predecessor, which caused the problems. He is endeavoring to resolve them now.

VII. Summary and Recommendations

Strengths

The University Honors Program has had relatively consistent recruitment and enrollment numbers, despite a faltering partnership with the Office of Admissions. That consistency has enabled the program to grow and provide more offerings to students. The Honors space allows for classes, social and academic activities, and faculty office space as well as the Director's office. This centrality allows students to connect to their faculty and peers as well as to bridge in-class content to extracurricular activities.

The program has established innovative practices, particularly in its core curriculum, the community grant writing initiative recently launched, and shifts being made in its recruitment focus. While these innovations are noteworthy, each of them has been hindered by the inconsistency of staffing, especially over the last three years. Nevertheless, the program perseveres and adapts to circumstances to continue running, growing, and improving what the UHP is and has to offer. In short, persistence and adaptability may be the greatest strengths of the program.

The program should also be noted for its ambition. The task force convened in 2015-2016 helped to establish a strong vision for what the UHP can be and where it can go. Much has been accomplished over the last eight years. The creation of recruitment strategies, opening of a new facility, launch of a new curriculum, establishment of a living-learning community, expansion to the Palm Desert Campus, opening of the program to transfer students, incorporation of the new PAES program, initiation of the Community Grant Writing Program, and contributions to the larger campus and community all evince a program that has vision and a Director who is enthusiastic about seeing that vision come to fruition.

Areas of Improvement and Weaknesses

Staff and Advising

There is currently no Advisor for honors and a singular staff member. All other responsibilities and duties fall on the Director. This situation is entirely untenable. Over the last three years, since the loss of the AAS, the program has contracted in terms of its activities as the Director has been required to carry more of the administrative burden. Activities have been eliminated, his involvement with the program's students has been reduced, and his capacity for promoting the program across the campus and in the community has been severely hindered.

Budget

The University Honors Program is functioning on the same budget it was awarded in the 2017-18 AY despite having 6 times the students and offering many more courses. While UGS/ASUA generously provided a subsidy to enable the program to function as designed, the insufficient budget will require the program to reduce size and decrease offerings in order to function if additional funding is not provided.

Evaluation

There are currently no strategies for evaluating the program's effectiveness in place, however there are plans to begin implementing strategies. With the Director's expertise in assessment, the program is well-positioned to establish a strong assessment system, but without personnel to support that system, program evaluation and assessment will not be sufficient for understanding how the program's design promotes or hinders student learning and development.

Faculty

The University Honors Program has no full-time faculty, lecturer or tenure track. As a result, Honors, as an academic department, lacks the personnel necessary to function in the ways that all other academic departments on campus do. The reliance on adjunct faculty means they are either unable to perform service for the department, including data collection and analysis, co-curricular programs, or professional development meetings.

Campus Support

While strides have been made to make the campus aware of the UHP, the program lacks strong support from the campus. Strategies that contribute to the welfare of the larger campus have been undertaken to garner support, but too few faculty are invested in the program's students, who often have trouble finding mentors. Faculty complain that mentoring Honors students is additional work without pay, a valid complaint, but the program's budget prevents remuneration. Other campus offices have not provided necessary support, either. The Office of Admissions has reduced its support more and more each year. The Office of Financial Aid and Student Financial Services continue to process PAES awards in ways that leave students threatened for unpaid bills. In short, greater support needs to be given to the program if it is to succeed.

Recommendations for Next Five Years

A. Funding Strategies

The budget of the UHP needs to be increased. Several strategies might be used to do so. First, the university can examine the allocation of additional funds in proportion to the growth of the program since the baseline budget of \$325,000 was established. When the direction of the UHP was reoriented in 2015, the mandate was to grow the program into a college. That mandate has, however, been largely unfunded as the program has developed.

Second, the Community Grant Writing Program can (and will) engage in grant-identification and writing efforts to support the program. Those efforts will necessarily target particular initiatives undertaken by the program, such as PrePAIR Mentoring, professionalization activities for students, the continued support of the grant writing program, and other such elements that make the UHP the vibrant, engaged, and productive program it is positioned to be.

Finally, central administration might examine funding models and consider assigning FTES-generated monies to the UHP. Since the inception of the program, all monies tied to FTES has gone to Academic

Affairs. While in principle the UHP's reporting to Academic Affairs means some of those monies may be funding the program, no formal system for calculating an allocation based on FTES has ever been considered. Additionally, since the UHP operates student development programs that are typically funded by Student Affairs, consideration might be given to expanding Honors funding through an allocation from Student Affairs.

B. Faculty & Staffing

The University Honors Program is in dire need of additional staff members and a full-time dedicated advisor to immediately alleviate the overworked emergency-hire ASC and Director. Expanding staff and advising in the department should be an immediate priority that factors in all position types. First, the ASC needs to be made permanent and elevated from an ASC I to an ASC II. The ASC II description describes duties tied to budget, supervising student staff, project direction, and troubleshooting administrative problems. Those duties, not part of the ASC I description, are essential in the UHP's ASC.

Second, an SSP III should be hired so that the co-curricular programming, future-planning, and counseling/advising activities can be resumed. The presence of an SSP in the UHP is not a duplication of services already offered by Advising and Academic Services. The UHP advisor was coached to take a holistic view in which students are challenged to think in terms of an eight-year plan, with decisions about majors, research projects, internships, and career pathways all growing from that timeline. The SSP's responsibility for the LLC and contributions to the PAES program make the position essential for supporting these important aspects of the program.

Third, six full-time lecturers should be hired to function as the department's standing faculty. The over-reliance on adjunct faculty relegates the program's educators to only teaching, thereby depriving the program of their knowledge and skill for other parts of the program. Without a team to conduct evaluation and assessment and without faculty whose WTUs for service can be deployed in Honors, the program is left struggling to complete functions that are basic to any academic department. While the UHP looks different from other academic departments, we have the same needs.

Fourth, student staff are a necessity for operating the Honors Program. Their role in the staffing structure of the program assigns a variety of important responsibilities to them, including maintaining our social media presence, responding to email, organizing events, and direct support of the program's students. Without student staff, the program will continue to struggle in meeting its goals.

Finally, an Assistant Faculty Director who is assigned at least half-time should be recruited. With the UHP operating so many organized sub-programs (LLC, PAES, Grant Writing, PDC Honors Program, Study Abroad) alongside the regular day-to-day operations, an Assistant Director would alleviate pressure from the Director. Moreover, with the Assistant Director assigned to duties internal to the program, the Director would be free to work across the campus and in the community to build support and partnerships that can help to advance the program's and the campus' goals. Additionally, such an arrangement creates a clear line of succession so that the next Director assumes that role with a deep understanding of the program.

C. Evaluation and Assessment

The University Honors Program needs to develop and implement strategies for evaluating the program's effectiveness. The Director's expertise in assessment means the program is well-positioned to establish

a system that provides data for continuous improvement and to assure the success of the program in supporting student learning and success. If the recommendation for hiring faculty is taken, necessary personnel will be in place to support the Director, but expenditures may need to be made to support assessment.

To equip the UHP for the assessment of student learning, PebblePad should be purchased so that e-portfolios that document student learning in all the places it happens can be implemented as the program Director and SSP designed several years ago. PebblePad provides a single platform for students to create portfolios and faculty and administration to assess them. The platform was adopted by Portland State University, and former CSUSB professor Brenda Glascott, who now directs the honors program at PSU, has raved about the platform.

D. Experiential Learning

The University Honors Program needs to develop and offer more courses to students, in particular courses that offer opportunity for community engagement and service learning opportunities. Several strategies might be employed to meet this goal. First, the three upper-division GE courses should be designed to foreground experiential learning, particular service-learning. Doing so may contribute to faculty development across campus, as participating faculty could learn about such courses as they prepare their courses in an institute similar to that provided for the JIE curriculum. Embedding service learning then results in the potential for similar pedagogies to be deployed in home departments.

Second, the Rwanda study abroad program developed by the Director in partnership with the University of Central Arkansas should be launched. The service-oriented, experiential learning program offers a distinctive opportunity for students. With its attention to issues of poverty, disability, and ecology, students will participate in multiple service experiences that support the curricular goals of the course and the UHP.

E. Alumni Outreach

Tracking Alumni achievement and developing a strong alumni network will likely accrue benefit to other recommendations by bringing Honors alumni back to the program to support current students and, potentially, to develop funds. Initial work on the alumni network was completed prior to January 2021, but little movement has been made since the loss of the AAS. Moreover, identifying alumni success provides materials that can be used in recruitment efforts and in evaluation and assessment of the UHP.

F. Tracking Student Activity

Current co-curricular student work needs to be documented so that the program can build a stronger understanding of how Honors students engage with the campus and community. Documenting those successes will benefit the UHP in several ways. First, it will enable program leadership to tap student interest and engagement to advance larger community engagement by the program. Second, it will enable us to market the program through student activities by providing stories for local media. Finally, documenting student activity will generate material for recruitment materials.

Appendix I: Institutional Learning Outcomes

Breadth of Knowledge

Students identify, explain, and apply multiple approaches to problem solving and knowledge production from within and across disciplines and fields to intellectual, ethical, social, and practical issues.

Depth of Knowledge

Students demonstrate a depth of knowledge in a specific discipline or field and apply the values and ways of knowing and doing specific to that discipline or field to intellectual, ethical, social, and practical issues.

Critical Literacies

Students analyze the ways artistic, oral, quantitative, technological and written expression and information both shape and are shaped by underlying values, assumptions and contexts so that they can critically contribute to local and global communities.

Ways of Reasoning and Inquiry

Students engage in diverse methods of reasoning and inquiry to define problems, identify and evaluate potential solutions, and determine a course of action.

Creativity and Innovation

Students develop and use new approaches to thinking, problem-solving and expression.

Integrative Learning

Students connect disciplines and learning experiences to frame and solve unscripted problems using lenses from multiple fields, contexts, cultures, and identities.

Engagement in the Campus, Local and Global Communities

Students develop dispositions and apply intellect and behaviors to respect and promote social justice and equity on campus and across local and global communities.

Diversity and Inclusion

Students understand how dynamics within global communities influence the ways in which people see the world. They develop dispositions to respectfully interact and collaborate with diverse individuals and groups and acknowledge their own perspectives and biases.

UNIVERSITY HONORS PROGRAM

External Reviewer Report

AY 2023 – 2024

External Reviewer: Suketu Bhavsar, PhD., Director Emeritus, Kellogg Honors College, Professor Emeritus, Cal Poly Pomona, Past President, National Collegiate Honors Council (NCHC) and Past Chair, CSU Honors Consortium (CSUHC)

External Reviewer: Christopher J. Syrnyk, Ph. D., Executive Director, Oregon Tech Honors Program, Professor, Board of Directors, National Collegiate Honors Council (NCHC) and At-Large Board Member, Western Regional Honors Council (WRHC)

Campus Visit Date: March 14, 2024 – March 15, 2024

INTRODUCTION

This report is based on the observations, in-person conversations, and interactions during a site visit by the authors on March 14th and 15th. Both are National Collegiate Honors Council (hereafter [NCHC](#)) approved external program reviewers. With nearly 800 institutional members, the NCHC is the largest and oldest national organization concerned with honors education. Its membership includes community colleges, colleges, and universities of all sizes, as well as international institutions of education.

During the site visit the authors interacted with approximately 30+ students, faculty, staff, and administrators, associated in various ways with the California State University, San Bernardino (hereafter CSUSB) University Honors Program (hereafter UHP). See Appendix 1 for full schedule of the site visit.

Prior to the site visit, the reviewers received a comprehensive self-study prepared by Tabitha Zarate and Dustin Shepherd, both instructors in the UHP. The self-study was written in a candid and forthright manner, pointing out strengths, weaknesses, and challenges to the program. In addition, prior to the visit, the reviewers corresponded with CSUSB leadership, had conversations with the honors director, reviewed related documents that were made available, and researched the university website for information. The program reviewers wish to extend thanks to all members of the CSUSB community for their kind hospitality during the visit, for preparing a thoughtful and comprehensive schedule, and for providing requested information.

While various NCHC materials are referenced in this report and the visit was arranged through NCHC, the organization does not serve as a formal accrediting body for honors programs or honors colleges but provides NCHC-approved experienced reviewers to address and give input on program goals, program quality, and program comprehensiveness. The reviewers have attended official NCHC Site Visitor Training and are current NCHC-approved Site Visitors.

Dr. Suketu Bhavsar is Professor Emeritus of Cal Poly Pomona (CPP). He was Director of the Honors Program at the University of Kentucky and later the founding Director of the Kellogg Honors College at CPP. He was president of the NCHC in 2020, served a total of 8 years on the NCHC board of directors, with 4 of those years on its leadership council. Bhavsar has nearly 20 years of experience in honors education and is the author of several essays on issues related to honors, including Honors pedagogy, accessibility, diversity, and belonging in Honors.

Dr. Christopher J. Syrnyk is currently Executive Director of the Honors Program and the Office of National Scholarships at the Oregon Institute of Technology. A current board member of NCHC and past president of the Western Regional Honors Council (WRHC), as well as the current Chair of the NCHC Partners in the Parks Committee and the At-Large Board Member for WRHC, Syrnyk has over a decade of experience in honors education, as well as being a contributing chapter author for the forthcoming NCHC monograph, *Honoring the First-Year Seminar: Exploring High-Impact Learning Experiences for the First Year in Honors*.

We provide an executive summary along with a list of strengths, concerns, and a list of recommendations in the section that follows this introduction. We expand on this in the section

following the summary, in Discussion and Analysis, offering strategic or tactical opportunities for consideration.

In their common purpose of educating and preparing students for future success, institutions differ in meaningful ways to serve distinctive groups and demographics. Therefore, it will be up to the faculty and administration at CSUSB to decide which recommendations and opportunities discussed in this report align with institutional culture, academic units, and the university as a whole.

To avoid inadvertent errors on matters of fact, a working draft of this report was provided by email to Dr. David Marshall, Director of the University Honors Program, to call such errors to the reviewer's attention before the final version of the review was submitted.

EXECUTIVE SUMMARY

CSUSB should be very proud of its University Honors Program: the university has evidently benefitted by all that the program has contributed to CSUSB. The existence of the program and the extra opportunities and cohort experience it offers has served to attract and retain talented, motivated, and high-achieving students who might otherwise have considered going elsewhere. There is thus great incentive for the program to continue doing what it does well to enrich the student experience and enhance unique opportunities that it provides, and for the university to support and invest, as is practical, in some of the objectives the program aspires to.

Students made remarks about how much they valued the program as well as Dr. Marshall for his single-handed management of the program recognizing his efforts to keep the University Honors Program functioning.

The honors program is well-positioned to be the conduit that advances a valued goal: to see CSUSB become a destination and university of first choice for the community it serves. A concrete example illustrating this was the poignant incident President Morales narrated when we met with him, of an aspiring high school student who approached him at an award ceremony, asking him "if she would be OK if she went to CSUSB." Luckily for her, the opportunity to talk directly with the president presented itself, and the president responded compassionately and encouragingly, giving her the confidence she needed to become a student at CSUSB.

The communication and faith that an ambitious, motivated, talented, or committed student will not just be "OK" but thrive at CSUSB can be accomplished with appropriate programs. The UHP and PAES can be, and should be, a key strategic partner in this endeavor. With careful nurturing and action these enriching opportunities, already available at CSUSB, can become part of the university identity. Accounts of how the presence of honors students, even though a small percentage of the entire student population, become a catalyst for the university as a whole are abundant. A well-developed, visible, and meaningfully connected University Honors Program at CSUSB signals the institution is committed to academic excellence.

We summarize below strengths and concerns that became apparent during our visit and conversations. We make recommendations on items we are concerned about and also some items that are already strengths which can be further developed to make the program even more robust in aspects it is already excelling in.

STRENGTHS

1. UHP has a very well-established physical space for its administration, students, and classes. It can be proud of the quality and design of what it has. In this regard, the university has been very supportive.
2. The program has its own residence halls. Having them in the same building as their academic space is an added plus. This arrangement goes a long way in establishing a vibrant living learning community.
3. The core faculty that teaches the first-year honors classes is extremely dedicated and committed. Their passion was apparent. They understand the student needs and go above and beyond to support and mentor them.
4. The PAES program and the cohort it creates for these scholars are a very important and integral part of CSUSB providing the academic excellence and a destination for students who have many options and choose CSUSB. We were very impressed with the students we met in this program.
5. The Honors curriculum is robust, preparing first-year students with appropriate classes that educate them in important skills for academic work. The team-teaching that students experience in upper-level Honors classes is pedagogically distinctive and very effective. It is expensive in terms of WTUs but well worth the investment. see **“Discussion and Analysis” 2** for elaboration and suggestions.
6. The new reporting structure with the Director of UHP reporting to the Vice Provost for Academic Programs will help the university honors program in many positive ways.
7. We were very impressed with the commitment and engagement of the student representatives we met.
8. The efforts made with the Palm Desert campus are commendable and impressive. We hope to see the opportunities provided to students there grow.
9. The enthusiastic and committed alumni we met speaks volumes for the success of the program and their appreciation for how the program helped them succeed.

CONCERNS

1. The University Honors Program is woefully understaffed. In addition to a who Director manages the academic aspects of the program, provides the long-term vision, and acts as the liaison with other academic units around the university, it needs a dedicated ASC to manage the daily office obligations and routine tasks. It further needs an academic coordinator, an SSP III level person who can assist the Director in curricular and extracurricular activities and who is a “go to” person for students.
2. We perceived a breakdown in communication between administration and the director of UHP.

3. There exists a sense of “being left on their own” for second year students, after partaking in robust cohorts during their first year. This is true for both regular UHP students and for PAES scholars.
4. Few co-curricular and extracurricular activities exist that build community. We did not see students in the common room and interacting, only in their honors classes. When asked about poor attendance at honors events, students spoke about the lack of communication of details.
5. There is a minimal sense of commitment from the permanent, tenure and tenure-track faculty. The meeting with the Senate appointed Honors Committee was poorly attended. We had very few interactions with the University’s permanent faculty (In contrast to an extremely lively and impassioned conversation with the lectures who teach in the program.)
6. A sense that college deans were unaware or uninterested in UHP. We did not meet any, something quite usual during UHP site visits.
7. *Focused* advising is not provided for honors students. We met a dedicated advising staff and learnt that UHP students are randomly assigned to advisors.
8. An expression during our various meetings that the program had not adapted to the growth in numbers over the years.
9. A “buy-in” of permanent faculty, and deans is an absolute requirement. It did not seem to be there just from the lack of presence during the two days the program was being reviewed.

RECOMMENDATIONS AND SUGGESTIONS

1. Appropriate staffing of the program is the highest priority. The program is thriving, but its sustainability is critically dependent on meeting this need. A full-time ASC and a full-time SSP III, in addition to a Director is an absolute necessity. A part time faculty associate, and a dedicated student advisor are highly recommended. **See “Discussion and Analysis” 3 and 5.**
2. The lectures teaching the first-year classes would make an excellent addition to the Honors staff. They know and understand the honors students and understand the goals of honors education. We were very impressed by their commitment and passion. Two of them authored the detailed self-study for this review. We recommend assigning these adjunct faculty full-time status and credit for the tasks they undertake for UHP like advising, mentoring, academic support and co-curricular activities.
3. Continue and enhance support of PAES scholars, market, and outreach to high schools, as well as students and parents in areas that CSUSB serves to recruit a diverse group of multitalented students. Have an application process, followed by an interview of selected applicants to select for growth mindset, multiple talents, commitment, drive etc. This approach also serves to showcase the university to these prospective high achieving high potential candidates.
4. Create an authentic living-learning community. The infrastructure is already available in terms of space and residence halls. See UC Riverside’s work to provide [“Housing That’s More Than Just Housing.”](#)
5. Use the newly appointed SSP III to plan and create community; the existing space is a big plus. Social events, guest presentations, social and cultural events should be arranged and advertised. The

interaction among UHP students outside of class is one of the very important advantages to their personal and professional development.

6. Create a one-unit or non-credit class which addresses the “[hidden curriculum](#).” Addressing the question “why be in honors,” “what do you get out of honors?” “the relevance of the Honors curriculum” addressing its logic within the wider university curriculum and the different majors. This is in response to some student comments that we heard.
7. Create opportunities for students to attend regional honors meetings, for example the annual Western Regional Honors Conference. This is a cost-effective way of introducing students to conferences in lieu of an expensive national conference with significantly higher registration fees and travel costs.
8. Admissions – make them holistic, make applicants aware of Honors option at the state-wide CSU admission site. If the holistic admission process involves essays, have university wide faculty and staff volunteer to participate in the UHP selection process. This change can raise the importance to all academic units to recruit students that otherwise might not make CSUSB their destination. It also provides the “buy-in” necessary by the university wide community as they recruit students from different majors. The Interest shown by a prospective faculty member from the department of a student’s potential major goes a long way in that student choosing a university.
9. Committed and focused advising for honors. This can be done by a few choice advisors from the advising center. **See “Discussion and Analysis” 4.**
10. Members of the Senate committee can be used to make a case for honors in the respective colleges and the university as a whole.
11. Invest in an appropriate operating budget to make many of the above recommendations possible.
12. Market the University Honors Program to promote it to different audiences. **See “Discussion and Analysis” 1.**

N.B. In 2022, the NCHC Board of Directors adopted a new set of national standards entitled the “[Shared Principles and Practices of Honors Education](#).” Those standards may help guide the conversations that take place in response to this program review, as they are aspirational in nature and chart strategic and tactical paths forward for programs looking to improve.

DISCUSSION AND ANALYSIS

Unlike many institutions with struggling honors programs, CSUSB can approach the question of leveraging its University Honors Program from a position of strength, since so much is already in evidence, and with adequate support could be working even more effectively to deliver the educational experience CSUSB would wish to provide its honors students. There are key areas that must be addressed, and one critical area is administrative staffing for the program. However, as mentioned above, rather than having to “fix” a broad range of issues, the University Honors Program has several notable features:

- Understanding and thoughtful administration with the eagerness to effect meaningful change; viz. President Tomás Morales, Provost & VP of Academic Affairs, A. Rafik Mohamed, and VP of Academic Programs, Kelly Campbell: the reviewers were greatly encouraged by their level of interest and support of the UHP.
- A focused curriculum that offers students an enriching alternative to fulfill 18 credits of the General Education curriculum. The students report that these courses provide an academic pathway that they find engaging and meaningful.
- Engaged Alumni who care about their CSUSB connection and the important role that the University Honors Program played in their personal and professional development.
- A well-developed and centralized honors space, including classrooms, offices and meeting rooms, which signals the university's appreciation for the University Honors Program as well as indicates their willingness to invest in what is materially needed to foster this program's success.
- A sense of community and feeling of belonging among the students in the program.
- A group of core lecturers who passionately and devotedly serve in critical ways to provide a sense of continuity of curricular experience and advising for the honors students.

Below we amplify on the recommendations that we feel can be addressed easily and that will achieve many of the goals desired. They are listed under six groups.

1. Marketing and Messaging
2. Curriculum
3. Support Staff
4. Operations
5. Honors Program Director
6. Honors College

1. MARKETING AND MESSAGING

The university's Strategic Communication division is well poised for this task. The opportunities that are already available through UHP and the PAES program, and many which will be made apparent through conversations and dialog among various academic and student affairs leadership should be known to the public. CSUSB as a destination university should be a message that is clear for students and their parents. In a 2023 *Chronicle of Higher Education* article "[Everyone Thinks They're a Marketing Expert](#)," the author explores the emerging significance of a university's marketing office; notable is the author's argument to elevate the role that marketing (strategic communication) can play by forming intentional institutional partnerships to support a university's mission and success.

- **CSUSB's Strategic Communication should partner with the University Honors Program Director to refine and promote a consistent message about the Honors Program to internal and external stakeholders.**

- Internally, knowledge among faculty and staff of opportunities available for students who participate in the UHP can go a long way in the recruitment of students. So many parents depend on the word-of-mouth interactions with their neighbors, friends and community members who ask them about the university they work at. All too often, many are unaware of the opportunities that exist for talented and motivated students, or if aware, do not know much about the details.
- Externally, signature programs like UHP and PAES should be prominent among the landing pages of the university website when prospective students and parents are doing research on their choices off places for higher education. Often the start early and the awareness that these programs exist spurs them to find out more. Presently, only a targeted search for “honors program” brings up the pertinent pages.

With support and staffing of UHP messages can be crafted that capture the essence of what being in honors can mean. To give some examples: When prospective students find the University Honors Program landing page, they read the following: “The Honors Program supports highly motivated students as they transition from high school into collegiate studies and provides a community of support throughout their time at CSUSB.” When students look into the “About Us” information, they encounter: “Alongside their peers, Honors students participate and serve as officers in clubs, sororities, and fraternities, they conduct research in labs across campus, they create all manner of art in studios, and they embark into the community to give back to the region that raised them.” Under “Mission and Goals” we see, “As a community of curiosity, the Honors Program strives to empower CSUSB students to identify and pursue opportunities for educational, social, and professional development that will contribute to successful and impactful futures.” All of these thoughtful excerpts share in common one key idea: community. And this idea of community is to be found, in fact, throughout the site. However, this concept, community, is not expressed as the guiding principle, in a slogan or complementary tagline, that connects everything about the Honors Program together. The Director and reviewers discussed how important these various and diverse ideas of community were to the Honors Program, and thus a guiding principle that showcases the significance of this idea (community) would serve to unite an understanding of the various elements offered in this fine honors program.

There are myriad potential ways to express this guiding principle, in slogans and taglines, all of which could support the CSUSB Mission as well as the “We Define the Future” slogan. Some slogans were considered, for example: “The CSUSB Honors Program—A Community of Learners, Learning for Community”; or, simply, “Learning for Community.” For a tagline, “Learn for the Future” or “We Define the Community,” “The Future of Community,” and various other permutations.

Regardless of how it is ultimately expressed, this idea of community and a “like-minded” yet diverse cohort of students appears to define what makes the CSUSB Honors Program an appealing and important choice for the students who choose CSUSB: this idea should be prominently displayed and supported.

- **The Office of Strategic Communication should collaborate with Honors Program leadership and students to capture engaging honors program student narratives and to regularly share these out at critical points in the admissions and recruiting process.**

When asked what role the UHP played in their decision to come to CSUSB, many students throughout our interviews noted that they came because there was an honors program. Some said they never heard of the UHP during orientation. Some heard by word of mouth, typically from a friend, once they were at CSUSB. Others claimed they weren't even aware when they applied that CSUSB had an honors program. The students' stories of how the honors program positively impacted their educational experiences were moving and captured the spirit of CSUSB.

NB: During our interviews with students, some current students shared positive stories about the UHP and how it was a place where: "everyone helps one another. They support one another. It's refreshing to be at a place where the professors care." However, there was an equally strong thread of mounting frustration. Some current UHP students reported that they feel less connected to the UHP, claiming: "the growth in numbers has made it feel less of a community, less connected. Some parts of the program have deteriorated. What do you get out of honors? I don't know. There used to be more opportunities, like excursions, they don't have these."

2. CURRICULUM

All honors students take at least 18 units of required classes that satisfy their GE requirements in class offerings that are specially designed with the depth and breadth that honors classes traditionally incorporate in syllabi and pedagogy. Our impression is that these classes are thoughtfully designed and executed. One of the hallmarks of honors education is the cohort of students taking classes together, typically not more than 20 students in a class. Honors students are engaged, curious, and motivated and many of these students feel comfortable with nuances introduced in the topics covered and the discussion that ensue. With appropriate guidance from instructors this develops trust and friendship in the class and helps the cohort as a whole. We often hear statements like: "In honors I met like-minded individuals." It is the enriching environment, both in class and out of class, that honors nurtures.

The 18 units mentioned above are all offered during the first year and third year of honors: <https://www.csusb.edu/honors-program/university-honors-current-students>. We offer the following suggestions, acknowledging that there may be reasons for the way the curriculum is structured in the present form.

- **Maintain the first-year curriculum in its current configuration.**

Presently, honors students take six units each, in the fall and spring semesters, making a total of 12 units in their first year that they are in classes with other honor students. This is excellent for building community; data has established that retention is enhanced when students build personal relationships in their first semester with other students and with faculty. The GE requirements these classes fulfil build a strong academic foundation which will serve the students well and their upper-level classes. The UHP instructors who teach these classes were passionate and dedicated and recognize the value. They are imparting in this special

environment. The students corroborated this assessment: they find great value in the strong set up of first year course offerings.

- **Restore or add to the current second-year curriculum to provide additional GE classes.**

We heard from some of the older students and alumni that there used to be more classes offered with an “H” suffix. We suggest, if feasible, to offer a selection of classes that satisfy GE during the second year. These second-year classes would also move the UHP closer to the [NCHC Shared Principles and Practices of Honors Education: Curricular Scope](#) (2022).

Alumni of the UHP reported that they benefited from a robust second-year curriculum when they were students in the UHP. *Current students do not enjoy the same benefits of a second-year curriculum in the UHP.* The reviewers noted that the current students articulated how this lack of a formal second-year honors experience affected their relationship to the program, feeling less connected (and in one case “adrift”). They expressed this desire to have more options for classes in their second year, particularly noting how formative the first-year experience was, which added to their noting the absence of a strong second-year curriculum. The instructors we met noted this dearth in second year offerings.

Our suggestion is that the program create HON classes, or more simply offer “H” sections of existing foundational GE classes from the B, C and D categories. The nursing students, in particular, may benefit from such offerings. This would require funding to “buy out” department faculty, creating further bonds between the honors program, its students and academic departments.

- **Preserve the JIL courses, Junior-Level Interdisciplinary Experience, and promote this unique curricular offering as the centerpiece of the “UHP Signature Curriculum.”**

According to the Director and faculty who regularly teach these special courses, these “‘experiences’ challenge students to explore the ways in which different disciplines approach big questions and wicked problems. Taking a pair of courses that satisfy two out of three upper division GE requirements, students work collaboratively with a pair of faculty representative of the two distinct GE areas addressed to explore different epistemologies and to experiment with combining disciplinary approaches to construct knowledge.

The curriculum engages students in interdisciplinary, integrative, project- and problem-based learning in small teams to develop skills valuable to the workplace and graduate programs. *But it is essential to impress upon the students, the purpose behind these paired classes and the goals they seek to attain.* For faculty, it provides a professional development opportunity in the above approaches to learning while providing faculty with an opportunity to collaborate in innovative ways.” It was clear to the reviewers that the faculty who teach these special courses each contribute a full teaching workload to the instruction of these courses, and it was furthermore clear that the students benefited from this increased professor presence in the class. *In particular, on a regular basis, students see what it is like for two academics to interact.* This is a form of team teaching at its highest level of effectiveness, and the result is a singular student experience that brings the real world into the classroom in the collaborative and problem-focused ways that will allow students

to graduate with a highly developed appreciation of knowledge and its application, which will surely set them up for future personal and professional success in life.

There may be a willingness to entertain increasing the class sizes of the JIL courses to 30 students, which would improve the cost-effectiveness of these classes. Each class will still account for more WTU than a regular class but only 1.5 times the cost. It is well worth the investment. *We strongly advocate for the continuation of these team-taught paired classes, with a class cap of 30 if that is what is needed from the budget perspective.*

3. SUPPORT STAFF

Presently UHP is understaffed, even more so because the program has grown. We have understood that at the end of this semester the Director will be the lone permanent faculty or staff member remaining for the day-to-day, management and running of the program.

Staffing is the critical need for the continued viability and sustainability of the CSUSB University Honors Program.

- **Align UHP staffing numbers with honors programs and colleges of peer institutions in the CSU system.**

For example, a smaller honors cohort at Cal Poly Pomona is supported by a Director, a SSP III, an ASC, a part-time faculty associate and student worker(s). A somewhat larger honors cohort at Cal State Long Beach has a full-time director, two associate directors, two committed (in-house) Honors academic advisors and an ASC. *Staffing for CSUSB honors could be somewhere in-between, at least an ASC and an SSP III, a full-time advisor/ counselor and faculty associate as associate or assistant Director.*

- **Consider the hiring of lectures to support positions in addition to their teaching the first-year classes.**

The lectures teaching the first-year classes would make an excellent addition to the Honors “staff.” They know and understand the honors students and understand the goals of honors education. We were very impressed by their commitment and passion. Two of them authored the detailed self-study for this review. We recommend assigning these adjunct faculty full-time status and WTU credit for the tasks they undertake for UHP like advising mentoring and other support and co-curricular activities, both aiding an SSP III and providing academic support for students outside the classroom.

4. OPERATIONS

Coordination with various university entities like admissions, scholarships, outreach, deans, and advancement are absolutely critical for honors to thrive and for it to be an integral part of the university.

- **Work with the Registrar and Institutional Research to make honors student retention, persistence, and graduation data available as part of the standard institutional dashboards. Acknowledge the completion of Honors requirements on the student degree certificate and commencement.**

The director currently keeps his own data regarding honors student persistence, but this is an area that requires attention. There was no formal disaggregated data provided about honors student persistence rates as part of the self-study though the director was able to recall relative persistence statistics and previous data regarding graduation rates. Dr. Marshall reports, “We used to be very on top of our completion rates, but the last couple years I’ve lost track. In 2017 I did an audit of completion rates and found that only 20 – 25% of students were completing a thesis. In light of that, I began surveying students and running focused conversations with small groups of students and recent alumni about their experience. What emerged was a complex of problems. First, students lacked sufficient support to understand the role of the thesis in their intellectual and professional development. Second, students lacked awareness of the thesis requirement. Third, students struggled to locate faculty mentors willing to work with them. Finally, students reported needing consistent support. In response, we began developing our 1-unit, Credit/No Credit research workshops as sites to help students think about research and its utility, identify research methods in their majors, coach them on approaching mentors from a prepared position, and to pace them through the process. We began with a two-workshop sequence in the senior year but quickly realized we needed to begin working with students as they rose to junior-standing to begin thinking sooner. Now we are developing two more workshops for what is most often semesters two and three of the four-semester thesis experience. With our first cohort with whom we addressed the problem we saw a jump from our baseline data to about 54% of students completing. We tend to hover around that figure, with our Nursing majors, who undertake a different sort of culminating project, upping that closer to 60%. So, we’ve seen improvement, but we still have work to do. I believe that the addition of the semesters two and three workshops will increase that number.”

Acknowledging that students have finished all the requirements of honors is an important culmination to their commitment and work. Several CSUs make a note of this on diplomas, honors students are identified with an asterisk or in some way in the commencement program, and when their name is announced during the commencement ceremony.

- **Work with Academic Advising to develop a small, selected team of counselors that understand UHP, its requirements, and support its purpose.**

The reviewers were impressed by the knowledge the advising counselors we met with possessed with respect to the unique advising needs of the UHP students. The counselors also expressed their appreciation of the UHP students; how prepared and informed they were for their advising sessions. One possible way to maintain and grow this relationship is to identify a team of 5 admissions counselors who could regularly collaborate with one another in order to share their experience and best practices regarding UHP students. These counselors would ideally dedicate a certain percentage of their regular case load to UHP students assigned to them.

- **Develop a budget and a process that will support the UHP and keep pace with its anticipated growth.**

We recommend reading the article by Railsback (2012) “[Protecting and Expanding the Honors Budget in Hard Times](#),” relevant for both honors directors and university administration. The article details the case, and four strategies at Western Carolina University to heighten its presence on their campus and the significant ripple effects of this increased budgetary support for the university.

- **Integrating the Palm Desert Campus.**

The reviewers are very impressed by the students and staff we met via zoom at the Palm Desert campus. This is a very commendable effort in bringing equity, and including distant students in the tremendously large county that CSUSB serves. They should have all the opportunities that students in the more western parts of the county and enjoy. Even with space at a premium on that campus it would benefit the honors students on that campus tremendously if a common room was set aside for study and community. Students expressed that they appreciated the sense of community at PDC, it gives them a sense of connection and community. Distributed honors programs, such as CSUSB’s are viable a effort to unite students across multiple campus sites.

In our conversation, we suggested cultural and social activities that UHP can do that would bring students from both campuses together. Coachella Valley has ties to the country of Morocco, and a study abroad experience was suggested as an enrichment and global studies opportunity for UHP students from both campus communities.

The budget for UHP should consider the Palm Desert Campus as a line item.

5. HONORS PROGRAM DIRECTOR

The responses from alumni and students were positive and supportive of the value that Dr. Marshall brings to the University Honors Program. Staff and faculty were appreciative of his helping honors students with diverse backgrounds and experiences and making them feel they belong. One alum expressed, “The UHP was one of the most meaningful programs I was a part of.” And still another recalled, “The UHP was a safe place to hang out.” These words shared by the students, however, belied the difficult conditions the director currently faces with the need of additional staff and support.

- **The leadership and effectiveness of the honors Director critically depends on an appropriate budget, adequate staffing, and a voice in university-wide decisions.**

Honors programs are undoubtedly complex investment propositions for a university; however, the potential benefits and rewards of these programs, and the return on investment are numerous, and tangible. The research presented in the 2019 NCHC monograph [The Demonstrable Value of Honors Education](#) offers compelling support for the different ways an honors program can

support a university's mission, recruitment, retention, and student success. Often an honors program falls into an undefined academic category, since it is neither a department, nor a college.

In order for honors programs to thrive, the director need a seat at the table in strategic planning meetings and decisions, for example when appropriate, during curricular decisions in senate committees, strategies for admission and scholarships, university fundraising and academic decisions made in deans' meetings with chairs and faculty. Honors program directors can do the best when given opportunities to support and grow these connections, and the university benefits from this liaison. Some programs (e.g. CSULA) have addressed this by making the Director position a MPP position.

- **Mutual communication between the director and executive leadership needs to be re-established.**

The director and executive leadership should meet regularly to ensure direct and frequent communication regarding the status and needs of the program and its students. During our interactions with the Director of UHP and with the university leadership it was clear that communication between Dr. Marshall and the leadership had been hampered or had ceased to take place on a regular basis. The reviewers observed that certain critical pieces of information were unknown by leadership, and the director, likewise, was unaware of the leadership's intentions or willingness to help the director and the honors program. Reestablishing communication is absolutely vital for the functioning of UHP and its Director.

6. HONORS COLLEGE

- **This decision is something that should be carefully considered, it is not merely a change of name, but a significant enhancement to an honors program.**

The reviewers believe that CSUSB's honors program is relatively well-positioned to transform into an honors college if the university can attract philanthropic support to underwrite that transition. As noted above, the Honors Program already provides well established curricular and co-curricular offerings, and with some curricular revision, this program development could establish the basis for an honors college. This transformation would play a significant role for CSUSB to become a destination for all the students in the area that it primarily serves, and especially those students who are wondering if "they will be OK at CSUSB (if they don't go to Stanford or Berkeley)."

When [Rajen Kilachand pledged \\$25 Million](#) to help turn Boston University's honors program into an honors college, he was simply following the smart money: honors education is one of the few growth industries in higher ed. As noted in the recent monograph [Honors Colleges in the 21st Century](#), "honors is a source of enrollment strength in undergraduate higher education even as other sectors are pressured; and honors colleges, in particular, have grown significantly in number over the past three decades" (xii). The number of honors colleges in the U.S. has grown 50% from 2016 to 2021. Similar stories abound at institutions around the country: a [\\$25 Million](#) gift to the Purdue Honors College, [\\$20 Million](#) to the University of South Florida Honors College, [\\$20](#)

[Million](#) to the University of New Hampshire Honors College and over [\\$100 Million](#) to the University of Arkansas Honors College, are among several notable examples.

It is easy to see why donors and universities are making strategic investments that grow their honors programs into honors colleges. Honors colleges allow universities to attract more and better students; they unleash curricular and co-curricular creativity; they provide program distinctiveness in a crowded market; and they provide solutions to the intractable problem of staffing honors classes.

An honors college will assuredly help CSUSB's ability to compete for talented students in an increasingly competitive market, not just from the county and area it serves, but from surrounding states.

- **Honors leadership should work with the Advancement Office, Enrollment Management, Admissions, and the Provost Office, as well as other identified significant stakeholders, to research the case for an honors college at CSUSB.**

A College that aligns with the strategic goals of the university. CSUSB should be ambitious in tying naming rights to this initiative, one that could fund scholarships, enhanced co-curricular programming, research opportunities, and support for staffing in honors. The Honors Program already boasts a sizeable population of approximately 650 students. This strong number would help to develop budgetary and staffing requirements for an honors college. Additionally, if FTES at CSUSB are around 16000, an honors college could assist in attracting more students to potentially double that amount to 1300 (just over 8%): an honors college student body of 8% is the average size of honors colleges at institutions across the U.S., according to the 2021 Census of Honors Colleges published in *Honors Colleges in the 21st Century*.

- **Given that UHP connects many programs across CSUSB, and enjoys a reputation for academic excellence, convene groups of stakeholders for listening and vision sessions on what a new honors college might look like.**

Purdue University's process for creating its very successful honors college (and its [public report](#)) represents probably the most inclusive approach to such a transition. There are also numerous published essays that explore [questions to take up during the process](#) and [case studies of successful transitions](#): (See: Badenhausen, ed. [Honors Colleges in the 21st Century](#)) and the article: [Should We Start an Honors College? An Administrative Playbook for Working Through the Decision](#).

The reviewers will be happy to answer questions that may arise from these suggestions. Please do not hesitate to email us.

APPENDIX 1

University Honors Program External Reviewer Visit

March 13-15, 2024

March 13

7:00 PM - 8:50 PM Dinner (Caprice, Redlands)

Dr. David Marshall
Dr. Laura Woodney

March 14

9:00 AM - 9:50 AM Campus Tour (Meet at CJ 135)

Carson Fajardo

10:00 AM - 10:50 AM Program Overview & Tour of Facilities (CJ-144)

Dr. David Marshall, Program Director
Dr. Laura Woodney, Assistant Director
Brystal Nevins-Grimm, Administrative Support Coordinator

11:00 AM - 11:10 AM - Kelly Campbell Intro (CJ-144)

Brief intro of institutional goals for Program Review
Dr Kelly Campbell

11:10 AM - 11:50 AM - Admissions Team (CJ-144)

Brystal Nevins-Grimm
Matt Nevins-Grimm
Dr. Rachel Beech

12:00 PM - 1:00 PM - Lunch - AD 107

Dr. Tomas Morales, President
Dr. Rafik Mohamed, Provost
Dr. Kelly Campbell, Vice Provost

1:00 PM - 1:50 PM - Living Learning Community (CJ 144)

Tim Bethune
Alaina O'Connell
LLC Students
-Thomas LaFave

2:00 PM - 2:50 PM - Community Engagement Team (CJ 144/Zoom)

<https://csusb.zoom.us/j/82768082268>

Dr. David Marshall
Dr. Laura Woodney
Dr. Brian Heisterkamp (Zoom)

Brystal Nevins-Grimm

3:00 PM - 3:50 PM - Student Board and SBC Students (CJ 148/Zoom)

<https://csusb.zoom.us/j/87388129849>

Honors Student Board

- Rachel Kanter - President
- Madison Eves - PDC Rep (Zoom)

Non-Student Board

- Camille Gobuyan
- Tyler Askar
- Estefany
- Einar Chua
- Noah Meece

4:00 PM - 4:50 PM - Alumni (CJ 148)

- Ricardo Miranda (+others from cohort)
- Nova Cunanan (Tentative)

March 15

9:00 AM - 9:50 AM - Faculty Senate Committee (CJ 148/Zoom)

<https://csusb.zoom.us/j/82873676270>

- Dr. Zhaojing Chen (Zoom)
- Dr. Amy VanSchagen (I-P or Zoom)
- Eric Milenkiewicz (I-P or Zoom)
- John Paul Solomon -Student Representative
- Dr. David Marshall

10:00 AM - 10:50 AM - First-Year Experience / Research Faculty (CJ 148/Zoom)

<https://csusb.zoom.us/j/87265033834>

- Tabitha Zarate
- Dustin Shepherd
- Brianna Deadman
- Hadia Bendelhoum (Zoom)
- Mark Reotutar

11:00 AM - 11:50 AM - Junior-Level Interdisciplinary Experience (CJ 148/Zoom)

<https://csusb.zoom.us/j/86345833423>

- Dr. Terri Nelson
- Dr. Vanessa Ovalle-Perez (Tentative–Zoom)
- Dr. David Carlson
- Dr. Laura Woodney

12:00 PM - 12:50 PM - Palm Desert Campus Team and Students (CJ 148/Zoom)

<https://csusb.zoom.us/j/89511427336>

Dr. David Marshall
Dr. Edna Martinez, AVP (Zoom)
Dr. Avi Rodriguez (Zoom)
Brianna Deadman (Zoom)
Madison Eves (Zoom)
Jason Davalos (Zoom)

1:00 PM - 2:00 PM - Lunch Break

2:00 PM - 2:50 PM - Academic Advising (UH 334)

Ed Mendoza (2:30-2:50)
Ellie Gault (2:30-2:50)
Matt Markin
Brittany Dennis

3:00 PM - 3:30 PM - University Advancement (AD 126)

Robert Tenczar
Angela Gillespie

3:30 PM - 3:50 PM Exit Meeting

Any remaining questions before the exit meeting?
Or break before the exit meeting.

4:00 PM - 4:50 PM Exit Meeting (AD-103 Confirmed)

Dr. Kelly Cambell, Vice Provost for Academic Programs
Dr. David Marshall, Program Director