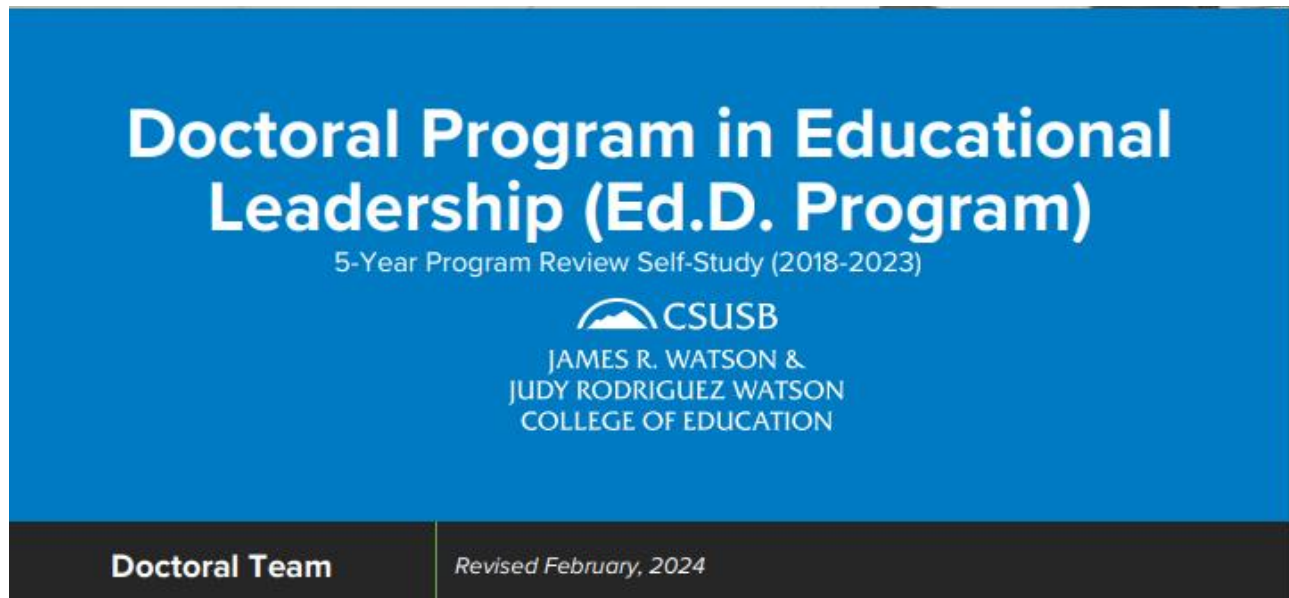


Innovation, Transformation and Modernization

Intentionality At-A-Glance



We have committed to rethinking advanced educational preparation through improved Ed.D. Program designs that offer academic rigor, practical impact, applied research, and value. Our action-oriented efforts are working to distinguish the Ed.D. from the Ph.D., and define 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. Normally, 20 – 25 students begin the program each fall with approximately half of the cohort being in the PreK12 track and half of the cohort being in the Community College/Higher Education track. We make explicit efforts to ensure applicant/students show a commitment to social justice, equity, and educational transformation.

- 1) The Ed.D. program moved out of its previously assigned department where it was housed for several years and reverted to its original design to once again become a **Standalone Program** (as approved by WASC and the CSU Chancellor’s Office in 2006).
- 2) Moved from Quarters to Semesters (**Q2S**). In response to a decision made by the CSU system, our university transitioned its academic calendar to the semester system, beginning in Fall 2020. This was an opportunity for the program to work together to re-imagine the best andragogical and learning experiences that we might provide for our doctoral students.
- 3) Created a new Program Modality - “**Executive Model**” where courses are conveniently offered on weekends, Friday 5:00 p.m. to 9:00 p.m. and Saturday 9:00 a.m. – 5:00 p.m. Students attend every other weekend in Fall and Spring semesters, and every weekend during the Summer semester.

- 4) Moved from previously recruiting an average 40 applicants, to now **100+ applicants**, making our program more competitive and sought after in the region. Utilized authentic and nurtured local and regional professional networks and peer communities, online and social media platforms, community events, and other media outlets for advertising (bus routes and magazine ads). Informational meetings for prospective students are held every other Wednesday.
- 5) Moved from admitting an average of 15 students yearly, to now admitting an average of 25 students yearly, resulting in **a higher number of students with classified standing and admitted students matriculating.**
- 6) Created a new **Community Advisory Board (CAB)** made up of educational leaders, community experts, and program alumni, who collaborate with our program as influential partners and members from our regional community as we all work together to promote and advocate for the importance of education and well-being.
- 7) Created new and improved **Holistic and Mission-Aligned Admissions Criteria** so applicants better 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; academic excellence; problem-solving ability; technological proficiency; interest in critically assessing current educational policies and practices; and interest in improving current educational policies and practices.
- 8) Implemented new **High Impact Practices (HIPs)** that promote active learning and a higher number of touchpoints that are attentive to equity and performance expectations.
- 9) Initiated a **Full Day New Student Orientation**. By attending orientation, new students can feel confident and excited as they move to complete their educational goals, get answers to all their questions about academics and program plan, safety and community standards, health, and wellness resources, as well as it what it means to belong to the Coyote family.
- 10) Initiated **Faculty Retreats**, providing an opportunity for program faculty to step out of their regular routines, strengthening professional connections, building a sense of camaraderie, increasing morale, encouraging creativity, sparking excitement, and inspiring program innovation.
- 11) Hired **new Program Staff and created new positions (Program Specialist)**, thus improving-diversifying-increasing the skill set of program leadership, morale and mental health, new technologies, and bringing new ideas and building capacity for positive impact.
- 12) Created **Process Evaluation / Data Points, and rehaul of Assessment Processes**, including Pre-Post Leadership Disposition Surveys. Benefits include improved relationships between faculty and students, improved attainment and achievement, improved confidence, resilience, and self-esteem amongst students, improved classroom culture and teaching and

learning environments, as well as strengthening our program's ability to report and use information to improve future activities.

13) Initiated a new **Holmes Scholar Program (AACTE)**, the first and only public university in California. Opportunities for students include leadership and professional development opportunities at the WCOE level, campus level, and national level, such as participation in conference presentations and policy/advocacy training.

14) Initiated a **partnership with the Rancho Academy**. The Rancho Academy was created by the Rancho Santiago Community College District (RSCCD) – Office of Diversity, Equity, and Inclusion (ODEI) to advance opportunities for current graduate students and recent doctoral graduates of diverse backgrounds to learn the ins and outs of the California Community College system. This program is a ten-week commitment at no cost and participants will be matched with a faculty or administrator mentor.

15) Initiated a **Back-to-School Event**, providing increased opportunities for students, alumni, leadership, faculty and fellows, and campus leaders to connect, network, and engage. It aims at fun engagement, linking educational leaders, and opening means of communication for a great start to the academic school year.

16) Initiated an annual **Homecoming Alumni Event**. The celebration, part of the Homecoming Week festivities, gives graduates and current cohorts of the university's Educational Leadership Doctoral Program a chance to connect / reconnect with each other and with the CSUSB community, as well as support transformational work related to Social Justice, Equity, and Inclusion in the Inland Empire and surrounding communities.

17) Initiated new and improved **protocols for Student Advising, including a Student Town Hall, Individual Advising Sessions with the Co-directors during the first year, and Group Advising Sessions** (in addition to individual advising with the dissertation chair) year 2+. While the program leadership helps doctoral students on their program plan, these processes and protocols also help students understand program expectations, and how to navigate the university/major policies and procedures better.

18) **Curriculum changes and created new Coursework**, including Fieldwork course serving as "Laboratories of Practice" (CPED practice). Laboratories of Practice are settings where theory and practice inform and enrich each other. They address complex problems of practice where ideas—formed by the intersection of theory, inquiry, and practice—can be implemented, measured, and analyzed for the impact made. Laboratories of Practice facilitate transformative and generative learning that is measured by the development of scholarly expertise and implementation of practice.

19) Created new **Qualifying Exam and Dissertation Seminars/Workshops** for both students and faculty. Outcomes for students include understanding the obligations, timeline, and

commitment needed to complete the dissertation in a 3-year timeframe. Outcomes for faculty include an overview of the Ed.D. dissertation process, related terminology, and steps in supporting student success on their doctoral journey.

20) New **Qualifying Exam Administration**. The Doctoral Program now administers the Qualifying Exam for the entire Cohort on a Saturday in December. Core Instructors prepare 2 problems of practice questions with a scoring rubric- one geared at K-12 students and one towards CC/HE students.

21) Created an **Ed.D. Open House / Meet the Faculty Event**, providing opportunities for cohorts to meet potential Dissertation Chairs and Readers and hear from previous cohorts about their experiences.

22) Created **“Get FinishEd.D.” Weekly Meetings / Writing Accountability Groups (WAGS)**. Students are encouraged to join as many times as they can for friendly support, motivation, writing help, and collaboration. They can spend some time discussing how to set writing goals for any project including their dissertation. Students can also use this time to simply write in private virtual rooms or in groups. WAGs help make it easier to hold oneself accountable, especially when you know others are interested in hearing how you progress. These groups can also be a sounding board of other writers who might provide advice on issues we face as we write.

23) Created a new **Syllabus Format**, as the quality of the syllabus is a fairly reliable indicator of the quality of teaching and learning that will take place in a course and benefit the instructor as well as his or her students, letting students know what the course is about, why the course is taught, where it is going, and what will be required for them to be successful. By clearly communicating expectations, instructors can circumvent a whole host of student grievances and misunderstandings during the semester.

24) Updated **Ed.D. Website**, improving visitor experience, visual appeal and content, better search engine rankings, and competitive advantage for when recruiting prospective students.

25) Updated **Bylaws and Faculty Governance**. Bylaws ground our program and support oversight of current performances. Effective bylaws also allow our program to adapt flexibly to changing circumstances. The bylaws are reviewed periodically as part of the program leadership's oversight responsibilities. The governing policies are used to protect, direct, and enable.

26) Recruited and Increased the Number of **Faculty and Program Fellows**, from 20 to 86. Appointment to the doctoral program faculty does NOT supplant, supersede, or replace one's primary faculty assignment. Faculty may teach when courses are available, Core faculty may chair (and Affiliated faculty may serve) dissertation committees, be available to act as faculty advisors, be willing to participate in the governance of the program, attend Ed.D. faculty

meetings, serve on Ed.D. faculty subcommittees attend and participate in Ed.D. events and mentor Ed.D. students. Program Fellows serve as 3rd Readers on dissertations. They are community partners who are primarily affiliated with a California pre-K-12 school, community college and/or other institution of higher education, hold a doctorate, and whom shall have appropriate expertise in educational practice or policy.

27) Created a **Guide to Financial Aid Resources** for our doctoral program, including held financial aid workshops on a regular basis, as well as a Financial Wellness Series. This resource guide was developed specifically to support our CSUSB doctoral students in finding ways to help fund their doctoral degree. While this is not a comprehensive list of all available funding sources, it does outline a number of financial support options available. Our resource guide outlines funding opportunities through CSUSB, including the doctoral program and graduate studies, federal and private loans, and external scholarships. Similarly, there may be other avenues to pursue funding for one's doctorate via loan forgiveness programs, tuition reimbursement through one's employer, as well as specialized support for student veterans among other financial resources.

28) **University Designation as an R-2 University**, raising CSUSB's status to a "national university" from a "regional university". 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). CSUSB met the new classification criteria by awarding 21 doctoral degrees and having over \$10.8 million in research expenditures in fiscal year 2019-20. 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.

29) The Educational Leadership Doctoral Program at Cal State San Bernardino was commended as "Exemplary" in the most recent **Ed.D. 5-Year Self-Study** (Chancellor's directive). External reviewer lauded our leadership, including the Dean's and campus leadership's strong support of the Educational Leadership Doctoral Program. "It was very evident that the program is thriving and continuing to move forward in achieving all goals." Our data provided ample evidence of student learning, strong commitment and evidence of program effectiveness across all interested parties, increased diversity across the student body reflecting the communities we serve, that are students have become stronger because of the holistic application process that emphasizes a commitment to equity and social justice. Another strength was the Executive Model and the Cohort Model, also that our completion rates have improved – partly due to the re-design of the qualifying exam.

30) WCOE / Ed.D. at CSUSB - Ranked in the Top 20% of Schools Granting Doctoral Education Degrees Nationwide! U.S. News & World Report has listed the university at No. 86 in the nation in the Best Education Schools category of its Best Graduate Schools for 2024. It is the first time the university has been listed in that category. It is the work of CSUSB's Doctorate in Educational Leadership program that placed the university in U.S. News' top 100 education schools. The ranking category is designed "for prospective students seeking a doctorate in education," the magazine says. This national recognition validates our hard work over the past five years, having transformed, restructured and targeted specific areas of improvement upon the Doctorate of Education (Ed.D.) in Educational Leadership program. We went from being unranked to now ranked in the top 20% of schools granting doctoral education degrees nationwide! On behalf of our Ed.D. program leadership team, we share in this successful achievement and remarkable accomplishment with our program faculty and fellows, our preK-12 and higher education community partners, campus and college leadership, and alumni and current doctoral students. This exceptionally positive news distinctly reaffirms our quest for academic excellence and intentionality in fulfilling our mission, transparency, accountability and integrity.