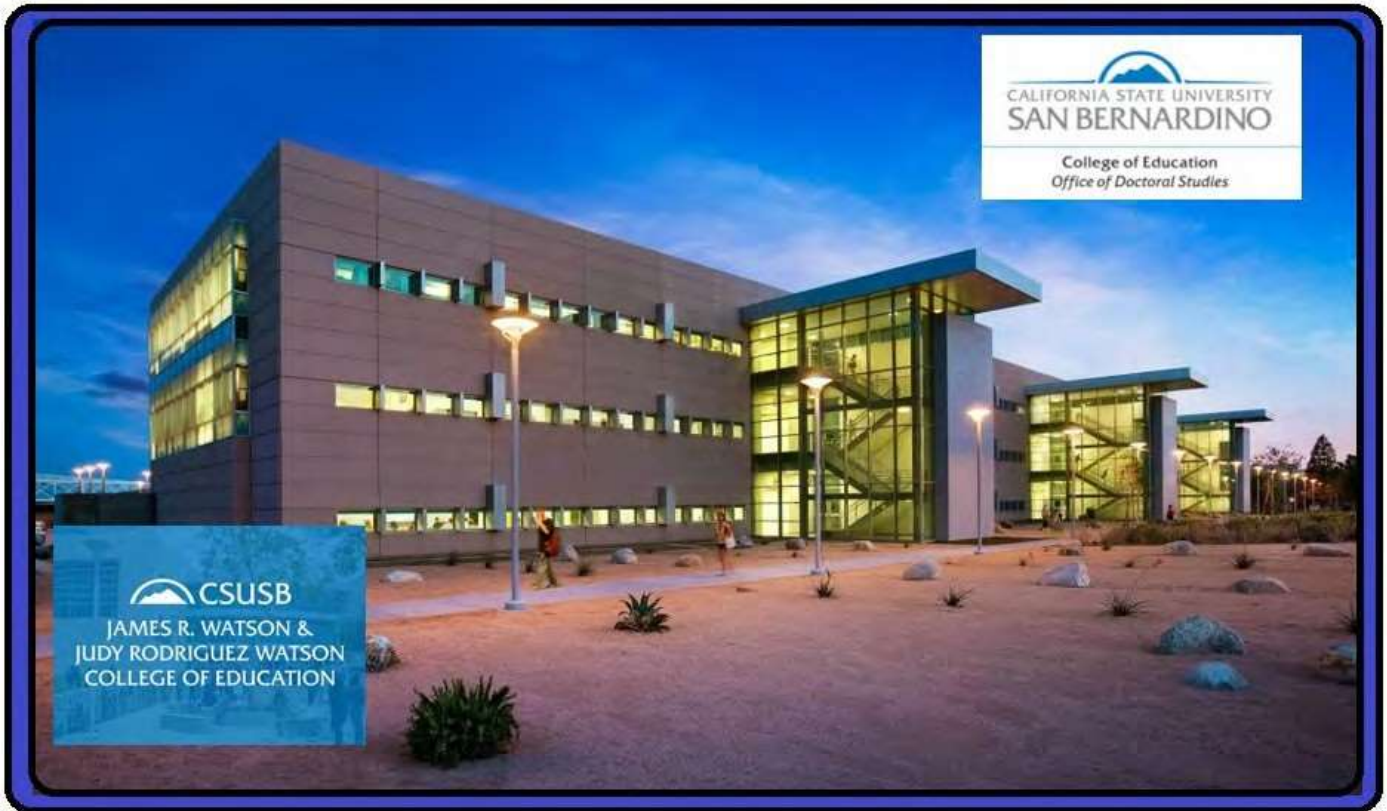


**James R. Watson & Judy Rodriguez Watson College of Education
California State University, San Bernardino**

“Strength Through Community: Connect, Lead, Serve”



Program Update & Academic Review Report

Doctoral Program in Educational Leadership (Ed.D. Program)

Spring/Summer/Fall Semesters 2024

Prepared by Your Doctoral Team:

Dr. Enrique G. Murillo Jr., Dr. Stacey C. Ortiz, and Mrs. Candice Sykes, MPA

WCOE Dean - Dr. Chinaka S. DomNwachukwu

November 2024

CSUSB
JAMES R. WATSON &
JUDY RODRIGUEZ WATSON
COLLEGE OF EDUCATION

WE BEFORE THE
Future



WE PREPARE EDUCATIONAL LEADERS THROUGH OUR
DOCTORAL PROGRAM
equity social justice transformation

VISIT [EDD.CSUSB.EDU](https://edd.csusb.edu)

“Make the Most of Your Future. Pursue Your Ed.D. at CSUSB”

Website: <https://www.csusb.edu/doctorate-educational-leadership>

Facebook: <https://www.facebook.com/EDDatCSUSB/>

YouTube Channel: <https://www.youtube.com/@eddcsub2184>



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Program Mission and Program Learning Outcomes (PLOs)

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).

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

“STUDENTS ARE OUR MISSION!”

Program Highlights and Distinctions

- Cohort System: build and maintain relationships with a consistent group of fellow students
- Every-other-Weekend Classes: schedule designed for working professionals
- Renowned Faculty: steeped in regional and national education issues
- Accelerated Program: 3-year completion schedule
- Face-to-Face Interaction: build networks with students, faculty, and educational leaders
- Bringing Solutions to Complex Problems of Practice: program framed around questions of equity, social justice, and transformation
- Community Advisory Board: program curriculum designed and offered through partnerships with California public elementary and secondary schools, and community colleges/higher education
- Category of Doctoral University - High Research Activity (R2): raising the university's status to a “national university” as ranked by the Carnegie Classification of Institutions of Higher Education
- Leadership and Professional Development Opportunities: membership in national networks, mentoring opportunities, opportunities to participate and present in conference presentations and policy/advocacy training

- 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)
- Ed.D. at CSUSB - Ranked in the Top 20% of Schools Granting Doctoral Education Degrees Nationwide!

Revolutionizing Educational Leadership: The Transformation of the Ed.D. Program at California State University-San Bernardino

In the rapidly evolving landscape of advanced educational preparation, California State University-San Bernardino (CSUSB) has taken decisive steps to reshape its Ed.D. program, recognizing the imperative for academic rigor coupled with real-world impact. Guided by the principles of the Carnegie Project on the Education Doctorate (CPED) Framework, CSUSB has not only revitalized its program but also positioned it as a beacon of innovation and excellence in educational leadership.



Drawing upon the foundational principles outlined by CPED members, CSUSB has redefined its Ed.D. program with a focus on the following key concepts:

- **Scholarly Practitioner:** Embracing the ethos of the scholarly practitioner, CSUSB's program instills a blend of practical wisdom and academic expertise. Students are equipped to identify, analyze, and solve complex problems of practice, rooted in principles of equity and social justice. Through collaboration with diverse stakeholders, including universities, educational institutions, and communities, graduates are empowered to drive meaningful change.
- **Signature Pedagogy:** At the core of CSUSB's program lies a signature pedagogy characterized by deliberate, pervasive, and persistent teaching practices. Grounded in theory, research, and real-world challenges, this pedagogy cultivates habits of critical

thinking and ethical decision-making essential for effective educational leadership. Students develop a professional stance underscored by a commitment to equity and social justice.

- **Inquiry as Practice:** Inquiry serves as the cornerstone of CSUSB's Ed.D. program, fostering a culture of critical questioning and evidence-based problem-solving. Through rigorous research and analysis, students devise innovative solutions to complex problems of practice, grounded in empirical data and informed by theoretical frameworks.
- **Laboratories of Practice:** CSUSB provides dynamic learning environments akin to laboratories of practice, where theory and practice converge to address real-world challenges. These settings facilitate hands-on experimentation and reflective analysis, allowing students to implement and assess the impact of their ideas in authentic educational contexts.
- **Dissertation in Practice:** The Dissertation in Practice represents the culmination of students' scholarly endeavors, focusing on addressing a complex problem of practice. Grounded in rigorous research and informed by practical insights, this endeavor showcases students' ability to effect meaningful change in educational settings.

To operationalize these principles, CSUSB has implemented a range of initiatives aimed at enhancing the student experience and fostering a culture of academic excellence:

- **Tailored Mentoring and Advising:** CSUSB prioritizes equity, mutual respect, and dynamic learning in its mentoring and advising practices. Students receive individualized support from program leadership, faculty mentors, community fellows fostering a collaborative and supportive community of learners.
- **Curriculum Enhancements:** The program's curriculum has been redesigned to align with CPED principles, integrating theory and practice to prepare students for the challenges of educational leadership.
- **Enhanced Community Engagement:** CSUSB actively fosters connections with alumni, educational leaders, and community stakeholders through events and partnerships, enriching the student experience and expanding opportunities for collaboration and networking.
- **Ongoing Assessment and Evaluation:** CSUSB maintains a commitment to continuous improvement through rigorous assessment and evaluation processes, ensuring the program remains responsive to evolving educational needs.

By embracing the principles of the CPED Framework and championing a holistic approach to educational leadership, California State University-San Bernardino has reimagined its Ed.D. program as a catalyst for transformative change. Grounded in academic excellence, practical relevance, and a commitment to equity, CSUSB's program equips the next generation of educational leaders with the skills and insights needed to innovate and thrive in diverse educational contexts.

Doctoral Spotlight (2024)



- CSUSB's Ed.D. program prepares doctoral students for leadership positions in education

<https://www.csusb.edu/inside/article/582898/csusbs-edd-program-prepares-doctoral-students-leadership-positions-education>

- “The doctoral program was amazing,” said Erika Tejeda, CSUSB Ed.D. alumna and principal at Liberty High School in Perris, Calif. “The relationships that I built during the program, the strength that I was able to gather from my peers and my mentors and the instructors I learned so much. I love CSUSB, and I’m a Coyote for life!”
- “I really enjoy education,” said Pablo Gutierrez Cervantes, a CSUSB doctoral student and 2023 Holmes Scholar, who currently works as an international admissions evaluator at CSUSB. “Ultimately, I want to be in a position to create policies to help other students.”



CSUSB's Jones R. Wilson & Judy Rodriguez Wilson College of Education



CSUSB alumna Erika Tejeda, B.A. in Spanish, '01, M.A. in educational administration, '13, and an Ed.D. in educational leadership, '22. Today, she is the principal of Liberty High School in the Perris Union High School District (PUHSD), a position she's held since 2021.

- **Meet Kevon Lee**, a Cohort 18 student of our Doctoral Educational Leadership program. Kevon shares what this program means to him and his family! Watch here: <https://www.instagram.com/p/DAjWcBNSB4s/>



- **Lisa Davenport**, doctorate in educational leadership, named the outstanding student for the James R. Watson & Judy Rodriguez Watson College of Education's Class of 2024.



- EDDL 7904 Reflections - **Thomas Robles** (Doctoral Candidate, Cohort 16)

<https://youtu.be/jhSdhdWkW78>

https://youtu.be/0u_330d_RyA

<https://youtu.be/HGZMVEmLncs>



- **Barbara Wucherpennig**, doctorate in educational leadership (cohort 15) has accepted a position as Assistant Principal at Hillcrest High School. Hillcrest Principal, Dr. Bentley, wrote: "We look forward to having her join our team, and serve Hillcrest in a different capacity. Dr. Wucherpennig's knowledge of our school, the relationships she has built, and her unwavering professionalism will undoubtedly help her as she makes this transition."

Dr. Wucherpennig shared that this opportunity is a testament to how much she has learned and grown from the Ed.D. Program, and that she is immensely grateful for the support and guidance she has received from our Program over the past three years.



- **Dr. Cherina Betters** (Cohort 9) was appointed the new SBCCCD Trustee. She will represent Area 7, which includes Highland, Lake Arrowhead, surrounding mountain communities, and neighborhoods around the San Bernardino International Airport.



- **Dr. Cherina Betters** was also the ACSA 2024 Exemplary Woman in Education Award winner by the Association of California School Administrators.

See here for how CSUSB prepared Dr. Cherina Betters, Cohort 9 Alumna, Doctorate of Education (Ed.D.) in Educational Leadership Program for her leadership role:

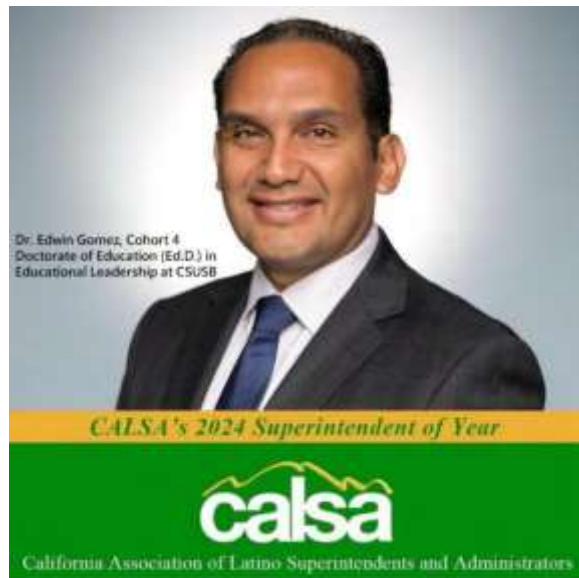
<https://youtu.be/WIqZWc4Nnp0>



- **Juan Carlos Luna** (Cohort 16) a devoted educator with two decades of experience in education, was awarded a Certificate of Recognition for Outstanding Achievements in the Educational Sector by The City of Rialto.



- **Dr. Edwin Gomez**, Cohort 4 Selected as the CALSA (California Association of Latino Superintendents & Administrators) 2024 Superintendent of the Year!



- **Pablo Gutierrez Cervantes** (Cohort 17) featured in CSUSB Daily News article CSUSB doctoral student's journey from [Mexico to the American Dream](#)



- **Veronica X. Valadez** (Doctoral Candidate Cohort 15) Keynote Speaker at the 18th Annual Statewide Conference of the Association of Raza Educators

<https://www.razaeducators.org/>



- **Dr. Nori Sogomonian** (Cohort 1) named 2024 Outstanding Professor, San Bernardino Valley College



- **Dr. Aja Vasquez**, program fellow and doctorate in educational leadership (Cohort 4)
CSUF Business Communication Outstanding Citizen Award Winner



- **Rachael L. Goldberg**, Doctoral student in Educational Leadership and Administration (Cohort 13) hired as the Dean of Student Services for Counseling and Support Programs at Copper Mountain Community College in Joshua Tree.



- **Juan Carlos Luna**, a distinguished doctoral student speaks about the Ed.D. Program.

https://youtu.be/rGN-IyzDc_4



- **Thomas Robles**, a driven and dedicated doctoral student speaks about the Ed.D. Program.
<https://youtu.be/MqdyDNyxT64>



- **Dr. Larisha Richardson**, an accomplished doctoral graduate speaks about the Ed.D. Program.
<https://youtu.be/7c0ybv21HK8>



Student Recruitment and Information Sessions (C19)

Student recruitment season runs from October through April. The Ed.D. Program will participate in the upcoming Fall 2024 Grad Fair hosted by the Office of Graduate Studies in collaboration with the Career Center on Saturday, November 23rd, from 10:00 a.m. to 2:00 p.m.

New Bus Ads for the Doctoral Program, what we are calling our "**Ed.D. billboards on wheels**" began in March 2024. Transit advertising refers to any promotional materials that aim to catch customers outdoors or when they are not at home. It is effective at being highly visible and providing high-frequency exposure and reach - making it an effective tool for building brand awareness and ensuring CSUSB Doctoral Studies remains on top of mind.



Full and ½ Page Ads also run in the **Inland Empire Magazine** as well as Ed.D. Applications are frequently mentioned in print.



WE DEFINE THE Future

CSUSB RANKS #4 IN SOCIAL MOBILITY.
— U.S. News & World Report

Empowering Success.

Nearly 80% of CSUSB students are first in their families to earn a college degree, breaking barriers and setting themselves up as role models for siblings, relatives and future generations.

Start exploring and discover why CSUSB is the best choice for higher education. Explore over 70 traditional baccalaureate and master's degree programs, along with education credential and certificate programs, offered across five academic colleges.

Doctorate in Educational Leadership
Academics: applications: 11/15/24; Fee: \$1,000

Master's of Science in Physician Assistant
Applications: open; Fee: \$2,000

CAL STATE SAN BERNARDINO | 909.537.5188 | www.csusb.edu

Information sessions for cohort 19 have begun. See here for calendar:

ED.D. PROGRAM INFORMATION SESSIONS		
2024-2025		
All sessions held at 4:00 PM via Zoom		
Join Zoom		
10/2/2024	12/4/2024	3/12/2025
10/16/2024 Canceled	1/15/2025	3/26/2025
10/30/2024	1/29/2025	4/9/2025
11/6/2024	2/12/2025	4/23/2025
11/20/2024	2/26/2025	-

Student Recruitment and Student Admissions (C18)

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 data for Cohort 18:

2024-2025 (Cohort 18)	# Applied	# Admitted	# Dropped Out Before Start	# Dropped Out After Start	# Still Enrolled
PreK-12	60	13	2	1	10
CC/HE	42	12	1	1	10
Total	82	25	3	2	20

Wholistic 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.



Cal State Ed.D. Program Tuition

The EdD program tuition (roughly \$6,273.00) now reflects a 5% increase, and we should expect increases over the next several years.

This webpage hosted by the CSU Chancellor's Office [calstate.edu], shows projected tuition through 2028-29.

<https://www.calstate.edu/apply/paying-for-college/csu-costs/tuition-and-fees/Pages/future-tuition-and-fees.aspx>

*However, this page only reflects Fall/Spring, and as you all know, our program requires enrollment in the Summer, Fall, and Spring semesters...which makes our tuition now roughly at \$20K/year for 2024/25. And if you add the mandatory fees, then that's an extra \$2K per year.

Altogether \$22K per year. **But projected to be at roughly \$26k per year in just the next few years.**

Future CSU Tuition

The cost of attending a CSU campus can vary from year to year. All students pay the basic systemwide tuition based on student level: undergraduate, credential, graduate or doctoral. In addition, non-resident students pay a per-unit fee, and students enrolled in some graduate business programs have a per-unit fee. These base costs do not include **campus mandatory fees** or other expenses like housing.

Academic Year	2025-26	2026-27	2027-28	2028-29
Doctoral Programs				
Doctor of Education	\$13,296	\$14,094	\$14,940	\$15,836

Milestone and 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.

See here for the [CSUSB ED.D. MILESTONE CHECKLIST](https://www.csusb.edu/sites/default/files/upload/file/2024/updated%20Doctoral%20Milestones%202024.pdf):

<https://www.csusb.edu/sites/default/files/upload/file/2024/updated%20Doctoral%20Milestones%202024.pdf>

In Spring/Summer/Fall 2024, 26 students passed their Qualifying Exam, 20 students passed their Preliminary Dissertation Defense, and 13 students passed their final dissertation defense and graduated.

Congratulations to the 2024 Graduates!



Spring 2024

Lisa Davenport

The Most Important Voices in the Room: Understanding the Academic Needs of US-Educated Latino English Learners in Higher Education

Committee:

Dr. Becky Sumbera, Chair

Dr. Carmen Beck, Member

Dr. Allison Airhart, Member

Maria Rivas

Compartiendo Nuestras Historias: A Narrative Inquiry About Latino Parent Involvement

Committee:

Dr. Jacqueline Romano, Chair

Dr. Enrique Murillo, Member

Dr. Cuauhtemoc Avila, Member

Olivia Chavez-Hart

Hidden In Plain Sight: Bilingual Hearing Children of Deaf Adults

Committee:

Dr. Jacqueline Romano, Chair

Dr. Carmen Beck, Member

Dr. Dennis D. Byas, Member

Xiaofei (Andrea) Guo

Hispanic and First-Generation Students' Perspectives of Online Learning Following University Campus Closure Due to COVID 19

Committee:

Dr. Joseph Jesunathadas, Chair

Dr. Becky Sumbera, Member

Dr. Mauricio Cadavid, Member

Barbara Wucherpfennig

Students With Learning Disabilities Transitioning and Their Lived Experiences Transitioning from High School to Post-Secondary Education.

Committee:

Dr. Shannon Sparks, Chair

Dr. Hannah Kivalahula-Uddin, Member

Dr. Amanda Bentley, Member

Rachel Goldberg

The Race to Survive on A Non-Tenure Track Faculty Salary; How Do Contingent Faculty Meet Their Basic Needs?

Committee:

Dr. Nancy Acevedo-Gil, Chair

Dr. Andrew Hughes, Member

Dr. Luke Lara, Member

Sharaf Williams

We're Here: The "Outsider within"; The Lived Experiences of Black Women Community College Students at Hispanic Serving Institutions (HSIs)

Committee:

Dr. Angela Clark-Louque, Chair

Dr. Hannah Kivalahula-Uddin, Member

Dr. Olivia Rosas, Member

Commencement Fall 2024

Gina Hanson

Inclusion in Shared Governance and Professional Equity for Lecturers in the CSU

Committee:

Dr. Becky Sumbera, Chair

Dr. Susan Jindra, Member

Dr. Seth Kahn, Member

Stacia McCambridge

Exploring the Impact of Leaders' Emotional Intelligence on Employee Retention and Job Satisfaction: An Employee-Centric Perspective

Committee:

Dr. Jay Fiene, Chair

Dr. Susan Jindra, Member

Dr. Nori Sogomonian, Member

Jessica Coles-Black

Raising Awareness of Empathy and its Role in Teacher-Student Relationships

Committee:

Dr. Sherri Franklin-Guy, Chair

Dr. Donna Schnorr, Member

Dr. R. Brett Nelson, Member

Jessica Brinkley

The Impact of Wellness Programs on Teacher Stress and Coping

Committee:

Dr. Hannah Kivalahula-Uddin, Chair

Dr. James V. Fenelon, Member

Dr. Christopher Berry, Member

Michelle Mendiola

The Impact of Mindfulness on Student Engagement During and After the COVID-19 Global Pandemic

Committee:

Dr. Hannah Kivalahula-Uddin, Chair

Dr. Priyanka Yalamanchili, Member

Dr. Jennifer De Costa, Member

Teresa Marie Burr

Leadership Post COVID-19: Exploring the Lived Experiences of Public School Administrators and Support Through Professional Development

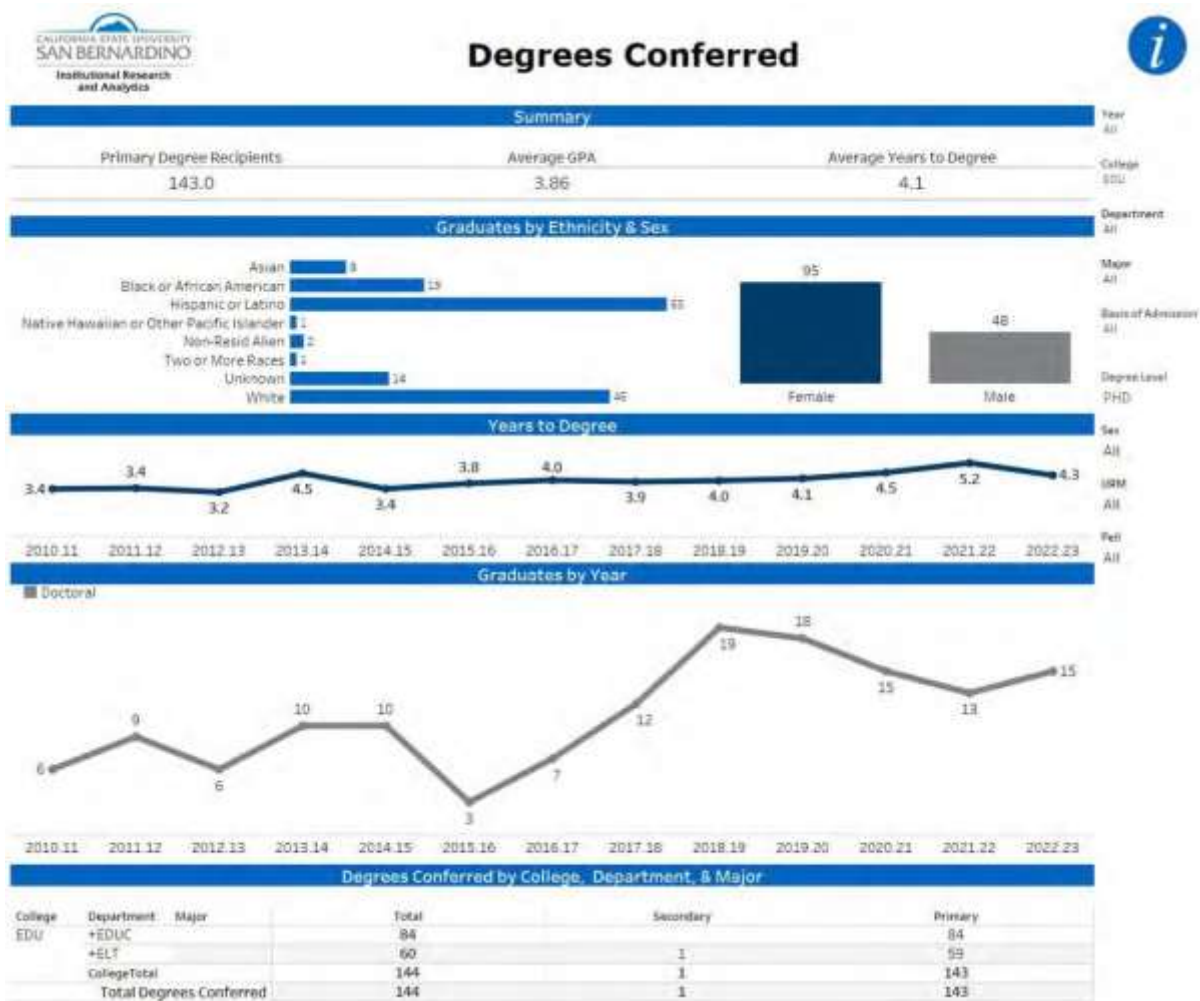
Committee:

Dr. Hannah Kivalahula-Uddin, Chair

Dr. James V. Fenelon, Member

Dr. Marcus Wood, Member

See here for how many doctoral degrees have been awarded from our WCOE since the inception of the EDD program:



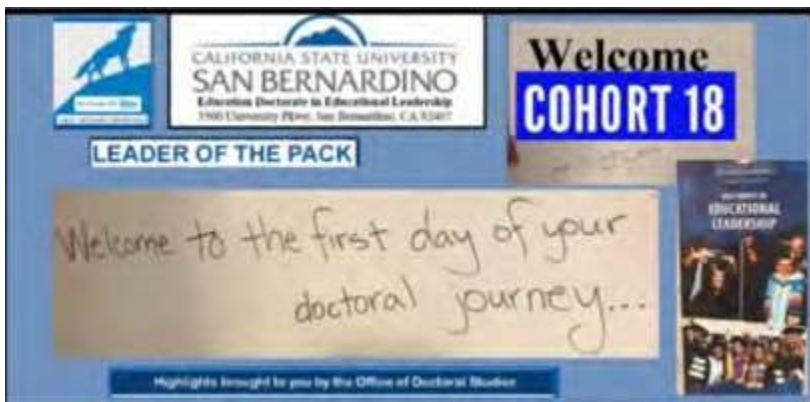
New Cohort Orientation



Prior to beginning actual coursework, students attend a mandatory 1-day orientation session where they become acquainted with various program policies and procedures and begin to build bonds with their cohort and faculty. During the orientation, students are given a link to their Student Program Guidelines that is unique to each cohort.

The orientation for Cohort 18 took place on August 19, 2024.

See photos here: [48D3BB65-4374-4B60-8610-E609A366A198.MOV](https://www.youtube.com/watch?v=48D3BB65-4374-4B60-8610-E609A366A198)



The **Student Guidelines** discussed at the Orientation 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 here:

Cohort 18 2024-2025 Doctoral Program Guidelines

<https://www.csusb.edu/sites/default/files/upload/file/2024/updated%208.12.24%20Doctoral%20Program%20Guidelines%202024-2025%20reduce.pdf>

See here for the [WCOE Dean's Welcome Message](https://youtu.be/jShy8l_qzE): https://youtu.be/jShy8l_qzE



See here for [Thomas Robles' \(Cohort 16\) CSUSB Ed.D. Success Overview](https://youtu.be/SD4QVRRT1ss) (advice to Cohort 18): <https://youtu.be/SD4QVRRT1ss>



Library Orientation Workshops

Cohort 18 also participated in our program's annual Library Orientation Workshops (mandatory). This year these were facilitated by William Ortiz. The purpose of the orientation workshop is to meet our librarian, to become aware of the library resources for student's 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.

Agenda Items Include:

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 “c” 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)

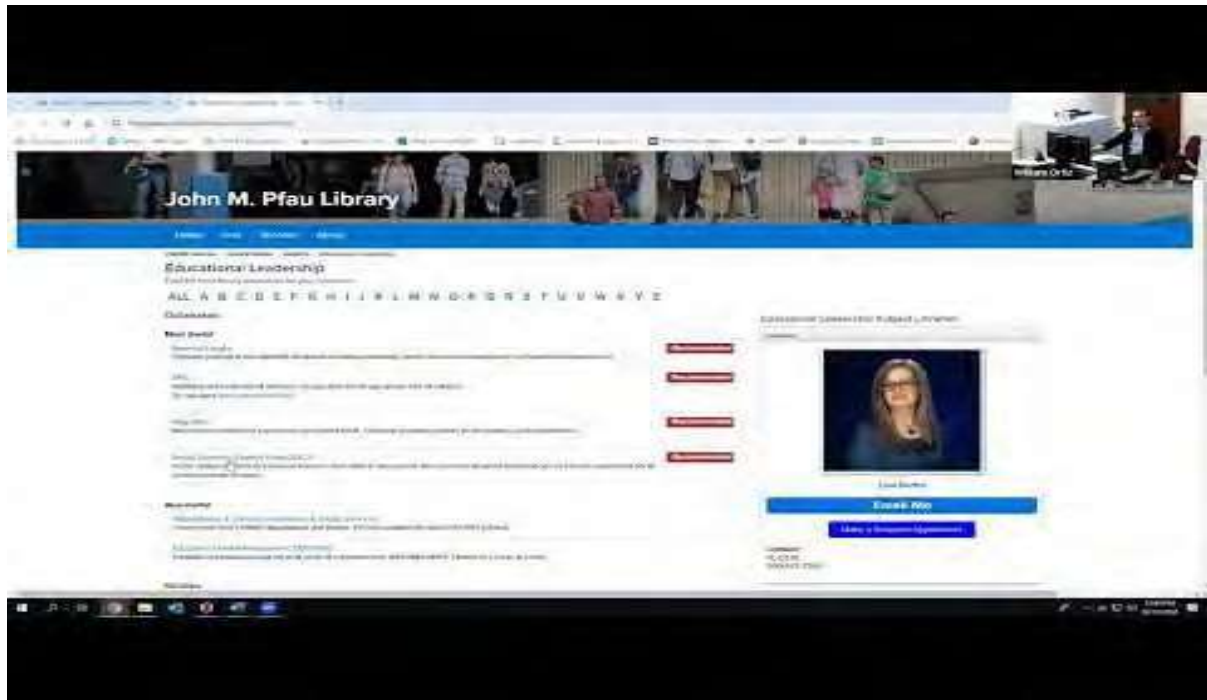
“What Are the Chances?” and “Meaning from Data” (in the OneSearch catalog)

Citation Management

Zotero

The workshops took place on Saturday September 21, 2024 and Saturday, October 19th, 2024. See here for the recording of Orientation Workshop Part 2:

<https://youtu.be/L-u-9F-YsMU>



Dissertation Seminars

During the specialization course phase, students attend 3 seminars to help them complete their dissertations. These seminars are offered by faculty who have successfully chaired dissertations.

Seminar Expectations (Outcomes)

Process:

1. Students will understand their obligation and be able to make the personal commitment needed to complete the dissertation in 3 years.
2. Students will assemble a dissertation committee.
3. Students will create a timeline to follow to finish in a 3-year timeframe.
4. Students will create a checklist that tracks their progress towards the completion of the dissertation.
5. Students will understand what forms need to be submitted in the dissertation process.
6. Students will know the proposal and final defense procedures.

Product:

7. Students will understand what content goes in each dissertation chapter.
8. Students will know IRB procedures related to dissertation research (and complete CITI)
9. Students will understand how the dissertation proposal and final defense will be evaluated by the dissertation committee.
10. Students will be able to create a dissertation brochure.

Student Learning Outcomes

1. Students will use the language of the mechanics of dissertation chapters with their peers and faculty.
2. Students will make a commitment to work with the dissertation chair and dissertation committee throughout the dissertation process.
3. 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
- Meeting faculty

Dissertation Seminar #2 for Cohort 16 was held Feb. 26th, 2024, 6-9pm. See here for recording: <https://youtu.be/TvF4cIhCLqs>



Dissertation Seminar #1 for Cohort 17 was Feb 29th, 2024, 6-9pm. See here for recording: <https://youtu.be/kv6eJcQbkW4>



Open House / Meet the Faculty

Our Doctor of Education in Educational Leadership at California State University, San Bernardino is a dynamic program designed to prepare educational leaders with the knowledge base and skills to lead reform efforts that result in improved student outcomes and who are committed to equity, inclusion, and social justice.

Our renowned faculty are steeped in regional and national education issues. Come and get to know a little bit of their backgrounds, professional foci, and teaching and presentation topics.

A distinctive aspect of our program is how we conceptualize the dissertation as a problem of practice, a form of research most applicable for students earning an Ed.D. The overarching goal for our graduates' culminating research projects is that these original dissertations will make a difference in the educational opportunities California provides for all of its people. These dissertations should also demonstrate the potential to create broader ripples of influence, as our graduates take on increasingly significant leadership roles in educational institutions and community organizations.

An **Open House was held on Saturday April 20th, 2024**, to help students and candidates to meet, identify, and reach out to faculty as potential chairs and then committee members. See two recordings here:

<https://youtu.be/aC8HNICs4P8>



<https://youtu.be/DVKnVYgzWJc>



Carnegie Project on the Education Doctorate (CPED)

The CSUSB Ed.D. Doctoral Program is a member of the Carnegie Project on the Education Doctorate (CPED). As such, the Doctoral Program aligns with the CPED Framework to prepare educational leaders to become well-equipped scholarly practitioners who provide stewardship of the profession and meet the educational challenges of the 21st century. Please see: [Revolutionizing Educational Leadership: The Transformation of the Ed.D. Program at California State University-San Bernardino \[cpedinitiative.org\]](http://cpedinitiative.org).

The CPED Framework consists of three components—a new definition of the Ed.D., a set of guiding principles for program development and a set of design-concepts that serve as program building blocks. Learn more about the [CPED Framework here \[cped.memberclicks.net\]](http://cped.memberclicks.net).

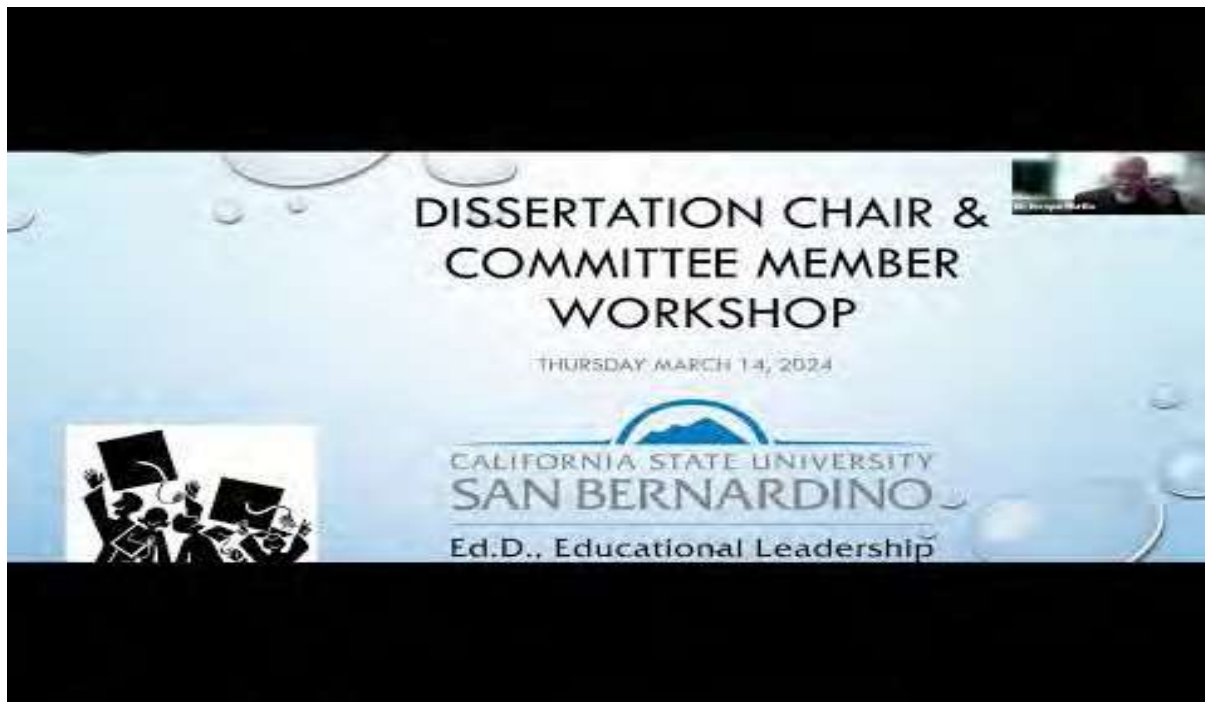


Dissertation Chair Workshop

Dissertation Chairs and Committee Readers are among of the most important positions on campus (R2) and yet, often receive little training for the role. Therefore, every year we offer an overview of the Ed.D. dissertation process, related terminology, and steps in supporting student success on their doctoral journey.

Our workshop training and resources are built with these challenges in mind. We recognize that Chairs and Readers have tremendous responsibility and have among the most significant impacts on doctoral student engagement and retention, both of which not only require effective leadership but a fundamental working knowledge.

A **Dissertation Chair Workshop** was held **Thursday March 14, 2024**. See here for recording: <https://youtu.be/ZHZHCqBgdyC>



Ed.D. Program Survey and Focus Group

A marketing survey and focus group was conducted with **Cohort 18 on 08/17/2024** aimed to understand the factors influencing their decision to choose our Ed.D. program. The insights from this survey are valuable as we seek to continuously improve our program and attract future cohorts of high-quality students.

The survey included the following questions:

- 1) What was the primary factor influencing your decision to choose the Ed.D. program at CSUSB?
- 2) How would you rate the importance of the following factors in your decision-making process:
Program Reputation Faculty Expertise Curriculum Relevance Career Advancement Opportunities
Flexibility of Program Format Affordability Location
- 3) Did you consider other Ed.D. programs? If so, which ones, and what were the key factors that led you to choose CSUSB over those programs?
- 4) How did you first learn about the Ed.D. program at CSUSB? (Check all that apply)
CSUSB Website Online Search Social Media Professional Network
Educational Fair/Conference Other (please specify)
- 5) If you learned about the program through a specific person or event, please provide more details.
- 6) What are the top three reasons why you chose the Ed.D. program at CSUSB?
- 7) In what ways do you believe this program will help you achieve your personal and professional goals?
- 8) Is there anything else you'd like to share about your decision to join the program?



Key Findings

The survey results highlight that the primary factors influencing students' decisions to choose the Ed.D. program at CSUSB were:

Program Reputation and Faculty Expertise: The majority of respondents cited the program's reputation and the expertise of its faculty as very important.

Flexibility and Location: The flexibility of the program format, particularly its accommodation of working professionals, was another critical factor. The program's location was also noted as necessary.

Curriculum Relevance and Career Advancement: The relevance of the curriculum to students' career goals and the perceived opportunities for career advancement were also considered important factors in their decision-making.

The **Focus-Group data** further revealed that personal connections, role models, and the desire for professional growth and community impact were good motivators for students choosing our program.

Recommendations

Based on these findings, we plan to do the following:

- We will continue to emphasize the program's strengths, such as its reputation, faculty expertise, and flexible format, in our marketing and recruitment efforts.
- Showcase success stories of program alumni and their contributions to their communities.
- Create opportunities for prospective students to connect with current students, faculty, and alumni.
- Provide additional resources and support for career development.

By leveraging these insights and implementing these recommendations, we can continue attracting and retaining high-quality students committed to professional growth and community impact.

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.

Cohort 17 is scheduled to complete the QE November 16, 2024.

Embarking on a doctoral program is a significant milestone in one's academic journey, and the qualifying exam determines the student's progression in this journey. The qualifying exam is a benchmark that ensures that students have a good grasp of their subject and the necessary knowledge in their chosen specialization area to move ahead in a timely manner.

Successfully passing the qualifying exam signifies that they're prepared to transition to the independent phase and specialization courses of their graduate training. In simpler terms, the qualifying exam is a checkpoint that verifies if they've completed the initial phase of the program and are now ready to be recommended for candidacy.

There are two sets of questions, so students are to study only the questions for their specialization strand, be it PK-12 or CC/HE, not both.

Answering these written questions requires more than just remembering and writing down facts and details. It also involves having a strong grasp of the subject and the skill to express complex ideas clearly and coherently.

In preparation for the exam, our program held an information session on Monday, October 21st, from 6-7PM to let them know the process and to answer any questions they may have about the exam. Being well-prepared for the exam can increase their chances of success and make the process less stressful.

General Instructions/Procedures to Students:

Three questions will be randomly selected for each individual student from the bank of questions you were given to study. Keep in mind there are two sets of questions, PK-12 and CC/HE. Each randomized selection of the questions that any given student will be given, will be from the bank of questions that pertain only to that student's specialization strand.

1. The examination is for four hours and will begin promptly at 9:00AM and will end at 1:00PM. Proctors will be in the room at 8:30AM, but students will not be allowed to enter the room until 8:45AM. The exams will be given in the College of Education Building Rooms 205 and 207.
2. You must bring a valid photo ID with you. Your ID will be checked before you are admitted to the testing room.

3. You may not bring any tablets, papers, books, etc. to the examination. You will be given a blue book on which to make notes or an outline if you choose. Those blue books will be collected at the end of the examination.
4. Please do not bring a cell phone, laptop, or other PDA with you to the exam. We will collect any items you bring into the room (they will be held at the front of the room) before the exam, and you will not be able to retrieve them until after the examination. A few snacks and drinks are allowed but must also be placed in the front of the room.
5. You will be given an envelope with your examination questions. You may open the envelope at 9:00AM.
6. You will complete the exam directly in a Word document, on a computer that is not your own. You will not be able to access the internet or any notes during the exam. You will need to put your full name in the Header of the Word document.
7. The answer/response for each prompt question should begin with the Course Number and each question should begin on a new page.
8. Once the exam begins, there will be no conversing or socializing with your colleagues.
9. If you need to use the restrooms, you will need to check out of the room with the proctor and check back in when you return. Only one student will be permitted to leave the room at any time.
10. When you have completed the exam, two copies will be saved on two different portable drives by one of the proctors and your file on the computer will be deleted. You will turn in your questions and blue book in the same envelope in which they were given to you.
11. Once you have completed the exam, you will signal one of the proctors to save the copies on the portable drives and as soon as all the testing materials have been collected you may leave. When leaving, please remember that some of your colleagues may still be testing – so leave quietly.
12. The examination is Pass/Fail. All papers will be scored by anonymous review (identity-hidden - meaning your name will not be on the exam) and will be evaluated on the students' demonstration of a sufficient understanding of the area of application. We will do our best to notify you in approximately two - three weeks of the outcome of your examination evaluation. The student is allowed two attempts to take this qualifying exam. That is, a student who fails the examination, or certain sections of the exam, may be granted the opportunity to retake it (the section(s) failed) one time.
13. You got this! Stay Motivated and Organized!

Participating Faculty and Fellows

The E.D. Program is an interdisciplinary program and includes **32 Core Faculty, 25 Affiliated Faculty and 45 Community Partners/Fellows**. 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.

Faculty membership to the Ed.D. program indicates the appointee:

- is willing to fulfil the expectations of doctoral program members to serve as doctoral faculty or external advisors, as outlined and regularly updated by program faculty and directors
- embraces a professional scholar-change agent identity that is committed to a positive "graduate" or "doctoral" culture, that connects program learning with professional practice
- promotes distributed leadership, and a collegial network and growth/development environment that seeks to facilitate change, collective impact and future outcomes
- builds trustworthiness and partnerships, actively engages and mentors others in both formal and informal contexts
- possesses innovation and a "real-world application" orientation toward teaching excellence, while building confidence and eliminating barriers to student learning
- possesses a scholarly-practitioner orientation toward systematic inquiry, research and scholarship, rigor, reflexivity, relevance, findings, and action pieces
- adheres to program values of equity, inclusion, student success, and social justice in support of diverse environments
- is conversant and up to date on educational discourses, frames of study, designs and thematic domains, solving pragmatic and complex problems of practice and intervention
- active in projects, programs, agendas, collaborative teamwork, policies, grants, funding, and other resources seeking to research and/or promote/implement a change initiative, organizational impact, and renewal in educational, work, and other community-based settings

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/tbl8ccZ8IhgBxthBy/viw371sJKKfPOH0I3>

Student Advising and Mentoring / Program Forms

Advising and Mentoring play a crucial role in supporting students throughout their academic journey, beginning with the admission process and continuing through to graduation, including the pivotal dissertation defense. To ensure accessibility, our **Program Specialist holds weekly office hours on Tuesdays and Thursdays from 1:30 PM to 4:00 PM**, creating a welcoming environment for students to seek guidance and address any concerns they may have.

Students can conveniently schedule their own appointments through a provided link, eliminating the need for calls or emails. If these designated hours don't align with a student's schedule, our Program Specialist is flexible and willing to arrange meetings at times that work better for each individual. Beyond her office hours, she also conducts mandatory annual advising sessions with every student to comprehensively review their academic progress, helping them stay on track and achieve their goals.

In addition, **group advising sessions are organized for the entire cohort**, allowing students to receive important program updates and reminders in a collaborative setting. This multifaceted approach ensures that students feel supported and informed every step of the way.

Our team, led by our program specialist, has undertaken **a comprehensive redesign of all administrative forms associated with our program**, with the goal of streamlining processes and minimizing unnecessary paperwork for our students. By carefully evaluating each form, we have retained only those essential for tracking and reporting on student progress.

These revised forms serve a dual purpose: they not only detail milestones achieved by students but also trigger notifications to our office, fostering timely communication with other crucial departments on campus, such as the Office of the Registrar. To enhance accessibility, all forms are made available in two formats: downloadable PDFs for offline use and user-friendly web-based forms for convenience.

The web-based forms are particularly beneficial, as they automatically notify the relevant staff members about updates regarding student submissions. This feature alleviates the burden on students, allowing them to focus on their studies rather than worrying about the status of their forms. Overall, these improvements aim to create a more efficient and supportive environment for our students.



Get FinishEd.D. Biweekly Meetings

Our Program Specialist organizes the **Get FinishEd.D. Biweekly Writing and Professional Development Series, which takes place every other Wednesday from 4:00 PM to 6:00 PM.**

This engaging virtual writing accountability group creates a supportive environment where students can establish and pursue writing goals for various projects, including their dissertations.

Within this nurturing space, participants have the opportunity to write independently in their own private virtual rooms or to collaborate with peers in small groups, fostering both focus and community. Additionally, on select dates, we feature insightful guest speakers who share valuable tips and strategies related to the writing process, enriching the overall experience for our students and helping them on their academic journeys.



CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO
Ed.D. Educational Leadership

Get FinishEd.D

Join our virtual biweekly writing and professional development series. Get FinishEd.D., reserved for professional development and writing accountability sessions.

Every other Wednesday from 4:00 PM-7:00 PM:



Annual Graduate Student Research and Scholarship Symposium

Our EdD Program co-sponsored the 21st Annual WCOE Graduate Student Research & Scholarship Symposium. It took place on **April 23, 2024, 6:00pm - 8:00pm, WCOE Atrium.**

These are the Ed.D. students and candidates who presented at the WCOE Symposium:

Roundtables:

Classified Staff and Servingness

Erik Belmal, Educational Leadership

Faculty Sponsor: Dr. Nancy Acevedo

Beyond the Surface: Exploring the Urgent Need for Diversity in Educational Leadership

Reyan Warren, Educational Leadership

Faculty Sponsor: Dr. Karen Escalante

Posters:

Compartiendo Nuestras Historias: A Narrative Inquiry About Latino Parent Involvement

Maria Rivas, Educational Leadership

Faculty Sponsor: Dr. Jacqueline Romano

Panel:

Hidden in Plain Sight: Bilingual Hearing Children of Deaf Adults

Olivia Chavez-Hart, Educational Leadership

Faculty Sponsor: Dr. Jacqueline Romano

Surviving to Thriving: California Community College Alumnae with Doctorates and Their Experiences to Foster the Transformation of the Transfer Student Experience

Debanhi Escobar, Educational Leadership

Faculty Sponsor: Dr. Nancy Acevedo

WCOE Graduate Student Research & Scholarship Symposium

21st Annual WCOE Graduate Student Research & Scholarship Symposium

April 23, 2024

6:00pm - 8:00pm

WCOE Atrium

SPONSORS

Dr. Chinoka DomNwachukwu, WCOE Dean

WCOE Office of Assessment & Accreditation

WCOE Office of Curriculum & Archives

Educational Leadership, Ed.D. Program

CSUSB Strategic Plan Funding



Touchpoints and Program Management Calendar

The doctoral team develops and maintains a schedule of Touchpoints for students and also a set of Touchpoints for faculty. Touchpoints are now being developed for CAB as well. These touchpoints are used to create a “calendar of events” or Program Management Calendar for the entire academic year.

Student Sample:

Event	Approximate Date	Activity	Cohorts Involved
Orientation	Pre-first Semester Mid-August	Full Day Orientation Pair with Peer Create Norms Meet Faculty and Administrators Review Guidelines	New cohort
Social Reception (optional)	End of every Fall semester	Open house type reception for students and guests, faculty and administrators	All cohorts
Workshop on Chapters 1 and 2 and IRB	End of second Fall semester (after QE)	What goes in Chapters 1 and 2 and IRB information	2 nd year cohort
Meet the Faculty	Each Spring Semester End of March	Faculty present research interests	Latest two cohorts (and others who might be interested)
Student Advising Sessions	First Spring Semester and Second Fall Semester	Directors meet individual with each student in the cohort	All cohorts
Student Town Hall Meeting	Every Spring Semester	Inquiry questions for program review and outcomes assessment	All cohorts
Workshop on Dissertation (Lit Review and QE)	End of first Spring semester	How to write a lit review for a dissertation and prepare for the QE and assistance with selecting chair and committee	New cohort
COE Research Symposium	Each Spring (April)	Students attend and present their research	All
Doctoral Graduates Luncheon (optional)	Last Spring semester – April-May	Introduce May’s graduates and	All cohorts (graduated and

		celebrate their completion	current) and faculty and administrators
Graduation	Last Spring semester – May	Hooding and celebration	Graduating Candidates

Faculty Sample:

Event	Approximate Date	Activity	Faculty/Staff Involved
Ed.D. Faculty Meetings	As required based on governance worklist & tasks	Review Ed.D. Program Operations and Student updates	All Ed.D. Faculty/Staff
Faculty Recruitment and Renewal	As required based on governance worklist & tasks	Recruiting faculty to be Core or Affiliated and renewing faculty per guidelines	Ed.D. Faculty appointed to committee
Curriculum and Program Development	As required based on governance worklist & tasks	To update Ed.D. polices, practices and curriculum	Ed.D. Faculty appointed to committee
Admissions Committee	Spring Semester each year	Select the new cohort of students (review applications, conduct interviews, decide who is to be admitted)	Ed.D. Faculty appointed to committee
Program Assessment Committee	As required based on governance worklist & tasks	Designing data collection and reviewing data collected	Ed.D. Faculty appointed to committee
Ad Hoc Committees	As needed	Discuss issues relative to the ad hoc charge	Ed.D. Faculty appointed to committee
Social Reception (optional)	End of every Fall semester	Open house type reception for students and guests, faculty and administrators	All Ed.D. Faculty/Staff
Workshop for new Dissertation Chairs	Fall Semester each year	Key strategies to assisting students in completing their dissertations	Any new Ed.D. CORE faculty who wish to chair dissertations
Meet the Faculty	Each Spring Semester End of March	Faculty present research interests	All Ed.D. Faculty/Staff

Student Town Hall Meeting	Every Spring Semester	Inquiry questions for program review and outcomes assessment	All Ed.D. Faculty/Staff
COE Research Symposium (optional)	Each Spring (April)	Students attend and present their research	All Ed.D. Faculty/Staff
Doctoral Graduates Luncheon (optional)	Last Spring semester – April-May	Introduce May’s graduates and celebrate their completion	All Ed.D. Faculty/Staff
Hooding Ceremony and Reception (optional)	Friday evening before commencement	Hooding Celebration	All Ed.D. Faculty/staff
Graduation	Last Spring semester – May	Graduation celebration	All Ed.D. Faculty/Staff

Faculty Governance

The faculty subcommittees met as needed during the year. The subcommittees “Program and Curriculum Design” as did the “Policy and Appeals”, were scheduled bi-weekly for most of the year. The following is the membership of the Ed.D. Subcommittees:

Subcommittees

- ❖ Ed.D. Program & Curriculum Design & Assessment Subcommittee, 1st Wednesday of the Month: 1-2pm
 - Carmen Beck Becky Sumbera Nancy Acevedo Stanley Swartz
 - *ALTERNATE WITH*
- ❖ Ed.D. Program Policy and Appeals, 1st Wednesday of the Month: 1-2pm
 - Becky Sumbera Angela Louque
- ❖ Ed.D. Program Student Recruitment & Admissions Subcommittee, 2nd Wednesday of the Month: 1-2pm
 - Susan Jindra Doris Wilson Vipin Gupta George Bradshaw
- ❖ Ed.D. Program General Faculty Meetings 3rd Wednesday of Every Month: 1-2pm
 - All Faculty
- ❖ Ed.D. Program Faculty Recruitment & Renewal subcommittee, 4th Wednesday of the Month: 1-2pm
 - Carmen Beck Sharon Sparks Jay Fiene

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.

COMMUNITY ADVISORY BOARD

The CSUSB Ed.D. Community Advisory Board (CAB) - Breakfast Meeting, was held Wednesday, April 17th. Breakfast was at 8:30AM, then the meeting started promptly at 9:30AM.

See recording here: <https://youtu.be/C32LwVEgfnC>



Annual Ed.D. Town Hall

We hosted our annual Town Hall Meeting on Tuesday May 7th from 4:00 p.m. - 5:30 p.m.

The meeting explored questions related to the Ed.D. Program and the ways in how it has, or has not, met students' educational expectations and needs in our doctoral learning experience. Albeit there can be no one-size-fits-all solution, and all things considered, there is benefit to adopting a more structured approach. This is a conscientious opportunity for us to come together (via Zoom) rooted in the desire to improve quality and enhance the effectiveness of doctoral education. This helps the program team to routinely make reforms, innovations, actions and adjustments to improve upon the program scaffolding, adding consistency, fairness, and transparency.

We included a set of inquiry questions that is part of the assessment process for our program. We asked the students to offer their formative feedback and guidance to help improve the Ed.D. program and should serve as an opportunity to offer constructive advice.

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 have not already been mentioned would you recommend to strengthen the program?

[See here for a sample subset of responses to Q4:](#)

- It has reaffirmed that processes I learned with the Puente Project are on point.
- "The Ed.D. program at CSUSB has influenced my ability for inclusion of social justice and equity in my leadership approach through several key aspects:

Curriculum Focus

Reflective Practice

Community Engagement

Dissertation Research

Leadership Models and Mentoring

Peer Discussions and Debates

Professional Development and Workshops

- The Ed.D. program at CSUSB helps to ensure that I'm not just an administrator but a transformative leader who actively works to dismantle inequities in the education system. This holistic and integrated approach is essential for creating educational environments that serve all students equitably and honorably."

- The class definitely helped me to create a framework for my teaching practice around transformational leadership, applied critical leadership, and social justice.

- Learning of academia's many issues and how they impact BIPOC, LGBTQ+, and other diverse student populations, I realized that social justice and equity are vital to schooling and teaching.

I already included it in my leadership. What the program has done is that it provides me more tools to reach students and make an impact at my site.

- It aligns with my own beliefs and values.

- The program has influenced my social justice and equity lens just by looking at how stifled voices are within my own cohort. Decisions are often made by professors or leadership that do not critically consider the wide array of students and their intersecting identities.

My love of social justice and equity issues has only improved during this program. I have been able to apply this framework into my career as an EOPS program specialist.

Academic Program Review (5-Year Self-Study)

Our program completed its 5-year self-study (Academic Program Review) as mandated by the CSU Chancellor's Office and CSUSB's FAM 856.6 in **February 2024**.

ACADEMIC PROGRAM REVIEW

FAM 856.6

The purposes of program review are to ensure the quality and currency of academic programs; to assess student learning; and to inform institutional planning, budgeting and decision-making. Reviewers evaluate program learning outcomes, student achievement of these outcomes, and other aspects of program effectiveness, such as faculty areas of expertise, curriculum, and resources.

Policy Statement

Every CSUSB degree-granting program, except for those that are reviewed and accredited by external agencies, undertakes program review on a five-year cycle. (Externally-accredited programs instead must submit all documentation from their external review and accreditation process to the Office of Academic Programs.) The program review process includes the following components involving multiple constituencies with specific roles and responsibilities:

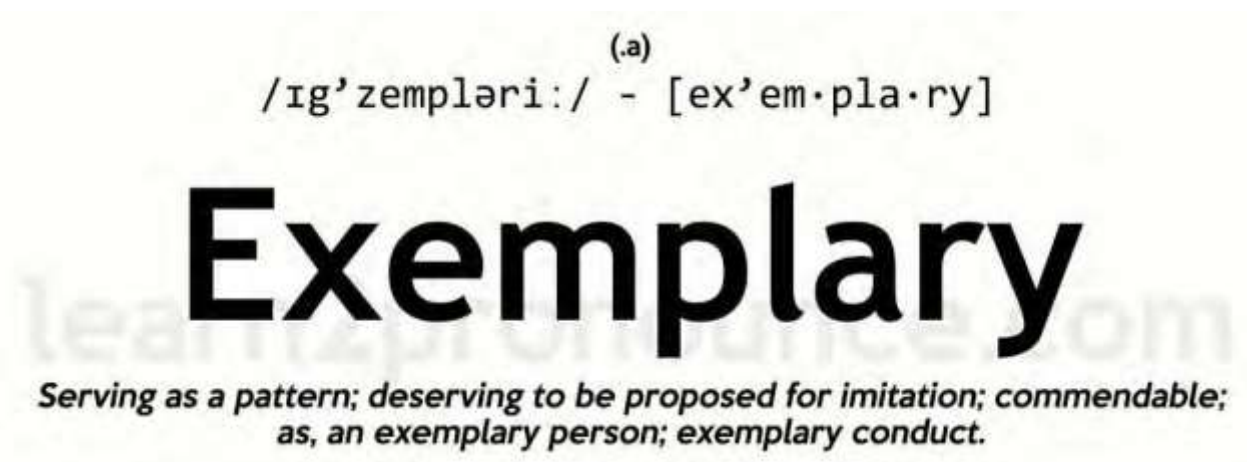
- Review of program learning outcomes (PLOs)
- Collection and analysis of data on program effectiveness, including evidence of student learning and feedback from students, faculty, staff, alumni and other relevant stakeholders throughout the review cycle
- Written self-study report from the program
- External review consisting of a site visit and report by an external reviewer or reviewing team
- Internal review conducted by the College Dean, Dean of Graduate Studies (if applicable), and University Academic Program Review Committee
- Development of a Plan of Action by the program, in consultation with the College Dean, in response to the findings and recommendations from the program faculty, external reviewer, and internal reviewers. The Plan of Action is reviewed and approved by the College Dean. This entire process is facilitated by the Vice Provost of Academic Programs.

The Assessment Office and the Committee on Learning and Academic Student Success (CLASS) support academic programs' assessment capabilities and assist faculty with program review.

Program review occurs through a five-year cycle of assessment.

The self-study report discusses strengths and weaknesses of the program based on annual assessments of student learning and other evaluative processes; makes recommendations for changes in the program curricular structure, courses, instruction, activities, and/or allocation of resources; and provides an outlook for the program's near future.

The Educational Leadership Doctoral Program at Cal State San Bernardino was commended as “Exemplary”.



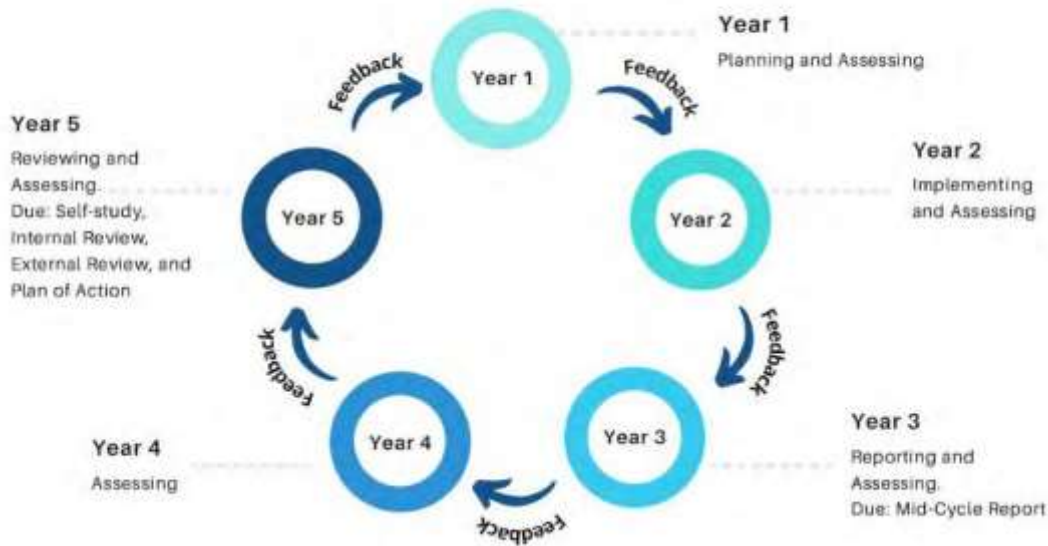
The external reviewer lauded our leadership, including the Dean’s and campus leadership’s strong support of the Educational Leadership Doctoral Program. “It was very evident that the program is thriving and continuing to move forward in achieving all goals.”

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.

CSUSB ACADEMIC PROGRAM REVIEW

5-Year Cycle



5-Year Self-Study Report Highlights, Recap, and Intentionality (at-a-glance)

- 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 financial aid workshops held 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 preK12 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.

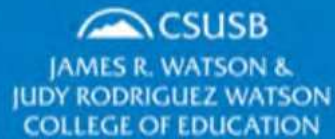
Future Program Goals

Based on the collective feedback from the external 5-year review, the annual student townhall meeting, marketing surveys, and focus group, **these are the future goals we have thus far identified:**

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.
11. Continue to emphasize the program's strengths, such as its reputation, faculty expertise, and flexible format, in our marketing and recruitment efforts.
12. Showcase success stories of program alumni and their contributions to their communities.
13. Create opportunities for prospective students to connect with current students, faculty, and alumni.
14. Provide additional resources and support for career development.

THANK YOU

Doctoral Program in Educational Leadership (Ed.D. Program)



Your Doctoral Team,
Dr. Enrique Murillo, Dr. Stacey Ortiz, and Mrs. Candice Sykes, MPA
WCOE Dean - Dr. Chinaka S. DomNwachukwu

“STUDENTS ARE OUR MISSION!”