

California State Polytechnic University



Program Review Self-Study Department of Educational Leadership Ed.D. Educational Leadership

AY 2018-2019

Table of Contents

Section 1.	Introduction	1
1.1.	Program Description.....	1
1.2.	Mission and Goals.....	4
1.3.	Reflection of Previous Self-Study.....	9
Section 2.	The Program Description	11
2.1.	Units to Degree.....	11
2.2.	Curriculum	11
2.2.1.	List of Curriculum.....	11
2.2.2.	Curriculum Comparison.....	16
2.2.3.	Curricular Changes.....	19
Section 3.	Program Assessment	24
3.1.	Accreditation Status or Other External Assessments	24
3.2.	Assessment Plan in Original Proposal for 2012-2018.....	24
3.3.	Semester Conversion Assessment Plan to Begin in 2018-2019	27
3.4.	Assessment Results and Conclusions.....	35
Section 4	Program Quality	45
4.1	Faculty.....	45
4.1.1	Quality of Teaching.....	45
4.1.2	Research and Scholarly Activities.....	47
4.1.3.	Service	51
4.1.4.	Faculty Workload	51
4.2.1	Advising and Evidence of Quality.....	51
4.2.3	Student Commitment, Motivation and Satisfaction.....	58
4.2.4	Other Indicators of Student Success	64
Section 5.	Resources	70

5.1 Enrollment.....	70
5.2 Faculty.....	73
5.3 Library Resources	73
5.3.1 Library Reference Interactions	74
5.3.2 Research Tutorials	74
5.3.3 Library Instruction.....	76
5.3.4 Top Ten Journal Titles.....	76
5.3.5 Education Databases.....	77
5.4 Additional Resources	79
Section 6 Suggested Action Plan.....	83
Section 7 References	84
Section 8 External Review	85
Section 9 Department and Dean’s Post Review.....	86
Section 10 Faculty Participation.....	87
Appendix A – Past Recommendation	88
Appendix B – Curriculum for other Institutions	96
California State University, Los Angeles	97
Loyola Marymount University.....	98
Appendix C – Student Evaluation Forms.....	99
Student Evaluation Form	100
Focus Group Questions.....	101
2015 Exit Survey.....	102
Exit Survey.....	110
Alumni Survey.....	118
Appendix D – Dissertation Titles and Themes.....	123
Dissertations by Title	124
Dissertations by Theme.....	129

Appendix E – Modified Inventory of Educational Effectiveness Indicators (IEEI)	134
Appendix F – Summer Symposium	137
Appendix G – Faculty	140
Core Faculty.....	141
Betty Alford.....	141
Nancy Sanders.....	180
Amy Gimino.....	193
Eric Haas- Program Faculty 2016-2018.....	212
Nancy Hurlbut.....	228
Shahnaz Lotfipour.....	243
Eligio Martinez- Program Faculty 2016-2018.....	252
Richard Navarro.....	262
Jann Pataray-Ching.....	276
Affiliated Faculty.....	289
Jose Aguilar-Hernandez.....	289
Sandra Dixon.....	299
Giselle Navarro-Cruz.....	307
Heather Wizikowski.....	312

List of Tables

Table 1 Curriculum	12
Table 2 Doctoral Program Conversion Chart.....	14
Table 3 Planned Sequence of Courses.....	15
Table 4 Course Offerings	19
Table 5 Alignment Matrix.....	24
Table 6 Semester Program Objectives and Student Learning Outcomes for the Doctoral Program in Educational Leadership	28
Table 7 Methods of Assessment	29
Table 8 SLO Sequence	31
Table 9 SLO Matrix	32
Table 10 Assessment Plan Beginning in Fall of 2018 with Semester Conversion.....	33
Table 11 Data Collection/Dissemination Plan of Key Benchmark Assessments 2013-2018	35
Table 12 Understanding of the Importance of Leadership.....	39
Table 13 Social Justice Values	40
Table 14 School Reform	40
Table 15 Enact Tangible Changes/Reforms	41
Table 16 Goals of Equity and Justice	42
Table 17 Confidence in Critical Inquiry and Reflection.....	42
Table 18 Graduate Confidence of Knowledge and Expertise in Teaching, Learning, and Organizational Change	43
Table 19 Evaluation Results of Core Faculty teaching two or more courses per term between 2012-2018	45
Table 20 Annual Average Workload per Semester.....	51
Table 21 Cohorts' Retention, Persistence, and Graduation Rates.....	52
Table 22 Cumulative Graduation and Continuation Rates	55
Table 23 Work Position Change Before and After the Ed.D. Program.....	65
Table 24 Presentations Related to Dissertations.....	67
Table 25 Publications Related to Dissertations	68
Table 26 Awards and Appointments Received During and After the Ed.D. Program.....	69
Table 27 Entering Cohort Demographics	71
Table 28 FTES Taken	72

List of Figures

<i>Figure 1</i> Student enrollment.....	70
<i>Figure 2</i> Library reference interactions.....	74
<i>Figure 3</i> Tutorial usage by CEIS	74
<i>Figure 4</i> Tutorial usage level	75
<i>Figure 5</i> Graduate tutorial usage-CEIS.....	75
<i>Figure 6</i> Graduate pass/fail rate on online research tools-CEIS	76
<i>Figure 7</i> Top ten journal titles.....	77

Section 1. Introduction

1.1. Program Description¹

The Educational Leadership Doctoral Program (Ed.D.) in the Department of Educational Leadership in the College of Education and Integrative Studies is a unique program designed for P-12 educational leaders focused on improving underperforming schools and enhancing schools that are already succeeding. The program, designed for working professionals, is to be completed in three calendar years of full-time study (two courses per quarter on a year-round schedule). Organized in cohorts, doctoral candidates progress through the program in a highly supported learning community.

The Educational Leadership Department at California State Polytechnic University Pomona (Cal Poly Pomona) develops educators' expertise as champions for equity and excellence in a highly diverse region. The Department is committed to the pursuit of excellence, equity, and justice in education. The Department offers the Doctor of Educational Leadership Degree for experienced administrators to deepen their leadership capacities.

The Cal Poly Pomona (CPP) Doctoral Program in Educational Leadership is one of 15 Ed.D. programs currently being offered in the California State University (CSU) system. The CSU Ed.D. degree programs were established in 2006 by CSU Chancellor's Executive Order 991 to improve leadership in public education systems from Pre-kindergarten through 12th grade and community colleges. The CSU Ed.D. programs provide the highest level of professional training for experienced educators who are responsible for effectiveness of public schools, districts, and community colleges across the state.

The professional mission and structure of the three-year professional programs are well-defined in state policy with local options in coursework and research seminars for cohorts of experienced educators. The three-year CPP Ed.D. Program began with the first cohort of 16 doctoral students in fall, 2012. In summer 2019, the eighth cohort will enroll at Cal Poly Pomona.

The CPP Ed.D. Program uniquely develops leadership expertise for educators in the highly diverse region served by Cal Poly, emphasizing the role and contributions of a Hispanic-Serving Institution. Reflecting the CSU system vision and values, the CPP Ed.D. Program seeks to enhance leaders' expertise to increase educational quality and effectiveness. The CPP Ed.D. builds on CPP's contextual uniqueness and emphasizes the social responsibilities of leading diverse educational organizations that are committed to equity and justice for all students.

Each student completes a dissertation that addresses a real, ongoing, major problem of educational practice as the doctoral culminating experience. Upon program completion, many graduates assume new leadership responsibilities, and many assume new professional roles reflecting the training and specific expertise they gained from courses and their dissertation research. Additionally, our graduates report the successes of their schools and districts as they are increasingly recognized for excellence of outcomes and effectiveness, implementing programs that increase learning, equity, and justice for all students.

See CPP Doctoral Program website highlighting program information and students' accomplishments: <https://www.cpp.edu/~ceis/edleadership/doctoral-program/about-the-program.shtml>

¹ Sources: Reprinted from https://catalog.cpp.edu/preview_entity.php?catoid=4&ent_oid=1535&returnto=740 MQID document, Justification for a Department of Educational Leadership, and Faculty Position Announcement

University, Department, and Program Context

Cal Poly Pomona, one of two polytechnic universities in California, is a member of the 23-campus California State University system. Cal Poly Pomona was ranked number 47 on *Money Magazine's* 2018 list of "The 50 Best Colleges in the US" for quality and affordability. The university's student population is approximately 23,000 with 1,200 faculty who provide 51 baccalaureate programs, 30 master's degree programs, 11 credential and certificate programs, and the doctoral program in Educational Leadership. The university is proud of its designation as a Hispanic Serving Institution and has a strong commitment to supporting scholarship, research, and student achievement. The University seeks to recruit and retain a diverse workforce as a reflection of the commitment to serve the people of California, to maintain the excellence of the University, and to offer students richly varied disciplines, perspectives, and ways of knowing and learning.

Department

The Department of Educational Leadership is one of six departments in the College of Education and Integrative Studies that offer specialized and graduate programs in Teacher Education, Early Childhood Education, Ethnic and Women's Studies, Interdisciplinary General Education, and Liberal Studies. Additional information is available at the University's website, <http://www.cpp.edu/~ceis/>.

When the Educational Leadership Doctoral Program was first approved by the Western Association of Colleges and Schools in 2012 with classes starting in Fall quarter of 2012, the doctoral program was in the Department of Education in the College of Education and Integrative Studies. In accordance with Academic Senate Report AS-2216-067/AA for the Clarification of the Formation, Dissolution, Merger, or Movement of an Academic Department, the dean of the College of Education and Integrative Studies and the faculty requested *movement* of the Educational Leadership Doctoral Program and the Administrative Credential Certification program from the Department of Education to a separate department within the College of Education and Integrative Studies. On June 25, 2018, Soraya M. Coley, Cal Poly Pomona University President, signed approval of the amicable split of the Educational Leadership Doctoral Program and the Administrative Credential certification program from the Department of Education as recommended by the Academic Senate following two readings (see Attachment I). These programs formed the new department titled, "Educational Leadership Department".

Evidence of Joint Decision-Making and Principles of Shared Governance in the Proposal

During the 2017 winter and spring quarters, a proposal to move the Educational Leadership Doctoral Program and the Administrative Credential Certification Program to a separate department from the Department of Education was discussed by the faculty at three meetings of a department sub-committee to consider department restructuring and at three department meetings. On May 24, 2017, the faculty voted to table the discussion in order to receive input from the newly appointed dean. During the fall quarter, Dean Passe addressed the faculty concerning moving the Educational Leadership Doctoral Program and the Administrative Credential Program to a separate Department of Educational Leadership within the College of Education and Integrative Services. He requested that faculty email or meet with him in person to share their viewpoints on this proposed change. The associate dean reported that the dean received positive support for this change in structure. Faculty requested that this proposal be considered by the Academic Senate during the Winter term 2018 with consultation throughout the Spring 2018 term.

Justification for the Proposed Change

The field of educational leadership has a long history and presence in education research and practice, with international, highly regarded journals, strong national and state professional associations, and opportunities for funding leadership research and improving practice for student learning. Federal and state policies of licensure and professional training for educational leaders define qualifications, determine program structures, and require regular assessments and evaluation to certify leaders who have wide responsibilities for children and schools. It was proposed that moving the Doctoral Program in Educational Leadership and the Administrative Credential Program to one department would strengthen the program focus and enhance visibility of the program and student success.

The Administrative Credential Program serves as a pipeline to the Educational Leadership Doctoral Program in that it prepares teacher leaders, who have at least five years of teaching experience, for the role of school administrator. The program focuses on leadership for school improvement with field activities, assignments, and course content designed to meet the standards for the profession of school administration. In the Administrative Credential Program, students complete a school-based change project as a culminating experience for certification.

Both the Doctoral Program in Educational Leadership and the Administrative Credential Program are cohort based. Recruitment for both programs occurs through information meetings in area districts, through the programs' websites, and on the Cal Poly State University campus. Approximately 60 credential students and 45 doctoral students participate in the programs each year. Ten graduates of the Educational Leadership Doctoral Program at Cal Poly Pomona had completed their administrative services credential from Cal Poly Pomona. It is anticipated that the separate Department of Educational Leadership structure for housing the programs will provide the structure for additional collaboration and planning to increase enrollment in both programs and further enhance coherence of the programs.

Anticipated Benefits of a Departmental Structure for Educational Leadership

Over the past five years, the Department of Education faculty discussed different restructuring formats, but no official action resulted until 2018. With the newly approved Department of Educational Leadership, faculty anticipate that this structure will more fully support the following goals:

- Increase CPP student success by coordinating course sequences, advising, and support services for graduate students across the programs in educational leadership.
- Streamline and focus the existing leadership programs on our commitment to equity, quality, and justice in public P-12 education.
- Improve CPP visibility and service to districts and schools in the region through more comprehensive approaches to their leadership development pipelines.
- Increase capacity to obtain leadership research grants and funded projects.
- Align accreditation processes for WASC and state reviews of leadership programs.
- Develop a comprehensive approach to the leadership pipeline, from entry-level leaders (assistant principals) through advanced positions (district administrators).
- Provide the complete developmental continuum across programs as called for in state and national standards: the California Professional Leadership Standards (CPSELs) for licensure and the Dimensions of Practice (DOPs) as they progress from beginning to advanced leadership progression.
- Develop strategies across the programs to implement and coordinate changes in state licensure requirements, for example, developing a model of coaching candidates for the advanced (or clear) administrative credential.

Educational Leadership Doctoral Program

- Consolidate approaches and connections with districts for recruiting, planning, and hiring adjunct professors.
- Consolidate approaches and connections with districts for placement of graduates and to monitor the impact of CPP leadership programs on schools and districts.
- Provide additional representation of education programs in the College.

A Department of Educational Leadership is a common configuration of Educational Leadership programs nationally, either as a *Department of Educational Leadership* or increasingly, a *Department of Educational Leadership and Policy Studies* (ELPS). See for example, University of Wisconsin, Stanford University, University of Michigan, Harvard University, Peabody University, Portland State University, University of Kentucky, Florida State University, and University of Northern Colorado. The most common configuration of the CSU Ed.D. Programs is a Department of Educational Leadership: East Bay, Fresno, Fullerton, Long Beach, and Northridge. Sacramento and San Diego include Policy Studies (which is becoming more common nationally).

1.2. Mission and Goals

UNIVERSITY²	<p>Mission - We cultivate success through a diverse culture of experiential learning, discovery, and innovation.</p> <p>Vision - Cal Poly Pomona will be the model for an inclusive polytechnic university that inspires creativity and innovation, embraces local and global challenges, and transforms lives.</p> <p>Values</p> <ul style="list-style-type: none">• <u>Academic Excellence</u> – We demonstrate academic quality, relevance, and excellence through our teaching, learning, scholarship, and creative activities with student centered faculty in an evidence-based culture.• <u>Experiential Learning</u> – Our polytechnic identity fosters an integrative approach to education through collaboration, discovery, learn-by-doing, and innovation. Our approach encourages reflection, informed risk-taking, and continuous learning.• <u>Student Learning and Success</u> – We are deeply committed to educational experiences and supportive services that engage our students, enhance personal well-being and growth, provide career opportunities, and foster ethical citizenship.• <u>Inclusive</u> – Our diversity across multiple dimensions reflects and enhances our community. We are welcoming and respectful, and we value diversity.• <u>Community Engagement</u> – We nurture mutually beneficial and meaningful relationships with community partners and stakeholders.• <u>Social and Environmental Responsibility</u> – As global citizens, our individual and collective actions reflect our commitment to one another, society, and the environment.
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When the Educational Leadership Doctoral Program was proposed in 2012, the goals of the university included that graduates would be distinguished by their understanding of theory, the ability to think critically, and the capacity to apply that knowledge in a real-world setting. In addition, the goals of Cal Poly Pomona included that the university would embrace change through teaching, learning, and scholarship that continually address the needs of a diverse culture and a dynamic economy while modeling a learning-centered university in all aspects of campus life. The Educational Leadership

² Source: <https://www.cpp.edu/~aboutcpp/calpolypomona-overview/mission-and-values.shtml>

Educational Leadership Doctoral Program

Doctoral Program strongly supported these goals and program evaluation results have supported the program's effectiveness in accomplishing these goals (see Attachment IX).

In 2018, after a year-long strategic planning process, the University developed a new mission and vision statement that built upon the previous strategic plan and focused the goals of the university for the next five years. Again, a strong emphasis on meeting the needs of a diverse culture remained with a clear focus on realizing the goals of a polytechnic university for experiential learning, discovery, and innovation intensified in the wording of the mission and vision statement.

The Doctoral Program in Educational Leadership's face-to-face and hybrid structure of classes in a cohort format of study provides a learning environment wherein students are encouraged to explore research deeply and consider ways that they can make a tremendous difference in students' lives through their transformative leadership practices and processes. As a graduate commented on her experiences in the doctoral program:

The idea of trust as the foundation of an effective and positive school culture that provides opportunities to all students has been embedded throughout our scholarly work; however, I have been even more heavily impacted by the trust I have experienced with my cohort of classmates. This journey for all of us requires a high degree of vulnerability, as the development of leadership and the inherent reflection in that process reveals personal details at times. The trust in myself to open up to the process of growth, and the trust in my cohort to listen without judgment, has truly been a positive experience. For me, it has been a good model of how as a school leader, I must focus on building the sense of trust within my staff. If they feel free to become vulnerable, they will be open to taking risks and trying new things, and that is when minds, hearts, and practices can truly change.

Additional graduates stated:

I have learned tremendously from our professors regarding the art and science of academic writing and analysis. It has been a tour-de-force in that we are challenged to go deeper and strengthen our positions and expand our horizons and perspectives.

I was challenged and have learned more than I ever dreamed. It has been difficult but an amazing opportunity that I will remember and use for the rest of my life.

I have used much of what I have learned to implement and further my commitment to social justice and change on the campus where I serve.

Students' comments concerning the Educational Leadership Doctoral Program indicate that the values of the University are being supported through the program.

Educational Leadership Doctoral Program

In 2012, when the Educational Leadership Doctoral Program began offering classes, the university's core values were polytechnic identity, academic quality, learn by doing, teacher scholars, environmental sustainability, and celebration of diversity. In the 2018 Strategic Plan, the university's values are the following:

- Academic Excellence – We demonstrate academic quality, relevance, and excellence through our teaching, learning, scholarship, and creative activities with student centered faculty in an evidence-based culture.
- Experiential Learning – Our polytechnic identity fosters an integrative approach to education through collaboration, discovery, learn-by-doing, and innovation. Our approach encourages reflection, informed risk-taking, and continuous learning.
- Student Learning and Success – We are deeply committed to educational experiences and supportive services that engage our students, enhance personal well-being and growth, provide career opportunities, and foster ethical citizenship.
- Inclusive – Our diversity across multiple dimensions reflects and enhances our community. We are welcoming and respectful, and we value diversity.
- Community Engagement – We nurture mutually beneficial and meaningful relationships with community partners and stakeholders.
- Social and Environmental Responsibility – As global citizens, our individual and collective actions reflect our commitment to one another, society, and the environment.

The Educational Leadership Doctoral Program faculty are committed to modeling the values of the university in the way courses are offered, in the assignments that are provided, and in the level of support that students experience in the program. Students have emphasized alignment of the program to the university's programs through comments such as:

Strengths of the program include the support in the dissertation process from the beginning of the program through the professors' knowledge and support.

Experience gained from writing assignments and specific input from faculty have helped to improve my scholarly writing.

The cohort discussions have broadened my perspectives as a district leader.

This program has significantly impacted my personal and professional life by building my capacity as a leader for social justice and as a leader who can build the capacity of others through distributive leadership. The reading, scholarship, collegiality, and collaboration with professors and cohort members as thought partners have contributed to my development as a leader for educational change.

I feel like I was challenged and learned more than I would have in reading some of the materials without the support of the professors and cohort. The cohort feature is what I found most appealing about the process as I learned as much from my peers as I did from professors and readings. The professors demonstrated a commitment to supporting all students.

I feel confident in completing any task which requires the acquisition of research, the analysis and synthesis of research, and the impact of research on future educational trends.

Educational Leadership Doctoral Program

Comments such as these from our students serve as indicators of the faculty's commitment to the university's values, which are evidenced in the way the doctoral courses are taught and in the ways that faculty provide support to the students.

COLLEGE OF EDUCATION AND INTEGRATIVE STUDIES³	Mission – The College of Education and Integrative Studies is a learning community focused on meeting the present and future needs of students in our communities. We educate students to become highly qualified and significant leaders in our society. We are committed to the principles of diversity, ethics and social justice, and life-long learning. Central to our mission are innovative and integrative thinking, reflective practice, collaborative action, and learning by doing.
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The mission of the College of Education and Integrative Studies supports the university's mission and values. Again, the Doctoral Program in Educational Leadership's mission is aligned with the college's mission of promoting life-long learning as they seek to prepare quality educational leaders who serve as catalysts for school improvement. Faculty in the Department of Educational Leadership believe that leadership of school administrators can positively shape the culture of a school and challenging mindsets of low expectations, enlisting the support of parents and the community, strengthening alignment between the school and the university, and building support systems for student success are all important practices of educational leaders. Faculty in the program believe their role is to impact the development of leaders who will advocate for each student's academic success, build support systems for student success, and model an ongoing focus on achieving both equity and excellence. Through hands-on learning assignments such as equity audits and evaluation studies, students *learn by doing* throughout the doctoral program. The assignments culminate in a final independent opportunity to research a topic thoroughly as students complete dissertations that are focused on the investigation of a problem of practice, which is of strong interest to them and of strong importance to the field. Student comments again support the mission of the college and department:

I have made a commitment to myself, to my students, to their parents, and to my colleagues to always behave as a professional educator who is collaborative, communicates openly and honestly, and maintains a focus on the continuous improvement and learning of all students and adults. I truly believe that the coursework and dissertation process at Cal Poly Pomona is supporting me in my commitment.

³ Source: <https://www.cpp.edu/~ceis/about/index.shtml>

Educational Leadership Doctoral Program

From 2012-2018, the Doctoral Program in Educational Leadership was located in the Department of Education, and the vision and mission of the Department of Education are provided below.

<p style="text-align: center;">Vision</p> <p>The Department of Education at Cal Poly Pomona will prepare outstanding, caring and professional educators, administrators, and practitioners who apply leadership and expertise to enable and inspire diverse learners to reach their full potential.</p>
<p style="text-align: center;">Mission</p> <p>The mission of the Education Department of the College of Education and Integrative Studies is to prepare highly qualified educators, school leaders, teacher scholars, and practitioners to serve the needs of diverse learners in a changing global society. We are committed to integrating collaboration, active learning, application, and critical thinking in the practices of teaching, learning, research, and scholarship. We value innovation and social justice through the practices of equity, access, advocacy, and inclusion in the educational process.</p>

In 2018, the Educational Leadership Doctoral Program became part of the new Department of Educational Leadership, and the mission of the department is provided below.

**Department of
Educational
Leadership⁴**

Mission – The mission of the Educational Leadership Department is to prepare highly qualified leaders who champion quality, equity, and justice in educational organizations. We are committed to meeting the needs of diverse learners in communities and schools and furthering learning for all through collaborative engagement, critical analysis, and research based practice.

VISION OF THE DOCTORAL PROGRAM (Ed.D.) IN EDUCATIONAL LEADERSHIP

The vision of the Educational Leadership Doctoral Program is to further develop the professional expertise of experienced educational leaders to increase equity, quality, and justice in educational organizations.

MISSION OF THE DOCTORAL PROGRAM (Ed.D.) IN EDUCATIONAL LEADERSHIP

The mission of the Doctoral Program in Educational Leadership of the College of Education and Integrative Studies is to prepare scholar-practitioner educational leaders to serve the needs of diverse learners in a changing global society as they champion equity, access, advocacy, and inclusion in the educational process. We are committed to values of critical inquiry; social justice; reflective practice; reciprocal learning; ethical, servant leadership; collaboration; and culturally proficient leadership in educational leadership, research, and scholarship.

⁴ Source: Curriculog and doctoral website

The Educational Leadership Doctoral Program exists to strengthen the leadership knowledge and skills of experienced educators who will foster organizational improvement and student success through their leadership. Through dialogue, critical inquiry and analysis, and experiential activities, students have the opportunity to strengthen their leadership skills. We are committed to meeting the goals of equity and excellence for all students and opening opportunities for their future. Our mission is in alignment with the university and college mission and vision. A strong emphasis on social justice permeates the program. A doctoral student expressed a representative comment:

Even before I knew what to call it, I have been a social justice educator. My role as a teacher, coach, and administrator has a specific purpose. I am driven to make a difference for families and communities that have been historically underserved by the American education system and thus denied from the full promise of the American dream. In my perspective, I see this theme reflected throughout the courses.

The mission of the Educational Leadership Doctoral Program was developed by faculty serving in the program but it was also influenced by the recommendations of the Joint Practitioner-Faculty Doctoral Advisory Council. These individuals advocated for a doctoral program that would be relevant to meeting the educational needs in our region, which would prepare leaders to be agents of change with a commitment to social justice, who would embody the highest standards of excellence in scholarship. During program implementation, the core values of the program have remained strong. The mission statement continues to align with the university and college mission statements and is supported by the actions of the faculty in the program.

1.3. Reflection of Previous Self-Study

This is the first self-study as part of the university's external and internal program review process. In the third year of the doctoral program, the Educational Leadership Doctoral Program director provided the preliminary report to the Chancellor's office concerning the program's initial success (see Appendix A). The report summarized needs the program was addressing, evidence of successes in achieving goals, and dissertation topics. Dr. Ron Leon, Director of the Educational Leadership Doctoral Program at Cal Poly Pomona wrote in response to the question of graduates' effects on P-12 student achievement:

Because the doctoral students in the first cohort have just graduated, the data regarding P-12 student achievement cannot be directly attributable to the program. However, many of the students are in positions of leadership in their schools and report the ongoing impact of their coursework on the way they approach problems and in their success as district or campus leaders who foster increased student achievement.

Graduates reported multiple ways that they are having an effect on leading reform efforts as supported by the following representative statements:

- Within my readings, I discovered the process of lesson study. I implemented this at my school, and this year is our third year of implementation, and we are seeing positive results. I also provided one of the books I read in the program for my faculty of *Transformative Assessment* which has been used for discussions on formative and summative assessment. We now look at assessment in a different way.
- I discovered the importance of parents as partners leading to new initiatives at our school.

Educational Leadership Doctoral Program

- Through my dissertation, the importance of teacher collaboration was illuminated. Now, I have increased the opportunities for teacher collaboration from one day a month to every week.
- Shared leadership is at a higher level at my school now, and I am fostering that process.
- We are implementing PBIS at my site from information I have learned through this program.
- We are lifelong learners. The program has re-energized me. I have new perspectives, and I am a better leader.
- I now look at research differently. As a school leader, I have grown in how to look at research and where to find the key results. The program has helped us to be more reflective and to look at issues from more than one perspective and to ask questions. This is very important in school reform.

From the type of questions that were asked on the Chancellor's evaluation report, it was clear that the California State University doctoral programs are expected to impact positive leadership to achieve results for student success, and we have maintained this focus in the doctoral program at Cal Poly Pomona. No areas of needed improvement were cited in the report.

Section 2. The Program Description

The Educational Leadership Department prepares scholar-practitioner educational leaders who will champion social justice for equity and excellence; engage in critical inquiry; serve as ethical, transformative servant leaders; and engage in collaborative processes to implement positive changes for the improvement of teaching and learning. The Doctoral Program in Educational Leadership, a 60-unit three-year program of study which is offered in a cohort, face-to-face every other weekend format on the Cal Poly campus.

Each doctoral student prepares an individual dissertation on a problem of practice as part of the requirements for graduation. The face-to-face hybrid offering of classes promotes the opportunity for students to *learn by doing* through experiential learning activities. The emphasis of courses on each student's role as an innovative educational leader who models the highest ethical standards and a commitment to social justice supports the components of the university mission as a polytechnic university and assists the University in achieving its overall mission.

2.1. Units to Degree

As listed on the university's website, the Doctoral Program in Educational Leadership is now a semester program of 60 units that are completed in three consecutive terms each year of summer, fall, and spring semesters, and a new cohort begins each summer. From 2012 to June 2018, students began the doctoral program in the fall quarter, and 90 quarter units were required for graduation.

2.2. Curriculum

2.2.1. List of Curriculum⁵

Table 1 shows the curriculum for the Educational Leadership Doctoral Program under the quarter system. The quarter system was the format for courses in Cal Poly Pomona from Fall 2012-Summer 2018. In Fall 2018, the university changed to a semester format for courses. Faculty engaged in planning for the semester conversion of courses beginning in Fall 2014. Prior to Fall 2014, the Doctoral Council met monthly to discuss program implementation and continuous improvement of the processes of the program. Curriculum issues were discussed, such as, ways to strengthen student's academic writing; however, course extended outlines were not changed during this time period. Students went through the sequence of courses as a cohort and were supported in the dissertation beginning with the first Research Learning Community course.

⁵ <https://www.cpp.edu/~academic-programs/academic-advising/tools/sheets-roadmaps/index.shtml>

Educational Leadership Doctoral Program

Table 1
Curriculum

Course #	Course Name	Units
Required Core Courses (28 units)		
EDD 700	Understanding Oneself as a Leader	4
EDD 701	Ethical Leadership for Effective Schools	4
EDD 702	Global Perspectives in Educational Leadership	4
EDD 703	Governmental and Political Relationships	4
EDD 704	Effective Human Resource Management	4
EDD 705	Fiscal Planning, Analysis, and Budgeting	4
P-12 Specialization Courses (24 units)		
EDD 730	Leadership for Equity and Advocacy	4
EDD 731	Student Achievement through Instructional Leadership	4
EDD 732	Organizational Transformation in Schools	4
EDD 733	Dynamics of Motivation and Change	4
EDD 734	Community Relations and Partnerships	4
EDD 735/735L	Leading and Learning with Technology	3/1
Research Courses (20 units)		
EDD 751	Quantitative Research Methods for School Improvement	4
EDD 752	Qualitative Research Methods for School Improvement	4
EDD 753 or EDD 754	Applied Quantitative Research for School Improvement Applied Qualitative Research for School Improvement	4 4
EDD 760	Research Learning Community Seminar: Introduction to Doctoral Studies and Dissertation Research	2
EDD 761	Research Learning Community Seminar: Preparation and Defense of a Dissertation Proposal	2
EDD 762	Research Learning Community Seminar: Post-Proposal Dissertation Development	2
EDD 763	Research Learning Community Seminar: Advanced Dissertation Development	1
EDD 764	Research Learning Community Seminar: Preparation for Dissertation Completion and Defense	1
Dissertation (18 units)		
EDD 800	Dissertation	6

Changes to Curriculum as part of Semester Conversion

The Research Learning Community courses (EDD 760 to 764) were designed to provide academic support in strengthening research skills and scholarship. Because these courses were highly beneficial to students, in the semester conversion, the Research Learning Community courses remained as part of the course sequence, and one additional Research Learning Community course that focuses on the Literature Review was added. Students had voiced that the assignments in the first Research Learning Community course seemed extensive for a 2-unit course. Faculty discussed the needs that influenced the assignments for the class and determined that it would be appropriate to change this course to a 3-unit course.

During the discussions that continued in the semester conversion process, faculty renamed some courses to more fully reflect the course's emphasis. For example, the course EDD 700 Understanding Oneself as a Leader was changed to EDD 7000 Leadership for Learning. This change was made to emphasize that the educational leader's primary role is to facilitate the conditions and culture to support learning. The leader's understanding of their leadership platform is an important part of reaching this goal, but understanding oneself as a leader is not the end product of reflection. Instead, understanding oneself as a leader can be an important step toward influencing leadership practices and processes to promote learning. Other courses that had slight changes to titles but did not combine classes were:

EDD 731 Student Achievement through Instructional Leadership (4-unit) changed to:
EDD 7120 Creating the Conditions for Student Success (3-unit)

Educational Leadership Doctoral Program

The term instructional leadership, while still widely used in the field, has also been criticized as denoting the educational leader's role as an all-knowing leader who is the authority on all subject areas. Although this narrow definition of instructional leadership was never promoted in the Cal Poly Pomona Educational Leadership Program, doctoral faculty determined that Creating the Conditions for Student Success as the new title more fully encapsulated the desired outcomes for the course.

EDD 734 Community Relations and Partnerships (4-unit) changed to:
EDD 7080 Building School/Community Partnerships for Student Success (3-unit)

The term community relations has sometimes been used to refer to public relations campaigns instead of true community engagement in partnerships with the school. Through doctoral faculty dialogue of the important outcomes of the course, we determined that Building School/Community Partnerships for Student Success more fully conveyed the goals of the course.

EDD 702 Global Perspectives in Educational Leadership, (4-unit) changed to
EDD 7170 Global Perspectives on Educational Leadership, Achievement, and Equity (3-unit)

With the title change, faculty focused the course more clearly on ways that educational leaders promote student achievement and equity internationally. This focus supported more fully the program emphasis on social justice and school improvement in multiple contexts.

EDD 701 Ethical Leadership for Effective Schools, (4-unit) changed to
EDD 7160 Synthesizing Key Concepts of Ethics, Equity, and Social Justice for Transformative Leadership, (3-unit)

This semester course was scheduled for the third year of the course sequence. Faculty decided that a course near the end of the student's program of study would assist each student in synthesizing primary concepts of the program of ethics, equity, and social justice.

Other Curriculum Changes to Combine Courses

In other changes to the course sequence, some courses combined as we changed from a quarter to a semester time schedule for offering classes. A 90-unit program of study changed to a 60-unit program of study for the doctoral degree. Faculty determined that all components of the courses that were included in the original doctoral program were important, but changing from six quarter courses to three semester courses could achieve closer alignment of the concepts. The following changes resulted:

EDD 706 Law, Policy, and Educational Leadership and EDD 703 Governmental and Political Relationships, each 4-unit courses, were combined as a semester 3-unit course, EDD 7070 Education Policy, Systemic Reform, and Social Justice.

EDD 704 Effective Human Resource Management and EDD 705 Fiscal Planning, Analysis and Budgeting, 4-unit courses, were combined as a semester 3-unit course, EDD 7070 Education Policy, Systemic Reform, and Social Justice.

EDD 732 Organizational Transformation in Schools and EDD 733 Dynamics of Motivation and Change, each 4-unit courses, were combined as a semester 3-unit course, EDD 7040 Organizational Culture and Institutional Change.

Educational Leadership Doctoral Program

Faculty determined through discussion and analysis of the extended course outlines that these paired courses offered overlapping concepts, and combining the two similar courses would strengthen program coherence. Table 2 provides a summary of these changes as well as the changes to the Research Learning Community Support courses.

Table 2
Doctoral Program Conversion Chart

Quarter Course	Semester Course Number	Course Title	Credits
EDD700	EDD7000	Leadership for Learning	3
EDD 732 and 733	EDD7040	Organizational Culture and Institutional Change	3
EDD 706	EDD 7070	Education Policy, Systemic Reform, and Social Justice	3
EDD 704/705	EDD7090	Maximizing Fiscal and Human Resources for Students	3
EDD 731	EDD 7120	Creating the Conditions for Student Success	3
EDD 730	EDD 7140	Leadership for Equity and Advocacy	3
EDD 701	EDD 7160	Synthesizing Key Concepts of Ethics, Equity and Social Justice for Transformational Leadership	3
EDD 735/735L	EDD 7020/7020L	Leading and Learning with Technology	2/1
EDD 734	EDD 7080	Building School/Community Partnerships for Student Success	3
EDD 702	EDD 7170	Global Perspectives on Educational Leadership, Achievement, and Equity	3
EDD 760	EDD 7010	Research Learning Community Seminar (RLCS): Intro to Doctoral Studies and Dissertation Research	3
EDD 751	EDD 7030	Quantitative Research Methods for School Improvement	3
EDD 752	EDD 7060	Qualitative Research Methods for School Improvement	3
EDD 762	EDD 7100	RLCS: Literature Review	1
EDD 753 OR 754	EDD 7110 OR 7111	Advanced Quantitative Research OR Advanced Qualitative Research	3
EDD 761	EDD 7150	RLCS: Developing a Dissertation Proposal	3
EDD 763	EDD 7180	Research Seminar: Dissertation	1
EDD 764	EDD 7190	RLCS: Dissertation Completion	1
EDD 800	EDD 8000	Dissertation	6
EDD 800	EDD 8000	Dissertation	6
EDD 899	EDD 8999	Special Topics/Independent Study (not required in the program)	1-3

Table 3 shows the designation of core courses, research courses, and support courses and the planned sequence for courses. With the semester format, a new cohort begins each summer, and students are projected to graduate in May commencement at the end of the third year.

Educational Leadership Doctoral Program

Table 3
Planned Sequence of Courses

Year 1	Units	Year 2	Units	Year 3	Units
Summer Semester 2019		Summer Semester 2020		Summer Semester 2021	
EDD 7000 Leadership for Learning	3	EDD 7080 Building School/ Community Partnerships for Student Success	3	EDD 7090 Maximizing Fiscal and Human Resources for Student Success	3
EDD 7010 Research Learning Community Seminar (RLCS): Introduction to Doctoral Studies and Dissertation Research	3	EDD 7120 Creating the Conditions for Student Success	3	EDD 7170 Global Perspectives on Educational Leadership, Achievement, and Equity	3
Fall Semester 2019		Fall Semester 2020		Fall Semester 2021	
EDD 7030 Quantitative Research Methods for School Improvement	3	EDD 7110 Advanced Quantitative Research OR EDD 7111 Advanced Qualitative Research	3	EDD 7180 Research Seminar: Dissertation	1
EDD 7140 Leadership for Equity and Advocacy	3	EDD 7020/7020L Leading and Learning with Technology	2/1	EDD 7160 Synthesizing Key Concepts of Ethics, Equity and Social Justice for Transformative Leadership	3
		EDD 7100 Research Learning Community Seminar: Literature Review	1	EDD 8000 Dissertation	6
Spring Semester 2020		Spring Semester 2021		Spring Semester 2022	
EDD 7060 Qualitative Research Methods for School Improvement	3	EDD 7040 Organizational Culture and Institutional Change	3	EDD 7190 RLCS- Dissertation Completion	1
EDD 7070 Education Policy, Systemic Reform, and Social Justice	3	EDD 7150 RLCS- Developing a Dissertation Proposal	3		
White –Core Courses Orange- Research Learning Community Seminars Blue –Specialization Courses Purple-Research Courses Tan-Dissertation Courses		<i>Qualifying Paper for Candidacy</i>		EDD 8000 Dissertation <i>Dissertation Defense</i>	6

Educational Leadership Doctoral Program

Extended course outlines (ECOs) were prepared by the faculty members as provided in a notebook that is available for review in Building 94 Room 226. In 2017-2018, after two doctoral faculty members retired and a new doctoral member joined the program as well as a visiting faculty member, the two doctoral program co-directors engaged with them in dialogue through a curriculum mapping activity. The four doctoral faculty members discussed program alignment and coherence issues by constructing a curriculum map. Over a three-month time period of every other week meetings, these doctoral faculty members engaged in robust discussion of each course, identified sources that are being used, discussed ways that concepts were developed in courses, and discussed evidence of student learning outcome attainment. The curriculum mapping activity was implemented to ensure that the four-core faculty who were teaching only doctoral courses understood ways that the courses built upon one another to strengthen program coherence. Of primary importance in the curriculum mapping activity was the dialogue and quality of the exchange of ideas that the activity promoted.

2.2.2. Curriculum Comparison

For the CSU system, there is strong similarity in the curriculum since all Cal State universities offering the Ed.D. in Educational Leadership were to include courses to meet identified program concepts of systemic educational reform, visionary educational leadership, complexity and organizations, collaborative management, diversity and equity, educational policy environments, educational accountability, school and campus cultures, curriculum and instructional reforms, human resource development, student development and learning, community and governmental relations, resources and fiscal planning, assessment and evaluation, applied quantitative inquiry, applied qualitative inquiry, research, and data-driven decision making professional practice.

Attachments that were to be provided in the original proposal to offer a doctoral program in the Cal State University System included a discussion of program goals and student learning outcomes in relationship to the core concepts, specifically which courses addressed each of the program goals and student learning outcomes among the core, specialization, and research courses; and a matrix of core concepts in the Doctor of Education Degree in Educational leadership stating where the concept would be introduced, where it would be reinforced, and where the concept would be addressed at an advanced level (see Attachment II). These concepts were identified because they are concepts that are reflected in the educational standards for the field of educational leadership. Therefore, doctoral programs within the CSU system share strong similarities in focus and curriculum. A major difference is that some of the programs in the CSU were approved to offer both a P-12 and a community college leadership emphasis while some programs offer only a P-12 emphasis. Cal Poly Pomona focused on the P-12 emphasis in the development of their program of study and was approved by the Western Association of Colleges and Schools for this emphasis.

In comparison to another CSU Doctoral Program in Educational Leadership, strong parallels were noted as follows:

- California State University, Los Angeles (CSULA) also is a 60 credit unit semester program of study that is completed by students as a cohort with courses taken by those with a P-12 emphasis taken together (see Appendix B). A difference is that CSULA has also added a strand for community college educational leaders. For the core leadership courses, students take different courses based on whether their focus is P-12 school leadership or community college leadership as well as their program emphasis of three program areas. Students in both cohorts of P-12

Educational Leadership Doctoral Program

school leadership and community college leadership take the same core research courses and Laboratories of Practice support courses.

- Support classes are provided throughout the program of study beginning with the first Laboratories of Practice course titled: Introduction to Doctoral Research for 2 units. This is similar to Cal Poly's first course of Research Learning Community Seminar: Introduction to Doctoral Studies. Discussion about the dissertation begins in the first term of the program at CSULA as at Cal Poly rather than the historic approach of reserving dissertation support until the culmination of a program of study. The two universities' programs of study are also similar in that the Laboratories of Practice support courses at CSULA are generally offered for a lower number of units than the core courses. At CSULA, these support classes are 2-unit courses. At Cal Poly Pomona, the designation of units for the Research Learning Community courses is dependent on the learning outcomes that are required for the course with the courses ranging from 1-3 units.
- The strong emphasis on social justice, equity and excellence, and leadership are evident in both programs in the course titles and descriptions. For example, CSULA offers a core course titled Equity, Access, and Achievement in Urban Public Schools: The Impact of Curriculum on Teaching and Learning while Cal Poly Pomona offers a course titled Leadership for Equity and Advocacy. From discussions with the program directors at CSULA, we recognize that both the CSULA and the Cal Poly Pomona programs share a focus on social justice and school leadership in diverse contexts.
- Both programs include courses that address management issues of school administration, such as governance. Both programs maintain a focus on the improvement of teaching and learning, and both programs provide a course in organizational development and leadership for change. For example, in the CSULA program, the course is titled Organizational Theory and Leadership for Change, a 3-unit core course, while in the Cal Poly Pomona Doctoral Program, the course is titled Organizational Culture and Institutional Change, a 3-unit course.
- Both programs include the dissertation process for 12 units, which culminates in students' projected completion of the program in three years.
- Both programs offer courses in a cohort format with courses offered year-round, but CSULA students begin their doctoral studies in the fall semester while Cal Poly Pomona State University students currently begin their courses in the summer semester.

Loyola Marymount University also offers a three-year program of study for an Ed.D. degree. When comparing the Cal Poly Educational Leadership Doctoral Program to this university's program of study, the following similarities and differences were noted:

- The three-year program of study includes 66 units instead of 60 units with a minimum of 46 units taken at LMU, and up to 20 units of previous graduate-level work from an accredited university can be transferred. At Cal Poly Pomona State University, the doctoral program is 60 units, and only two 3- unit classes can be transferred from another university.
- Both LMU and Cal Poly Pomona's doctoral programs emphasize leadership for social justice in education.
- The courses that are required are similar to Cal Poly Pomona State University's doctoral program of studies. Course titles at LMU include: Leadership for Social Justice in Education, Moral and Ethical Leadership, Situated Inquiry in Education, Quantitative Research in Education, Qualitative Research in Education, Transformational Leadership for Student Achievement, Organizational Theory and Change, Contextualizing Leadership in Education, Management of Fiscal/Human Capital, Legal and Policy Issues in Education, Research Seminar, Preliminary Review, Dissertation Proposal Design, Educational Change and Innovation, Doctoral Colloquia, Dissertation Seminar (taken two times with 2 units each time, and Doctoral Seminar. These course titles are very similar to the course titles for Cal Poly Pomona's Doctoral

Educational Leadership Doctoral Program

Program in Educational Leadership; however, it is noted that the dissertation support seminars do not begin until year 2 in the 3-year sequence for courses at LMU whereas a dissertation support course is offered during the first term of the program of study at Cal Poly Pomona (see Appendix B). Separate courses for quantitative research in education and for qualitative research in education are offered at LMU as at Cal Poly Pomona; however, instead of an advanced research class, the LMU program offers an introductory research class that is titled *Situated Inquiry in Education*.

- The emphasis on social justice as a component of all courses parallels the emphasis at Cal Poly Pomona on social justice. In addition, both programs include a course on ethical leadership, management of fiscal and human capital is combined in both programs, and a course in organizational theory and change is required in both programs.
- Both programs require a Dissertation Proposal Defense of Chapters 1-3, approval through an Institutional Review Board before conducting research, and a Final Dissertation Defense.
- Both programs admit new students for a summer term starting date for the program of study.

As the two doctoral programs of CSULA and LMU have been compared with the Educational Leadership Doctoral Program at Cal Poly Pomona State University, it is noteworthy that each of these programs are reflective of the recommendations for doctoral programs that are present in the research literature for the field as well as the educational standards for the profession. Although these programs are not certification or credential programs, they are influenced by the standards for the field as well as the diverse contexts in which they are situated. This may account for the similarities between these doctoral programs. The doctoral courses for the Educational Leadership Doctoral Program at Cal Poly Pomona and the number of students in the courses are provided in Table 4.

Educational Leadership Doctoral Program

2.2.3. Curricular Changes

Table 4
Course Offerings

Course	F12	W13	Sp13	F13	W14	Sp14	F14	W15	Sp15	F15	W16	Sp16	F16	W17	Sp17	
EDD 700	# of Offers	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
	# of Students	16	0	0	19	0	0	30	0	0	14	0	0	18	0	0
EDD 701	# of Offers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	# of Students	0	0	0	0	0	0	0	0	0	0	0	0	0	0	16
EDD 702	# of Offers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	# of Students	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDD 703	# of Offers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	# of Students	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11
EEDD 704	# of Offers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	# of Students	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDD 705	# of Offers	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0
	# of Students	0	0	0	0	0	15	0	0	17	0	0	22	0	0	0
EDD 706	# of Offers	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0
	# of Students	0	0	0	0	15	0	0	17	0	0	22	0	0	12	0
EDD 730	# of Offers	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0
	# of Students	0	0	0	15	0	0	17	0	0	22	0	0	12	0	0
EDD 731	# of Offers	0	0	1	0	0	1	0	0	1	0	0	1	0	0	0
	# of Students	0	0	16	0	0	17	0	0	24	0	0	12	0	0	0
EDD 732	# of Offers	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0
	# of Students	0	0	0	0	17	0	0	26	0	0	12	0	0	16	0
EDD 733	# of Offers	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0
	# of Students	0	16	0	0	15	0	0	17	0	0	22	0	0	12	0
EDD 734	# of Offers	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0
	# of Students	0	0	0	0	0	0	15	0	0	16	0	0	22	0	0
EDD 735	# of Offers	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0
	# of Students	0	0	0	0	0	0	15	0	0	0	16	0	0	22	0
EDD 735L	# of Offers	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0
	# of Students	0	0	0	0	0	0	15	0	0	0	16	0	0	22	0
EDD 751	# of Offers	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0
	# of Students	0	16	0	0	17	0	0	26	0	0	12	0	0	16	0
EDD 752	# of Offers	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1
	# of Students	0	0	16	0	0	17	0	0	24	0	0	12	0	0	16
EDD 753	# of Offers	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0
	# of Students	0	0	0	15	0	0	17	0	0	10	0	0	0	0	0
EDD 754	# of Offers	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0
	# of Students	0	0	0	0	0	0	0	0	0	12	0	0	12	0	0
EDD 760	# of Offers	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
	# of Students	16	0	0	19	0	0	30	0	0	14	0	0	18	0	0
EDD 761	# of Offers	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1
	# of Students	0	0	0	0	0	15	0	0	17	0	0	22	0	0	11
EDD 762	# of Offers	0	0	0	0	0	0	0	1	0	1	0	0	1	0	0
	# of Students	0	0	0	0	0	0	0	15	0	16	0	0	22	0	0
	# of Offers	0	0	0	0	0	0	0	0	1	0	1	0	0	1	0

Educational Leadership Doctoral Program

Course		F12	W13	Sp13	F13	W14	Sp14	F14	W15	Sp15	F15	W16	Sp16	F16	W17	Sp17
EDD 763	# of Students	0	0	0	0	0	0	0	0	15	0	16	0	0	22	0
EDD 764	# of Offers	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
	# of Students	0	0	0	0	0	0	0	0	0	0	0	16	0	0	22
EDD 800	# of Offers	0	0	0	0	0	0	0	1	1	0	1	1	0	1	1
	# of Students	0	0	0	0	0	0	0	15	15	0	16	16	0	22	22
EDD 899	# of Offers	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0
	# of Students	0	0	0	0	0	0	0	0	0	2	1	1	0	0	0

The course offerings changed to the semester courses beginning in 2018. Thirteen students are in the cohort that started the semester sequence of courses. Program Course of Study forms, showing the conversion courses that would be required under the semester format, were completed for the cohorts that started on the quarter system.

Influencers on the Evolution of the Curriculum during Semester Conversion

The structural change from the University offering courses on a quarter basis to offering courses on a semester basis in Fall 2018 was preceded by three years of planning for the transition. Beginning in Fall 2015, faculty began discussion of the curricular changes that would be needed as Cal Poly Pomona transitioned to a semester format. In Spring of 2016, the doctoral faculty developed the initial new program learning outcomes and student learning outcomes that would be implemented in Fall of 2018. Six program learning outcomes with two student learning outcomes per program learning outcome were developed instead of the five program goals that were identified as program outcomes in the proposal for the Educational Leadership Doctoral Program, which had multiple student learning outcomes per program goal. In Fall 2016, the core faculty of the doctoral program began development of a new program of study, which was submitted as part of the preparation for semester conversion with implementation to begin in Fall 2018. Program development was influenced by input from the advisory council, research recommendations for educational leadership programs, stakeholder focus group and survey data, technology, and faculty's core beliefs.

Influence of Advisory Councils on the Curriculum

Beginning in February 2009, an advisory council launched its first meeting to provide input for the development of a proposal for the Educational Leadership Doctoral Program for Cal Poly Pomona. Representatives of the Advisory Council who had assisted in planning the initial doctoral program as proposed in 2011 met yearly from 2012-2017 after their two-year planning process for developing the initial proposal for an Educational Leadership Doctoral Program at Cal Poly Pomona.

The current Advisory Council for the Educational Leadership Doctoral Program continues to play an important role in maintaining the Cal Poly Pomona Educational Leadership Doctoral Program's strong connection to the region and meets annually to provide input for the program's continuous improvement. The members serve in key leadership positions in area schools and/or the university and provide assistance through identifying regional research needs, recruitment ideas, and ways to strengthen the school-university partnership.

In November of 2017, the Advisory Council for the Educational Leadership Doctoral Program and the Educational Administration Certification Program Advisory Councils combined as a joint council to offer insights of regional challenges in educational leadership and research needs. A further purpose of the joint meeting was to provide an opportunity for area school leaders to meet the new dean, Jeff Passe;

to honor Dr. Anthony Avina on his retirement from full-time employment with Cal Poly Pomona; and to share changes in the programs resulting from semester conversion. In addition to council members, 30 area superintendents were invited to this meeting. A breakfast meeting was held in addition to an evening meeting in order to provide a choice of time for participants to attend. In 2018, the Advisory Council met again and provided perspectives regarding external needs that educational leaders must address as well as key components of the program (see Attachment III). The Advisory Council for the doctoral program, as well as the Dean's Advisory Council that was initiated in 2017 and meets twice a semester, provide perspectives of external needs.

Curricular Influencers from Research

We anticipate that the doctoral program curriculum will continue to evolve to meet needs in schools through updating of course material and inclusion of recent research reports. We also anticipate that the program will continue the focus on social justice and ethical educational leadership in keeping with current recommendations in the field of educational administration. The standards for the field of educational leadership and the research literature support the importance of developing educational leaders who will champion educational change to meet the needs of all students. For example, Anderson (2009) and Young (2012) contend that preparation programs have the responsibility of preparing school leaders who will confront issues of equity and excellence in preparing all students for academic success. Educational leadership is complex work requiring the ability to understand and respond to challenges in diverse contexts (Blankstein & Noguera, 2017; Notman, 2014). Context influences educational leaders' actions (Hallinger, 2016), but leaders for social justice share a commitment to "posing solutions for issues that generate and reproduce social inequities" (Dantley & Tillman, 2014, p. 17). Cambron-McCabe and McCarty (2005) stressed that within a social justice context, school leaders work to transform structure and cultures that have limited student opportunities.

Leadership for social justice is a common emphasis in educational leadership programs (Furman, 2005, 2012; Kappan & Young, 2014; Lipman, 2013; Shields, 2015). In urban schools, Lomotey (2015) lists issues in many urban schools today of "underachievement, institutionalized white racism, poverty, teacher flight, poor teacher quality, inadequate material resources, and failed educational reforms" (p. xiv). Educational Leadership Doctoral Programs seek to play a role in strengthening students' capacities and commitment to meet the challenges of school leadership regardless of the setting.

We anticipate that these needs will continue to influence the development of the curriculum for the Educational Leadership Doctoral Program at Cal Poly Pomona during this decade. Strom, Porfilio, and Lupinacci (2016) argued that the construct of social justice leader needs to be explored so that it is not just a buzzword for programs. They further stressed that programs need to be able to trace how this understanding is operationalized in particular facets of the doctoral program. The Educational Leadership doctoral faculty continue to engage in dialogue concerning program goals and ways they are addressed through the course readings and assignments.

Influencers on the Curriculum from Stakeholder Focus Groups, Surveys, and Portfolio Reflections

Each summer, focus group interviews are conducted with the students at the end of their first year in the program, and surveys are completed by doctoral students at the end of their second and third years in the program. In addition, in 2019, an alumni survey was also implemented (see Appendix C), and the results were used in developing an action plan for continuous improvement. By listening to the voices of students, faculty, and external stakeholders through focus group interviews with students, doctoral council meetings with faculty, and through advisory meeting discussions with external stakeholders, the

curriculum continues to be refined. Analyzing portfolios of students' work to determine ways the focus on social justice and scholar-practitioner leadership are being operationalized in our courses and program are other processes that influence curriculum development as doctoral faculty discuss program coherence and student needs. Many of the doctoral students in our region are serving in high-need schools that are meeting the challenges of the context. These school leaders are characterized by high expectations for all students and an unwavering belief that all students can learn to high levels. Students in their schools are meeting the challenges. Perry and Imig (2010), leaders in the Carnegie Project of the Educational Doctorate, stressed that educational leadership doctoral programs should assist in equipping students to achieve solutions to complex problems of practice. We anticipate maintaining our present strong focus on relevancy and rigor through the doctoral course work. Student comments on surveys influenced faculty's decisions in determining the order of courses so that the students would complete the qualifying examination earlier in the term and attain permission to select a dissertation chair sooner. An identified area to strengthen was the need to hire additional faculty for the program.

Influence of Technology on the Curriculum

As technology continues to serve as a tool for enhancing student learning, we anticipate that more students will use technology as a tool in data analysis. Currently, faculty have used technology through Skype or Zoom meetings in order to foster presentations by noted researchers and practitioners throughout the nation, and we anticipate that this will practice will continue. For example, Jerry Starratt, Professor Emeritus from Boston College and author of multiple books and research articles on educational ethics, addressed students through Skype which gave the students the opportunity to ask questions and engage in dialogue with an author whose works they were reading. Megan Tschannen-Moran, professor at Williams and Mary College and author of *Trust Matters* as well as *Evocative Coaching*, addressed the doctoral cohort students through Skype, which also provided the opportunity for students to pose questions and engage in dialogue with an author whose works they were reading. Blackboard is used in classes as a resource in various ways including as a communication tool, as a source for posting assignments, and as a repository for additional class resources.

Influence of Faculty Core Beliefs on the Curriculum

We believe school administrators' leadership can positively shape the culture of a school. We also believe that challenging mindsets of low expectations, enlisting the support of parents and the community, strengthening alignment between the school and the university, and building support systems for students' success are all important practices of educational leaders. As professors in the Educational Leadership Doctoral Program at Cal Poly Pomona, we strive to impact the development of leaders who will advocate for each student's academic success, build support systems for student success, and model an ongoing focus on achieving both equity and excellence. These beliefs are operationalized through the scholarly readings that are selected for courses, through the resource speakers who are invited to campus, and through the instructional strategies that are used which emphasize dialogue, reflection, and experiential learning activities. These beliefs will continue to guide our ongoing program and curriculum development.

Potential Bottlenecks in the System

The dissertation is the culminating requirement in the Educational Leadership Doctoral Program and requires a thorough investigation of a problem of practice, adherence to the guidelines of the Institutional Review Board (IRB), and unanimous approval by all members of the committee of the dissertation at the

Final Defense. The process of approval also requires review of the dissertation by a doctoral dissertation reader designated for the program and final assurance by the Dissertation Chair that all corrections have been made. After the Dissertation Chair has designated that the final dissertation copy is approved, the student meets with a librarian to tag the dissertation for disability compliance and then uploads the dissertation into Bronco Scholar, the university's open source system, and into ProQuest, a data base that is widely used as a dissertation repository.

In this dissertation process, each faculty member who serves as a dissertation chair devotes significant time in assisting the student for a successful dissertation defense. The compensation for the dissertation chair's time includes one unit of credit per dissertation student. The units are attained when students are enrolled in the dissertation course sequence. In the quarter system, students enrolled in EDD 800 over three semesters and faculty received one unit of credit in their workload report for winter and spring quarter, and they were paid for one unit of credit for their summer work. When the university changed to a semester format, students were required to enroll in only two semesters of dissertation credit (EDD 8000), and faculty continue to receive one unit of credit for each of these terms. The time that a dissertation chair devotes to meeting with dissertation students and assisting with each student's progress far exceeds the compensation that faculty receive. Faculty continue to provide this service to students through their professional commitment to the student and the program. Dissertation chairs have received very high praise for their conscientious work with students. However, problems of delays in gaining permission from a district for the study and students' work schedules and responsibilities have caused delays in some students progressing on schedule. In order to provide additional time for completing the dissertation process within the 3-year program of study, we have moved the selection of the dissertation chair to the middle of the spring semester of year 2, instead of at the end of the spring semester. Each student selects his or her dissertation chair after passing the qualifying examination. Students are allowed one opportunity to rewrite. For three students in 2017, revisions were more extensive, which was a potential bottleneck for them. Faculty met with the students to clarify expectations. A self-assessment rubric was added to the guidelines for the qualifying exam, and during the semester conversion process, a Doctoral Research Learning Community course was added of a 1-unit literature review course.

A common problem for many students continues to be delays caused by the IRB approval process. In order to seek to overcome this bottleneck, a representative from the College of Education and Integrative Studies is included on the IRB review council. In addition, in the dissertation support classes, we work with students to draft acceptable IRB proposals. Dissertation chairs also review the IRB proposal prior to the student uploading into the Cayuse online system in order to avoid errors. In these ways, program faculty are seeking to streamline the IRB process and reduce delays.

Section 3. Program Assessment

3.1. Accreditation Status or Other External Assessments

The Educational Leadership Doctoral Program is accredited by the Western Association of Schools and Colleges.

3.2. Assessment Plan in Original Proposal for 2012-2018

The following tables provide a detailed assessment plan for the program. As the Doctoral Program in Educational Leadership at Cal Poly Pomona commenced in Fall of 2012, the program was framed around five key (overarching) outcomes. With each program outcome statement, student learning outcomes were identified related to the program learning outcome (see Table 5).

Table 5
Alignment Matrix 2012

Program Learning Outcomes (PLOs)	Student Learning Outcomes (SLOs)
<p>Develop visionary leaders who turn around low-performing schools and enhance schools that are already succeeding.</p>	<ul style="list-style-type: none"> • Engage in self-reflective analysis by applying research on theories of leadership and emotional and social intelligence. • Create a self-growth plan to build on candidates' leadership strengths and address leadership aspects that need further development. • Articulate a personal vision for educational leadership that is crafted from a synthesis of theoretical principles, research, collaborative discourse, and metacognitive reflection. • Develop new insights about how leadership decision-making can be enhanced through a deep understanding of one's metacognitive skills and processed. • Identify and cultivate a collaborative leadership style that focuses on fostering human relations in socially diverse educational settings and that advocates for equitable and equal education for PreK-12 students, families, and communities. • Establish a professional philosophy of change leadership that is grounded in knowledge of urban school reform research, powerful teaching practices, learning theory, and change theory. • Demonstrate the ability to analyze ethical problems, and apply viable and just courses of action by basing decisions on thorough data analyses and empirical research.

Program Learning Outcomes (PLOs)	Student Learning Outcomes (SLOs)
Develop visionary leaders who implement systemic educational reforms for the improvement of teaching and learning.	<ul style="list-style-type: none">• Identify and use appropriate leadership models that will strengthen candidates' ability to support systemic reforms to promote powerful teaching and learning for all PreK-12 students.• Promote social justice, equity, opportunity, and success for all children through the application of transformational leadership practices within schools, districts, and communities.• Identify the common characteristics of adults who are actively engaged in various types of learning in the diverse social contexts and environments in which adult learning occurs (including self-directed adult education, informal, and formal education), and use that knowledge to create appropriate strategies for individual and organizational development.• Identify ways to overcome policy and organizational barriers to more effectively integrate information and communication technologies into systems and practices that enhance teaching and learning.• Identify political strategies that can be used to galvanize the support and constructive investment by educational stakeholders toward the improvement of teaching and learning.• Conduct qualitative, quantitative, or mixed-method research to improve leadership support for PreK-12 instruction, including, but not limited to literacy, second language learning, mathematics, and science.
Develop visionary leaders who are grounded in knowledge of adult learning organizational culture and organizational behavior.	<ul style="list-style-type: none">• Identify ways in which effective leaders apply structural, human relations, political, and symbolic perspectives to resolve complex organizational problems and dilemmas.• Use on-the-job experiences to advance the professional growth and development of teachers and school and school district administrators.• Lead organizational change and reform by applying knowledge of the diverse ways in which personal and societal influences can influence an individual's sense of self to evolve over time and impact individual professional development needs, ways of learning, and receptiveness to change.

Program Learning Outcomes (PLOs)	Student Learning Outcomes (SLOs)
Develop visionary leaders who plan and provide resources to effect systemic educational reforms related to adults in organizations.	<ul style="list-style-type: none">• Develop analytic thinking skills toward the resolution of problems and issues related to organizational culture, organizational behavior, and adult learners.• Demonstrate a thorough and clear understanding of how adults learn, develop and grow in organizations.• Demonstrate an understanding of how to apply theories of adult motivation in the workplace to advance individual performance and organizational effectiveness in pursuit of powerful teaching and learning for all children.• Apply appropriate leadership models to strengthen candidates' ability to plan for and provide resources within their organizations to effectuate systemic reform.• Learn how to apply appropriate technologies to promote powerful teaching and learning in schools and school districts.• Learn how to work constructively within micro-political environments while adhering to the broader goals and objectives of educational systems and structures.• Examine and develop strategies for advancing school reform initiatives by working constructively with teacher labor unions, boards of education, state and federal policy makers, and other interest groups.• Understand how the four basic policy values (quality, efficiency, equity, and choice) can impact federal, state, and local educational reform efforts.• Effectively and ethically navigate through complex and increasingly pluralistic legal contexts (e.g., local, state, federal) in order to advocate for and procure important resources and policy initiatives that will advance educational equity, quality, and student achievement.• Identify important district, school, and community resources (e.g., fiscal, material, human) that can advance powerful teaching and learning, while working productively through existing collective bargaining and Education code frameworks and regulations.

Program Learning Outcomes (PLOs)	Student Learning Outcomes (SLOs)
Develop visionary leaders who engage, build and strengthen community and school partnerships for student success.	<ul style="list-style-type: none">• Understand how to apply principles of cultural competency to engage, build, and strengthen community and organizational partnerships in ways that improve student achievement.• Learn how to tactfully apply concepts of authority, power, influence, and compliance toward the development of positive relationships and partnerships with all educational stakeholders.• Learn strategies to effectively overcome current conditions and the historical and philosophical forces that limit PreK-12 students' access to an equitable and appropriate education (e.g., respect, voice, limited opportunities for full participation, and success as learners or members of an educational community).• Effectively communicate a commitment to the principles of democracy, educational and technological equity, and cultivating social justice for all members of an educational community.• Conduct assessments of internal organizational cultural norms, external influences, and the alignment of stakeholder beliefs, missions, and visions to develop leadership strategies that enhance community and organizational capacities.• Use data and research to help establish productive and mutually beneficial relationships between educational organizations, agencies, and communities.

3.3 Semester Conversion Assessment Plan to Begin in 2018-2019

In preparation for semester conversion beginning in 2018-2019, the core faculty developed a revised assessment plan. One of the major changes was to identify two student learning outcomes per program learning outcome in order to design a more specific system for student learning outcome analysis by the doctoral council (see Tables 6-10). The initial student learning outcomes per program learning outcome that were included in the 2012 proposal for the doctoral program were effective for each professor's use in meeting the outcomes identified on the extended course outlines but were not collected for unit analysis. Instead, key benchmark assessments were identified in the proposal for the doctoral council's analysis. The new program learning outcomes and student learning outcomes are being used for assessment analysis beginning in the 2018-2019 academic year.

Table 6

Semester Program Objectives and Student Learning Outcomes for the Doctoral Program in Educational Leadership Beginning in 2018

PO 1. Leadership

Graduates of the Doctoral Program in Educational Leadership will be able to champion equity, quality, and justice in promoting learning for all and continuous organizational improvement and systemic reform.

Graduates will be able to:

SLO 1a: Demonstrate knowledge of ways to achieve reform within California's P-12 and community college/postsecondary education institutions.

SLO 1b: Demonstrate knowledge of current theories of management of complex organizations and applications to education including distributive leadership and collaborative change processes.

PO 2. Equity

Graduates of the Doctoral Program in Educational Leadership will be able to address issues of equity, diversity, and justice for educational reform to improve the quality of learning for all.

Graduates will be able to:

SLO 2a: Demonstrate the ability to analyze and act on issues of diversity, equity, and opportunity, including attention to special populations.

SLO 2b: Demonstrate the ability to work with trustees, families, communities, businesses, and local and state government entities to accomplish goals of equity and quality.

PO 3. Curricular and Instructional Reform

Graduates of the Doctoral Program in Educational Leadership will be able to demonstrate effective processes for aligning standards, curriculum, teaching, learning, assessment, and accountability for equity, quality, and justice.

Graduates will be able to:

SLO 3a: Apply cognition and learning, reforms in curriculum and instruction, and instructional technologies for improved learning for all through data-based decision making.

SLO 3b: Demonstrate knowledge of classroom, student-based support, instruction, assessment, and services reflecting theories of development and learning.

PO 4. Policy

Graduates of the Doctoral Program in Educational Leadership will be able to develop and implement policies to advocate and provide effective programs, practices, and resources to meet the needs of diverse learners.

Graduates will be able to:

SLO 4a: Identify political, legal, and historical contexts affecting local, state, and federal educational policies in order to advocate for meeting the needs of diverse learners.

SLO 4b: Allocate financial and human resources to achieve quality, equity, and justice in student outcomes.

PO 5. Research

Graduates of the Doctoral Program in Educational Leadership will be able to design, conduct, and apply robust research to critical problems of practice.

Graduates will be able to:

SLO 5a: Formulate researchable questions, design robust studies, and use appropriate statistical analysis to analyze assessments, surveys, and other quantitative data.

SLO 5b: Formulate researchable questions, design robust studies, and use appropriate qualitative methods of data collection and analysis, including interviews, ethnographic methods, and action research.

PO 6. Ethics

Graduates of the Doctoral Program in Educational Leadership will be able to model ethical decision-making in collaborative processes for organizational improvement and community engagement.

Graduates will be able to;

SLO 6a: Demonstrate aspects of leadership based on learning grounded in moral principles and ethical decision-making.

SLO 6b: Apply data-driven decision-making and institutional research to improve educational outcomes.

Educational Leadership Doctoral Program

Table 7
Methods of Assessment Beginning with Semester Conversion 2018-2019

Program Objectives	Student Learning Outcome	Assessment Methods
<p>PO #1 Leadership Graduates of the Doctoral Program in Educational Leadership will be able to champion equity, quality, and justice in promoting learning for all and continuous organizational improvement and systemic reform.</p>	<p>Students will be able to:</p> <p>SLO 1a: Demonstrate knowledge of ways to achieve reform within California’s P-12 and community college/postsecondary education institutions.</p> <p>SLO 1b: Demonstrate knowledge of current theories of management of complex organizations and applications to education including distributive leadership and collaborative change processes.</p>	<p>A1. Synthesis of literature and key concepts of ethics, equity, and social justice in the practice of transformational leadership.</p> <p>A2. Survey of graduates</p>
<p>PO # 2 Equity Graduates of the Doctoral program in Educational Leadership will be able to address issues of equity, diversity, and justice for educational reform to improve the quality of learning for all.</p>	<p>SLO 2a: Demonstrate the ability to address issues of diversity, equity, and opportunity, including attention to special populations.</p> <p>SLO 2b: Demonstrate the ability to work with trustees, families, communities, businesses, and local and state government entities.</p>	<p>A3. Analysis of a successful organizational change process including discussion of distributive leadership and collaborative processes</p> <p>A4. Synthesis and application of leadership literature applied to practice</p>
<p>PO # 3 Curricular and Instructional Reform Graduates of the Doctoral Program in Educational Leadership will be able to demonstrate effective processes for aligning standards, curriculum, teaching, learning, assessment, and accountability for equity, quality, and justice.</p>	<p>Students will be able to:</p> <p>SLO 3a: Apply cognition and learning, reforms in curriculum and instruction, and instructional technologies for improved learning for all through data-based decision making.</p> <p>SLO3b: Demonstrate knowledge of classroom, student-based support, instruction, assessment, and services reflecting theories of development and learning for equity, quality, and justice.</p>	<p>A5. Dissertation</p> <p>A6. Signature assessment of critical analysis for implementation of systemic reforms in standards, aligned curriculum, quality instruction, higher order learning, authentic assessment, and accountability for improvement.</p>
<p>PO #4 Policy Graduates of the Doctoral Program in Educational Leadership will be able to develop and implement policies to advocate and provide effective programs, practices, and resources to meet the needs of diverse learners.</p>	<p>SLO 4a: Identify political, legal, and historical contexts affecting local, state, and federal educational decision-making.</p> <p>SLO 4b: Demonstrate knowledge of public education budget and resource allocation and human resource development to achieve student outcomes.</p>	<p>A7. Signature assessment of critical analysis of key federal, state, or district policy and effects on quality, equity, and justice.</p> <p>A8. Signature assessment of organizational change and resource allocation to support equity, quality, and justice.</p>

Educational Leadership Doctoral Program

Program Objectives	Student Learning Outcome	Assessment Methods
<p>PO # 5 Research</p> <p>Graduates of the Doctoral Program in Educational Leadership will be able to design, conduct, and apply robust research to critical problems of practice.</p>	<p>SLO 5a: Formulate researchable questions, design and statistical analysis of surveys, and quantitative data collection.</p> <p>SLO 5b: Apply qualitative methods of data collection and ethnographic and action research.</p>	<p>A9. Dissertation proposal using a research method to investigate a critical problem of practice.</p> <p>A10. Final dissertation and implications for quality, equity, and justice</p>
<p>PO #6 Ethics</p> <p>Graduates of the Doctoral Program in Educational Leadership will be able to model ethical decision-making in collaborative processes for organizational improvement and community engagement.</p>	<p>SLO 6a: Demonstrate aspects of leadership based on learning grounded in moral principles and ethical decision-making.</p> <p>SLO6b. Apply data-driven decision making and institutional research to improve educational outcomes.</p>	<p>A11. IRB proposal specifying ethical principles of research about human subjects</p> <p>(A12) Dissertation</p>

Table 8
SLO Sequence Beginning 2018 with Semester Conversion

SLOs	PLO #1 Leadership		PO #2 Equity		PO #3 Systemic Reform		PLO #4 Policy		PO #5 Research		PO #6 Ethics	
	SLO 1a	SLO 1b	SLO 2a	SLO 2b	SLO 3a	SLO 3b	SLO 4a	SLO 4b	SLO 5a	SLO 5b	SLO 6a	SLO 6b
Core courses												
EDD 7000	I	P/A			I	I	I	I	I	I	I	D
EDD 7040	D	I					I				P	P
EDD 7070	P		I				P/A				D	D
EDD 7090	P							D/A			D	D
EDD 7140	P		P/A	D/A	P/A	P	P	P			D	D
EDD 7120	P				I	D/A					D	D
EDD 7160	P	D/A	P	P							D	D/A
Specialization courses												
EDD7020/L	P											
EDD 7170			P									
EDD7080		P		I							D	D
Research courses												
EDD 7030									P			
EDD 7060										P		
EDD7110or 7111									D	D		
Dissertation seminars												
EDD 7010									I	I		
EDD 7100									I	DA		
EDD 7150									D/A		D/A	
EDD 7180									P	P		
EDD 7190									D	D		
Dissertation units												
EDD 8000	D/A	D	D	D	D	D	D	D	D	D	D/A	D

I = Introduces P = Practicing D = Demonstrate A=Assessment

Table 9
SLO Matrix
 Five-Year Program Assessment Schedule 2018-2023 for the Educational Leadership Doctoral Program

	2018 - 2019	2019 – 2020	2020 – 2021	2021 - 2022	2022 - 2023
<i>Program Objectives & SLO's</i>					
PO 1: Leadership					
<i>SLO 1a Reform</i>		A1		A1	
<i>SLO 1b Organizational Leadership</i>		A2		A2	
			A3		
PO 2: Equity			A4		A3
<i>SLO 2a Identify issues</i>					A4
<i>SLO 2b Practice</i>					
PO 3: Curricular and Instructional Reform					
<i>SLO 3a Learning Standards</i>		A5	A5		
<i>SLO 3b Allocating Resources</i>		A6	A6		
PO 4: Policy					
<i>SLO 4a Analyze Context</i>		A7		A7	
<i>SLO 4b Allocate Resources</i>		A8		A8	
PO 5: Research					
<i>SLO 5a Design</i>			A9		A9
<i>SLO 5b Apply to Quality, Equity, Justice</i>			A10		A10
PO 6: Ethics					
<i>SLO 6a: Decisions</i>			A11		A11
<i>SLO 6b: Apply</i>			A12		A12

Table 10

Assessment Plan Beginning in Fall of 2018 with Semester Conversion

(Note that some changes were made by the Doctoral Council from the Preliminary Plan that was submitted in planning for semester conversion.)

SLOs	Where each SLO is assessed	Assessment activity used to measure each SLO	Assessment tool used to measure outcome success	How assessment data will be reported as evidence SLO performance criteria have been met	Designated personnel to collect, analyze, and interpret student learning outcome data for the program	Student learning outcome data dissemination schedule	Closing the loop strategies
1a	EDD 7160	Synthesis paper	Changed to rubric	Changed to 2 or 3 on rubric	Professor and doctoral council	Spring of 3 rd year	Dialogue and increased emphasis in support courses
1b	EDD 7040	Change analysis and conceptual model	Rubric	Rating of 2 or 3 will be achieved	Professor of the course	Spring	Discussion and examples provided
2a	EDD 7140	Synthesis and application of leadership literature applied to practice	Equity audit assignment rubric	Rating of 2 or 3 will be achieved	Professor of the course	Spring	Discussion and examples provided
2b	EDD 7080	School/community project	Professor of course	Pass or Fail on form changed to rubric rating of 2 or 3	Dissertation chairs/departmental reader changed to course professor	Summer	Dialogue and increased emphasis in support courses
3a	EDD 7120	Critical analysis of reform	Rubric	Rating of 2 or 3	Professor of the course	Fall changed to spring	Discussion/ examples provided
3b	EDD 7160	Synthesis paper in last course	Rubric	Rating of 2 or 3	Professor of the course and doctoral council	Spring	Dialogue and examples provided
4a	EDD 7070	Policy brief	Rubric	Rating of 2 or 3	Professor of the course	Spring	Discussion and examples provided
4b	EDD 7090	Fiscal and Human Resource proposal	Rubric	Rating of 2 or 3	Professor of the course	Summer	Discussion and examples provided

Department of Educational Leadership

SLOs	Where each SLO is assessed	Assessment activity used to measure each SLO	Assessment tool used to measure outcome success	How assessment data will be reported as evidence SLO performance criteria have been met	Designated personnel to collect, analyze, and interpret student learning outcome data for the program	Student learning outcome data dissemination schedule	Closing the loop strategies
5a	EDD 7150	Dissertation proposal	Committee and departmental reader assessment	Pass or Fail	Dissertation committee and departmental reader	Spring	Dialogue and increased emphasis in support courses
5b	EDD 7100	Final Dissertation	Committee and departmental reader assessment	Pass or Fail	Dissertation committee and departmental reader	Summer	Dialogue and increased emphasis in support courses
6a	EDD 7150	IRB proposal	Support course professor, IRB assessment	Pass or Fail	Professor, Dissertation chair, and IRB reviewers	Spring	Dialogue and increased emphasis in support courses
6b	EDD 7060	Dissertation on a problem of practice	Dissertation chair and departmental reader	Pass or Fail	Dissertation chair and departmental reader	Summer	Dialogue and increased emphasis in support courses

3.4 Assessment Results and Conclusions

Timeline and Key Benchmark Assessments from 2013-2018

Assessment results in this section are based on the following key benchmark assessments that were listed in the approved proposal for a Doctoral Program in Educational Leadership at Cal Poly Pomona:

1. a portfolio review that would take place at the end of the student’s first year,
2. a qualifying examination assessed midway in the 2nd year of study,
3. the Institutional Review Board research proposal assessed at the end of the student’s second year of study or in the third year,
4. the dissertation proposal and defense were proposed to be completed ideally by the fall quarter of the student’s third year in the program, and
5. the final dissertation and defense were proposed to be completed by the end of the three-year program of study.

Table 11 delineates the key benchmark assessments. The qualifying examination/dissertation handbook can be accessed on the doctoral program website under the link for current students.

Table 11

Data Collection/Dissemination Plan of Key Benchmark Assessments 2013-2018

AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18
Portfolios for the 1 st cohort in summer 2013 and 2 nd cohort in summer 2014	Portfolios for 2 nd cohort in summer 2014 and 3 rd cohort in summer 2015	Portfolios for 3 rd cohort in summer 2015 and 4 th cohort in summer 2016	Portfolios for 4 th cohort in summer 2016 and 5 th cohort in summer 2017	Portfolios for 5 th cohort in summer 2017 and 6 th cohort in summer 2018
Qualifying Exams for the 1 st cohort in spring 2014	Qualifying Exams, IRB proposals for 2 nd cohort in spring 2015 Dissertations for 1 st cohort, Proposal defenses in fall and spring, and Final defense in spring and summer 2015, departmental review, and uploading in summer 2015	Qualifying exams, IRB proposals for 3 rd cohort in spring 2016 Dissertations for 2 nd cohort, Proposal defenses in fall and spring, and Final defenses in spring and summer 2016, departmental review, and uploading in summer 2016	Qualifying exam, IRB proposals for 4 th cohort Dissertations for 3 rd cohort, Proposal defenses in fall and spring, and Final defenses in spring and summer 2017, departmental review, and uploading in summer 2017	Qualifying exam and IRB proposals for 5 th cohort Dissertations for 4 th cohort, Proposal defenses in fall and spring, and Final defenses in spring and summer 2017*, departmental review, and uploading in summer 2018

Note: In 2018, all students were required to pass their final defense prior to June commencement in order to participate in commencement due to an Academic Senate policy that was signed by the university president in Fall 2017 that changed the policy which had allowed students to participate in summer commencement if the date for their final defense had been set for the summer following commencement.

Closing the Loop on Benchmark Assessments

Doctoral directors and the doctoral council identified key benchmark assessments for the doctoral program beginning in 2012. These assessments included a portfolio assessment, focus group and survey feedback from candidates, qualifying examination results, IRB approvals, Dissertation Proposal approvals, and Dissertation Final Defense approvals.

Portfolio Assessment

At the end of the first year of coursework in the doctoral program, the students completed a portfolio in which they provided reflections for a key assignment per course and discussed their growth as a scholar-practitioner leader. The portfolio included the students' reflection per identified assignment, their CITI certification, the paper that was submitted, and an overall 2-3 page analysis of the students' perspectives of their growth as scholar-practitioner leaders. The portfolios were assessed by the doctoral program directors and a feedback form was provided to students.

Core faculty members discussed results of the portfolio assessment in order to determine needs for program improvement. Analysis of portfolios by the doctoral program co-directors, which identified strengths and areas to improve, supported that students struggled with APA issues. Although candidates' artifacts showed improvement in scholarly writing, faculty identified a need to continue to emphasize key elements in academic writing and correct use of APA citations in year 2 and 3 of the program.

In year 4, program directors also hired a former editor from Sage publications who is also a communications director of a public school to provide APA workshops for students. Two evening workshops were held in year 4 of the program for students in cohort 3 who were beginning the dissertation process. The workshop was repeated for the next cohort the next year, and in subsequent years, the information has been incorporated into the research support classes. Overall, according to the doctoral director's reviews, students' overall ratings were within the range of acceptable (a rating of 2) and very good (a rating of 3).

Qualifying Examinations

The qualifying examinations were scored by three doctoral faculty members through a blind review process whereby the students' names were removed. The three faculty members' ratings were required to be unanimous per the Legislative Order 991 in which guidelines for the Cal State University Doctoral Programs in Educational Leadership were provided. In doctoral council meetings in January, the faculty discussed common problems that were evident in the qualifying exam. The first-year guidelines for the qualifying exam included that the research problem and research questions would be identified as part of the qualifying exam. In discussion of the qualifying examination results in a doctoral council meeting, the doctoral faculty determined that the students needed more assistance with this part of the exam. Since the exam was to be completed independently by the students, the doctoral council decided to omit inclusion of the research problem and research questions in the qualifying exam and require only the literature review. The guidelines were modified in year two to be more specific on the expectations of the exam for cohort 2. For cohort 3, evening workshops on APA were added in recognition that cohort 2 had needed more instruction on proper use of the APA format. These workshops continued as part of the courses for cohort 4 and 5. For cohort 6, at the time of semester conversion, a research learning support course for one unit was added to the program of study to provide specific assistance for teaching academic writing. The faculty council also reviewed common concerns with writing and provided ideas for strengthening this component of the program (see Attachment V for the minutes of a doctoral meeting where strategies for strengthening students' academic writing were discussed).

IRB Proposals

IRB proposals are reviewed by the professor of the Research Learning Support course in addition to the dissertation chair. The dissertation chair provides the final approval for the student to upload the IRB proposal. The university changed to an online IRB submission process in year 2 of the program when Cohort 1 submitted IRB proposals. This system was replaced due to difficulties with the online submission system that led to delays in processing of submissions. In the fifth year of the program when Cohort 4 submitted their IRB proposals, the new online system titled Cayuse launched. Assisting students to complete the IRB proposals satisfactorily has remained a program focus. IRB proposals must be approved prior to data collection for the students' dissertations.

Proposal Defense Results

In year two of the doctoral program, the doctoral council developed the format for Cal Poly Pomona Dissertations from analysis of other Cal State universities' formats. The Cal State Long Beach and Cal State Northridge formats served as primary templates for consideration in developing the format for Cal Poly Pomona. Dissertation chairs are careful to prepare the candidates fully before scheduling a dissertation proposal defense. Therefore, all students have been successful in passing the dissertation proposal defense although the committee members provide recommendations to the candidates in order to further strengthen the dissertation. Discussions in doctoral council meetings continue each year regarding students' progress and factors that may be impeding progress.

Dissertation Final Defenses

In doctoral council meetings, students' progress toward the final defense deadlines are identified including a discussion of factors that may be impeding progress. From these discussions, the professors of the Research Learning Community support courses have provided increased support to students in the dissertation process in addition to the dissertation chair and dissertation committee. Dissertation chairs work closely with the students and the committees to ensure that each student is prepared for the final dissertation defense. Two students have been required to complete additional work on the dissertation before committee members would approve the final defense. The committee chairs worked with the students to ensure that all corrections were completed, and these students were then successful in completing their dissertation.

Departmental Review, Tagging, and Uploading

In 2014, the dean and associate dean, in cooperation with the doctoral co-directors, determined that an additional level of review for the dissertations would be provided by the doctoral co-directors as departmental readers to ensure editing and format issues were correct instead of the library staff providing this service. This decision was made to ensure that the review included approval of APA usage and reference checks in addition to format issues. Following the protocol determined for the review process, the dissertation readers mark any necessary corrections, and the dissertation chair ensures that the corrections are made. The dissertation chair has the authority to approve the dissertation for tagging and uploading. A librarian assists students with the tagging and uploading process so that the correct format is provided for all. The dissertations were uploaded initially to the university's online open source system of Bronco Scholar. Beginning in 2017, the library also included the process for students to upload to ProQuest as part of the uploading process. All students who have graduated have participated in the departmental review and the tagging and uploading process prior to the Graduate School approving their completion of the doctoral program.

Survey Responses

Beginning with the first graduates in 2015, an exit survey was administered following graduation. However, the first survey used a 4-point scale with strongly agree as a rating of 4. Because this scale did not coincide with course evaluations on the Cal Poly Pomona campus which uses a 5-point scale with a rating of 1 as the highest, the doctoral council decided to redo the survey in 2016. As the survey was changed to a 5-point scale with 1 as the highest rating of strongly agree, additional questions were also added, and some questions were clarified. For example, some students had written on the survey, “I already was a leader for social justice” in response to the question whether the program influenced them to become social justice leaders. The question was changed to ask whether the program had strengthened their commitment to important social justice values.

Responses to the first exit survey supported strengths of the program. All respondents agreed that they had been able to enact tangible changes/reforms in their institution and/or their community. Only one graduate disagreed that his or her participation in the doctoral program had helped him or her become an educational leader committed to equity in education. The respondent noted on the question that he/she already was committed to equity. Each respondent on the survey agreed that participation in the doctoral program had helped strengthen his/her skills as an educational researcher. Graduates were asked, “How confident are you that you will carry forth the Educational Leadership program goals in the future?” The ratings with 4 as the highest rating averaged 3.63 concerning graduate’s confidence in the service of justice, access, and social change; 3.63 in knowledge and expertise in teaching, learning, and organizational change; 3.88 in critical inquiry and reflection embedded in leadership practice; and 3.75 in leadership that engages with the broader community.

In 2016, when the new survey was administered to the graduating class, program co-directors decided to also provide the identical survey to students who were completing their second year in the doctoral program. Students completing the first year of the program were interviewed in focus groups, and the interviews were audio-taped, transcribed, and coded to determine themes. The emergent themes were then discussed in doctoral council meetings.

In 2016, cohort 3 was the first cohort who completed the survey at the end of years 2 and 3 of the doctoral program. Cohort 4 in 2017 and 2018 also completed the identical survey, and Cohort 5 has completed the identical survey in summer of 2018 and is expected to complete the same survey at the end of summer 2019 following graduation. See Attachment IV for representative comments from survey results. All survey responses can be reviewed in Room 226 of Building 94 in the Doctoral Program Office.

Faculty compared results across three cohorts who completed the same survey in analyzing the data. Examples of these comparisons are provided in Tables 7-13. It is noteworthy that the number of responses do not equal the number of students who completed the survey. For example, students in Cohort 3 and 4 completed the survey two times while cohorts 2 and 5 only completed the survey once. If a student strongly disagreed with a statement, that same student may have also strongly disagreed the following year. Therefore, faculty members recognized in analysis that the same person may have answered in the same way for two years or may have changed in his or her response. The survey responses were anonymous and tabulated without respect to matching respondents.

Table 12
Understanding of the Importance of Leadership

Q1. "My Participation in the Educational Leadership Doctoral Program: Has deepened my understanding of the importance of leadership in the school and/or university improvement"								
Answer Options	Cohort 2 2016	Cohort 3 2016	Cohort 3 2017	Cohort 4 2017	Cohort 4 2018	Cohort 5 2018	Total Count	Total Percentage
Strongly Agree (5)	12	16	19	5	6	7	65	72.2%
Agree (4)	2	3	0	1	2	4	12	13.3%
Neither Agree Or Disagree (3)	0	0	0	2	1	0	3	3.3%
Disagree (2)	0	0	0	0	(not listed)	(not listed)	0	0.0%
Strongly Disagree (1)	1	2	3	2	0	2	10	11.1%
Weighted Average	4.60	4.48	4.45	3.70	4.56	4.08	Total Responses Recorded	Total Weighted Average
Combined Weighted Average	4.47			4.13				
Answered Question	15	21	22	10	9	13	90	4.31
Skipped Question	0	0	0	0	0	0	0	

In an alumni survey that was emailed in 2018 through Qualtrics, all 39 respondents to the survey agreed that the doctoral program had strengthened their skills as an educational leader and had helped them develop knowledge to be a better leader. In addition, 38 of the 39 respondents agreed with the statement, "I am applying knowledge and skills acquired from Ed.D. courses in my current position." A representative comment provided by a graduate concerning the impact of the doctoral program on his/her leadership for school improvement follows:

I have become a research practitioner. As a result of what I learned in this program, I conduct research projects in our district and am better equipped to collect, analyze, and act on data. Using design thinking, we created a prototype study, then a pilot study, before scaling district-wide. We are seeing positive results in student achievement and in adult professional learning and collaboration.

Another graduate attributed the following representative changes to his/her experience in the doctoral program, "Establishment of systems, improving practices for leadership development, alignment and coherence of instructional programs, and innovative approaches to teaching and learning."

Table 13 provides a comparison of survey responses concerning whether the course reading and assignments in the Educational Leadership Doctoral Program strengthened their commitment to important social justice values. Faculty members are aware that many students emphasized in conversation that they selected the program, in part, because of the focus on social justice. Students who answered strongly disagree may feel that they already held strong social justice values, or they may feel that the program did not strengthen their commitment. Faculty also do not know whether some of the same individuals responded the same way to the survey statement a second time. Open-ended responses for the surveys supported that the program had been effective in strengthening most students' commitment to important social justice values.

Table 13
Social Justice Values

Q2. "My course reading and assignments in the Educational Leadership Doctoral Program: Strengthened my commitment to important social justice values."								
Answer Options	Cohort 2 2016	Cohort 3 2016	Cohort 3 2017	Cohort 4 2017	Cohort 4 2018	Cohort 5 2018	Total Count	Total Response
Strongly Agree (5)	8	13	19	3	6	7	56	62.2%
Agree (4)	7	6	0	3	1	4	21	23.3%
Neither Agree Or Disagree (3)	0	1	0	2	0	0	3	3.3%
Disagree (2)	0	0	0	0	2	(not listed)	2	2.2%
Strongly Disagree (1)	0	1	3	2	0	2	8	8.9%
Weighted Average	4.53	4.43	4.45	3.50	4.22	4.08	Total Responses Recorded	Total Weighted Average
Combined Weighted Average	4.44		3.86					
Answered Question	15	21	22	10	9	13	90	4.20
Skipped Question	0	0	0	0	0	0		

In addition to survey responses from students in the doctoral program, an alumni survey in January 2019 also provided evidence that 38 of 39 respondents who completed the alumni survey agreed that the doctoral program had helped them in being an advocate for all students’ success as part of their professional responsibility. In the alumni survey, graduates provided examples of ways the program influenced them to implement systems of educational reform to improve learning, such as, “I took my learning and brought it into my organization in many ways.” Another representative example of a reform was described as, “I have been able to implement a new evaluation process in order to systematically replace a 50-year-old evaluation system. The process is currently being piloted, and full system implementation is expected by the year 2020.” Another graduate added, “I have helped to elaborate a budget to get a grant for Advanced Mathematics to all K-12 students at EMCS D. The grant was awarded on October 2018.”

Table 14 addresses students’ rating of the question whether the Educational Leadership Doctoral Program increased their knowledge of practices and processes of educational leadership to carry out school reform. Again, it is important to note that the total count of strongly disagree was 2 while 77 responses were strongly agree (65) or agree (12).

Table 14
School Reform

Q3. "Participating in the Educational Leadership Doctoral Program: Has increased my knowledge of practices and processes of educational leadership to carry out school reform."								
Answer Options	Cohort 2 2016	Cohort 3 2016	Cohort 3 2017	Cohort 4 2017	Cohort 4 2018	Cohort 5 2018	Total Count	Total Percentage
Strongly Agree (5)	7	12	19	5	6	9	58	64.4%
Agree (4)	8	8	3	3	3	3	28	31.1%
Neither Agree Or Disagree (3)	0	0	0	1	(not listed)	(not listed)	1	1.1%
Disagree (2)	0	0	0	0	(not listed)	(not listed)	0	0.0%
Strongly Disagree (1)	0	1	0	1	0	0	2	2.2%
Weighted Average	4.47	4.43	4.86	4.10	4.67	4.46	Total Responses Recorded	Total Weighted Average
Combined Weighted Average	4.65		4.39					
Answered Question	15	21	22	10	9	13	90	4.50
Skipped Question	0	0	0	0	0	0		

For the alumni survey that was administered in January 2019, graduates (38 of 39 respondents) again agreed that the courses provided the opportunities for them to practice and assess leadership skills and processes. In addition, all 39 respondents agreed that their doctoral courses helped them understand and appreciate research in their profession. In the alumni survey, graduates emphasized their grounding in knowledge of educational leadership in comments such as, “I am a better overall thinker. I allow myself to see things through the various lenses, not just my own.” Benefits that stemmed from increased knowledge through the doctoral program were expressed in comments such as:

My dissertation focused on Long Term English Learners (LTELs). As an administrator at a school with 65% English learners, [my knowledge] has helped me provide additional support to my students to decrease the number of LTELs. The research I completed for my dissertation was very helpful in my role as an administrator.

Table 15 provides responses to the statement that the doctoral program contributed to their abilities to enact tangible changes/reforms that improve education. Only one respondent per survey administration indicated a response of strongly disagree.

Table 15
Enact Tangible Changes/Reforms

Q4. Participating in the Educational Leadership Doctoral Program: "Contributed to my ability to enact tangible changes/reforms that improve education."								
Answer Options	Cohort 2 2016	Cohort 3 2016	Cohort 3 2017	Cohort 4 2017	Cohort 4 2018	Cohort 5 2018	Total Count	Total Percentage
Strongly Agree (5)	14	16	20	6	8	8	72	80.0%
Agree (4)	1	4	1	2	1	4	13	14.4%
Neither Agree Or Disagree (3)	0	0	0	1	(not listed)	(not listed)	1	1.1%
Disagree (2)	0	0	0	0	(not listed)	(not listed)	0	0.0%
Strongly Disagree (1)	0	1	1	1	0	1	4	4.4%
Weighted Average	4.93	4.62	4.77	4.20	4.89	4.38	Total Responses Recorded	Total Weighted Average
Combined Weighted Average	4.70		4.55					
Answered Question	15	21	22	10	9	13	90	4.63
Skipped Question	0	0	0	0	0	0		

Faculty noted that the overall rating has tended to be higher when students rated the questions in year 3 of the program versus in year 2. In response to the alumni survey in January 2019, all 39 respondents agreed that the doctoral program prompted them to become a stronger critical thinker and researcher. Thirty-seven of the 39 respondents also agreed that the doctoral program helped them engage in leadership roles in their profession in ethical ways. The other two respondents indicated that they neither agreed nor disagreed. A representative comment from the alumni survey of effecting systemic education reform relative to adults was, “I am providing professional development to teachers across content areas and grade levels, AVID tutors, and providing support.” Another graduate cited, “the impact of staff development to alignment of the budget to educational priorities” as a reform he or she attributed to the experiences in the doctoral program.

Table 16 addresses how confident students felt that they would carry forth the Educational Leadership Doctoral Program goals for equity and justice in their future professional work. Again, most responses indicated strongly agree (71) or agree (9) with the statement. Faculty noted that the responses of strongly disagree consisted of one student in cohort 3, one student in cohort 4, and one student in cohort 3 at the end of the second year only. By the third year of doctoral study, no students in cohorts 2, 3, or 4 had responded by marking strongly disagree.

Table 16
Goals of Equity and Justice

Question 11. How confident are you that you will carry forth the Educational Leadership Doctoral Program goals of equity and justice in your future work?

Program Learning Outcome Options	Cohort 2 2016	Cohort 3 2016	Cohort 3 2017	Cohort 4 2017	Cohort 4 2018	Cohort 5 2018	Total Count	Total Percentage
Strongly Agree (5)	12	19	19	4	7	10	71	79.8%
Agree (4)	3	0	3	2	0	1	9	10.1%
Neither Agree Or Disagree (3)	0	1	0	2	2	0	5	5.6%
Disagree (2)	0	0	0	1	0	0	1	1.1%
Strongly Disagree (1)	0	1	0	1	0	1	3	3.4%
Weighted Average	4.80	4.71	4.82	3.70	4.56	4.50	Total Responses Recorded	Total Weighted Average
Combined Weighted Average	4.77		4.13					
Answered Question	15	21	22	10	9	12	89	4.52
Skipped Question	0	0	0	0	0	1		

From the alumni survey in January 2019, 38 of 39 graduates who responded to the survey agreed that the doctoral program had helped them develop competence in working collaboratively within school, family, and/or community contexts, and one graduate indicated neither agree nor disagree. A representative alumni comment included, “I’m involved in an ongoing effort to encourage teachers to take a holistic view of factors influencing students’ learning outcomes, especially factors outside the school setting.”

Table 17 of the end of year survey from 2016-2018 supports students’ confidence that they will carry forth program goals of critical inquiry and reflection.

Table 17
Confidence in Critical Inquiry and Reflection

Q12. "How confident are you that you will carry forth the Educational Leadership Doctoral Program goals in your future professional work?: Critical inquiry and reflection embedded in leadership practice."								
Answer Options	Cohort 2 2016	Cohort 3 2016	Cohort 3 2017	Cohort 4 2017	Cohort 4 2018	Cohort 5 2018	Total Count	Total Percentage
Strongly Agree (5)	12	16	18	5	8	10	69	77.5%
Agree (4)	3	4	4	2	1	1	15	16.9%
Neither Agree Or Disagree (3)	0	0	0	1	0	0	1	1.1%
Disagree (2)	0	0	0	1	0	0	1	1.1%
Strongly Disagree (1)	0	1	0	1	0	1	3	3.4%
Weighted Average	4.80	4.62	4.82	3.90	4.89	4.58	Total Responses Recorded	Total Weighted Average
Combined Weighted Average	4.72		4.40					
Answered Question	15	21	22	10	9	12	89	4.60
Skipped Question	0	0	0	0	0	1		

Assessment analysis by the doctoral council has reinforced strengths of the program and areas to further strengthen. On doctoral student surveys, students consistently agreed that the program has strengthened their confidence that they will carry forth the Educational Leadership Doctoral Program goals of leadership grounded in knowledge and expertise in teaching, learning, and organizational change in their professional work (see Table 18).

Table 18

Graduate Confidence of Knowledge and Expertise in Teaching, Learning, and Organizational Change

Q10. How confident are you that you will carry forth the Educational Leadership Doctoral Program goals in your future professional work?: "Leadership grounded in knowledge and expertise in teaching, learning, and organizational change."								
Answer Options	Cohort 2 2016	Cohort 3 2016	Cohort 3 2017	Cohort 4 2017	Cohort 4 2018	Cohort 5 2018	Total Count	Total Percentage
Strongly Agree (5)	12	12	18	3	7	8	60	67.4%
Agree (4)	3	7	4	6	1	2	23	25.8%
Neither Agree Or Disagree (3)	0	1	0	0	1	0	2	2.2%
Disagree (2)	0	0	0	0	0	1	1	1.1%
Strongly Disagree (1)	0	1	0	1	0	1	3	3.4%
Weighted Average	4.80	4.38	4.82	4.00	4.67	4.25		
Combined Weighted Average		4.60	4.6	4.34	4.3		Total Responses Recorded	Total Weighted Average
Answered Question	15	21	22	10	9	12	89	4.49
Skipped Question	0	0	0	0	0	1		

Portfolios are provided in Room 241 of Building 94 as examples of student work and their reflections regarding the program’s influence on their growth as scholar-practitioner leaders. The program uses this review as a way of analyzing program coherence through the perspectives of students in the program and as a way of attaining student perspectives of their growth as scholar-practitioner leaders. All portfolios received a passing score of 2 as good or 3 as very good through a holistic assessment.

The dissertation process was used as primary indicator of program effectiveness in meeting the student learning outcome of:

Conduct qualitative, quantitative, or mixed-method research to improve leadership support for pre-K-12 instruction, including, but not limited to literacy, second language learning, mathematics, and science.

Each student must successfully defend his or her dissertation for a three-person committee who must unanimously approve the dissertation as passing before the candidate passes the final defense.

Appendix D shows the program faculty’s success in encouraging students’ selection of problems of practice for investigation. The titles of dissertations are listed, which shows major crucial topics of investigation that have been pursued by students. The topics selected by candidates are all pertinent to problems of practice, and each dissertation includes recommendations for practice in addition to recommendations for further research.

Graduates’ dissertations center on many key problems of practice related to topics of college access and success, principal leadership, teacher success, English Language Learners, parent engagement, behavior management, school finance, special education, student success, design-based learning, technology leadership, character education, instructional leadership, and IRB processes (see Appendix D). Issues related to achieving excellence and equity are reflected in the problems that were studied. The dissertations are available online through Bronco Scholar and ProQuest as well as in hard copy in the doctoral office in Room 226 of Building 94.

Faculty members discuss dissertation strengths and challenges each year, and professors who are teaching the research learning community classes incorporate increased emphasis on areas of difficulty that emerge, such as use of primary sources and refinement of the research questions. Indirect assessment of learning outcomes is achieved through focus group interviews and survey data. All results of the survey can be reviewed in Building 94, Room 226, the Doctoral Program Office. Representative survey responses of candidates included:

- The program has exceeded any ideals.
- The research has given us a strong background into different approaches to transforming schools.
- I have recommended this program to colleagues interested in a doctoral degree because of the consistency of educational reform, cultural pedagogies, student achievement and leadership themes from the onset of the program until the end. I value the assistance and support from the faculty, the cohort members, the guest speakers, the faculty credentials and experiences, and their up-to-date knowledge.
- My understanding of leadership styles and structures was deepened immensely. I am confident that this knowledge has contributed to how I function as a leader on my campus and within my organization.

Focus Group Results

In addition, focus groups were conducted with students who were completing their first year of study and surveys were completed by students in years 2 and 3 of the program of study. Results were discussed in doctoral council meetings to identify program strengths and areas of improvement that were needed to strengthen students' preparation. From analysis of this data, each year common themes included students' growth in knowledge of research skills and academic writing as well as the identification of a need to further strengthen students' use of the APA format and guidelines in scholarly writing. In years 2014-2018, specific writing workshops were added by a former editor for Sage.

The most frequent themes each year from the focus group responses were the strength and benefits of the cohort, appreciation for the expertise and support of the faculty, acknowledgement of increased knowledge of research and critical inquiry, and an appreciation for the focus on social justice as a coherent theme throughout the courses.

Section 4 Program Quality

4.1 Faculty

4.1.1 Quality of Teaching

The full-time doctoral faculty members are Nancy Sanders and Betty Alford. They have taught each of the seven cohorts and have served as doctoral program co-directors since Fall 2015. Eric Haas served as an additional core faculty member from Fall 2016 to Spring 2018. In addition, Eligio Martinez served as a visiting lecturer from Fall 2016 to Spring 2018. A faculty search is now in progress for an additional full-time doctoral faculty member. Additional core faculty who taught one course for the program and/or served on the Doctoral Council and as dissertation chairs included Amy Gimino, Richard Navarro, Jann Pataray-Ching, Shahnaz Lotfipour, and Dennis Jacobsen. In addition, affiliated faculty members who served as adjunct professors for a course in multiple years were Barbara Nakaoka, Mary Maupin, and Debby Collins, who each were retired school administrators. A copy of the course evaluation questionnaire is in Appendix C, and a copy of the evaluation results per professor is available for review and is located in Room 226 of Building 94. These evaluations can be assessed through Marissa Shotwell-Tabke, administrative support coordinator for the program. Table 19 shows the evaluation results for the core doctoral program full-time faculty of Nancy Sanders, Betty Alford, and Eric Haas who taught the majority of the courses in the doctoral program. The rating scale is 1 (very good), 2 (good), 3 (satisfactory), 4 (poor), and 5 (very poor).

Table 19

Evaluation Results of Core Faculty Teaching Two or More Courses per Term Between 2012-2018

Name	Overall Ratings	Name	Overall Ratings	Name	Overall Ratings
Betty Alford (2014-2019)		Eric Haas (2016-2018)		Nancy Sanders (2012-2019)	
EDD 700, Su2018	1	EDD 700 F2016	1	EDD 706 W2015	1.38
EDD 730, F2014	1	EDD 700 F2017	1	EDD 706 W2016	1.06
EDD 732 W2015	1.21	EDD 735 W2017	1.15	EDD 706 W2017	1.18
EDD 732, W2016	1.3	EDD 754 F2017	1.18	EDD 731 Spr2015	1.75
EDD 733, W2014	1.08	EDD 761 Spr2017	1	EDD 731 Spr2016	1.2
EDD 752, Spr2014	1.08	EDD 764 Spr2017	1.3	EDD753 F2014	1.15
EDD 752, Spr2016	1.08			EDD 760 F2015	1.15
EDD 760, F2014	2.13			EDD 760 F2016	1.13
EDD 760 F2017	1			EDD761 Spr2015	1.31
EDD 762 W2015	1			EDD 761 Spr2016	1
EDD 762 F2015	1			EDD 762 W2015	1
EDD 762 F2016	1.08			EDD 763 W2016	1.14
EDD 763 Spr2015	1			EDD 764 Spr2017	1
EDD 763 W2017	1.08				
EDD 764 W 2017	1				
EDD 7040 F2018	1				
EDD 7180 F 2018	1				

While Table 19 provides the overall evaluation of the full-time professors for the Educational Leadership Doctoral Program, the notebook in Room 226 of Building 94 shows the specific scores on each item of the questionnaire. Many of the questions pertain directly to instruction. For example, questions included:

- The instructor stimulated reflective, critical, and analytical thinking.
- The instructor provided constructive feedback.
- The instructor created an environment that stimulated inquiry, collaboration, and academic discourse.

Ratings for professors consistently fell within the rating of very good. Only two comments were recorded on course evaluations, and these were both very positive. Students wrote extensive comments on end-of-year surveys and shared equally strong comments in focus groups concerning the quality of instruction and impact of the program on them professionally. For example, representative comments of students in a focus group evaluation included:

Thank you for the integrity of the program, the rigor. When I graduate, I feel my degree has been earned. The program is a beacon for integrity. Thanks also for encouraging a diversity of skill sets.

It has not been an easy three years. I knew early on that I would sacrifice a lot, but it's been worth it. Being a scholar-practitioner leader is a big "take away" of the program. As a scholar-practitioner leader, I will continue the push for equity and access for all students.

I learned how to write differently as a scholar and to pay attention to credible sources. I now write grounded in the data.

I am more aware of the work that needs to be done for equity and excellence. I feel an obligation and duty to address the problems and be part of the solution. I look at problems in different ways.

Representative comments from students and alumni of program strengths were:

- The extensive academic and professional experiences of the professors we have had over the three-year period.
- The knowledge and support of professors. They are supportive and encouraging.
- The teacher's knowledge base and ability to push the students and open their minds to new ideas regarding education.
- The seniority of the faculty and their life experiences.
- Great professors! Social justice is not easy, but this program helps you at every stage of change.
- The program quality came from the knowledge and experience of the professors and members of the cohort.
- I appreciate the professors in the program who always made us feel as a valued part of the system. I felt the ethic of care from the leaders/professors in wanting to improve my knowledge.

Program's Core Faculty

Cal Poly Pomona State University provided a joint doctoral program with University of California, Irvine, for three years prior to Cal Poly Pomona offering an independent doctoral program. Dr. Shahnaz Lotfipour and Dr. Amy Gimino were faculty members in the joint program. They each were part of the advisory council for the development of the independent doctoral program at Cal Poly and as part of the

core faculty as members of the doctoral council. Dr. Gimino has taught the Advanced Qualitative Research course twice and Dr. Lotfipour has taught the technology course twice. Dr. Richard Navarro, former dean of the College of Education and Integrative Studies at Cal Poly Pomona, taught the first cohort in the independent doctoral program at Cal Poly Pomona prior to leaving for a two-year assignment in El Salvador. Upon his return in 2017, he has resumed service on the Doctoral Council for the Educational Leadership Doctoral Program and has taught three courses for the doctoral program. Dr. Dennis Jacobsen, another faculty member in the Department of Education, has served on the Doctoral Council since 2012 and taught quantitative research for the doctoral program. Dr. Jann Pataray-Ching, Education Department Chair, has served as a member of the doctoral council since 2012, chaired dissertations, and scored qualifying exams for the doctoral program. Dr. Lotfipour, Dr. Gimino, Dr. Navarro, and Dr. Jacobsen also have served as dissertation chairs in addition to reviewers of the qualifying exams as part of their role on the doctoral council. In 2018-2019, Dr. Nancy Hurlbut also joined the doctoral faculty as core faculty. She serves as chair of the Early Childhood Department. Affiliated faculty members include Dr. Gizelle Navarro, Dr. Heather Wizkowsky, and Dr. Sandy Dixon who serve on dissertation committees.

As identified in Executive Order 991: Article 12, “The term core doctoral faculty refers only to those campus faculty members who have disciplinary expertise and a scholarly record relevant to leadership in P-12 or community college education.” Per the executive order, renewal of core faculty should occur no longer than after five years. Each of the core faculty listed above were renewed as core faculty members. The term of affiliated faculty members refers to “additional faculty members who have disciplinary expertise or significant experience related to the Ed.D. program and leadership in P-12 or community college education.” They may teach in the doctoral program and serve as mentors and members of dissertation committees and must be reappointed for a term that does not exceed three years. The co-directors of the program review adjuncts, lecturers, and dissertation committee qualifications yearly, and affiliated members are renewed every three years to determine if they are eligible due to their expertise and if they are continuing to serve the program satisfactorily. The curricula vita of the core and affiliated faculty are provided in Appendix G.

4.1.2 Research and Scholarly Activities

Descriptions of Core Faculty

Betty Alford, Ph.D. is professor and co-doctoral program director of the Educational Leadership Doctoral Program at California Polytechnic State University in Pomona, California, and professor emerita, Stephen F. Austin State University in Nacogdoches, Texas. In 2019, she was appointed as department chair for the Cal Poly Pomona Department of Educational Leadership. She completed her Doctoral Degree in Educational Administration from the University of Texas in Austin. She currently teaches qualitative research, organizational transformation, educational leadership, ethics, and dissertation research learning community courses at Cal Poly Pomona. Her research agenda focuses on educational leadership in high-need schools, college access and support, and school improvement for equity and excellence. Previous experiences include service as a university department chair, doctoral coordinator, and grant administrator as well as public school experiences as a school principal, school counselor, and secondary and elementary teacher. Since 1999, she has served as lead writer or co-writer for educational partnership grants that were funded for over \$20 million to benefit the improvement of educational programs.

Dr. Nancy Sanders is professor and co-director of the doctoral program in the College of Education and Integrative Studies. She earned her doctoral degree from Stanford University and taught at the University of Utah and the University of Colorado prior to joining the doctoral faculty at Cal Poly Pomona. Her research interests include structural equity and educational justice in state and federal education policy. Her previous work experience includes serving as a national education policy advisor to Colorado

Department of Educational Leadership

Governor Roy Romer and director of the State Consortium on Education Leadership, Council of Chief State School Officers (CCSSO). She belongs to several professional organizations including the American Educational Research Association, the University Council on Educational Administration and the Association of Supervision and Curriculum Development.

Dr. Amy Gimino earned her Ph.D. in Educational Psychology from the University of Southern California. She began her career as a high school teacher integrating technology into math with at-risk students and has also taught middle school math and Language Arts in California. Dr. Gimino currently teaches and supervises students for our multiple and single subject credential programs and our Doctorate in Educational Leadership program, and is a Co-Principal Investigator for a Teaching Academy for Professors (TAP) grant. Dr. Gimino has extensive experience in program evaluation and her research interests include: student and teacher assessment, professional learning, and individual and organizational change. She serves as our Accreditation Coordinator, Teaching Performance Assessment (TPA) Coordinator, and is an editor for our International Journal on Teacher Leadership. She is also a member of the Commission on Teacher Credentialing (CTC)'s Board of Institutional Reviews. Before joining us at Cal Poly Pomona, Dr. Gimino was a Visiting Assistant Professor at Whittier College.

Dr. Richard A. Navarro is Professor of Education at California State Polytechnic University, Pomona since 1997. Recently, he served as Chief of Party of the USAID Project for Productivity through Higher Education in El Salvador (2014-2016). His research focuses on higher education development in newly emerging economies, and small states. In 2011 he was a Fulbright Research Scholar in the Republic of Maldives. In 2009, Dr. Navarro served as a senior evaluation consultant to USAID-Indonesia, evaluating a national teacher quality project. He has also advised on UNICEF projects in Indonesia. In 2005 and 2006, Dr. Navarro served as a Senior Advisor and Project Manager of the Teacher Education Program for the Afghanistan Ministry of Education. He designed and implemented a national teacher in-service training program in collaboration with Afghan colleagues. In 2003 and 2004 Dr. Navarro was Chief of Education, UNICEF-Afghanistan. In this capacity, he was responsible for the Back to School Campaign, revising the primary curriculum, printing textbooks, distributing school supplies and classroom tents throughout the country, developing in-service programs for teachers and administrators, conducting policy research, and advising the Minister of Education in education policy. He also conducted a national evaluation of basic education in the country and collaborated with several NGO's in building schools and providing educational services.

Dr. Navarro is a past member of the National Board for Professional Teaching Standards Board of Directors (1999-2003). He was appointed by the Governor of California to a three-year term as Chair of the California State Commission for Technology in Learning. Prior to joining UNICEF, Dr. Navarro was a former dean of the College of Education and Integrative Studies, California State Polytechnic University, Pomona. He has been on the faculty of Michigan State University, and a Fellow at Stanford University and the University of Houston. He is the Founding Director of the Julian Samora Research Institute at Michigan State University. Dr. Navarro continues to consult for many prestigious organizations including UNESCO, UNICEF, The World Bank, USAID, The Asia Foundation, National Board for Professional Teaching Standards, and several universities and government agencies nationally and internationally. His Ph.D. in International Development Education is from Stanford University.

Dr. Shahnaz Lotfipour earned her Ph.D. in Curriculum and Instructional Technology, and her postdoctoral research experience at the Research Institute for Studies in Education (RISE) from Iowa State University, Ames, Iowa. She started her career as an instructional designer in the Open University in Tehran, Iran – a distance learning teacher-training university that took education to students in rural locations around the country. In the United States, she has served as a school and district media specialist, and has taught video production at high school, creating student-produced monthly video programs

covering school news for local cable television and student-produced weekly radio programs for the local radio station. She has worked as an assistant professor at Montana State University, Missoula, Montana, where she taught media production to teachers and librarians; and as an associate professor at Drake University, Des Moines, Iowa, preparing the entire college faculty, administrators, and staff to integrate technology into their daily work. She started at Cal Poly in 1991 and designed the Educational Multimedia program and created the EMM lab through a large grant in 1994-1995. She was among the first working with the Commission on Teacher Credentialing for identifying the first technology standards for the teacher training programs in California. Along with University of California, Irvine, she designed and managed a Joint Ed.D. program in Educational Technology Leadership from 2003-2014. Besides offering presentations and workshops in the United States, she has written several books in the Persian language, which are currently used as required textbooks in the teacher training and graduate programs in the entire country of Iran. They include *Media for Teachers*, *Instructional Design for Teachers*, *Instructional Media in the Classrooms*, *Applications of New Technologies in Teaching*, and the one she is finalizing at the moment: *Learning in the Age of Web 2.0, 3.0, X.0, IoT*.

Dennis Jacobsen earned a Ph.D. in Curriculum and Instruction from the University of Oregon. He has taught elementary school in Illinois, English as a second language in France, and high school and community college in Oregon. He currently teaches in the Graduate Program in the College of Education. He has co-authored one book as well as published book chapters and journal articles on language acquisition and English learners. He is co-founder of the *International Journal of Teacher Leadership* and currently serves as Senior Editor of the journal. His research interests include school leadership, teacher leadership, school improvement, and language acquisition by English learners.

Dr. Jann Pataray-Ching arrived at Cal Poly Pomona in 2001. She received her Ph.D. degree in 1996 from Indiana University, Bloomington, in Curriculum, Language, and Literacy. She is interested in, has published articles on, and presented at national and international conferences on multiple-ways-of-knowing inquiry curricula, literacy education, and children's and adolescent Asian-American and Hawaii-Pacific literature. Her publications can be found in the *Companion to International Children's Literature*, *Children's Literature in Education*, *Language Arts Journal*, *Educational Forum*, *Early Childhood Education Journal*, and *New Advocate*. She has taught literacy education courses in the teacher-credential program and numerous Master's courses in the Curriculum and Instruction program. She serves as the program coordinator of the Curriculum and Instruction program and chairperson of the Department of Education.

See Appendix D for core faculty resumes. Resumes are also included for Dr. Eric Haas who served as a tenure-track faculty member from 2016-2018 and for Dr. Eligio Martinez who served as a visiting faculty member from 2016-2017 and as a full-time lecturer from 2017-2018. Publications and presentations are included on the curriculum vitae. Conference presentations by core doctoral faculty members include presentations at the American Educational Research Association Conference, the University Council of Professors of Educational Administrative Conference, the International Council of Professors of Educational Leadership Conference, and the California Educational Research Association Conference.

Educational Leadership Doctoral Programs in the California State University System are among the 80 institutions nationwide participating in the Carnegie Project on the Education Doctorate which began in 2007 with the goal to develop better scholars and more skilled practitioners. Drs. Nancy Sanders, Eric Haas, and Betty Alford, professors in the Cal Poly Educational Leadership Doctoral Program, participated in three of the CPED conferences. In addition, the co-directors participate in the Cal State University Doctoral Program Directors' Meetings twice a year to discuss issues pertinent to the doctoral program.

Being selected as a Fulbright Scholar is one of the most prestigious awards for our profession. Dr. Nancy Sanders, professor and co-director of the Educational Leadership Doctoral Program, received a Fulbright Scholarship to Japan as discussed in the following article.



CEIS Professor Wins Fulbright Scholarship to Japan

Nancy Sanders, a faculty member in the College of Education and Integrative Studies' (CEIS) Education Leadership Doctoral Program, has earned a Fulbright Scholarship.

The annual Fulbright Scholarship, sponsored by the U.S. Department of State, is awarded based on academic achievement or demonstrated leadership in a selected field. The recipient receives a scholarship to teach or conduct research abroad.

"I am extremely excited about this honor," Sanders said. "This is something that I have looked forward to for a long time. One of the reasons why American test scores are lower in comparison to developing countries is because these countries provide more opportunities to learn. The goal of this project is to seek innovative ways to advance educational equity in America."

Sanders will head to Japan where she will spend five months teaching at Chuo University. Her research will focus on identifying historical, political, and cultural conflicts that have influenced educational equity.

"I want to take this opportunity to congratulate Dr. Sanders on receiving this prestigious award," said CEIS Interim Dean Nancy Hurlbut. "I applaud her contributions toward enhancing international relations and improving educational opportunities. Further, I commend Cal Poly Pomona for supporting her research efforts."

Sanders has been with CEIS since 2012. She has taught a variety of courses in the doctoral program on educational leadership. "Being able to conduct international research will contribute to my teaching and scholarly work when I return," Sanders said.

4.1.3. Service

Core faculty members of the Educational Leadership Doctoral Program assume active roles in the department, university, profession, and the community. Dr. Pataray-Ching serves as department chair of the Department of Education, and Dr. Alford serves as department chair for the Educational Leadership Department. Both serve on the College of Education and Integrative Studies' Leadership Team, which meets bimonthly with the dean of the college, the associate dean, and the other department chairs for the college. Dr. Navarro serves as graduate coordinator for the M.A. in Education with five options of emphasis. Dr. Alford and Dr. Sanders serve as doctoral program co-directors. All faculty members serve on department committees and provide service to the department, university, and the profession as listed on their curriculum resumes in Appendix D.

4.1.4. Faculty Workload

Only Dr. Sanders, Dr. Alford, and Dr. Haas taught exclusively in the doctoral program from 2016-2018. In 2018, Dr. Haas accepted a position as doctoral program director for another university. The 2018-2019 annual average workload per semester is reported in Table 20 for the full-time doctoral faculty members of Dr. Alford and Dr. Sanders. Although they also assume administrative responsibilities, they each usually teach two courses each term. The doctoral courses are weighted at 1.5 times the designated number of units for the course.

Table 20
Annual Average Workload per Semester for 2018-2019

Faculty Member	Teaching WTU	Assigned WTU for Research	Assigned WTU for Service	Administrative WTU	Total WTU
Betty Alford	6	0	3	6	15
Nancy Sanders	6	0	3	6	15

4.2 Student Success

4.2.1 Advising and Evidence of Quality

The doctoral program has two levels of advising with the co-directors serving as overall student advisors for the students until dissertation chairs are selected in spring of the student's second year. At that time, the dissertation chair becomes the student's primary advisor. From 2016-2018, students also were divided between four faculty members who served as an advisor and point of contact prior to dissertation selection. These faculty members met with their advisees in groups and individually to provide another level of support.

Table 21 shows the completion rate of students within the three-year timeline as well as for the total cohort.

Table 21
Cohorts' Retention, Persistence, and Graduation Rates

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
Enrolled in 1st quarter of 1st year	16	19	30	14	18
Enrolled in 2nd quarter of 1st year	15	17	24	12	16
Enrolled in 3rd quarter of 1st year	15	15	22	12	15
Enrolled in last course	15	15	22	11 [^]	15
Graduated in 3 years	13	13	16	8	In progress
% finishing in 3 years after completing 3rd year courses	86%	86%	73.9%	73%	
Graduated in 4 years	1	0	3	2	
Graduated in 5 years	1	1	3 [#]	1 [#]	
% finished in 5 years	100%	83%	100% [#]	100% [#] with one on leave	
Dropped out at dissertation	0	1 [*]			

*Student expressed that she no longer needed the degree

[^]One student is on leave

[#]Anticipated

Faculty members noted that retention issues primarily occurred within the first year of the program. Faculty members have implemented an advising system in year 1 in order to help to increase student retention in year 1. The advisor is assigned to the student until the second year when the student selects his or her dissertation chair. In addition, in personal interviews with applicants as well as recruitment events and in website material, unique features of the program are being emphasized. The doctoral program is a rigorous program of study so more attention is being given to helping applicants to understand this aspect of the program before beginning the program.

Yearly, each college in the university recognizes a faculty member as Outstanding Advisor. The selection is from student nominee letters which are reviewed by a faculty committee selected by each college. In 2014, Dr. Nancy Sanders received this award; in 2015 and in 2019, Dr. Betty Alford received the award; and in 2017, Dr. Eric Haas received the award. They each were honored at the University's Outstanding Advisor Recognition Program and led the processional for the graduating classes at commencement. Each are pictured below. That three members of the doctoral faculty received this award supports the level of advising in the program. In addition, the acknowledgements written at the beginning of all dissertations speak to the students' strong appreciation for faculty advising. Survey responses such as the following also support the level of advising in the program: "All the faculty members have been so supportive of us."





At commencement each year, a reception is held for graduates, their families, and faculty members to celebrate the accomplishments of the students by announcing their dissertation titles and presenting a rose to each of the students. Representative faculty members of Eligio Martinez, Nancy Sanders, Betty Alford, Jann Pataray-Ching, and Eric Haas are pictured below at the student reception.



The graduation rate is high for the students in the doctoral program who continue to the third year (see Table 22). Illness, job responsibilities such as new assignments or positions, and personal issues have resulted in two members of cohort 1 needing more than three years to complete, two students in cohort 2 requiring more time with one of the two deciding not to finish since her professional goals had changed, five students in cohort 3 requiring additional time, and three students in cohort 4 requiring additional time. By the end of 2018, all members of cohort 1, all but one member of cohort 2 who had decided not to complete the degree due to personal issues, all members of cohort 3 but 3, and all members of cohort 4 but one student had completed the doctoral program. Each of these remaining candidates are anticipated to complete the doctoral degree by May 2019 except for the one student who decided not to complete the degree.

Table 22
Cumulative Graduation and Continuation Rates

Year	Cohort Headcount	1st Year		2nd Years		Within 3 Years		Within 4 Years		Within 5 Years		Within 6 Years		Within 7 Years	
		Cohort	Cont.	.	Cont.	Grad.	Cont.	Grad.	Cont.	Grad.	Cont.	Grad.	Cont.	Grad.	Cont.
		Fall 2012	16	1	16		15	13	2	1	1	1			
Fall 2013	19	2	17		15	13	1*		1	1					
Fall 2014	30	3	24		22	16	6	3	3	3**					
Fall 2015	14	4	13		12	9	3	2	1***						
Fall 2016	18	5	16		15	15****									
Fall 2017	12	6	11		9										
Fall 2018	13	7	13												

*One student in cohort 2 decided to drop in year 3 due to deaths in the family and job changes
 **The three students in cohort 3 who had not finished are expected to graduate in May, 2019
 ***One student in cohort 4 is continuing in spring of year 4 due to medical reasons, but she is expected to graduate in May.
 ****All 15 are on track to graduate in three years

Faculty members are proud of the high completion rate of those who persist in the program to the third year. As in programs across the nation, attrition of two to three students of 15 students in the first year is not uncommon as students realize that a doctoral program is more challenging than a master’s or credential program or have personal issues that arise. It is also not uncommon that “life issues” impact doctoral students’ continuation in the program. Family illness, death in the family, divorce, financial issues, and job changes are common issues that influence some students to drop from a doctoral program. Therefore, while faculty members do not want to lose any student who starts the program, they also respect that adults must make choices on what is best for them. Sometimes, that involves a request for a leave and sometimes the student’s decision is not to pursue doctoral work at this time. For example, one student’s husband died of cancer. She asked for a leave from the program and rejoined the next cohort the following year. Another student decided after the death of both parents who she had cared for and after a job change that she no longer wanted to pursue the degree.

Doctoral directors meet with doctoral students to discuss options if they consider dropping the program. The biggest drop in enrollment occurred with cohort 3 when 30 students were admitted to the doctoral program. Six of the students decided in the first term that they did not have the time to devote to a doctoral program. Two students also expressed their concerns with the size of the cohort as a factor in their decision to drop the program, stating that they preferred participating in a doctoral cohort that was smaller in size. During the fall of the next year, two additional students dropped from the program. One of the students had remarried and bought a house and decided that pursuing a doctoral degree at this time was not feasible for him. Another student was not making satisfactory progress and decided to take a leave from the program. He later decided not to return to finish and moved from the area. Cohort 3's attrition rate was unusual. Many of the students who chose not to continue in the program cited the time commitment as the reason for not continuing.

As new doctoral co-directors for the doctoral program assumed leadership of the program, they emphasized to future applicants the time commitment required for a doctoral degree. They also emphasized differences between a doctoral program and a master's or credential program. Concerns that had been expressed with the large size of cohort 3 were discussed by the doctoral council as well as comparisons with other programs in the Cal State system. Directors of doctoral programs in the Cal State system most commonly cited 15 students as the common size for a doctoral cohort. If a program had both a higher education/community college emphasis and a PK-12 emphasis, two cohorts of 15 students each were accepted. The Cal Poly Doctoral Program leaders adopted 15 students as the desired number for each cohort.

Although there was some loss of students in the first year as is common throughout the nation, Cal Poly doctoral faculty have consistently demonstrated a strong commitment to assisting those in the program to complete within three years, and dissertation chairs provide strong support throughout the dissertation process. The doctoral council also has also adjusted timelines for benchmark assessments and the selection of a dissertation chair in order to work toward all students completing the program in three years. For example, in 2017, the doctoral co-directors scheduled the proposal writing support class a semester earlier. In 2018, an earlier return date was set for the qualifying exam in January instead of mid-March or May as in previous years. After students pass the qualifying exam, they are given permission to seek a dissertation chair. Selecting a dissertation chair sooner in the dissertation process facilitates an earlier submission date for the proposal defense and IRB submission.

Our strategies within the program are to provide ongoing support to the students. We discuss their progress in Doctoral Council Meetings and provide follow-up through emails and personal calls in addition to providing individual meetings with the students. Continuing students are also encouraged to attend dissertation support class sessions.

These are all ways that faculty implemented changes to assist in helping students to graduate in three years. It is noteworthy that in the video interview with graduates of the program that is featured on the doctoral website, graduates emphasized the rigor of the program as well as the support. The doctoral program co-directors have noted that in the interview process, several applicants have stated that they selected this program because they wanted a face-to-face, cohort, rigorous program of study. Faculty continue to provide both rigorous expectations and strong support to students. Graduates repeatedly express appreciation to faculty for the support they receive in the program and the benefits of beginning the dissertation discussion within the first course of the program.

4.2.2 Learning Environment

The Educational Leadership Doctoral Program in the College of Education and Integrative Studies at Cal Poly Pomona is designed for working professionals with classes beginning at 5:00 pm Friday evenings and ending by 5:00 pm on Saturdays in the summer and on Saturdays from 8:30am-5:00 pm during the fall and spring semesters on an every other weekend schedule. Students enroll in a sequenced program of study as a cohort. Doctoral students credit their participation in the Educational Leadership Doctoral Program as a primary factor in the development of their research skills. As Adriana Gonzalez stated, “My academic writing has improved. I am more adept at locating research in the library and the online portal, and I have developed into a scholar practitioner who uses research in the learning and leading process of our school community.”

Professors also provide the opportunity for students to hear from noted professors of other universities, organizations, and districts. For example, in Dr. Martinez’s classes, the following individuals served as resources through the use of Skype interviews or Zoom meetings. For the topic of Leadership for Equity and Access, presenters included: Fernando Valle, Texas Tech University; Cristobal Rodriguez, Howard University; Kip Austin Hinton, University of Texas, Rio Grande Valley; Janette Mariscal, Iowa State University; Adrian Huerta, University of Southern California; and Jose Aguilar-Hernandez, Cal Poly Pomona. For the topic of Community Relations and Partnerships, the following individuals presented: Judy Marquez Kiyama, University of Denver, Enrique Aleman, University of Texas, San Antonio; and Joyce Roys-Aguilera, California Endowment; For the topic of Governmental and Political Relations, the following individuals presented for the class: Ana Graciela Najera-Mendoza, American Civil Liberties Union; Jacino Ramos, Fort Worth ISD; Joshua Childs, University of Texas, Austin; and Oiyen Poon, Colorado State University.

In addition, beginning in summer of 2016, a Meet the Author series was initiated. Research authors who have presented to cohorts include: Jerry Starratt of Boston University; Megan Tschannen-Moran of William and Mary University; David Stovall of University of Chicago; Tyrone Howard of University of California, Los Angeles; Karen Seashore Louis of University of Minnesota, Twin Cities; Frances Contreras of University of California, San Diego; Joshua Childs of University of Texas at Austin; and Ronald Lindsey retired from University of California, Los Angeles (see Appendix F).

Students also benefit from practitioner presentations by area school administrators. A doctoral culture is fostered through the ongoing focus on research and how it impacts practice as educational leaders. Students across cohorts share dissertation topics and discuss resources. A learning community is further fostered through the cohort structure. Students frequently share comments about the benefits of the cohort structure as noted on evaluation surveys. The cohort model of course delivery provides a learning community for students where dialogue and critical analysis are fostered as students explore research literature and prepare for dissertation research centered on problems of practice.” Delila Zamora, a student in the Educational Leadership Doctoral Program, explained a benefit of the cohort model: “There is a high level of trust and respect among all members of our cohort and our professors which allows us to be honest and candid in our discussions. The fact that there is a variety of backgrounds and experiences among us just enhances our discussions and gives us the opportunity to hear different perspectives.”

4.2.3 Student Commitment, Motivation and Satisfaction

The doctoral students and graduates serve in key leadership roles in public schools and higher education. Surveys of current students and graduates, focus group interviews with doctoral students, and end-of- year portfolio reflections supported the doctoral programs' impact on the improvement of practice.

Doctoral Students' and Graduates' Satisfaction with the Doctoral Program

In surveys and in focus groups interviews, students identified key components of the program that influenced their growth as scholar practitioner leaders as the supportive faculty, the emphasis on social justice and the improvement of schools, the program emphasis on reflection and critical analysis, and the cohort model. Stacy Ayers pointed out, "The program changed how I approach a problem. Before, I would just think through a few solutions. Now, I go to the research and go through what has been done and what hasn't been done. Then, I begin to address the problem." Patricia Horton added, "I have used much of what I have learned to implement and further my commitment to social justice and change on the campus where I serve."

Of 39 survey responses received from 56 alumni of the Educational Leadership Doctoral Program at Cal Poly Pomona, all 39 responded by answering, "Yes," to the question, "If you could start over again, would you enroll in the same program you attended?" All 39 respondents also agreed that they would "recommend or encourage others to apply to the doctoral program in Educational Leadership at Cal Poly Pomona." A doctoral graduate provided a representative comment:

The instructional leadership of the professors and chairs of this program are what make the program a success. I was academically and professionally challenged by this rigorous and practical program. I gained so much from participating and learning from a diverse cohort of students ranging from K-12 and higher education teachers and administrators. The way that the courses were structured and sequenced made perfect sense. The dissertation process was heavily scaffolded, which was a blessing. We had a practice pilot study that helped me with my conceptual understanding of the process and product. The professors provided plenty of unending support throughout the coursework and dissertation journey. They are committed to our success as students and professionals and are caring, knowledgeable, instructional leaders who knew how to provide working professionals with encouragement, positive pressure, and support to finish. I am thankful for this program. I started the program as a principal and finished the program in a new district administrative position. When people ask me about my experience, I often explain that I felt like we were attending a private university. I know several other colleagues who attended high-priced private universities, who did not receive the level of support and high-quality program that we received. The program has high expectations, and students are expected to carry a full load of academic study. All course readings and written assignments were relevant to our work in schools. It was a TON of work, but worth every minute.

While the alumni response cited above was longer than most of the alumni responses to the survey question that inquired if there was anything else they wanted to add, others expressed similar viewpoints as these examples attest:

- I appreciate the learning experience and the encouragement to grow in new ways around equity and leadership.
- Thank you for the guidance and support during the dissertation process. It was a great learning experience!
- I am grateful for this program and the opportunity it provided me to achieve a life-long ambition.

- I recommend this program to anyone looking to pursue an Ed.D! Thank you. I feel so blessed that I was in the program at Cal Poly Pomona. I was supported and pushed all at the same time. Exceptional!
- The program gave me an in-depth understanding of leadership and its impact on educational improvements. Courses were well taught by professors with a lot of knowledge. Our readings were also intriguing and eye-opening.

Faculty analyzed the results of the student responses as another way of assessing student satisfaction.

Areas of Concern

Strengths as well as any areas of concern were addressed, such as the need for additional faculty and the need to keep the cohort size small enough to promote in-depth dialogue within the classes by all class members. In addition to survey responses, students met with the co-directors of the program to express concerns about the need for additional faculty when they learned that both a lecturer who had taught in the doctoral program for two years in addition to a tenure-track faculty member who had taught in the program from 2016-2018 were both leaving the university to teach in other doctoral programs. The co-directors met with the dean and requested that he address the cohort members and provide assurance that the university is in full support of this program and that an additional faculty position would be proposed. Currently, a faculty search for a tenure track faculty member for the Educational Leadership Doctoral core faculty is in progress.

Multiple members of cohort 3 expressed concerns over the large size of the cohort. In response, the co-directors inquired about the number of students admitted each year per program area for other Educational Leadership Doctoral Programs in the California State University System and found that 15 students per program emphasis was the most common number. The size of 15 corresponded to faculty's input that the in-depth nature of a doctoral program contributed to the need to maintain smaller class sizes.

The doctoral council discussed common issues on qualifying examinations and dissertations, and professors have intensified a focus on scholarly writing as a result of the analysis of student work. In 2017, faculty members completed a Modified Inventory of Educational Effectiveness indicators as an example of beginning assessment of program learning outcomes of the doctoral program (see Appendix E).

The students' concerns with the cleanliness and comfort of the facilities are continuing to be addressed. Chairs were purchased for Room 113 that were more comfortable for eight-hour sessions. In fall 2018, a custodian was assigned to be on campus to clean bathrooms and open classrooms for Saturday classes. One graduate clarified his/her reason for the lower rating that was provided for facilities by writing, "I put disagree with the facilities because some of the rooms were very old with very old furniture." As another graduate wrote as a survey response, "Some improvement is needed on the classroom facilities and technology. For the cost of the program, the seating was uncomfortable and sometimes classrooms were too hot, and at times, we experienced many technical problems with connectivity which impacted instruction." Another graduate, simply wrote in response to what is needed, "Better facilities." On the alumni survey, six students rated the statement, "The physical classroom space was conducive to learning" as disagree and six alumni rated this question as neither agree nor disagree. Only 13 of 39 strongly agreed that the classroom space was conducive to learning. The doctoral faculty continue to investigate ways to improve the facilities.

Some students in the beginning cohorts were concerned that the sequencing of classes needed improvement. During the semester conversion process, the doctoral faculty changed the order of classes to achieve greater program coherence.

Media Recordings of Current Doctoral Students and Alumni

A Podcast with Dean Passe and Betty Alford is posted on the CEIS website as well as a video of Dean Passe with three graduates who discuss key features of the program and students' perspectives of the program's value. Faculty discuss students' opinions of the program as they refine assignments and plan activities for the program.

The video interview can be accessed at:

<https://youtu.be/mpWXP61SphM>

Graduates who participate in the video interview include:

Dayna Mitchell, a 2017 Summer doctoral graduate of the Educational Leadership Doctoral Program at Cal Poly Pomona, received her bachelor's degree in English from Azusa Pacific University and her Master's Degree and administrative credential from California State University in Fullerton. She has 26 years' experience as a classroom teacher, seven years' as a secondary assistant principal and principal, and is currently the Director of Curriculum and Instruction for Azusa Unified School District. While in the doctoral program, Dayna presented her research in December 2015 at the California Educational Research Association conference. When Dr. Mitchell joined the doctoral program, she was a middle school principal in Azusa and was promoted to Director of Curriculum and Instruction while she was in the program.

Robert Sortino, a 2017 Summer graduate of the Educational Leadership Doctoral Program at Cal Poly Pomona, received his bachelor's degree in psychology and master's degree in special education and master's degree in sociology from Claremont Graduate School. He attained his administrative preliminary credential from Cal Poly Pomona prior to enrolling in the Cal Poly Pomona Educational Leadership Doctoral Program. Presently working as an educational consultant, when Dr. Sortino started the doctoral program, he was serving as lead teacher and principal designee for K-12 for Focus Point Academy with Pasadena Unified School District. He had worked as a moderate/severe SDC teacher from 2009-2012 and as a mild/moderate special day class teacher for Cleveland Elementary in Pasadena Unified School District from 2003-2009. He also served as an adjunct faculty member for Azusa Pacific University from 1998-2003. In Fall 2017, he presented his dissertation research at the Values and Ethics Conference in Los Angeles, which is a conference sponsored by the University Council of Education Administration. In November of 2018 at the Values and Ethics Conference that was held in conjunction with the University Council of Professors of Administration National Conference in Houston, Texas, he was honored as the recipient of the Paul Begley Research Award for his dissertation research.

Adriana Gonzalez, a 2018 Summer graduate of the Educational Leadership Doctoral Program at Cal Poly Pomona, received her bachelor's degree from Stanford University and her master's degree with administrative credential from the University of California Los Angeles. She served as assistant principal for Ontario-Montclair School District before being named as principal while she was completing her doctoral degree. Previous experience included serving an instructional coach and as a former English teacher in Los Angeles. In Summer 2018, Dr. Gonzalez traveled with a team from her school to Washington D.C. to receive recognition as a School to Watch Taking Center Stage Model Middle School, an award by the California Department of Education in partnership with the California League of Schools National Foundation to accelerate middle grades reform and the California Middle School Alliance.

Impact on School Improvement

Dr. Cathy Cervantes, Dr. Gerald Matthews, and Dr. Patricia Horton, who are pictured on the next page had the privilege of entering and completing their doctoral program with cohort 3 (2014-2017), as members of the staff in service to Abraham Lincoln Elementary School in Colton Joint Unified School District. Their doctoral studies in student attendance, parent engagement, and culturally responsive leadership in high poverty schools framed their work for the duration of the program. During their studies and application of theory and practice, Abraham Lincoln Elementary School experienced rapid growth in foundational literacy skills and comprehension. They were also recognized for significant declining suspension rates for all student populations, a significant increase in English Language Arts performance, and increased student performance in mathematics according to *The Status and Change Report* from the California Department of Education for 2017. Cathy Cervantes, who served as assistant principal at Abraham Lincoln Elementary School, is now a principal in Colton Joint Unified School District and Gerald Matthews is now an assistant principal in the same district. Patricia Horton continues to serve as principal at Abraham Lincoln Elementary School.



Other graduates also described benefits of the program. For example, Dr. Christine Heinrichs, Director of Student Achievement, Baldwin Park USD stated,

The doctoral program enriched my thinking process and how to study or approach challenges in education. When I completed my doctorate, I was an elementary principal. The school community celebrated with me as they had seen my journey and supported me along the way. I use the inquiry process daily when approaching concerns.

Dr. Janelle Woodward, Senior Leadership Associate for the Leadership Institute of Riverside County Office of Education, emphasized:

When I started the doctoral program, I expected to grow in my professional capacity and develop additional research and analytical skills. What I did not expect was to have my leadership skillset grow in such an impactful, transformational way! In reflection, the doctoral program at Cal Poly was clearly the single-most rewarding educational endeavor I have ever undertaken, and I am so glad that I did! I would recommend this program without reservation for anyone looking to grow as an educational leader while being thoroughly supported by a talented, caring faculty. The investment of every faculty member in my success was tremendous.

These graduates' words of praise for the Educational Leadership Doctoral Program at Cal Poly Pomona are representative of many comments we received during an advisory council meeting of our graduates (see Attachment III).

Student Opportunities to Present at Conferences

Students in the first doctoral cohort in 2014 participated in the Cal State Los Angeles Research Symposium that was held for the Cal State University Educational Leadership students. Ethel Anumba, Janelle Ashley, Bruce Kennedy, and Reyes Luna each presented their dissertation research proposals in roundtable sessions at this conference. In 2015, nine doctoral students from Cal Poly Pomona presented their research at the 94th Annual Conference of the California Educational Research Association (CERA) that was held in Anaheim, California on December 2-3. The titles of the papers were: *The Impact of the Teacher Scholar Model on a California University* by Sakeena Ali, Ruba Khoury, Emma Gibsen, and Dan Lesho; *Lead Learners, Teacher Sensemaking and Impacts of Professional Development* by Dayna Mitchell and Rene Levario and *A Pilot Study of Common Core Implementation* by Patricia Horton, Gerald Matthews, and Cathy Cervantes. In 2016, Kim Braswell, Jackie Hogart, Rina Giron, Donna Martyn, and Saida Valdez also presented two papers at CERA. Melody Isabela also presented a research paper at the California Educational Research Association Conference that was held in 2017.

Doctoral students are encouraged to share their research through publications and conference presentations to impact school improvement. Graduates of the Educational Leadership Doctoral Program at Cal Poly Pomona State University presented their research at educational conferences. Drs. Sergio Chavez, Ruba Khoury, and Robert Sortino, 2017 doctoral graduates, presented their dissertation research on October 7, 2017, at the 22nd Annual Center for Values and Leadership Conference sponsored by the University Council of Educational Administration that was held in Los Angeles. Dr. Ethel Anumba presented her dissertation research on October 26, 2017, at the College Board Forum in New York. It is noteworthy that in 2018, at the 23rd Annual Center for Values and Leadership Conference, Dr. Robert Sortino, a Cal Poly Pomona doctoral graduate, was the recipient of the Dissertation of the Year award (see Attachment VI). Dr. Christine Heinrichs, Dr. Betty Alford, and Dr. Laura Rodriguez (pictured on the next page) presented a session to over 80 participants at the College Board Prepare Conference in Los Angeles in April 2018.



4.2.4 Other Indicators of Student Success

Celia Mungia, Ed.D. graduate and recipient of the Administrator of the Year award for 2018 for Rowland Unified School District, provided the following representative comments regarding the program:

I completed my doctoral degree in Educational Leadership due to both self-fulfillment (growth in knowledge) and job advancement. I knew that obtaining a doctoral degree would provide me with more opportunities. All the knowledge acquired was very valuable. I felt like an expert in many topics. The doctoral program enabled me to become a well-rounded, knowledgeable individual who sees the world in a more macro level. I have also grown stronger when it comes to networking and goal setting, and I learned to love research. I truly appreciate the support provided by my professors. These were a group of very knowledgeable individuals who supported us every step of the way.

A summary of additional alumni comments is provided in Attachment X. A list of alumni who changed professional positions during or after graduation from the doctoral program is provided in Table 23. While 19 reported job changes, it is noteworthy that many were already in positions of educational leadership and chose to remain in their current roles.

Table 23
Work Position Change Before and After the Ed.D. Program

First Name	Last Name	Past Position	Current Position
Ethel	Anumba	Dean of Students, Middle School	Assistant Principal, Middle School
Laura	Rodriguez	Principal, Tracy Elementary School, BPUSD	Principal, Vineland Elementary School, BPUSD
Janelle	Woodward	Principal, Middle School	Senior Leadership Associate, Leadership Institute of Riverside County Office of Education
Maria	Rios	Principal, Baldwin Park Unified School District (BPUSD)	Director of Student Achievement BPUSD
Christine	Heinrichs	Principal, Baldwin Park Unified School District	Director of Student Achievement BPUSD
Kathrine	Morillo-Shone	Principal	Director, Equity and Professional Learning
Celia	Munguia	Assistant Principal	Principal
Kevin	Despard	Principal, Oswalt Academy K-8, Rowland Unified School District Academic Program Coordinator,	Director of Student Services, Rowland Unified School District
Sakeena	Ali	Cal Poly English Language Institute	Peace Corps Recruiter
John	Lovato	Assistant Superintendent of Educational Services, Rosemead School District	Assistant Superintendent of Personnel Services, Mountain View School District
Dayna	Mitchell	Principal, Middle School	Director, Curriculum and Instruction, Azusa Unified School District
Aisha	Thomas	Specialized Academic Instructor, Northview Intermediate	Specialized Academic Instructor, Royal Oaks STEAM Academy K-8
Bruce	Kennedy	Compliance Associate (ACUC and IRB), Cal Poly Pomona Office of Research	IACUC Administrator, Chapman University Office of Research

First Name	Last Name	Past Position	Current Position
Tina Arias	Miller	Campus President, Westwood College	Special Project Director, Educational Services and Technology, North Orange County Community College District
Maria (Kathy)	Franco-Madrigal	Classroom Teacher, Teacher on Assignment	Interim Assistant Principal
Gerald	Matthews	Elementary Teacher (6 th Grade)	Assistant Principal
Jennifer L.	Yales	Program Administrator, Pomona SELPA	Director, Pomona SELPA
Robert Dion	Sortino	Quasi-Administrator, Focus Point Academy, PUSD	Educational Consultant
Richard	Rosa	Teacher, John Muir High School and Teacher Center for Independent Study	Coordinator Early College Magnet Grant @ John Muir High School Early College Magnet

Tables 24, 25, and 26 provide a summary of alumni presentations, publications, and awards. Seven graduates reported presenting their dissertation at a conference, six alumni published articles from their dissertations, and eight alumni have received educational awards. A goal of the faculty in the Educational Leadership Doctoral Program at Cal Poly Pomona is to increase the number of students who present their dissertations at conferences and who publish their findings through research articles.

Table 24
Presentations Related to Dissertations

First Name	Last Name	Presentation
Ethel	Anumba	<ul style="list-style-type: none"> ○ College Board Forum Conference in New York, New York ○ My Journey to College Program, UCLA ○ College Board Prepare (Spring 2018), Los Angeles, CA ○ California Association for Bilingual Education (CABE) (Spring 2016): How Can Educational Leaders and Parents Support Immigrant Students in Successfully Attaining a Post-Secondary Degree?
Laura	Rodriguez	<ul style="list-style-type: none"> ○ Building Professional Learning Communities, Karachi Pakistan ○ Building Professional Learning Communities, Islamabad, Pakistan
Sakeena	Ali	<ul style="list-style-type: none"> ○ Fall 2017 Cal Poly Administrative Credential Program ○ CERA 2016, Sacramento, CA ○ CERA 2017, Anaheim. CA
John	Lovato	<ul style="list-style-type: none"> ○ Alternative Dispute Resolution Conference 2018, Riverside
Melody	Isabela	<ul style="list-style-type: none"> ○ CSLEE, 2017, Los Angeles, CA and CPP: 2017 & 2018
Jennifer L.	Yales	
Robert	Sortino	

Table 25
Publications Related to Dissertations

First Name	Last Name	Publication
Ethel	Anumba	Anumba, E. (2015). Successfully navigating through college: Voices of African American males. <i>International Journal of Teacher Leadership</i> , 6(1), 35-56.
Kathrine	Morillo-Shone	Morillo-Shone, K. (2014). Mindsets for mentoring 21st century leaders. <i>ACSA Leadership</i> , 43(3), 32-36.
Celia	Munguia	Munguia, C. (2017). Principals supporting teachers in providing language instruction to English learners in elementary school. <i>International Journal of Teacher Leadership</i> , 8(1), 92-108.
Reyes	Luna	Luna, R. J. II & Boettcher, M. L. (under review). What next? In M. Benjamin & F. Hamrick (Eds.) <i>Maybe I Should... Case Studies on Ethics for Student Affairs</i> , Vol. 2. Luna, R. J. II & Boettcher, M. L. (under review). Unknown student. In M. Benjamin & F. Hamrick (Eds.) <i>Maybe I Should... Case Studies on Ethics for Student Affairs</i> , Vol. 2.
Aisha	Thomas	Thomas, A. (2016). Advancing employable skills for students with Autism Spectrum Disorder: A literature review. <i>National Association of Special Education Teachers</i> .
Robert	Sortino	Sortino, R. D. (2018). Contemplative transformations: A blueprint for creating culture of care learning environments. <i>Journal of Organizational Psychology</i> , 18(2), 67-81.

Table 26

Awards and Appointments Received During and After the Ed.D. Program

First Name	Last Name	Award/Appointments
Janelle	Woodward	<ul style="list-style-type: none"> ○ Representative of Principals and other school leaders, California Practitioners Advisory Group (CPAG) 2019-2021
Celia	Munguia	<ul style="list-style-type: none"> ○ Rowland School District Administrator of the Year 2018 ○ ACSA Region 15 Chapter President ○ ACSA Region 15 Award for Curriculum & Instruction Director
Dayna	Mitchell	<ul style="list-style-type: none"> ○ Manager of the Year 2018-19, Educational Services, Azusa Unified School District
Melody	Isabela	<ul style="list-style-type: none"> ○ Cal Poly Pomona Mentors Fellowship Award 2016
Dalia	Menjivar	<ul style="list-style-type: none"> ○ Teacher of the Year 2016-17 ○ 2013 Cal Poly Pomona Diversity Champion Award – presented by the Pride Center ○ 2014 Cal Poly Pomona College Themed Communities awarded Outstanding Advising Program of the Year
Reyes	Luna	<ul style="list-style-type: none"> ○ 2016 Cal Poly Pomona Diversity Champion Award – presented by the Latino Faculty, Staff, and Student Association ○ 2016 Vice President’s Leadership Award ○ Paul T. Begley, National Dissertation of the Year Award, The Consortium for the Study of Leadership and Ethics in Education (CSLEE), 2018 ○ Reinstatement for WASC Accreditation for Orion International Academy, 2018
Robert	Sortino	<ul style="list-style-type: none"> ○ Six-Year WASC Accreditation Award for Soledad Enrichment Action, 2017 ○ Golden Key International Honor Society Award, Cal Poly Pomona, 2015-17 ○ Delta Epsilon Iota, Academic Honor Society, Cal Poly Pomona, 2015-17
Kathrine	Morillo-Shone	<ul style="list-style-type: none"> ○ Podcast Interview: Transforming Leadership in the Digital Age

Section 5. Resources

5.1 Enrollment.

For the Educational Leadership Doctoral Program, the five-year enrollment data has stayed consistent in seeking to admit 15 students each year, except for year 3. For the academic year of 2014-2015, Dr. Ron Leon and Dr. Dorothy MacNevin, the doctoral program co-directors, admitted 30 individuals, but student attrition was high in the first term and 24 remained within the cohort by the second course, and 22 by the third quarter of the program. The number remained 22 throughout the second and third year of the program. The size of the cohort was cited as a reason for students to drop the program as well as personal reasons, health issues, and financial issues (see Figure 1)

Figure 1

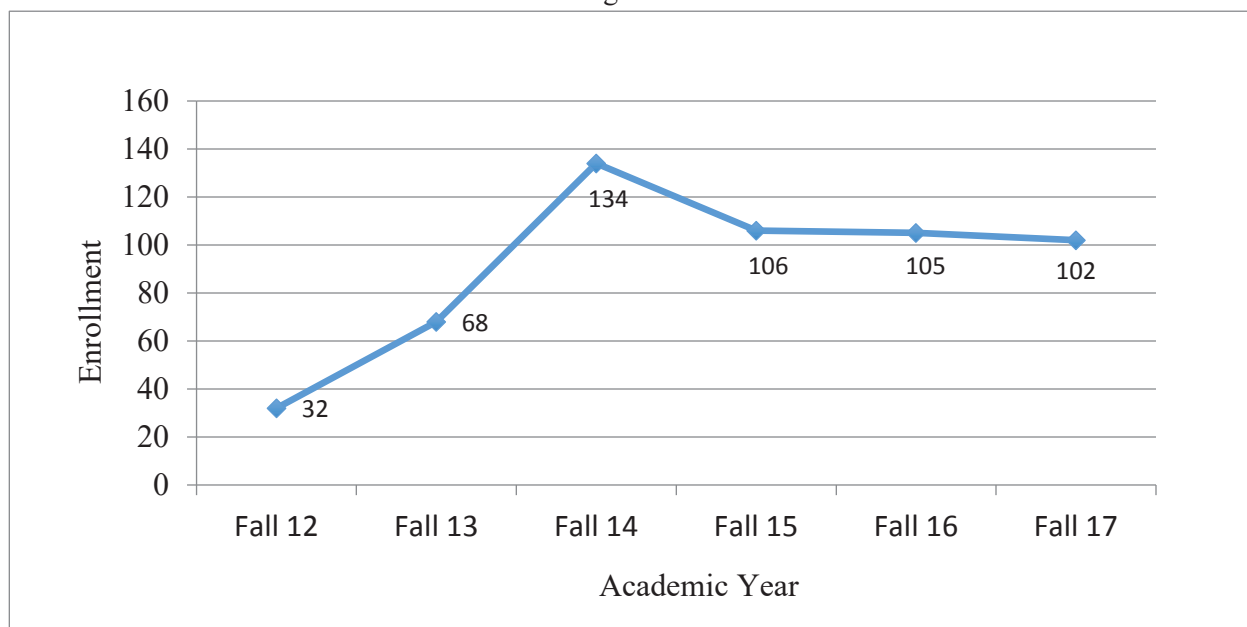


Figure 1. Student enrollment⁶

The program returned to 15 as the goal for the subsequent cohorts. In each cohort, it was not uncommon for up to three students in the cohort to decide that they did not want to remain. This loss of two to three students in the first year of the program is consistent with state and national trends and was noted in the proposal for the doctoral degree. There were no trends due to race or gender in the students who decided not to continue doctoral study. More common were family reasons, the schedule of classes, health issues, or work responsibilities. Each student's reason for dropping the program was discussed by the program directors to determine whether there were needed changes to the program, but no additional trends were noted except the need to keep the size of the cohort conducive for the seminar format of classes.

The diversity of the ethnic backgrounds of students in the Educational Leadership Doctoral Program from Fall 2012 to Fall 2017 is noted as a strength of the program (see Table 27). The ethnic group with the highest percentage of students in the program is Latino, which is consistent with the region that Cal Poly Pomona State University serves. FTES figures may vary per term based on the number of units students are taking as well as the number of students (see Table 28). Some courses are one or two unit research support courses.

⁶ Number of enrollments based on university data.

Table 27
Entering Cohort Demographics

College Department Major	Educ & Integrative Studies Educational Leadership Educ Leadership, PreK-12 Spec		College Department Major	Educ & Integrative Studies Educational Leadership Educ Leadership, PreK-12 Spec	
FALL 2012	Female	81.3%	FALL 2012	Asian	12.5%
	Male	18.8%		Black/African American	12.5%
FALL 2013	Female	88.9%		Hispanic/Latino	37.5%
	Male	11.1%		Unknown	12.5%
FALL 2014	Female	64.3%		White	25.0%
	Male	35.7%	FALL 2013	Asian	5.6%
FALL 2015	Female	63.6%		Black/African American	11.1%
	Male	36.4%		Hispanic/Latino	33.3%
FALL 2016	Female	93.3%		Unknown	5.6%
	Male	6.7%		White	44.4%
FALL 2017	Female	69.2%	FALL 2014	Asian	10.7%
	Male	30.8%		Black/African American	14.3%
FALL 2018	Female	0.0%		Hispanic/Latino	42.9%
	Male	100.0%		Unknown	7.1%
				White	25.0%
			FALL 2015	Asian	9.1%
				Black/African American	18.2%
				Hispanic/Latino	54.5%
				Two or More Races	9.1%
				Unknown	9.1%
			FALL 2016	Asian	6.7%
				Black/African American	20.0%
				Hispanic/Latino	33.3%
				Non-Resident Alien	6.7%
				Two or More Races	6.7%
				White	26.7%
			FALL 2017	Asian	7.7%
				Black/African American	15.4%
				Hispanic/Latino	46.2%
				White	30.8%
			FALL 2018	Black/African American	50.0%
				Hispanic/Latino	50.0%

Source: Academic Research and Resources -1-17-2019

Table 28
FTES Taken

Term	FTES Taken	College Year FTES Taken
FALL 2012	8.00	
WINTER 2013	10.67	
SPRING 2013	10.67	9.78
FALL 2013	19.50	
WINTER 2014	20.67	
SPRING 2014	18.83	19.67
SUMMER 2014	21.33	
FALL 2014	35.33	
WINTER 2015	39.33	
SPRING 2015	32.92	42.97
SUMMER 2015	33.42	
FALL 2015	28.67	
WINTER 2016	35.33	
SPRING 2016	28.42	41.95
SUMMER 2016	30.75	
FALL 2016	27.50	
WINTER 2017	38.83	
SPRING 2017	29.00	42.03
SUMMER 2017	28.50	
FALL 2017	22.25	
WINTER 2018	26.08	
SPRING 2018	25.33	34.05

Source: Academic Research and Resources – 03/27/2019

The doctoral program co-directors and core doctoral faculty participate in recruitment meetings in area districts as well as holding monthly recruitment meetings on campus. From 2016 to the present, the doctoral program co-directors and the administrative credential coordinator joined together in holding recruitment meetings in area schools. In addition, the doctoral program now schedules monthly recruitment meetings on campus instead of holding an on-campus recruitment meeting once a year. Individual appointments are also encouraged and available by applicants contacting the doctoral office. Program co-directors meet with potential applicants to answer questions about the program. See Attachment VIII for examples of recruitment materials and meetings.

Faculty members recognize that the ultimate success of the program’s graduates will be the most impactful recruitment method, so the doctoral directors have worked with the communication specialist for the college and the administrative support coordinator for the department to update the program’s website and showcase graduates’ accomplishments. They have also added to the website a list of key features of the doctoral program as identified by graduates and adjusted the scheduling for classes to a Saturday format during the fall and spring instead of a Friday evening and Saturday format.

In 2017, the doctoral program website was redesigned to be more user-friendly and to showcase more clearly key features of the program and graduate voices. In 2017, a video of a Cal Poly Distinguished Alumni and graduate of the doctoral program was added. In 2017, a podcast with one of the doctoral

program directors and the dean of the College of Education and Integrative Studies was placed on the website, and in Fall 2018, a video with three doctoral graduates and the dean was added. In spring 2019, a video featuring alumni and current students was prepared by Media Vision. Graduates were also surveyed to gain information about job changes and awards, and this information was added to the website.

The Cal Poly Doctoral Program is becoming known in the region. A graduate recently stated, “We are a network of professionals who are a support to one another even after graduation.” Many additional graduates concurred. The doctoral faculty anticipate that the program will continue to increase its visibility in the region in subsequent years.

5.2 Faculty

Cal Poly Pomona is committed to achieving diversity through hiring. The position announcement for a faculty position for the doctoral program clearly identifies this commitment (see Attachment VII). As a Hispanic Serving Institution, Cal Poly Pomona recognizes and celebrates the diverse population who is served by the university.

The Educational Leadership Doctoral Program needs additional faculty. Currently, the two co-directors of the program are the only tenured or tenure-track professors who teach full-time in the doctoral program. In the Administrative Credential Services Program that is within the Educational Leadership Department, only one half-time faculty member is tenured, and there are no tenure-track faculty members for the program. Other core faculty for the doctoral program have primary responsibilities in the Department of Education and have usually only been available to teach a course a year in the doctoral program. The Educational Leadership Doctoral Program plans to hire a new faculty member for the 2018-2019 academic year and also needs an additional faculty member due to retirement projections.

Adequate resources were provided for the doctoral core faculty to attend and present research at educational conferences. Faculty have presented papers at AERA, at CERA, at College Board Forum, at College Board Preparate, at the International Conference for Education, at ICPEL, and at UCEA, and expenses are covered unless the conference location is on the Chancellor’s no-fly list of locations where California university funds cannot be used for travel. Funding to present papers at two international conferences has also been provided to doctoral core faculty. Doctoral co-directors also receive funding to attend state California State University Doctoral Program Directors’ Meetings as well as the Carnegie Project on the Education Doctorate meetings.

5.3 Library Resources

The University Library supports student learning through a wide variety of services. The Reference and Instruction Department provides assistance to students in accessing the Library's rich information resources and helps students develop information skills that not only serve their immediate research needs but also prepare them for graduate studies, careers, and lifelong learning. Librarians use a variety of methods, including course-integrated library instruction, special workshops, personal assistance in-person or via email, chat, phone, or by appointment, instructional guides, tutorials, and a FAQ.

The Circulation Desk is located on the 2nd floor of the Library and is open all hours that the Library is open. Library staff offer assistance in tracking down missing materials, placing holds on materials checked out to another borrower, renewing materials, paying fees, and updating patron records. Other services include checking out Course Reserve materials, Document Delivery, and Hold request items. The University Library personnel provided the information for this report and continue to be a strong internal partner with the Educational Leadership Doctoral Program in providing research and instructional support services.

The Education Librarian, who is a temporary librarian with a 1.0 time base, works with the faculty and students of the Education Leadership Program The Ed.D. Librarian assigned to the College of Education and Integrative Studies provides information sessions to doctoral classes and meets with students individually to offer research assistance in locating sources. The Librarian meets with the initial doctoral seminar classes to teach current skills of information search and access, consider software management of the resources (e.g., Zotero), and provides instruction and assistance with literature searches. Below are some of the resources used by the librarian to support this program.

5.3.1 Library Reference Interactions

From *Reference Statistics Between Fall 2013 to Spring 2018*, there were a total of 587 “Education” reference questions answered (see Figure 2). The subject “Education” pertains to any department in the College of Education and Integrative Studies, excluding Ethnic and Women’s Studies. Ethnic and Women’s Studies has their own subject field selection when documenting transactions.

Figure 2

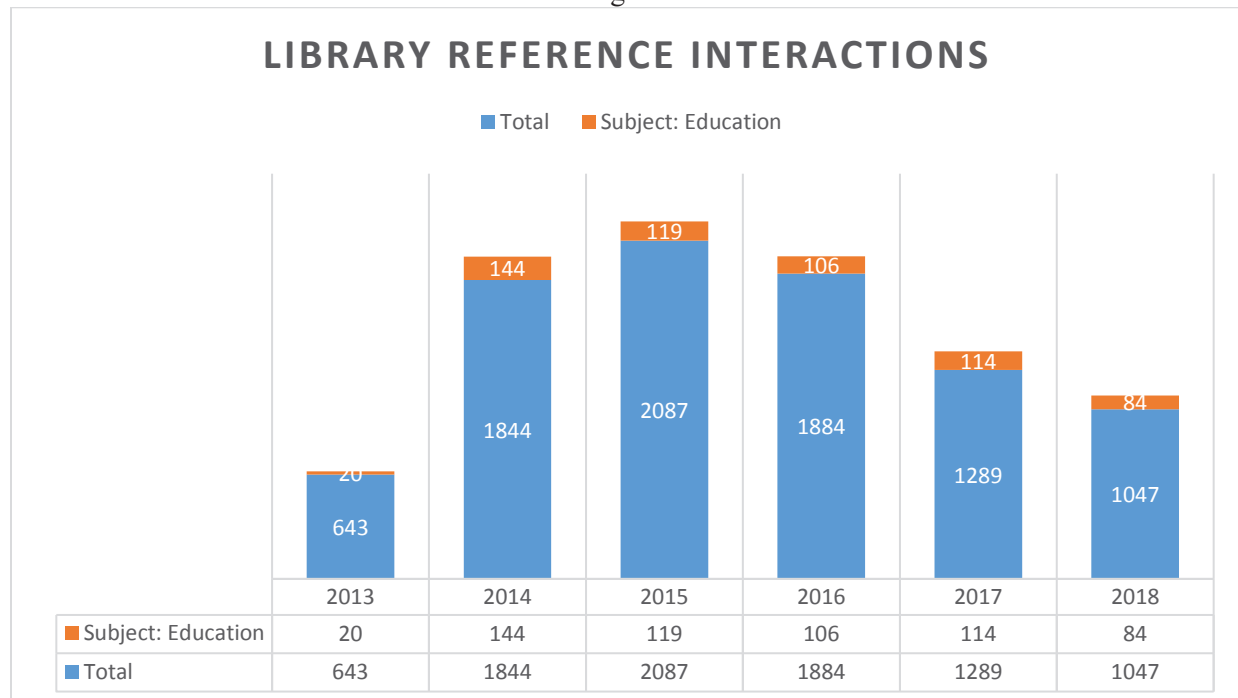


Figure 2. Library reference interactions

5.3.2 Research Tutorials

Between Fall 2013 to Spring 2018, 2,063 students in the College of Education and Integrative Studies participated in library research tutorials. 56% of the participants (1,163) were graduate students. “Selecting and Using Databases” was the tutorial with the most usage by graduate students (see Figures 3-6).

Figure 3

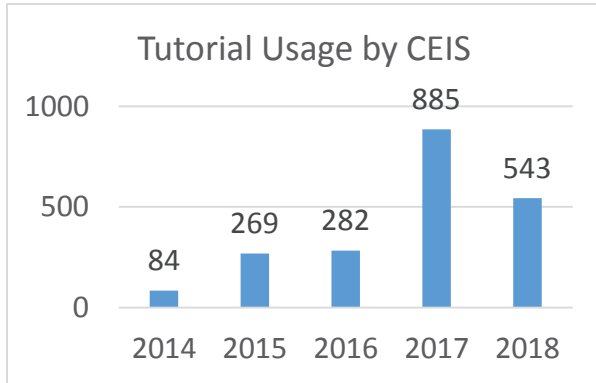


Figure 3. Tutorial usage by CEIS

Figure 4

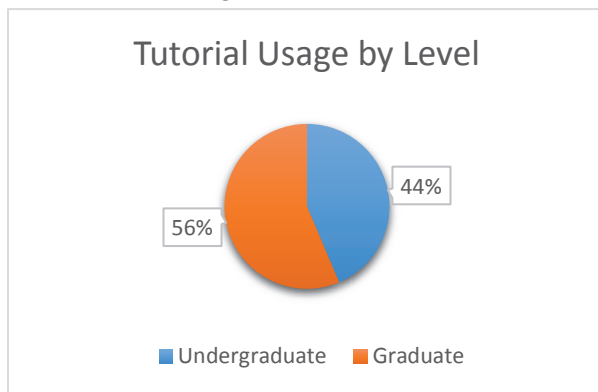


Figure 4. Tutorial usage level

Figure 5

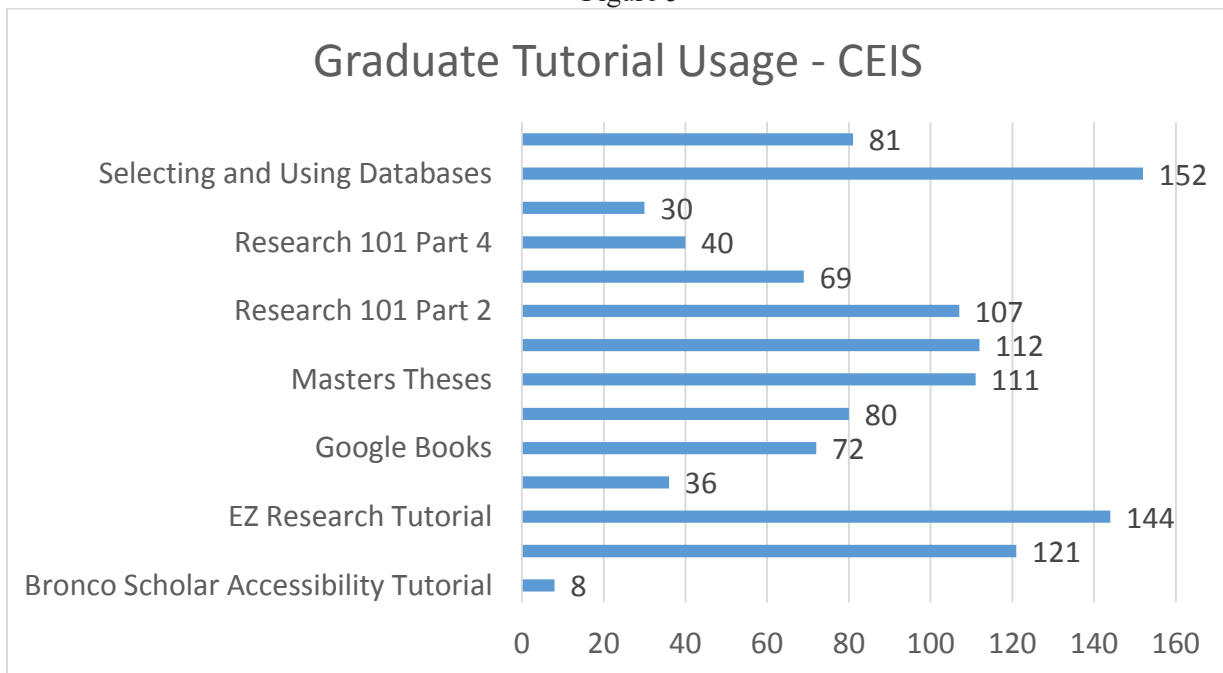


Figure 5. Graduate tutorial usage-CEIS

Figure 6

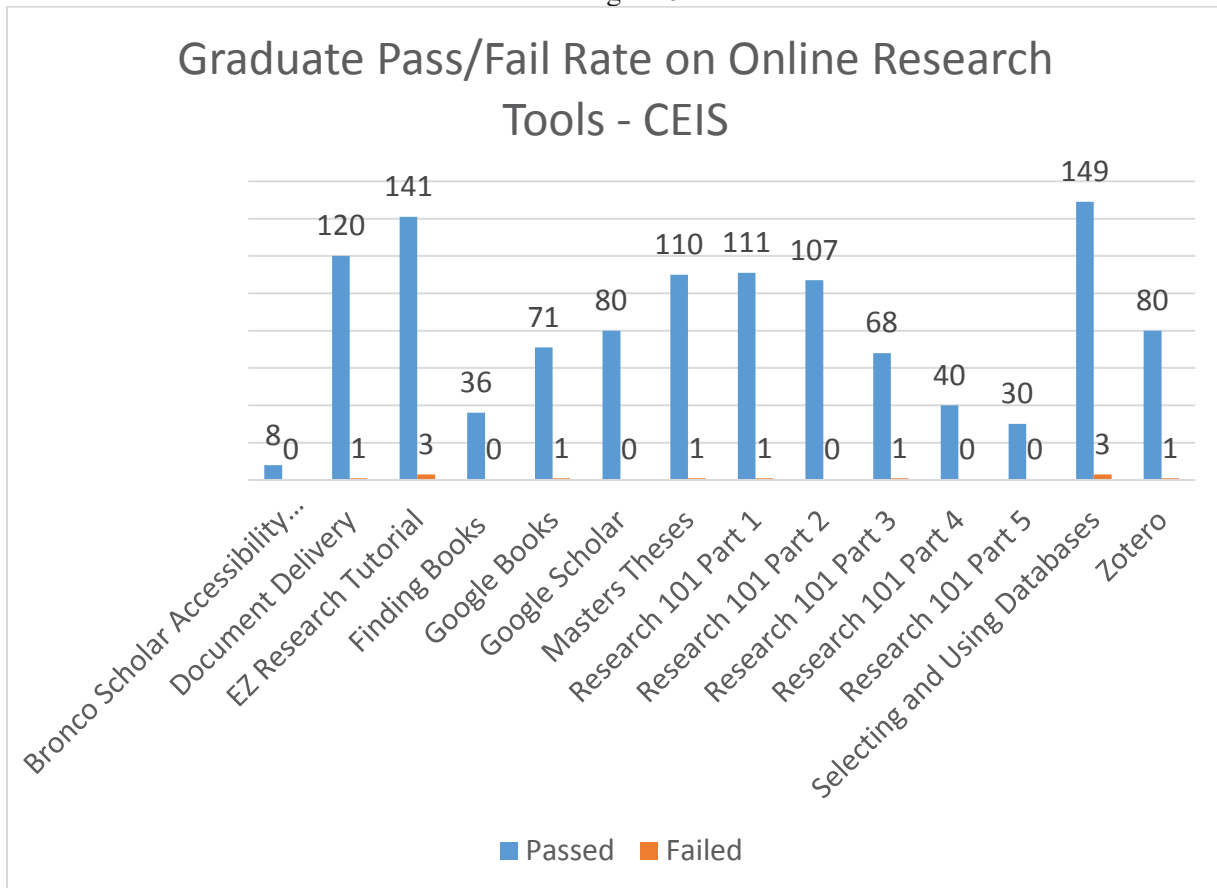


Figure 6. Graduate pass/fail rate on online research tools-CEIS

5.3.3 Library Instruction

Between Fall 2014 to Spring 2018, there was a total of seven instruction sessions for both EDD 730 (1) and EDD 760 (6) with approximately 161 students.

5.3.4 Top Ten Journal Titles

As part of the CSU System library consortium and through the use of interlibrary loan the Ed.D. students have access to both print and electronic resources available in all of the CSU libraries and other libraries throughout the United States and beyond. See Figure 7 for a list of the top 10 educational journals provided by the library.

Figure 7



Figure 7. Top ten journal titles

5.3.5 Education Databases

The University Library provides access to more than 200 databases and provides access to almost any resource requested by students and faculty. Below are examples of databases provided by the library.

[Education Research Complete](#)

Education Research Complete covers topics on all levels of education from early childhood to higher education, and all educational specialties, such as multilingual education, health education, and testing. The database also covers areas of curriculum instruction as well as administration, policy, funding, and related social issues.

[Encyclopedia of Educational Leadership and Administration](#)

The Encyclopedia of Educational Leadership and Administration presents the most recent theories, research, terms, concepts, ideas, and histories on educational leadership and school administration as taught in preparation programs and practiced in schools and colleges today.

[ERIC \(Education\)](#)

Department of Educational Leadership

The Education Resources Information Center (ERIC) is an online digital library of education research and information sponsored by the Institute of Education Sciences of the United States Department of Education.

[Encyclopedia of Education](#)

Offers a complete view of the institutions, people, processes, roles, and philosophies in educational practice in the United States and throughout the world.

[MAS Ultra - School Edition](#)

Designed for high school libraries, the database contains full text from over 500 magazines plus 85,000+ biographies, primary source documents, and an image collection of over 500,000 photos, maps, flags, and more.

[Middle Search Plus](#)

Full text from popular middle school magazines. All articles are assigned a reading level indicator (Lexiles).

[SAGE eReference Encyclopedias](#)

A collection of over 50 encyclopedias about business, counseling, criminology, education, geography, health, media, politics, psychology, and sociology.

[SAGE Journals Online](#)

Portfolio includes more than 1000 journals spanning the humanities, social sciences, and science, technology, and medicine, and more than 400 are published on behalf of learned societies and institutions.

[SpringerLink](#)

SpringerLink provides full-text online access to Springer's journals, E-books, reference works, and protocols.

[Wiley Online Library](#)

Access to online journals, e-books, and encyclopedias from Wiley-Blackwell in the fields of science, technology, engineering, medicine, mathematics, computer science, business, education, environmental science, humanities, law, and psychology.

[World Education Encyclopedia](#)

A survey of educational systems worldwide.

At this time, the library resources are adequate for the program. Interlibrary loan has also been a very effective process for students.

5.4 Additional Resources

Staff

An administrative support coordinator, Marissa Shotwell-Tabke, is provided for the Department of Educational Leadership. She serves as the administrative support for the Educational Leadership Doctoral Program and has served in that position from April 2018 to the present. She makes a highly valued contribution to the success of the doctoral program.

Budget Considerations

The Doctoral Program in Educational Leadership currently has a separate budget from the Department of Education. Two professors serve as co-directors of the program and teach in the program. The doctoral budget currently pays a portion of their salaries. An administrative support coordinator is provided for the Doctoral Program in Educational Leadership.

The funding the Ed.D. program receives, as stipulated in SB724, provides substantial financial resources allocated directly to the Ed.D. program for its continued development as an effective, sustainable, and strong doctoral program. The legislation authorizing the Ed.D. degree, SB 7241, states in Section 66040.5 that in regard to funding the degree programs on each campus, "funding provided from the state for each FTES shall be at the agreed-upon marginal cost calculation that the California State University receives." The annual marginal cost revenues available to the Ed.D. program have grown from \$70,000 in 2012-2013, the first year, to about \$222,360 in 2017-2018, after tuition and subtracting 10% for student aid. The following expenditures illustrate the ways in which the Ed.D. budget supports a doctoral culture and appropriate and customary doctoral program practices.

Faculty and staff for the Ed.D. program are vitally important to the growth and development of the program. In the past three years, two additional faculty were hired: an associate professor, hired through university funding, and a visiting assistant professor, funded by the Doctoral Program in Educational Leadership budget for two years. Due to the loss of these two strong faculty members to other doctoral programs and due to retirements in the Department, we are currently conducting a search for a full-time Educational Leadership faculty member. (Drs. Alford and Sanders are the only Educational Leadership tenure-line full-time faculty in the Department of Educational Leadership.)

Since April 2018, the Educational Leadership Doctoral Program budget provided funding for the administrative coordinator position. In Fall 2019, the Provost has stated that the position will be supported by the university beginning for the academic year, 2019-2020. The carry-over funds were not identified for the doctoral program until the third year of the doctoral program. Carry-over funds were used to provide funding for the visiting faculty member for his first year of employment by the program and for a second year when he returned as a full-time lecturer for the program. In addition, the carry-over funds were used to employ an administrative support coordinator for the doctoral program from April 2018-Fall 2019.⁷

⁷ Senate Bill 724 (2005). California Education Code, Chapter 2, Section 40, Article 4.5. Retrieved from: <http://www.leginfo.ca.gov>

Space and Facilities

The Doctoral Program classes meet in the College of Education and Integrative Studies Building 6 and offices are located in Building 94, next door. We also use a computer lab and a second seminar room. Given the length of class meetings and weekend schedule, the Ed.D. Program refurbished one classroom with chairs and tables appropriate for seminar style discussions. We have submitted requests for upgraded classrooms through the University's process for facility improvement for student success. Through use of carry-over funds from the program's budget for years 1-3 of program implementation, the program was able to update the furniture in the doctoral offices and provide carpeting.

Computing Resources

Room 115 in Building 6 serves as a computer laboratory for classes. SPSS and Atlas ti software for data analysis are installed on the computers in this lab for student use. Ed.D. program faculty members appreciate the technology support from the CPP Information Technology staff. The university provides hardware and software to support the integration of technology into instruction and for research. Qualtrics software is provided by the university for student and faculty use in survey research.

Scholarships and Student Support

Students apply for various scholarships awarded by the California Polytechnic University, Pomona, for alumni and the Presidential Scholarship in addition to Mentores scholarships through a STEM federal grant. Three doctoral students have received Mentores scholarships to conduct research on a topic related to STEM education. One of our doctoral students received the prestigious Presidential Scholarship in Fall 2018.

The Chancellor's Office of the CSU requires by policy that 10% of tuition collected from Ed.D. students in the academic year be set-aside for need-based financial aid. The Director of Financial Aid ensures that these funds are distributed by the Office of Financial Aid to doctoral students who qualify for financial assistance.

Students who require financial assistance to pay tuition and fees are eligible for student loans. For Ed.D. graduates who assumed loans while enrolled in the program, student indebtedness ranged from approximately \$6,000 to \$60,000. The University Cashiers Office created a payment plan system for Ed.D. students to pay tuition in two equal installments each semester or monthly. These provisions allow doctoral students to determine the method of payment that is best for them, of payment with loans only, loans and cash, or cash installments.

The Ed.D. program encourages students to attend national and state research conferences and provides support for these opportunities. Students are reimbursed for lodging and travel expenses if they are presenting at conferences that are at least 25 miles from campus. Three doctoral students presented at California State University in Los Angeles for the Cal State LA Research Symposium that was held during the 2013-2014 academic year, and nine doctoral students presented papers at the California Educational Research Association Conference (CERA) in Anaheim, California for the academic year 2014-2015. Five doctoral students presented papers at CERA in Sacramento, California, for the academic year 2015-2016, and five doctoral students attended the American Educational Research Association Conference (AERA) in Washington DC. For the 2017-2018 academic year, one doctoral graduate presented her dissertation at the College Board Forum in New York, two doctoral graduates presented their dissertations at the College Board Preparate Conference in Los Angeles, California, one doctoral student presented

her research at CERA Conference in Anaheim, California, and three doctoral graduates presented their dissertation research at the CSLEE Conference in Los Angeles, California. For the 2018-2019 academic year, one student attended the CSLEE conference in Houston, Texas where he was recognized for the Dissertation of the Year award for the organization.

5.4 Conclusion: Additional Resources

Although an additional allocation of tenure-track faculty position is needed for the program, the operating budgetary resources and library and computing resources have been adequate for the program. The program continues to work to strengthen a doctoral culture through student and faculty participation in research conferences and publication in scholarly journals. Additional funding for student travel will be provided in the academic year 2019-2020 as increased numbers of students plan to submit proposals for the American Educational Research Conference that will be held in San Francisco in April 2020. Resources have been allocated to support the program goals. Responses from students and alumni on survey confirm that use of financial and other resources have contributed to a quality doctoral program that enhances student learning.

We recognize the importance of maintaining a strong faculty for the program. For example, when asked to list strengths of the Educational Leadership Doctoral Program at Cal Poly Pomona, comments regarding the faculty were extensive, such as:

- Its core faculty and their commitment to social justice are strengths of the program.
- The flexibility and understanding of the professors of wanting all students to succeed in the program are program strengths.
- Extensive knowledge of the professors.
- Knowledgeable, caring, and socially conscious faculty.
- The extensive academic and professional experiences of the professors we have had over the three-year period. The program is taught by knowledgeable, trustworthy, and experienced professors who want the best for their students. They teach new perspectives, allow critical thinking, and offer wisdom regarding various perspectives in education that we might not have thought of otherwise.

Students and graduates report outcomes of the program, and representative comments include:

- The program has significantly impacted my personal and professional life by building my capacity as a leader for social justice and as a leader who can build the capacity of others through distributive leadership. The reading, scholarship, collegiality, and collaboration with professors and cohort members as thought partners have contributed to my development as a leader for educational change.
- I was challenged and have learned more than I ever dreamed. It has been difficult but an amazing opportunity that I will remember and use for the rest of my life.
- I have learned to look through various lenses to understand issues and how to best solve them in a just and fair manner. The members of our cohort are all from very diverse backgrounds. The interaction between all of us allowed us to have an understanding of each other's positions within the school and university environment. In addition, our professors are also from diverse backgrounds (superintendents, middle school principals, teachers, high education professors). This also gave us multiple perspectives.

Department of Educational Leadership

- The program has deepened my understanding and application of important leadership topics. I have been able to develop a deep understanding of my work from peers, literature, and studies.
- I look at everything differently. I look at issues from a critical and research-based lens. As a result of what I have learned, I have been able to implement data collection and analysis in our district's work. I have a better understanding as well as confidence to collect and analyze data. The development of projects and research of selected topics has allowed me to transform many programs and services for staff, parents, and students on my school campus. It also provided me with possible next steps based on research and literature. Most importantly, it provided me with direct communication and a personal relationship with other leaders for social justice. These relationships will continue beyond this program and have become essential to my application of social justice leadership reform.

The core and affiliated faculty of the Educational Leadership Doctoral Program at Cal Poly Pomona appreciate the opportunities for reflection and analysis that were fostered through the preparation of this doctoral program report. We also appreciate the support that the university provides for this program and look forward to the program's ongoing impact.

Section 6 Suggested Action Plan

While the data in the report supports that the Educational Leadership Doctoral Program has many strengths, the report also supported the need for ongoing improvement. The most pressing need is the need for additional full-time tenured or tenure-track faculty members for the program. Currently, a faculty search is in progress. While completion rates are strong for those who persist beyond the first year, strengthening first-year retention was also identified by the Doctoral Council as a need. In addition, while the completion rate is very strong within five years in reaching the goal of 100% graduating, we are working to achieve on-time completion of the dissertation for all students in the three-year time period. Other priority areas of this action plan include strengthening students' academic writing; enhancing visibility of the program and recruitment; fostering university, community, and school partnerships with districts and alumni; increasing the number of students who present their dissertations at conferences and who publish their dissertations; and advocating for improved facilities. Work is already underway toward attaining these goals, but will continue. Specifically, the goals and action plan are:

- I. **Increase full-time doctoral faculty for program coherence and sustainability of focus**
Proposed actions include advocating for an additional tenure-track faculty line for 2019-2020.
- II. **Increase first year retention and student success to complete the program within three years**
Proposed actions include: Providing advisory groups in students' first year and strengthening support services for on-time completion.
- III. **Strengthen the infrastructure of the IRB process and support services.**
Proposed actions include advocating for additional personnel or processes to speed the review.
- IV. **Strengthen students' academic writing**
Proposed actions include providing more scaffolding of the writing process, coordinating with the graduate resource center on campus as another source of student support, working with students to identify primary sources, and strengthening analysis skills of students.
- V. **Publicize the reputation of the program for recruitment**
Proposed actions include improving the website to showcase graduates' accomplishments and program outcomes and developing a comprehensive approach to the leadership pipeline from entry level leadership through advanced administrative leadership.
- VI. **Foster university, community, and school partnerships with districts and alumni**
Proposed actions include developing methods to strengthen the network of alumni and engaging in partnerships for students to study 'problems of practice.'
- VII. **Increase the number of students who present their dissertations at conferences and/or who publish their dissertations**
Proposed actions include developing writing groups after graduation and assisting students with conference proposals and publications.
- VIII. **Advocate for improved facilities**
Proposed actions include refurbishing another classroom for a seminar class and maintaining the custodian on Saturdays when classes are held.

Section 7 References

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Section 8 External Review

To be completed by the external reviewers using a specific document. Office of Academic Programs will place the document into the file.

Section 9 Department and Dean's Post Review

A brief, substantive summary of the major findings and revised suggestions for action in response to the External Review.

To be completed by the department and dean using a specific form after the external review has been completed. (Department and College)

Office of Academic Programs will place the document into the file.

Section 10 Faculty Participation

All department faculty responsible for the program should certify that they have been involved in the review process and have reviewed the full academic program review report. A copy of this certification must accompany the program review report. (Department)

Department of Educational Leadership

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All department faculty responsible for the program should certify that they have been involved in the review process and have reviewed the full academic program review report. A copy of this certification must accompany the program review report. (Department)

Betty Alford
Nancy M. Anderson

Jean Patway Clary

Nancy L. Sturlant

Chris Dinnel

H. J.

Heather E. Wyzkowski

Donna Jacobsen

K. L. S. Nunn

Appendix A – Past Recommendation

Doctoral (Ed.D.) Programs in Educational Leadership:
*Effects of Students/Graduates on P-12 and Community College Reform Efforts
and on P-14 Student Achievement*

Name: Dr. Ronald Leon

Program: California State Polytechnic University, Pomona

Question 1

What is the scope of the programs: number and locations, enrollments, diversity, degree recipients, time to degree, attrition, P-12 and community college partners?

Numbers

The Cal Poly Pomona University program is focused on P-12 leadership and is offered only on the Cal Poly Pomona University campus.

Enrollments

Cohort 1 had 15 students enrolled
Cohort 2 had 16 students enrolled.
Cohort 3 had 22 students enrolled.
Cohort 4 had 14 students enrolled.

Diversity (approximately)

40% White/Anglo
37% Hispanic
14% Black
9% Asian/Pacific Islander/Other

Degree Recipients

13/15 members of cohort 1 graduated at the end of summer 2015 and received their degrees

Time to Degree

13 of 15 members of cohort 1 completed their degree in 36 months

Attrition

1 member of cohort 1 quit the program because it was taking away too much time from family
1 member of cohort 2 quit the program because of family issues coupled with a job promotion
8 members of cohort 3 quit the program (1 death of spouse, 1 severe health issues, 1 unable to make adequate progress, 1 unable to continue due to financial issues, 3 family issues and scheduling)

P-12 Partners

Friends and partners include Adjunct Faculty from Monrovia Unified, Hacienda La Puente Unified, East Whittier School District and Arcadia Unified as well as advisory council members. Students in the program reflect school districts throughout Southern California as well as other educational institutions.

Question 1. Does this information indicate any ways in which programs are influencing reform efforts? Please explain. Is there program information that should be added to the report?

*Students report applying what they learn in class almost immediately since our first courses focus on their own leadership style, interaction with others, leadership practices and the utilization of research for decision-making.

*Students report their lens on viewing education begins to quickly change.

*Students report applying what they learn in their job settings.

*Students report increased research skills that they use in educational problem solving.

*Students report that they make more research-based decisions.

*Students report that the “learn by doing” philosophy is real and meaningful.

*Students report they are more confident in speaking with their colleagues about research and educational issues.

*Students report they are more confident in their roles as educators.

*Students report changing their behaviors in working with adults and students to an increased focus on collaborative problem-solving and shared leadership.

*Students who are teaching report enhanced skills in effectively working with students and colleagues.

*Students report that their colleagues treat them differently and listen to them with renewed interest.

Question 2

What information is available regarding changes in the place of employment of students and the subsequent job placement of graduates?

Please provide examples of three or more significant changes in the place of employment of students or graduates. Briefly describe change in position and, if relevant, institution.

- 1) Two students in the Rosemead School District have been promoted from Directors to Assistant Superintendents since their entry into the program.
- 2) One student at is now a Director in Chino Valley from a Supervisor position.
- 3) One student from the Cal Poly Pomona has been promoted from Director of Residence Life to Interim Executive Director for University Housing Services.
- 4) One student was promoted from K-8 Principal to Director of Equity and Significantly Disproportionate, Division of Educational Services.
- 5) One student went from Coordinator of Special Education to Director of Special Education

Question 3

To what extent are the Ed.D. programs fulfilling state needs for training in educational leadership?

What information do you have that indicates a need for training in educational leadership that your program is addressing?

- During the 2014 school year the Director visited face to face with Superintendents in 15 of our feeder/service area school districts. Superintendents reported a need for leadership and discussed a forthcoming shortage of both teachers and administrators. They expressed great interest in the concept of “Growing Their Own” future administrators in collaboration with the University.
- For the forthcoming 2015-2016 school year our Preliminary Credential Program at Cal Poly Pomona (formerly Tier I) is projected to double from two cohorts the previous year (enrollment of approximately 40 students) to four cohorts with enrollment at 80 students or above.

Question 4

What evidence exists on the effects that the students and graduates are having on P-12 and community college reform efforts and on P-14 student achievement?

a. Graduate Surveys

Do you have responses on graduate surveys that suggest effects of graduates on (a) reform efforts or (b) student achievement? Please send any graduate survey data that suggest effects of graduates on reform efforts or student achievement to jbissell@calstate.edu.

Our first graduate survey was implemented September 2015 as well as a focus group interview on this same topic. Specific impact on student achievement scores were not reported in this period of transition in public schools to the new State assessment for common core standards. However, graduates reported multiple ways that they are having an effect on leading reform efforts as supported by the following representative statements:

- Within my readings, I discovered the process of lesson study. I implemented this at my school, and this year is our third year of implementation, and we are seeing positive results. I also provided one of the books I read in the program for my faculty of Transformative Assessment which has been used for discussions on formative and summative assessment. We now look at assessment in a different way.
- I discovered the importance of parents as partners leading to new initiatives at our school.
- Through my dissertation, the importance of teacher collaboration was illuminated. Now I have increased the opportunities for teacher collaboration from one day a month to every week.
- Shared leadership is at a higher level at my school now, and I am fostering that process.
- We are implementing PBIS at my site from information I have learned through this program.
- We are lifelong learners. The program has re-energized me. I have new perspectives, and I am a better leader.
- I now look at research differently. As a school leader, I have grown in how to look at research and where to find the key results. The program has helped us to be more reflective and to look at issues from more than one perspective and to ask questions. This is very important in school reform.

b. Employer Surveys

Do you have responses on employer surveys that suggest effects of graduates (a) on reform efforts or (b) on student achievement? Please send any employer survey data that suggest effects of graduates on reform efforts or student achievement to jbissell@calstate.edu.

Since our first cohort has just graduated, we have not as yet put in place an employer survey.

c. Ed.D. Course, Cohort and Field Experiences

Please briefly describe Ed.D. course, cohort, or field experiences that may have had effects on P-12 or community college reform efforts. Please send any documentation to jbissell@calstate.edu

- 1) Completed cohort 1 student dissertations, focused on real/pertinent issues in their schools, school districts or organizations. Without question the recent publishing of these dissertations will serve as a springboard for dialogue within their organizations.
- 2) Furthermore, the identification of dissertation topics being identified at the present time by students in cohort 2 will likely have a similar impact at the beginning stage of problem identification, research best practices and investigation of the topic.
- 3) The field experiences of students and assignments requiring them to reflect upon themselves and investigate their own leadership, leadership practices, organizational transformation, instructional leadership practices, human resource management, issues of equity and advocacy, law and policy, motivation and change, resource allocation and utilization, governmental and political relationships, global perspectives, community partnerships and technology utilization will surely raise the level of dialogue in relation to their school sites and district positions.

Please briefly describe Ed.D. course, cohort, or field experiences that may have had effects on P-14 student achievement. Please send any documentation to jbissell@calstate.edu.

- 1) Completed cohort 1 student dissertations, focused on real/pertinent issues in their schools, school districts or organizations. Without question the recent publishing of these dissertations will serve as a springboard for dialogue within their organizations.
- 2) Furthermore, the identification of dissertation topics at the present time by students in cohort 2 will likely have a similar impact at the beginning stage of problem identification, research best practices, and investigation of the topic.
- 3) The field experiences of students and assignments requiring them to reflect upon themselves and investigate their own leadership, leadership practices, organizational transformation, instructional leadership practices, human resource management, issues of equity and advocacy, law and policy, motivation and change, resource allocation and utilization, governmental and political relationships, global perspectives, community partnerships, and technology utilization will surely raise the level of dialogue in relation to their school sites and district positions.

d. Dissertations

i. Please provide the titles, authors, and year of three or more dissertations that are suggestive of effects of Ed.D. students or graduates on P-12 or community college reform efforts. Please send electronic copies of dissertation or links to them to jbissell@calstate.edu.

Thirteen of our first cohort (cohort 1) of 15 students completed their dissertations during the summer of 2015. These dissertations have been uploaded electronically at our library. It is our understanding that they will be available shortly at:

<http://broncoscholar.library.cpp.edu/handle/10211.3/137911>.

1. Ethel Anumba, Chair Dr. Betty Alford---*Successfully Navigating Through College Voices of African American Males*
2. Leslie A. Barnes, Chair Dr. Betty Alford---*California School Finance*
3. Dianna Beltran, Chair Dr. Nancy Sanders---*Reconceptualizing the Role of Latino Fathers in Setting the Pathway to College for their Children*
4. Mercedes Gutierrez, Chair Dr. Nancy Sanders---*Administrator Effectiveness in Teacher Education*
5. Christine Heinrichs, Chair Dr. Betty Alford---*Exploring the Influence of 21st Century Skills in a Dual Language Program: A Multi-Case Study*
6. Reyes J. Luna, Chair Dr. Teshia Roby---*The Impacts of College-Level Readiness on Latino Males in California*
7. Leakana Nhem, Chair Dr. Dennis Jacobsen---*A Case Study: Teacher Perspectives on Applying the Principles of Design-Based Learning to Implementation of the Common Core Standards*
8. Maria C. Rios, Chair Dr. Ronald Leon---*Principals Supporting Teachers of English Language Learners in the Implementation of the Common Core Standards*
9. Laura Rodriguez, Chair Dr. Betty Alford---*Influences that Contribute to the Academic Success of First and Second Generation Latino Immigrant Students: A Narrative Inquiry Study*
10. Teresa Pinedo, Chair Dr. Ronald Leon---*Building Internal Leadership Capacity Through the Teaching-Assistant Principal (TAP) Program*
11. Kathrine Morillo-Shone, Chair Dr. Ronald Leon---*The Dimensions of Transformational Leadership in Urban School Leaders: A Mixed Methods Study*
12. Kimberly Thompson, Chair Dr. Ronald Leon---*Teacher Burnout and Positive Behavior Intervention Supports*
13. Janelle Woodward, Chair Dr. Ronald Leon---*Early Implementation of the Common Core: A Narrative Inquiry of Three California Principals*

ii. Please provide the titles, authors, and year of three or more dissertations that are suggestive of effects of Ed.D. students or graduates on P-14 student achievement. Please send an electronic copy of dissertations or links to them to jbissell@calstate.edu.

Thirteen of our first cohort (cohort 1) of 15 students completed their dissertations during the summer of 2015. These dissertations have been uploaded electronically at our library. It is our understanding that they will be available shortly at:

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e. Cases

i. Do you have information about students' or graduates' involvement in P-12 or community college reform efforts that could be used for cases? These will be approximately two to three pages and include background information, roles, and indicators suggestive of effects on reform efforts.

ii. Do you have information about students or graduates who have had effects on P-14 student achievement that could be used for cases? These will be approximately two to three pages and include background information, roles, and indicators suggestive of effects on achievement.

Question 5

What data are available on a common basis across CSU Ed.D. programs as indicators of students' and graduates' effects on P-12/community college reform efforts and on P-14 student achievement?

i. Please provide brief (i.e., few word) descriptions of any types of data that may reflect students' or graduates' effects in these areas:

- a. Standardized achievement tests
- b. Grades and grade point averages
- c. Student placement, promotion, and retention
- d. Course-taking patterns
- e. High school graduation
- f. Career preparation
- g. School attendance
- h. School absenteeism
- i. Participation in co-curricular activities
- j. College readiness
- k. College admission
- l. Need for remediation
- m. 2-year college completion
- n. 2-year to 4-year college transfer
- o. 4-year college success
- p. 4-year college completion

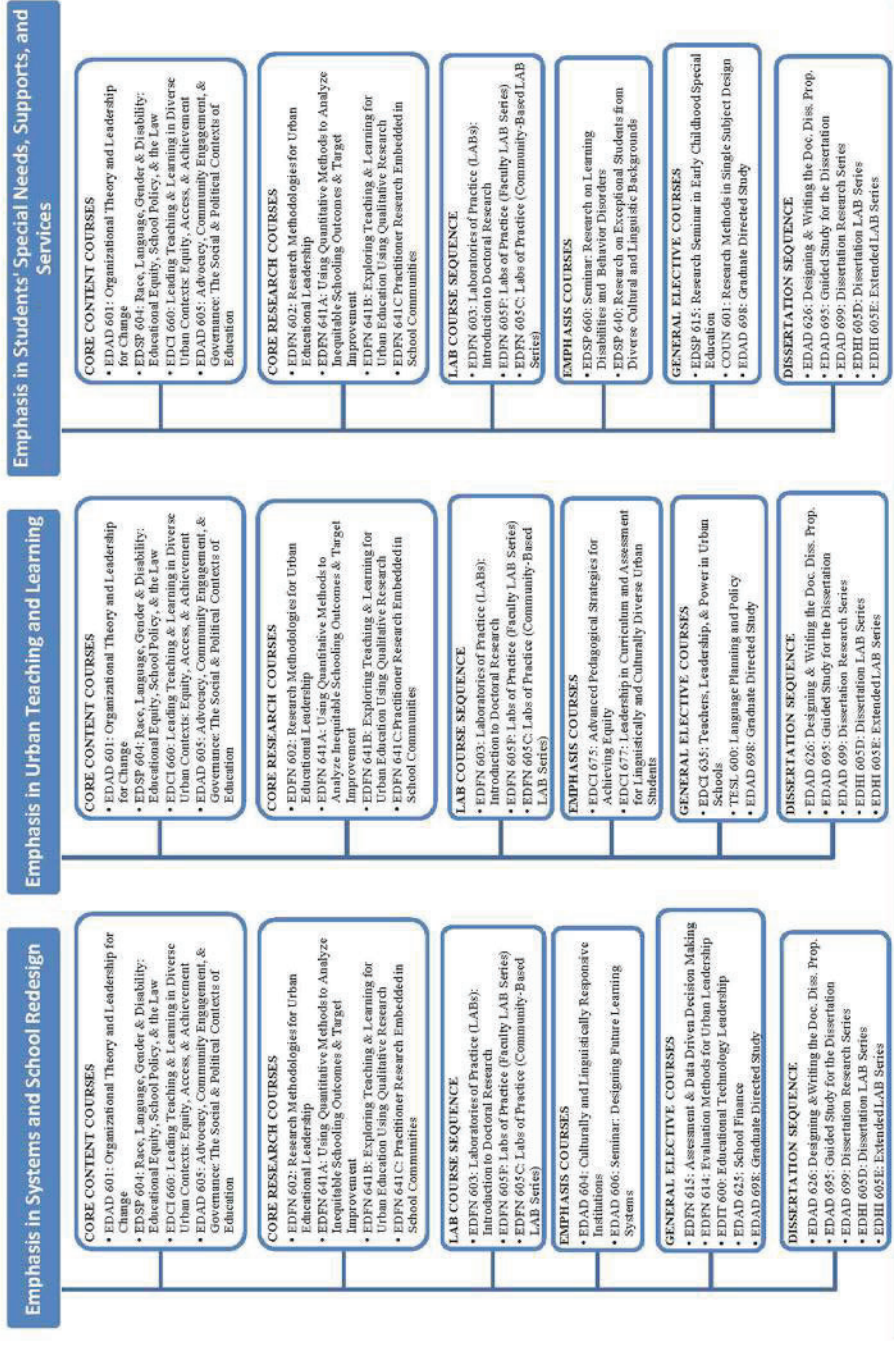
ii. Are there any other indicators suggestive of students' or graduates' effects on P-14 student achievement for which data are available? Please describe.

Because the doctoral students in the first cohort have just graduated, the data regarding P-14 student achievement cannot be directly attributable to the program. However, many of the students are in positions of leadership in their schools and report the ongoing impact of their coursework on the way they approach problems and in their success as district or campus leaders who foster increased student achievement.

Returned to jbissell@calstate.edu September 30, 2015.

Appendix B – Curriculum for other Institutions

Appendix J. CSULA Ed.D. in Educational Leadership Program Curricular Map



Loyola Marymount University

YEAR 1

- EDLA 7001– Leadership for Social Justice in Education (3)
- EDLA 7002 – Moral and Ethical Leadership (3)
- EDLA 7020 – Situated Inquiry in Education (3)
- EDLA 7021 – Quantitative Research in Education (3)
- EDLS 7022 – Qualitative Research in Education (3)
- EDLA 7045 – Transformational Leadership for Student Achievement (3)

YEAR 2

- EDLA 7004 – Organizational Theory and Change (3)
- EDLA 7040 – Contextualizing Leadership in Education (3)
- EDLA 7042 – Management of Fiscal/Human Capital (3)
- EDLA 7043 – Legal and Policy Issues in Education (3)
- EDLA 7049 – Research Seminar (2)
- EDLA 7940 – Preliminary Review (1)
- EDLA 7950 – Dissertation Proposal Design (2)

YEAR 3


- EDLA 7005 – Educational Change and Innovation (3)
- EDLA 7023 – Doctoral Colloquia (2)
- EDLA 7951 – Dissertation Seminar 1 (2)
- EDLA 7952 – Dissertation Seminar 2 (2)
- EDLA 7953 – Doctoral Seminar 1 (2)

Throughout the three-year program, students also complete the following program benchmarks in collaboration with the program directors, doctoral faculty and their dissertation chair and committee members:

- Preliminary Review (Benchmark #1)
- Dissertation Proposal Defense (Chapters 1-3), Advancement to Candidacy and LMU institutional Review Board (Benchmark #2)
- Final Dissertation Defense (Benchmark #3)

Appendix C – Student Evaluation Forms

Student Evaluation Form

Class Climate CPP - CEIS - Doctoral Studies - Student Evaluation 

TERM: _____ CLASS NBR: _____

INSTRUCTOR: _____

COURSE: _____



Mark as shown: Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction: Please follow the examples shown on the left hand side to help optimize the reading results.

1. Questions about Course and Instructor

	Very Good	Satisfactory Good	Poor	Very Poor	N/A
1.1 The instructor presented course content that corresponded with the objectives stated in the syllabus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 The instructor's standards for grading were clearly communicated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 The instructor's assignments enhanced skills to evaluate research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 The instructor's assignments enhanced academic writing skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 The instructor assigned readings and related materials that advanced understanding of the course content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 The instructor was prepared for class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 The instructor demonstrated expertise in the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8 The instructor demonstrated familiarity with current educational issues relevant to the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9 The instructor simulated reflective, critical, and analytic thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10 The instructor provided constructive feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11 The instructor created an environment that stimulated inquiry, collaboration, and academic discourse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12 The instructor related course content to professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.13 The instructor was available during scheduled office hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.14 On a scale of 1-5, 1 being VERY GOOD , how would you rate this instructor overall?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Focus Group Questions

Focus Group Questions for the Annual Program Evaluation

One of goals of the Cal State Doctoral Programs is to further the development of scholar-practitioner leaders who will influence positive change and ongoing growth in meeting identified needs.

When you think of the phrase, “scholar-practitioner leader”, how has your participation in the doctoral program influenced your development as a scholar-practitioner leader?

What has been the impact of your participation in the doctoral program on your professional practice? Is there an example that comes to mind in which your readings, assignments, class discussions, or lectures contributed to your leadership actions?

What has been the impact of your participation in the doctoral program on your growth as a scholar?

What has been most influential in strengthening your knowledge and skills as you have participated in the doctoral program?

What should we emphasize more?

What components of the program, if any, had less value for you?

What would you recommend concerning the logistical features of the program?

What are the key “take-aways” from participation in the doctoral program this year that you feel will continue to have a big impact on your professional practice?

Are there other comments that you would like to add concerning the program?

2015 Exit Survey

Education Leadership Doctoral Program Exit Survey
Introduction
<p>The administrators and faculty of the Cal Poly Pomona doctoral program invite you to express your opinion in our continuing effort to improve the learning experiences of developing leaders like yourself.</p> <p>Your participation in our Education Doctoral Program Exit Survey is a critical element in our evaluation of the course curriculum and its overall program design.</p> <p>Completing this survey will only take 10-15 minutes of your time to complete.</p> <p>We guarantee that no individual responses will be reported. Your responses will be deidentified before a summary report is compiled.</p> <p>Thank you for your cooperation and feedback!</p>

1

Education Leadership Doctoral Program Exit Survey

Program Evaluation: Experience

* 1. Given my experiences in the program...

Strongly disagree (1)

Disagree (2)

Agree (3)

Strongly agree (4)

I have been able to enact tangible changes/reforms in my institution and/or my community.

* 2. Explain your response to the preceding question. Provide specific examples of changes/reform efforts in your institution and/or community.

Education Leadership Doctoral Program Exit Survey

Program Evaluation: Participation

* 3. My participation in the Ed. Doctoral program...

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Has helped me become an educational leader committed to equity in education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 4. Explain your response to the preceding question. Provide specific examples regarding educational leadership in education equity.

* 5. My participation in the Ed. Doctoral program...

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Has helped me become an educational leader committed to social justice in education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 6. Explain your response to the preceding question. Provide specific examples regarding educational leadership in social justice.

Education Leadership Doctoral Program Exit Survey

Program Evaluation: Participation (continued)

* 7. My participation in the Ed. Doctoral program...

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Has helped me become an educational leader committed to educational transformation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 8. Explain your response to the preceding question. Provide specific examples regarding education leadership in educational transformation.

* 9. My participation in the Ed. Doctoral program...

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Has helped strengthen my skills as an educational researcher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 10. Explain your response to the preceding question. Provide specific examples regarding education research.

Education Leadership Doctoral Program Exit Survey

Expectations

* 11. The program....

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly disagree (4)
Met my expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 12. Explain your response to the preceding question regarding program expectations.

Education Leadership Doctoral Program Exit Survey

Feedback

Please be as descriptive, specific, and constructive in your responses as possible.

* 13. What do you feel are the strengths of the program?

* 14. What would you change about the Ed. Doctoral program?

* 15. What was the most beneficial learning experience throughout your participation in the Ed. Doctoral program?

Education Leadership Doctoral Program Exit Survey				
Feedback (continued)				
<p>* 16. How confident are you that you will carry forth the Ed. Doctoral program goals in your future professional work?</p>				
	Not confident at all (1)	Somewhat confident (2)	Confident (3)	Very confident (4)
Educational leadership in the service of justice, access, and social change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership grounded in knowledge and expertise in teaching, learning, and organizational change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical inquiry and reflection embedded in leadership practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership that engages with the broader community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments...	<input type="text"/>			
<p>* 17. List the top three reason why you believe you were able to successfully complete this program.</p>				
Reason 1:	<input type="text"/>			
Reason 2:	<input type="text"/>			
Reason 3:	<input type="text"/>			

Education Leadership Doctoral Program Exit Survey

Survey complete.

Thank you for participating in this Exit survey!

Your comments and suggestions will be carefully considered during our review of the doctoral program of study.

We wish you well in your future endeavors and hope that as an alumnus of Cal Poly Pomona, you will stay in touch with us and remain active with the university by joining our Alumni Association.

Exit Survey

Education Leadership Doctoral Program Exit Survey

Introduction

The administrators and faculty of the Cal Poly Pomona Educational Leadership Doctoral Program invite you to express your opinion in our continuing effort to improve the learning experiences provided by the program.

Your participation in our Education Doctoral Program Exit Survey is a critical element in our evaluation of the course curriculum and its overall program design.

Completing this survey will only take 10-15 minutes of your time.

We guarantee that no individual responses will be reported. Your responses will be deidentified before a summary report is compiled.

Thank you for your cooperation and feedback!

1

Education Leadership Doctoral Program Exit Survey

Program Evaluation: Experience (1)

* 1. My participation in the Educational Leadership Doctoral Program...

Strongly disagree (1) Disagree (2) Neither agree or disagree (3) Agree (4) Strongly agree (5)

Has deepened my understanding of the importance of leadership in the school and/or university improvement process.

Re Program Evaluation text boxes: Response maximum is set at a single paragraph of 10 lines, 100 characters maximum. The character max can be increased if you prefer.

Please provide some specific examples.

* 2. My course reading and assignments in the Educational Leadership Doctoral Program...

Strongly disagree (1) Disagree (2) Neither agree or disagree (3) Agree (4) Strongly agree (5)

Strengthened my commitment to important social justice values.

Please provide some specific examples.

Education Leadership Doctoral Program Exit Survey

Program Evaluation: Experience (2)

* 3. My participation in the Education Leadership Doctoral Program...

Strongly disagree (1) Disagree (2) Neither agree or disagree (3) Agree (4) Strongly agree (5)

Has increased my knowledge of practices and processes of educational leadership to carry out school reform.

Please provide some specific examples.

* 4. My participation in the Ed. Doctoral program...

Strongly disagree (1) Disagree (2) Neither agree or disagree (3) Agree (4) Strongly agree (5)

Has helped strengthen my skills as an educational researcher.

Please provide some specific examples.

Education Leadership Doctoral Program Exit Survey

Program Evaluation: Experience (3)

* 5. My experiences in the program...

Strongly disagree
(1)

Disagree (2)

Neither agree or
disagree (3)

Agree (4)

Strongly agree (5)

Contributed to my ability
to enact tangible
changes/reforms that
improve education.

Please provide specific examples of the changes/reform efforts and their effects.

Education Leadership Doctoral Program Exit Survey

Feedback

Please be as descriptive, specific, and constructive in your responses as possible.

* 6. What do you feel are the strengths of the program?

* 7. What would you change about the Educational Leadership Doctoral Program?

* 8. What were the most beneficial learning experiences in the program that promoted your growth as a scholar-practitioner and leader?

* 9. Would you recommend this program to a colleague who is interested in pursuing an educational leadership doctoral degree?

Yes

No

Explain why you would or would not recommend the program?

Education Leadership Doctoral Program Exit Survey

Expectations

* 10. The program....

Strongly disagree
(1)

Disagree (2)

Neither agree or
disagree (3)

Agree (4)

Strongly agree (5)

Met my expectations in
offering a quality
program of study.

Please provide specific examples.

Education Leadership Doctoral Program Exit Survey

Feedback (continued)

* 11. How confident are you that you will carry forth the Educational Leadership Doctoral Program goals in your future professional work?

	Strongly disagree (1)	Disagree (2)	Neither agree or disagree (3)	Agree (4)	Strongly agree (5)
Leadership grounded in knowledge and expertise in teaching, learning, and organizational change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational leadership for equity and justice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical inquiry and reflection embedded in leadership practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments...

* 12. List the top three reason why you believe you were able to successfully complete this program.

Reason 1:

Reason 2:

Reason 3:

Education Leadership Doctoral Program Exit Survey

Survey complete.

Thank you for participating in this Exit survey!

Your comments and suggestions will be carefully considered during our review of the doctoral program of study.

We wish you well in your future endeavors and hope that as an alumnus of Cal Poly Pomona, you will stay in touch with us and remain active with the university by joining our Alumni Association.

Alumni Survey

2/1/2019

Qualtrics Survey Software

Survey for the Graduates of the Ed.D Educational Leadership Program Fall 2018

As a graduate of the Cal Poly Pomona Educational Leadership Doctoral Program, your perspective about the Ed. D. program is particularly valuable. Thank you for your willingness to participate in the Alumni Survey. You are being asked to complete the following survey as a recent graduate of the doctoral program in Educational Leadership (Ed.D). This survey seeks to gain information about your experiences in the program and what you have learned during your time as a student here. Your input is greatly appreciated. The results will be used for program improvement and reported in our program review.

Block 1

Which cohort were you in?

- Cohort 1
- Cohort 2
- Cohort 3
- Cohort 4

College of Education General Outcomes

The following set of survey items are related to your experience as a student in the program.

Support and Resources:

Please rate your level of agreement to the following statements about the academic environment and resources made available in the program.

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't Know
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2/1/2019

Qualtrics Survey Software

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't Know
I had access to the support I needed to succeed academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The physical classroom space was conducive to learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt the faculty and my program were sensitive to my non-academic responsibilities (e.g., work, family, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree or disagree with the following statement:

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I would recommend or encourage others to apply to the doctoral program in Educational Leadership at Cal Poly Pomona?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ed. D Program Learning Outcomes and Experiences

The following items are related specifically to your experiences as a candidate in the Ed. D Educational Leadership Program.

To what extent do you agree with the following statement:

The Ed. D program...

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Has prompted me to become a stronger critical thinker and researcher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strengthened my skills as an educational leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2/1/2019

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	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Helped me develop knowledge to be a better leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me develop competence in working collaboratively within school, family, and/or community contexts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me engage in leadership roles in my profession in ethical ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me understand and appreciate research in my profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me see it as part of my professional responsibility to be an advocate for all students' success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your level of agreement with the following statements:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Courses provide opportunities for me to practice and assess leadership skills and processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am applying knowledge and skills acquired from EDD courses in my current leadership position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found reflective activities and assignments to be helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see a strong connection among courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoyed learning as part of a cohort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2/1/2019

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	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I had opportunities to lead and learn from members of my cohort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Quality of Your Experience in the Ed. D Program at CPP

Indicate your level of agreement with the following statements based on your overall experience in the Ed. D program:

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
In regards to the doctoral program, my confidence increased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The cohort was a valuable component of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My expectations of courses were met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My expectations for the dissertation experience were met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you could start over again, would you enroll in the same program you attended?

- Yes
- No

What three things did you most value about the program?

What three things would you advise the program to change, improve, or reconsider?

What changes or reforms did you make in your organization that you attribute to your experience in the doctoral program?

2/1/2019

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Is there anything else we have not asked that you would like to share regarding your experience in the Ed. D program?

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Appendix D – Dissertation Titles and Themes

Dissertations by Title

Ed.D. Graduate	Dissertation Title
Cohort 1	
Ethel Anumba	Successfully Navigating Through College: Voices of African American Males
Leslie Barnes	California School Finance
Dianna Beltran	Reconceptualizing the Role of Latino Fathers in Setting The Pathway to College For Their Children
Mercedes Gutierrez	Factors That Assist School Administrators to Evaluate and Improve Teaching in Juvenile Detention Schools
Christine Heinrichs	Exploring the Influence of 21st Century Skills in a Dual Language Program: A Multi-Case Study
Bruce Kennedy	Human Subjects Research Protections Process Within California State University Campuses: A Mixed Methods Study
Reyes Luna	College-Level Readiness and Latino Males in California: A Mixed Methods Study
Leakana Nhem	Descriptive Case Study: Teachers' Application of DBL Principles Toward Creating a Common Core-Aligned Curriculum
Maria Rios	Principals Supporting Teachers of English Language Learners in the Implementation of the Common Core Standards
Laura Rodriguez	Influences that Contribute to the Academic Success of Second-Generation Children of Mexican Immigrants: A Narrative Inquiry Study
Teresa Pinedo	Building International Leadership Capacity Through The Teaching Assistant Principal (TAP) Program: A Narrative Inquiry

Ed.D. Graduate	Dissertation Title
Katherine Morillo-Shone	The Dimensions of Transformational Leadership in Urban School Leaders: A Mixed-Methods Study
Kimberly Thompson	Teacher Burnout and Positive Behavior Intervention Supports
Tamatha Williams	The Influence of Technology Teacher Leaders in Building Capacity for Technology Integration in Schools: A Case Study
Janelle Woodward	Early Implementers of the Common Core: A Narrative Inquiry of Three California Principals
Cohort 2	
Kevin Despard	Principal's Adaptations of District Policies for Teacher Evaluation
Kristine Kaur Dougerty	Looking Through Their Eyes: How Gang Members View Their Challenging Pathway to High School Graduation and the Personal Value of that Achievement
Dorothy Farias	Employer and Graduate Perspectives of the Essential Professional Skills Needed for Success in California Agribusiness: Implications for Undergraduate Programs
Maria Franco-Madrigal	Teacher Perspectives in Using Technology to Support English Learners
Mikara Gallegos	Instructional Leadership: Facilitating Early Literacy Instruction
Rosa Gomez	Factors Affecting Academic Achievement of Latino Long-Term English Learners
Diana Minor	The Color of Education: Does the African American College Experience in Education Lead to High Student Loan Debt?
Celia Munguia	Principals Supporting Teachers in Providing Language Instruction to English Learners in Elementary School
Marci Rojas Chavez	Identifying the Moral Transformative Leadership Behaviors and Actions of a Successful Principal That Positively Influenced a School Culture

Ed.D. Graduate	Dissertation Title
Richard Rosa	Design-Based Learning: A Methodology for Teaching and Assessing Creativity
June Sakaue	Response to Intervention: Knowledge and Beliefs During Implementation
Aisha Thomas	Advancing Employable Skills for Students with Autism Spectrum Disorder: A Survey Study
Jennifer Yales	Creating and Maintaining Collaborative Working Relationships: Understanding Parent Perspectives of Collaboration During Individualized Education Program (IEP) Meetings
Cohort 3	
Tina Arias-Miller	Exploring the Non-Traditional Student Experience at Community College: A Case Study
Armida Carreon	First Generation Latina/o College Students: Barriers and Success Factors That Contribute to the Successful Completion of a Post-Secondary Degree
Cathy Cervantes	Attendance Patterns in a School District: A Case Study
Sergio Chavez Sr.	Mexican American Parent Engagement in Schools: A Narrative Inquiry
Lindsey Denniston	Evidence-Based Practices for Students with Autism Spectrum Disorder
Charlene Guerra	The Impact of Advancement Via Individual Determination (AVID) on Hispanic Students' Achievement
Patricia Horton	Culturally Responsive Leadership in High Poverty Elementary Schools: A Multicase Study
Ruba Khoury	Character Education as a Bridge from Elementary to Middle School: A Case Study of Effective Practices and Processes
Rene Levario	Mathematics Placement in the Middle Grades: Does Race Matter?

Ed.D. Graduate	Dissertation Title
John Lovato	The Decisions District Leaders Make That Align to Leadership Ethics When Developing a Local Control Accountability Plan
Gerald Matthews	A Mixed Methods Study of Factors Influencing Parental Involvement in a Low Socioeconomic, Predominately Latino/a Community
Dayna Mitchell	The Influence of Lesson Study on Teacher Practice: A Case Study
Robert Montes	Making Sense of PBIS: Cultural and Contextual Adaptation of Initial Implementation in an Alternative Secondary Setting
Rene King	Successful College Students with Learning Disabilities
Julian Rodriguez	Technology Centered Professional Learning: What Works in Increasing Teacher Technological Pedagogical and Content Knowledge
Sakeena Ali	Building Professional Learning Communities in Higher Education: Essential Practices
Robert Sortino	Contemplative Transformations: A Blueprint for Creating Culture of Care Learning Environments
Erika Zelnick	Teacher Induction Mentor Support for Beginning English Teachers: A Narrative Inquiry
Cohort 4	
Gilbert Abel	Why Rural STEM Teachers Stay: An Investigation of the Perceptions of Middle School STEM Teachers and the Factors that Influence Retention in Rural California.
Kimberly Braswell	Teacher Professional Development and Teacher Self-Efficacy: A Case Study
Jimmy Delgado	LCAP (A Descriptive study)

Ed.D. Graduate	Dissertation Title
Rina Giron	The Math Achievement Gap Among 4th and 8th Grade Latino Students Under the Common Core State Standards
Adriana Gonzalez	The Promise of College Access in a Latino Majority Community in San Bernardino County: Perceived Benefits of the Promise Scholars Program
Jacqueline Hogarth	Ejection is Rejection: Factors That Influence Education Leaders' Continued Use of Exclusionary Discipline
Melody May-Yin Isabela	Asian American Women in Leadership Roles: The Success and the Challenges as Public-School Administrators in Southern California
Donna Martyn	The Induction of Early Career Teachers of African-American/Latino Students in Urban High-Needs Schools: A Narrative Study in Resilience
Carlo Purther	High School Teachers and Cooperative Learning
Saida Valdez	Elementary School Parent Engagement in a California School District: A Narrative Inquiry
Dalila Zamora	The Development of a College-Going Culture in a Predominantly Latino/a Elementary School

Dissertations by Theme

Theme	Dissertation Author's Name	Dissertation Title
College Access and Success	Ethel Anumba	Successfully Navigating Through College: Voices of African American Males
	Dianna Beltran	Reconceptualizing the Role of Latino Fathers in Setting the Pathway to College For Their Children
	Reyes Luna	College-Level Readiness and Latino Males in California: A Mixed Methods Study
	Diana Minor	The Color of Education: Does the African American College Experience in Education Lead to High Student Loan Debt?
	Tina Arias-Miller	Exploring the Non-Traditional Student Experience at Community College: A Case Study
	Armida Carreon	First Generation Latina/o College Students: Barriers and Success Factors That Contribute to the Successful Completion of a Post-Secondary Degree
	Charlene Guerra	The Impact of Advancement Via Individual Determination (AVID) on Hispanic Students' Achievement
	Adriana Gonzalez	The Promise of College Access in a Latino Majority Community in San Bernardino County: Perceived Benefits of the Promise Scholars Program
	Dalila Zamora	The Development of a College-Going Culture in a Predominantly Latino/a Elementary School
Principal Leadership	Mercedes Gutierrez	Factors That Assist School Administrators to Evaluate and Improve Teaching in Juvenile Detention Schools
	Katherine Morillo-Shone	The Dimensions of Transformational Leadership in Urban School Leaders: A Mixed-Methods Study

Principal Leadership	Janelle Woodward	Early Implementers of the Common Core: A Narrative Inquiry of Three California Principals
	Kevin Despard	Principal's Adaptations of District Policies for Teacher Evaluation
	Marci Rojas Chavez	Identifying the Moral Transformative Leadership Behaviors and Actions of a Successful Principal That Positively Influenced a School Culture
	Patricia Horton	Culturally Responsive Leadership in High Poverty Elementary Schools: A Multicase Study
	Robert Sortino	Contemplative Transformations: A Blueprint for Creating Culture of Care Learning Environments
	Melody May-Yin Isabela	Asian American Women in Leadership Roles: The Success and the Challenges as Public-School Administrators in Southern California
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	Dayna Mitchell	The Influence of Lesson Study on Teacher Practice: A Case Study
	Sakeena Ali	Building Professional Learning Communities in Higher Education: Essential Practices
	Erika Zelnick	Teacher Induction Mentor Support for Beginning English Teachers: A Narrative Inquiry
	Kimberly Braswell	Teacher Professional Development and Teacher Self-Efficacy: A Case Study
	Donna Martyn	The Induction of Early Career Teachers of African-American/Latino Students in Urban High-Needs Schools: A Narrative Study in Resilience
	Carlo Purther	High School Teachers and Cooperative Learning

English Language Learners	Christine Heinrichs	Exploring the Influence of 21st Century Skills in a Dual Language Program: A Multi-Case Study
	Maria Rios	Principals Supporting Teachers of English Language Learners in the Implementation of the Common Core Standards
	Laura Rodriguez	Influences that Contribute to the Academic Success of Second-Generation Children of Mexican Immigrants: A Narrative Inquiry Study
	Maria Franco-Madrigal	Teacher Perspectives in Using Technology to Support English Learners
	Rosa Gomez	Factors Affecting Academic Achievement of Latino Long-Term English Learners
	Celia Munguia	Principals Supporting Teachers in Providing Language Instruction to English Learners in Elementary School
Parent Engagement	Jennifer Yales	Creating and Maintaining Collaborative Working Relationships: Understanding Parent Perspectives of Collaboration During Individualized Education Program (IEP) Meetings
	Sergio Chavez Sr.	Mexican American Parent Engagement in Schools: A Narrative Inquiry
	Gerald Matthews	A Mixed Methods Study of Factors Influencing Parental Involvement in a Low Socioeconomic, Predominately Latino/a Community
	Saida Valdez	Elementary School Parent Engagement in a California School District: A Narrative Inquiry
Behavior Management	June Sakaue	Response to Intervention: Knowledge and Beliefs During Implementation
	Robert Montes	Making Sense of PBIS: Cultural and Contextual Adaptation of Initial Implementation in an Alternative Secondary Setting

Behavior Management	Jacqueline Hogarth	Ejection is Rejection: Factors That Influence Education Leaders' Continued Use of Exclusionary Discipline
	Cathy Cervantes	Attendance Patterns in a School District: A Case Study
School Finance	Leslie Barnes	California School Finance
	John Lovato	The Decisions District Leaders Make That Align to Leadership Ethics When Developing a Local Control Accountability Plan
	Jimmy Delgado	LCAP (A Descriptive study)
Special Education	Aisha Thomas	Advancing Employable Skills for Students with Autism Spectrum Disorder: A Survey Study
	Lindsey Denniston	Evidence-Based Practices for Students with Autism Spectrum Disorder
	Rene King	Successful College Students with Learning Disabilities
	Katherine Mahoney	Elementary Principal's Attitudes and Perceptions Towards Creating Inclusive School Environments for Students With Disabilities
Student Success	Kristine Kaur Dougerty	Looking Through Their Eyes: How Gang Members View Their Challenging Pathway to High School Graduation and the Personal Value of that Achievement
	Dorothy Farias	Employer and Graduate Perspectives of the Essential Professional Skills Needed for Success in California Agribusiness: Implications for Undergraduate Programs
	Rina Giron	The Math Achievement Gap Among 4th and 8th Grade Latino Students Under the Common Core State Standards
	Jeanette Jackson	Strengthening Students' Confidence and College Pursuit: The Influence of High School Arts Participation on African American College Students

Design-Based Learning	Leakana Nhem	Descriptive Case Study: Teachers' Application of DBL Principles Toward Creating a Common Core-Aligned Curriculum
	Richard Rosa	Design-Based Learning: A Methodology for Teaching and Assessing Creativity
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Instructional Leadership	Mikara Gallegos	Instructional Leadership: Facilitating Early Literacy Instruction
	Teresa Pinedo	Building International Leadership Capacity Through the Teaching Assistant Principal (TAP) Program: A Narrative Inquiry
	Rene Levario	Mathematics Placement in the Middle Grades: Does Race Matter?
	Gilbert Abel	Why Rural STEM Teachers Stay: An Investigation of the Perceptions of Middle School STEM Teachers and the Factors that Influence Retention in Rural California.
IRB	Bruce Kennedy	Human Subjects Research Protections Process Within California State University Campuses: A Mixed Methods Study

The dissertations are available online through Bronco Scholar and ProQuest as well as in hard copy in the doctoral office in Room 226 of Building 94.

Appendix E – Modified Inventory of Educational Effectiveness Indicators (IEEI)