Program Performance Review: Culmination Meeting Memo
Educational Leadership – MS, EdD

The 2015-2016 Program Performance Review (PPR) process for Educational Leadership – M.S. and Ed.D. programs concluded with a culmination meeting on May 12, 2017.

The following people attended the meeting: Pamella Oliver (AVPAP), Esperanza Villegas (Office of Assessment and Educational Effectiveness), Lisa Kirtman (Dean, CoE), Teresa Crawford (Director of Assessment and Accreditation, CoE), Melanie Wetzel Gersten (Analyst, CoE).

The AVPAP commended the department for the outstanding work of faculty, who were also highlighted in all commendations:

1. Faculty embrace continuous improvement.
2. Faculty are genuine in their commitment to equity and social justice.
3. Faculty are also responsive and dedicated to meeting needs of the students, manifested in the programmatic innovations, adjustments, and additions to respond to student needs.
4. Faculty seem to have committed to long hours outside of classroom to serve the needs of students; in many ways they are engaged in work that goes well beyond regular workload and compensation.
5. With all the extra-curricular activities and limited resources, faculty have been creative in finding ways to fund the programs and serve students, including the pursuit of external grants and additional funding streams to defray program costs and not burden the students. Students feel very comfortable approaching any faculty member with concerns they have about the program/services either inside or outside of the classroom.

The major recommendations and concerns raised through the PPR process were discussed. Suggestions on how to address them were provided:

1. Articulate "hidden" faculty work to provide basis for compensation structures that help sustain faculty's high-quality, high-touch efforts to mentor and advise students.

    -   The Dean stated that, over the past year, the department has addressed and stopped all overloads that were occurring. To further address the issue, the department hired a full-time, student-focused advisor in fall 2016. Additionally, the department is also in the process of hiring a new faculty member.
    -   The Dean discussed the necessity of having different funding structures for the M.S. and the Ed.D. programs. The structure of an Ed.D. program is significantly different than other graduate programs, as it requires faculty to work individually with students in advising and in the dissertation process. In contrast, the thesis process, if required as part of a M.S. program, operates within a group seminar format, which is less workload for faculty than the Ed.D. dissertation process.

2. Work with organizational consultant to consider infrastructure, human resources, and budgetary resources needed to support programs as they move from initiating to growth phase of development.

- The Dean stated that the department is addressing these issues at their upcoming faculty retreat, though the possibility of bringing an outside consultant has not been discussed.

3. CSUF should support the programs' efforts by incentivizing, supporting, and sustaining faculty work and innovations through more efficient campus processes and systems such as coordinating resource allocations, access to student data, and coordination with Graduate Studies.

   - The Dean stated that the faculty have been encouraged to take advantage of existing campus resources, such as the Faculty Development Center (FDC) Innovation Grants.
   - The Dean stated that the department is currently coordinating with the Office of Graduate Studies to help students aware of resources that are available to them.
   - The Dean indicated that regarding student data, the department will meet with Institutional Research and Analytical Studies (IRAS) to discuss creating a dashboard to enhance data access. The College is also in the process of hiring a second data analyst.
   - The AVPAP stated that the university is looking into the *Tableau* system, which would provide access to student data to all departments in a user-friendly format. The Dean emphasized that graduate and post-baccalaureate credential student data should be included in this new system from the onset, since the current system *PeopleSoft* does not collect all of the student data needed by the department. The AVPAP acknowledged the need, and recommended further discussions with IRAS regarding this issue.

4. Provide resources for faculty development, curricular/co-curricular development, and faculty entrepreneurialism.

   - The Dean stated that for each faculty member, travel funds of $1000 are available each year for professional development. Faculty are also encouraged to seek out other resources available on campus such as the FDC Innovation Grants. The AVPAP questioned, however, whether the FDC's resources would be sufficient for the level of faculty development desired by the department.
   - The Dean also commented that regarding faculty entrepreneurialism, the College hired a new grant specialist to look at grants and opportunities for programs, who will hold a series of workshops in the fall for faculty.
   - The Dean indicated that one area where faculty need support is integrating more technology into online classes, which has received some support from the FDC.

5. Faculty are encouraged to consider ways to stabilize program growth and establish systems, practices, and cultural norms that support faculty development, student development, and program sustainability such as Ed.D. recruitment efforts, protocol for communication channels, revisiting Ed.D. student workload, incorporating practice-focused themes into curricula, illuminating what the "process" means in the program advice to "trust the process," and involving alumni in sustainability efforts.

- The Dean stated that program growth is on the agenda for discussion at the upcoming faculty retreat. The department is the largest in the CSU system, and does not currently have enough faculty to cover additional growth. For example, school districts are requesting Ed.D. cohorts, but the department is unable to support extra cohorts at this time. Should capacity change, the department (from a cost/benefit perspective) would need to have an agreement with the districts on the minimum number of students needed before moving forward with a cohort.
- The Dean indicated that communication channels are in place between the department and the College regarding Ed.D. student workload. The College is cognizant of student workload changes, and seeks creative solutions to make adjustment to accommodate student pace of progress in the program.
- The Dean commented that regarding incorporating practice-focused themes into curricula, the department is mindful that an Ed.D. is geared for students who intend on becoming administrators. As such, they are currently identifying options on how to best incorporate more practice into the curriculum, e.g. shadowing professionals in the real world.

The AVPAP concluded the meeting by commending the contribution of the department and the faculty to the students and the University.