MEMORANDUM

DATE: May 27, 2008

TO: Senator Denise Moreno Ducheny, Chair
Joint Legislative Budget Committee
State Capitol, Room 5035
Sacramento, CA 95814

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Legislative Analyst
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Department of Finance
State Capitol, Room 1145
Sacramento, CA 95814

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Sacramento, CA 95814

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Chief Clerk of the Assembly
State Capitol, Room 3196
Sacramento, CA 95814

FROM: Richard P. West

SUBJECT: 2008 Biennial Report on CSU Joint Education Doctorate Program

Senate Concurrent Resolution 93 (Chapter 157, 2002) included the following reporting language:

Resolved, That CSU and UC will jointly report to the Legislature every two years, beginning in June 2004, on all of the following:

(a) The implementation of the joint Ed.D. programs, including information identifying the number of new programs, enrollments, and degree recipients.
(b) The extent to which these programs are fulfilling identified state needs for training in educational leadership.
(c) Feedback from program participants about the programs and steps the universities are taking to make improvement

The enclosed represents the final report CSU will provide on joint doctorate efforts with the University of California (UC) related to Education Doctorate programs. Since 2005, the California State University has been granted authority to confer the doctorate degree in Education (SB 724: Scott; Chapter 269, 2005). All but two of the joint doctorate programs currently offered with UC will be discontinued because CSU is able to offer these degrees independently.
SB 724 requires that the Education Doctorate offered at CSU to be “focused on preparing administrative leaders for California public elementary and secondary schools and community colleges and on the knowledge and skills needed by administrators to be effective leaders in California public schools and community colleges.” CSU has been successful in transitioning its joint doctorate programs into the independent degree curriculum, and has expanded opportunities for addressing the state’s substantial unmet workforce need for an affordable and accessible Education Doctorate in California.

If you have any questions, please contact Dr. Beverly Young, Assistant Vice Chancellor for Teacher Education and Public School Programs and the Center for Teacher Quality, at (562) 951-4747.

Enclosure

RPW: rr

cc: Members, Joint Legislative Budget Committee (17 copies)
Dr. David Long, Secretary of Education
Mr. Vincent Stewart, Assistant Secretary for Higher Education
Dr. Charles B. Reed, Chancellor, California State University
Mr. Robert Turnage, Assistant Vice Chancellor, Budget
Dr. Beverly Young, Assistant Vice Chancellor, Teacher Education and Public School Programs
Ms. Karen Y. Zamarripa, Assistant Vice Chancellor, Advocacy and Institutional Relations
Biennial Progress Report on the Joint Ed.D. Initiative: 
Response to Senate Concurrent Resolution 93 
2007-08 Report

Senate Concurrent Resolution 93 (Resolution Chapter 157, 2002) contained biennial reporting requirements for the Joint Doctor of Education (Ed.D.) programs conducted by the California State University (CSU) and University of California (UC) related to:

(a) The implementation of the joint Ed.D programs, including information identifying the number of programs, enrollments, and degree recipients.
(b) The extent to which the programs fulfilled identified state needs for training in educational leadership.
(c) Feedback from program participants about the programs and steps taken by participating universities to make improvements.

Six joint Ed.D programs were established as a result of the Joint Ed.D. agreement. All but the California Polytechnic State University, San Luis Obispo/UC Santa Barbara and the Sonoma State University/University of California, Davis programs are being discontinued as independent Ed.D. programs have been established pursuant to the subsequent independent Doctorate of Education legislation (Senate Bill 724—Chapter 269, Statutes of 2005, Scott). The joint programs were:

California State University, East Bay; San Francisco State University; and San José State University with University of California, Berkeley: Ed.D in Educational Leadership

California State University, Fullerton; California State University, Long Beach; California State University, Los Angeles; and California State Polytechnic University, Pomona with University of California, Irvine: Ed.D in Educational Administration and Leadership

California Polytechnic State University, San Luis Obispo with University of California, Santa Barbara: Ed.D in Educational Leadership

California State University, Sacramento; and Sonoma State University with University of California, Davis: Ed.D. in Educational Leadership

San Diego State University; California State University, San Marcos with University of California, San Diego: Ed.D. in Educational Leadership

San Jose State University and CSU Monterey Bay with UC Santa Cruz: Ed.D. in Collaborative Leadership for Teaching and Learning.

New enrollments averaged 53 annually. By the end of the 2006-07 academic year, twenty students had received the Ed.D. degree or were on their way to completion and to earning the Ed.D. degree.

Number of Students Enrolled in Joint Ed.D. Programs 
Established Under Joint Ed.D. Agreement

<table>
<thead>
<tr>
<th>UC</th>
<th>CSU</th>
<th>New Enrollees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td>East Bay, San Francisco, San Jose</td>
<td>11</td>
</tr>
<tr>
<td>Irvine</td>
<td>Fullerton</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Long Beach</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Los Angeles</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Pomona</td>
<td>4</td>
</tr>
</tbody>
</table>
In feedback from program participants, three areas of concerns were noted. These areas and steps taken to address them were:

- **Quantitative Research**: Many students initially had difficulty with quantitative research methodologies. Campuses provided individualized support and additional coursework that developed the skills needed for more advanced research methods.
- **Academic Writing**: Students frequently asked for additional help in academic writing, and for assistance in how best to articulate a specific research question. In response to this need, faculty provided models of academic writing and detailed individualized feedback to students, including assistance with formulation and development of research questions.
- **Program Communications and Logistics**: Students identified a range of problems related to communications and logistics associated with programs involving two systems and multiple campuses. These issues have been eliminated in the new independent Ed.D. programs.

**Fulfilling Identified State Needs for Training in Educational Leadership**

There has been for the past decade and continues to be a substantial unmet workforce need for an affordable and accessible Ed.D. in California. The growth in California's Pre-K-12 and community college student populations has generated a corresponding need for Pre-K—14 educational leaders. California Department of Education data indicate that more than 27,500 school administrators were needed last year to manage 8,900 schools. This represents an increase of 13.7% or 3,613 in administrative leadership positions in a six years period. State of California occupational projections from the Bureau of Labor Statistics for 1998-2008 demonstrated an increase in demand for educational administrators of 21%.

The need for qualified administrators is compounded by the fact that in California a large number of school administrators are eligible for retirement. Eighty percent of superintendents in the state are or will be eligible for retirement in the next five years. It would require the addition of approximately 615 doctorates per year over the next decade for the public universities in California to address state needs for preparation of P-12 administrators at the doctoral level.

The need for the Ed.D. among California's community college leaders is exceptionally large. The Institute for Higher Education Leadership and Policy at CSU Sacramento conducted interviews with 35 California community college leaders, including 15 presidents and chancellors. Nearly all indicated that there is a significant need and unmet demand for Ed.D. programs. The need is heightened by projections indicating that half of all community college administrators will leave their positions or retire within the next five years.

Historically, California has relied on the private university sector to provide the Ed.D. in a pattern that is the reverse of national practice. The cost of private university programs range from $20,000 to $25,000 per year. The consequence has been that obtaining the Ed.D. was often prohibitive to large numbers of potential minority candidates, a problem that affected the ability of the state to diversify its administrative leadership. The new CSU independent Ed.D. programs, established pursuant to SB 724, have begun to address this problem and to provide accessible and affordable Ed.D. programs across the state.