

Program Performance Review: Culmination Meeting Memo
Educational Technology M.S. & Curriculum and Instruction M.S.

The 2024-2025 Program Performance Review (PPR) process for the Educational Technology MS program and the Curriculum and Instruction MS program, both in the Department of Elementary and Bilingual Education in the College of Education (EDU), concluded with a culmination meeting on December 5, 2025.

The following people attended the meeting: Amir Dabirian (Provost), Lisa Kirtman (Dean), Kim Case (Associate Dean), Rohanna Ylagan-Nicanor (Director of Accreditation & Assessment), Michelle Vander Veldt Brye (Chair), Sean Walker (Deputy Provost), Aimee Nelson (Executive Director for Graduate Studies, EDGS), and Su Swarat (Senior AVP for Institutional Effectiveness and Planning, SAVPIEP).

The Provost congratulated the programs for completing the PPR process and thanked the department Chair for her leadership. The following specific accomplishments were highlighted during the PPR process:

For the Educational Technology MS program:

- The program's mission and goals are clearly aligned with the university's mission and professional standards from the International Society for Technology in Education (ISTE).
- The program staff demonstrate a continued commitment to supporting students, such as in implementing a 'one-stop-shop' for all students to access the resources they need.
- Faculty are leaders in the field of educational technology who contribute to both scholarly activities and pedagogical practices, applying the JEIE framework in their courses.
- The program offers a cohort model and is continuously improving the curriculum to ensure it is appropriately scoped and sequenced to meet the needs of the students.
- The program's assessment plan is thorough, utilizing both direct and indirect data, and aligns well with the Reach, Teach, Impact framework as well as other frameworks and goals.
- The program is taught by both tenured faculty and adjuncts, and provides students with opportunities to take courses in the summer, with the goal of completing the program in 16 months.

For the Curriculum and Instruction MS program:

- The program's mission, goals, and student learning outcomes are clearly aligned with the university's mission and the JEIE framework, guiding curriculum and instruction to ensure all students receive a fair and respectful education.
- The program has strong recruitment efforts through various platforms, such as social media and on-campus events like Education Week, which demonstrated its commitment to attracting diverse and talented students.
- Faculty expertise is robust and well-rounded, enhancing the curriculum, strengthening the alignment with social justice and early childhood education, and enriching students' learning experiences.
- The program has dedicated advisors and staff who provide a variety of resources and advising opportunities, including innovative online resources, resulting in a supportive learning environment that enables students to excel academically and professionally.

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- The program has a clear assessment practice that collects information from students throughout the program, and faculty utilize the data to make improvements to related courses.

Major recommendations and issues raised through the PPR process were discussed as follows:

1. Curriculum improvement:
 - The external reviewers recommended both programs to review and revise the curriculum to increase opportunities for students to understand systems of oppression and to ensure students have opportunities to practice culturally and linguistically relevant teaching strategies through an anti-racist lens.
 - The Dean and the Chair echoed the recommendation, and stated that JEIE is integrated into all curricula in the college and all programs are continuously improving their curricula through this framework.
2. Enrollment:
 - Both programs identified the need to improve recruitment and marketing strategies to maintain and increase enrollment.
 - The Chair agreed and shared that the Curriculum and Instruction MS program has multiple concentrations, which could be highlighted more attract prospective students. This is an area the faculty are working on.
 - The Dean stated that the program ideal size would be 25-27 per cohort, and ideally, there should be multiple cohorts per year. One potential challenge is that as the MS programs began to saturate Orange County, different strategies and outreach populations need to be considered to sustain and grow enrollment.
 - The Dean reported that the college is working on an online EdD program in Educational Technology, which hopefully can serve indirectly as a recruitment tool for the Educational Technology MS program.
3. Student engagement with both faculty outside the discipline and the broader alumni community:
 - The external reviewers recommended the programs to continue building the alumni network and expanding opportunities for students to engage with more faculty campuswide as a way to provide students with more resources, thought partners, and support for their culmination project.
 - The Dean acknowledged the alumni engagement is a challenge, though not a challenge unique to the college. She is working with the university's Alumni Engagement office to develop strategies to re-engage with alumni.
 - The Chair reported multiple strategies currently being implemented to engage with alumni, including creating an alumni listserv, bringing alumni speakers to campus, and hosting other alumni events.
 - The EDGS recommended using professional development, e.g. certificates and micro-credentials for adult learners, as one way to engage alumni.

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- In terms of engagement with faculty outside the discipline, the EDGS suggested the culminating group project as a venue for students to work with faculty from other colleges/departments.
 - o The Dean concurred and suggested that this could be an opportunity to review and innovate the current culminating experience.

4. Faculty professional development:

- The programs identified the need to expand resources to provide faculty professional development opportunities in support of pedagogical practices and scholarly activities.
- The Chair reported that there are faculty learning communities within the department on several issues, e.g. culminating experience, AI. The department also uses online course fees to support faculty conference attendance.
- The Dean acknowledged the desire for more resources, but emphasized that the resources need to be shared across all programs.

5. Writing support:

- The external reviewers recommended the programs to work with the Dean's Office to identify ways to provide writing support to students, such as with a writing coach or through existing support in the Office of Graduate Studies.
- The EDGS reported a part-time faculty from EDU is hired by her office to provide writing support, and additionally, the college could consider using online course fees to hire writing consultants exclusively for their online students.

The Provost concluded the meeting by thanking the program faculty for their hard work and expressing appreciation for the leadership at both the department and the college level.