Cal State Fullerton

To: Dr. Michelle Brye, EDEL MS in C&I Dept. Chair

From: Dr. Lisa Kirtman, Dean - College of Education

Subject: EDEL C&I PPR External Report

Date: March 6, 2025

Thank you for your time and effort in completing the PPR for your program. Program Performance Review is a valuable process to provide a better understanding of the program and an opportunity for continuous improvement. I would like to thank the members of external and internal PPR committees for their exhaustive work in identifying the program's strength and areas of possible growth.

In what follows, I will address the items listed in the MS C&I PPR external report.

Thank you again and look forward to following up with you on this report.

External Review Team's Recommendations	EDEL MS in C&I Chair's Response	Dean's Response
Section I (Program Mission/Goals) Recommendations: Continue to seek out ways for students to offer high quality content instruction that is also rooted in JEIE. Ensuring that MTSS is foundational can support this goal. Continue to explore ways to support busy students. Perhaps offering assignments that focus on the students' existing school duties. Consider working with a district to create a district cohort.	The department is committed to offering high-quality content that is focused on just, equitable, and inclusive education. All courses taught within the program have assignments that are connected to student learning outcomes. These outcomes are aligned with the conceptual framework outcomes that focus on just, equitable and inclusive education. The department faculty will continue to meet to refine coursework for currency. In recent faculty meetings (in addition to professional development offered by FDC), the department has participated in JEIE-focused professional development. Moreover, PD (associated with JEIE) opportunities will continue to be shared with the department	I would like to see more on how the department will address MTSS as well as concrete ideas on how the department will explore ways to support busy students. I appreciate the JEIE focused PD. In the self-study there is mention of cohort sizes of 24. As recently discussed, the cohorts should be at a minimum of 25 but due to attrition they should likely start at 26 or 27.

	via email. The department will continue to explore ways to support students as many are practicing teachers. We will allocate time to review our course syllabi to ensure assignments are relevant and applicable to students' existing school duties. We have started conversations with districts to look at a cohort model within districts moving forward. This was something that we did as a department years ago, and we are reaching out to districts to see if there is interest in a cohort model.	
Section II. (Program Description) Recommendations: Be sure that all instructors are familiar with the updates and curricular changes, to ensure instruction occurs with fidelity across the program. Continue to advertise these concentrations, noting the nuanced variations between them and the connections they make to future educator employment (science resource or early education district lead, etc.). Continue targeted recruitment efforts, highlighting the concentrations as unique to the CSUF EDEL program. Provide testimonials (video, text on websites, etc.) from MS C&I completers, explaining the benefits of the program in a personal way. Again, target recruitment and	Each semester, we collect syllabi to make sure that the conceptual framework and student outcomes are aligned across the program. We are currently targeting recruitment efforts towards our social justice concentration as well as our early childhood education model. This semester, faculty are meeting in a professional learning community (PLC) to explore ways to enhance the early childhood education concentration. To ensure instruction occurs with fidelity across the program, we will dedicate time during faculty meetings for course-alike instructors to collaboratively discuss and plan for updates and curricular changes as well as revisit course matrix alignment. Additionally, the department is working on interviewing alumni students to provide testimonies of our program.	I appreciate the course alike meetings but how do you ensure fidelity across the program with part time faculty teaching. I love the alumni video idea.

showcase the specialized offerings of the MS C&I. Find ways to support scholarships (grants) for students so they don't have to work as much while in the program.	These videos will help the department create advertising materials to share through social media. Interviews of faculty are also being conducted to provide additional information about our program. Additionally, our Admissions & Academic Advisor holds informational sessions with prospective students. Lastly, the department will continue to work with Amir Woods, our college's student success specialist, to explore opportunities for the college of education scholarships. The department shares scholarship opportunities with students through email as well as asks faculty to share the information through their courses.	
Section III (Student Achievement & Assessment) Recommendations: Perhaps survey data be used to inform changes that remediate admissions concerns (i.e.- getting more applicants to start and complete the program). Continue examining data and focus on student empowerment to work to change systems of oppression through collaborative efforts. This is challenging. Finding ways to guide students to examine collaborative efforts, including those that already exist, to work to dismantle systems of oppression would be meaningful. Continue program information and recruitment efforts.	Currently, the department analyzes survey data yearly to inform changes to the program. This data is analyzed in the Closing the Loop report every fall. Goals are identified and steps for achieving those goals are actualized in the department. Additionally, faculty continue to discuss ways to dismantle systems of oppression. These conversations are documented in monthly faculty meetings and focus on ways the faculty provide opportunities for students to analyze, create and implement anti-bias curriculum. In addition, guest speakers at faculty meetings (JEIE committee member disability presentation, FDC presentations, Conflict Resolution presentation) provide resources and support to help faculty as they continue to work on changing systems of oppression.	Perhaps survey data could be used to inform changes that remediate admissions concerns (i.e.- getting more applicants to start and complete the program). This is a great suggestion. The survey data that is mentioned in the chair response does not address these concerns such as admissions. I think more can be done in this area. Thank you for your work in ways to continue to discuss ways to dismantle systems of oppression.

	As mentioned in the above section II, the department continues to recruit and provide program information to prospective students.	
Section IV (Faculty) Recommendations: It would behoove students and the program for cohorts to have opportunities to connect with more university faculty in the education department during the program. Students may feel more supported in a mentorship capacity or have more resources and thought partners for their culminating project.	The department graduate faculty meet every semester to discuss how to support students throughout the course of the program. Most recently, several faculty (who teach the core courses) met to discuss how to provide support to students throughout the program, so they are more prepared to start their culminating project during their final semester. One example of this is students working together to create a course project proposal as part of a course assignment (EDEL 548). Faculty provided feedback to the student groups which aided them in completing their individual course proposals. The graduate students then complete a course project proposal individually prior to entering their final semester of coursework (EDEL 529). Again, faculty give course project proposal feedback before taking the culminating project class (EDEL 594).	I love the idea of thought partners and expand who resources and connections to other faculty for 594.
Section V. (Student Support & Advising) Recommendations: Explore opportunities for working with university staff on research, or with other organizations / connections on service-learning opportunities, especially during the summer if possible.	Faculty are always looking for ways to collaborate through their research. It is a good recommendation to focus on service-learning opportunities and explore these opportunities during the summer when most faculty are not teaching. We plan on exploring possibilities with the Center for Internship and Community Engagement (CICE) on campus.	I think this recommendation doesn't really work for our programs. The majority of our students are working professionals. The only way that I can see doing this is if there is a new course created to replace a summer course to include service-learning.

Section VI. (Resources & Facilities) **Recommendations:** Research allocating funds into providing access to tech-forward platforms or professional development opportunities for students to implement in their teaching that equips them for the changing technological landscape (i.e. the use of AI, EdTech, etc.).	Although the department recognizes that recruiting diverse faculty may be difficult, we are committed to having faculty represent different perspectives and backgrounds. This semester, several faculty who teach in the program are engaging in a professional learning community (PLC) focused on AI. Information and knowledge gained from this professional learning community will be built into coursework and will help to build support for non-traditional learning environments. To support students' academic success, the Division of Information Technology provides productivity software to students at no cost. A list of available software can be found through the website. Additionally, our Academic & Admissions Advisor shares available professional development opportunities for students via email.	The department work to include AI is a great way to address this recommendation.
Section VII. (Long-Term Plans) **Recommendations:** Identification of community partners (informal learning centers, nonprofits, etc.) could support students' networks or provide opportunities for potential partnership in classrooms. A writing coach for students could bolster academic writing skills, or the exploration of writing tools may support students in this way.	Since Covid, the department has been trying to rebuild many of their community partnerships, including those with informal learning centers and nonprofits. We have plans for a former student/alumni who is part of Latinx Parenting (which is dedicated to bringing trauma-informed, healing-centered family education to the Latino community in a way that is culturally relevant, accessible, and compassionate) to come to a faculty meeting this spring to discuss a possible community partnership.	Creating a community board that represents diverse perspectives is a great way to address this recommendation. Working with grad studies with the writing support may help with this goal.

	The department would welcome a writing coach to support students in their academic writing and would like to use online course fees to provide this additional support to students. We have and continue to share resources offered by the Writing Center on campus. Students can meet with tutors to receive individualized support to help with their writing and research.	