Department of Elementary and Bilingual Education Cal State Fullerton

Program Performance Review
2024-2025 Cycle

MS Program

Curriculum & Instruction

PROGRAM PERFORMANCE REVIEW
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I. Department/Program Mission, Goals and Environment

A. Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the University mission, goals, and strategies.

The Department of Elementary and Bilingual Education (EDEL) promotes graduate students' ability to teach through an anti-racist lens using culturally and linguistically relevant strategies to provide equitable learning opportunities. At the end of the Master of Science in curriculum and instruction (MS C&I) degree program, students are expected to exemplify and master effective instruction for

all students using Just Equitable and Inclusive Education (JEIE), Technology, and Community engagement. Just, Equitable, and Inclusive Education (JEIE) is a core commitment of the College of Education at California State University, Fullerton (CSUF). JEIE is a perspective that aims to ensure that all students receive a fair and respectful education, and that their knowledge and strengths are valued.

The mission and goals of the program are consistent with the University/College of Education's mission, goals, and strategies. In addition to providing students with tools to foster JEIE, technology, and community engagement, we aspire to be transformational leaders who advance the readiness of all learners to actively participate in an ever-changing, diverse, and digital world through innovative and quality education, research, and creative activities. Along with the university, we aim to engage students in their lifelong pursuit of critical inquiry and social justice; to become catalysts for equity and inclusivity; and to advance civic and community engagement.

The MS in curriculum and instruction program (including its structure which is further described in the upcoming section II) reflects the conceptual framework for the College of Education (COE), which in turn, describes the vision, mission, philosophy and goals that complement and reinforce the university's mission, goals, and institutional standards.

Vision
COE's vision reflects our commitment to aim high, eliminate inequity, and take responsibility for the development of educators who effectively meet all students' educational needs: We aspire to be transformational leaders who advance the readiness of all learners to actively participate in an ever-changing, diverse, and digital world.

Mission
In support of our vision, our mission statement directly identifies our commitment to meeting our aims and aspirations as it highlights our attention to equity, inclusion, collaboration, creativity, innovation, and the roles of research, community engagement, and technology in education:

The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community, we promote creativity, collaboration, innovation, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Philosophy, Purposes, and Goals
COE's philosophy is reflected in the Conceptual Framework's overarching theme— REACH. TEACH. IMPACT.

These three terms illustrate the purpose and goals underlying our commitment to educator development. Specifically, our purpose is to **reach** our candidates at every stage of their development so that they have the capacity to **impact** their students at all levels; to **teach** using a

multitude of instructional and technological strategies so that our candidates will have a repertoire of practices from which to draw when they enter the profession; and to create **impact** by integrating theory into our practices that are designed to prepare them for future success as professional educators.

(*Note: This is the initial program review for our department, which explains why we have not had changes to note within the last 7 years.)

> **B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify the external factors that impact the program (e.g., community/regional needs, placement, and graduate/professional school).**

Despite recent trends, issues, and political climate in the surrounding community and local school districts (including opposition to JEIE to implement inclusive, anti-racists strategies students learn in coursework), the EDEL exit survey data indicate that students strongly agree/agree with program priorities related to JEIE, Technology, and Community. This warranted a greater need for supporting classroom/elementary students and the communities we/the college serves. The biggest external factor is the lack of alignment in philosophies between the College of Education and some local school districts as related to JEIE. Other external factors that impact the program are discussed below.

External Factors that Impacted the Program
- Working student population
  - Catering to and adjusting to the needs of our diverse student population has impacted the program, including the changes we continuously make in order to support our students. Our students have many responsibilities, including working multiple jobs, raising family, and caring for family/others.
- Enrollment
  - Since 2021, there has also been a decrease in enrollment in our master's in curriculum & instruction (MS C&I) program. There will be no C&I cohort starting Fall 2024 due to an insufficient number of applicants. However, there has been an increased interest in and enrollment in our combined credential program and master's in curriculum and instruction program.
- Recruitment
  - We share flyers advertising our MS C&I program with our district partners which include all of our credential partner districts. This information is promoted on our Instagram page as well. In addition to emails and social media posts, this past year, we shared information at campus and local conferences, including Education Week, Discover CSUF Day, CSUF Grad Expo, and the Social Justice Conference sponsored by the College. Our information was disseminated at two major local conferences this year: California Association for Bilingual Education (CABE) and the Good Teaching Conference. Webinars are offered during the spring about the MS C&I.
- Technology

- Due to additional information and updates regarding use of AI (artificial intelligence), we have included AI policies within our syllabi. We continue to use Canvas in order to provide information and resources for our students as well as faculty. Canvas is the primary learning management system (LMS) used for courses, and it is also used to house information, guidelines, templates, and forms for our faculty meetings. In addition, we have a Canvas course site for our clinical coaches, which is dedicated to guidance for the clinical/field experience. Moreover, there are numerous available campus training opportunities and resources [provided by the Faculty Development Center (FDC)] for faculty and students.
- Hiring
  - While many veteran educators are retiring, there is also a teaching shortage across the state, which are both external factors impacting the program. Some students, who have signed temporary teaching contracts, are looking towards and considering going back to school to earn a master's in C&I. Gaining a master's in C&I will help further students' capabilities, skills, and instructional knowledge, which will make them a greater candidate when they apply for full-time teaching positions.

C. Identify the unit's priorities for the next three (short term) and seven years (long term).

- **Three-year priorities:**
  - Increase the number of MS in C&I students to include a full cohort each fall semester of at least 25 students.
  - Increase the number of regularly scheduled combined credential/MS C&I cohorts to include two cohorts of at least 25 students each fall semester and one cohort of at least 25 students each spring semester.
  - Continue to include a diversity of faculty to teach in MS C&I cohorts related to perspective, ethnicity, language, and culture.
  - Continue to update curriculum and curriculum resources by faculty participating in professional learning community (PLC) sessions for social justice and early childhood.

- **Seven-year priorities:**
  - Increase the number of MS in C&I students to include two full cohorts each fall semester for 50 students total/24 students in each cohort (one social justice focus and one early childhood).
  - Continue with three combined credential/MS C&I cohorts each year with two fall starts and one spring start.
  - Continue to update curriculum and curriculum resources by faculty participating in PLC sessions in social justice and early childhood.

D. If there are programs offered in a Special Session self-support mode, describe how these

programs are included in the mission, goals and priorities of the department/program (e.g., new student groups regionally, nationally, internationally, new delivery modes, etc.).

This does not apply.

II. Department/Program Description and Analysis

A. Identify substantial curricular changes in existing programs and new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?

The College of Education, Elementary and Bilingual Education program offers a Master of Science in curriculum and instruction (MS C&I). The program is designed to help educators upgrade their skills, become informed about new ideas and preschool through grade 8 teaching, and advance just, equitable and inclusive education (JEIE) as leaders in the schools, school districts, and other organizations. The program is 100% online asynchronous. The courses are scheduled and consistent with the universities, academic calendar, and semester structure. Aligning the courses with the universities, academic calendar and semester structure, benefits students since it is consistent with financial aid distribution periods.

The Master of Science and curriculum and instruction is a five-semester program, no summer classes, which helps career classroom teachers prepare for curriculum and instructional leadership. Students may elect to specialize in curriculum instruction or follow the study plans for one of the following concentrations: social justice, early childhood education, or math/science education.

Curricular Changes in the Program

There was a need to revise current courses and assignments to include JEIE principles. This led to curriculum meetings with EDEL faculty, course revisions, faculty, professional development and embedding JEIE principles in course assignments and rubric revisions.

The University changed its learning management system (LMS) from Moodle to Canvas, requiring all faculty to learn the new LMS and redesign courses using the new features. Students needed additional preparation for their final master's project. To address students' research needs, the program placed a strong emphasis on preparing students throughout the program. Throughout the courses, instructors meet with students to discuss how the research and course content relates to their final research project. Changes were made to EDEL 511 to introduce research (student wonderings, developing a research question, conducting a literature review), and in EDEL 529 to construct a project proposal for EDEL 594 the final research project course. Additional changes were made to all courses to integrate JEIE content. For example, all rubrics used in EDEL 511, 529, 536 and 594 reflect aspects of the SLOs which align with JEIE.

B. Describe the structure of the degree program (e.g., identify required courses, how many units of electives, expected modalities of courses in the program) and identify the logic

underlying the organization of the requirements and alignment of the requirements with the department resources. In particular, please discuss how the curriculum and/or programming reflects the University's commitment.

The MS in curriculum and instruction program structure consists of 30 units. The degree includes 10 courses offered in a cohort model. The elevated degrees first appear in the 2022-2023 academic catalog along with the **concentrations.** There are **four options** for students to enroll in. The first is the Curriculum Instruction program with **no concentration**. The other three include a Curriculum and Instruction degree with a **concentration in Social Justice, Early Childhood Education, or Math/Science Education.**

Social Justice is for educators interested in examining education and schooling with a focus on social justice. Candidates explore and learn to articulate strategies to create equity and inclusion in their educational settings.

Early Childhood Education is for professionals interested in meeting the greater community and professional need for quality education during the critical early years of school.

Math/Science Education is for professionals who want to deepen their understanding of mathematics and science curriculum and pedagogy; provides the opportunity to promote problem solving specifically through the use of technology.

Typically, the degree is completed in 5 semesters. The courses are designed to build upon the knowledge and skills learned in subsequent courses with clearly defined learning goals, assignments, and common course elements. *Tables 1* and *2* outline the courses and semester offerings. *Table 3* outlines the courses and semester offerings for the combined credential/MS in curriculum and instruction program.

Table 1: Roadmap for Master's of Science in Curriculum & Instruction

Semester	Course Area: Core, Concentration, or Culminating	Course	Semester Offerings	Units
Semester 1	Core Course	EDEL 511 Survey of Educational Research	Fall	3
	Core Course	EDEL 556 Foundations of Education for Social Justice	Fall	3

Semester 2	Core Course	EDEL 529 Graduate Studies: Learning Theory for Classroom Use	Spring	3
	Concentration Course	Concentration Course	Spring	3
Semester 3	Core Course	EDEL 536 Curriculum Theory and Development	Fall	3
	Concentration Course	Concentration Course	Fall	3
Semester 4	Concentration Course	Concentration Course	Spring	3
	Core Course	EDEL 512 Level 2 Technology Proficiencies for Teachers in K-8 Schools	Spring	3
Semester 5	Culminating Core Course	EDEL 594 Culminating Project	Both	3
	Concentration Course	Concentration Course	Fall	3

Table 2 Concentrations

Social Justice Concentration Courses	EDEL 530 Graduate Studies in Elementary Education: Second Language EDEL 531 Graduate Studies in Elementary Education: Language Arts EDEL 541 Culture and Education of Latino Students EDEL 543 Critical Arts education within Urban Communities

Early Childhood Education Concentration Courses	EDEL 528 Reading/Language Arts in the Early Childhood Curriculum EDEL 538 Teaching and Learning in the Early Childhood Classroom EDEL 543 Critical Arts education within Urban Communities EDEL 548 Early Childhood Education in Math, Science and Social Studies

Math/Science Education Concentration Courses
EDEL 532 Graduate Studies in Elementary Education: Math EDEL 533 Graduate Studies in Elementary Education: Science

EDEL 543 Critical Arts education within Urban Communities EDEL 548 Early Childhood Education in Math, Science and Social Studies

Table 3 Combined Credential/MS in Curriculum & Instruction

Semester	Course Area: Core, Concentration, or Culminating	Course	Semester Offerings	Units
Semester 1	Credential Courses	Credential Courses	Fall	
	Graduate Courses	Curriculum Focused Course and Instruction Focused Course	Fall	6
Semester 2	Graduate Courses	EDEL 511 Survey of Educational Research EDEL 512 Level 2 Technology Proficiencies for Teachers in K-8 Schools EDEL 548 Early Childhood Education in Math, Science and Social Studies	Spring	9
	Credential Courses	Credential Courses	Spring	

Semester 3	Graduate Courses	EDEL 529 Graduate Studies: Learning Theory for Classroom Use EDEL 536 Curriculum Theory and Development EDEL 552 - Family, Community and Professional Partnerships	Summer	9
Semester 4	Graduate Courses	EDEL 556 Foundations in Education for Social Change EDEL 594 Culminating Project	Fall	6

Credential Courses   Credential Courses Fall

C. Using data provided by the Office of Institutional Effectiveness and Planning to discuss student demand for the unit's offerings. Discuss topics such as over/under enrollment (applications, admissions, and enrollments), retention, graduation rates for majors (FTF and transfer), and time to degree. Address equity gaps in retention and graduation rates (see instructions, Appendices A and B).

It should be noted that our MS C&I program has undergone program elevation from MS in Education to MS in Curriculum & Instruction, which started 2022.

Table 5. Graduate Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2017	141	75	68
2018	87	76	67
2019	70	54	48
2020	104	90	76

2021	197	125	97
2022	106	85	71
2023	102	84	76

Recruitment Efforts and Outcomes

As evident in the enrollment headcount, enrollment has remained consistent. However, we have seen some decrease in enrollment for fall 2024. These changes have been due to competition with other local universities and colleges. As noted earlier, in addition to recruitment and enrollment, external factors that have affected our program include our working student population and technology, which in turn, affect our retention and graduation rates. Thus, our recruitment efforts and supporting the needs of all our students as well as ensuring access to resources and technology are in place, further addressing any equity gaps. Students have noted wanting a combined credential and master's program which has impacted enrollment in our MS in C&I program without the credential. We have made concerted efforts to increase visibility of the MS in Curriculum and Instruction program and actively recruit students.

EDEL faculty discussed recruitment plans to encourage more applicants into the program. The EDEL Advisor attended multiple campus events and conferences to provide information and MS C&I program information related to the course work and application process. The Advisor also provided online Zoom information sessions. Faculty connected with school partners to provide information about the program.

Increase Visibility of the Program
• Social Media weekly posts and presence on Facebook, Linked In, and Instagram. • Shared information at campus and local conferences including Education Week, Discover CSUF Day, CSUF Grad Expo, and the Social Justice Conference sponsored by the College. • Disseminated information at two major local conferences this year: California Association for Bilingual Education (CABE) and the Good Teaching Conference.

Actively Recruit Students
• Host information sessions online and webinars to meet with interested applicants and answer questions.
• Send out handouts about the MS in C&I programs to those who inquire. •
Email PDF versions of handouts and post to social media.

Enrollment

Since 2021, there has been a decrease in enrollment in our master's in curriculum & instruction (MS C&I) program. There will be no MS C&I cohort starting Fall 2024 due to not enough applicants. However, there has been an increased interest in and enrollment in our combined credential program and master's in curriculum and instruction program.

Table 6. Graduate Program Enrollment by Headcount and FTES

Academic Year (Annualized)	Headcount	FTES	FTES per Headcount
2017-2018	320	296.58	0.93
2018-2019	285	263.08	0.92
2019-2020	230	253.25	1.10
2020-2021	250	275.92	1.10
2021-2022	327	334.00	1.02
2022-2023	68.50	72.75	1.06
2023-2024	121	135.21	1.12

Graduation Rates and Degree Awards

The graduation rate and degree award have remained consistent. Since the program started in 2022, we have had about the same number of students in each cohort. More data points are needed to determine the time to degree for the students enrolled.

Table 7-A. Graduation Rates for Master's Programs

All Master's Entered in Fall:	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2017	68	66.2	89.7	89.7
2018	67	77.6	91.0	94.0
2019	48	100.0	100.0	100.0
2020	76	73.7	88.2	89.5
2021	97	75.3	94.8	N/A
2022	71	67.6	N/A	N/A

2023	76	N/A	N/A	N/A

Table 8. Graduate Degrees Awarded

College Year	Degrees Awarded
2017-2018	95
2018-2019	68
2019-2020	91
2020-2021	63
2021-2022	63
2022-2023	1
2023-2024	48

D. Discuss the unit's enrollment trends since the last program review based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program (see instructions, Appendices A and B).

Despite increased enrollment between 2022-2023 and 2023-2024, we have noticed a decrease in enrollment in fall 2024. We believe external factors (such as our working population, recruitment, technology, hiring, and competition) contributed to this decrease. Notably, we have seen an increased interest in our combined master's/credential program.

Table 6. Graduate Program Enrollment by Headcount and FTES

Academic Year (Annualized)	Headcount	FTES	FTES per Headcount
2017-2018	320	296.58	0.93
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2023-2024	121	135.21	1.12

Community of Scholars

The faculty who teach in the program consist of mostly tenured track faculty and/or part time faculty who have their doctorate in the field of study. The tenured faculty maintain their professional research agenda by presenting at conferences and writing articles for publication.

E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions, or discontinuances.

Our plans for curricular changes have been based on the productivity and success of our recent (Spring 2022) Professional Learning Community (PLC) related to the C&I, Social Justice concentration. The C&I faculty met for two years to critically examine current curriculum practices and discussed ways to infuse and enact more JEIE within all courses. Each faculty member participating in the PLC provided information and details regarding the course they taught and aligned Program Student Learning Outcomes (PSLOs), and Student Learning Outcomes (SLOs) related to each course, and Just Equitable, and Inclusive Education (JEIE). Based on the curriculum mapping each faculty member participated in, they indicated JEIE-related assignments, activities, readings that students were introduced to, practiced, and assessed on. Key assignments from all core curriculum classes were modified to address JEIE and SLOs more clearly. For example, systems of oppression were examined and addressed in the projects constructed by students in the EDEL 594 final culminating project class.

Plans for future PLCs and curricular foci:
Short-Term Plans
- Future PLCs will focus on the following key tenets of social justice education which will empower students to actively engage in creating a more just society:
  1. Students reflect on their own assumptions, including implicit and explicit biases, to expand their knowledge of power, privilege, and positionality in society.(REACH) 2. Students critically examine the curricular and pedagogical value of family assets and community engagement to develop the professional expertise and leadership skills to advocate and collaborate for educational equity and justice within their schools and communities. (REACH, IMPACT)
  3. Students analyze, create and implement anti-bias curriculum, including digital curriculum and materials that develops academic content knowledge and disrupts oppressive practices by integrating inclusive, equitable, humanizing, anti-racist, and culturally and linguistically sustaining elements in diverse learning environments. (TEACH, IMPACT)

4. Students engage in social justice-based research and pedagogy to examine the interdependence and intersection of systems of oppression and advocate for instructional practices and policies that promote a just, equitable, and inclusive education (REACH, TEACH, IMPACT).

Long-Term Plans

- In Spring of 2025, faculty will meet in a PLC to update curriculum and curriculum resources to support our students pursuing their MS C&I program with a concentration in early childhood education.
- EDEL faculty discussed recruitment plans to encourage more applicants into the program. The EDEL Advisor attended multiple campus events and conferences to provide information and MS C&I program information related to the course work and application process. The Advisor also provided online Zoom information sessions. Faculty connected with school partners to provide information about the program.

F. Include information on any Special Sessions self-support programs the department/program offers.

This is not applicable to our program.

III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

The review should address how the program ensures high-quality learning using relevant indicators and analyses, and how these analyses can facilitate continuous improvement. Please provide information on the following aspects, and if applicable, please include relevant documents in the appendices.

Since student learning is central to our mission and activities, it is vital that our self-study reports on how we use assessment to monitor the quality of student learning.

A. **Describe the department/program assessment plan (e.g., general approach, timetable, etc.) and structure (e.g., committee, coordinator, etc.), and if applicable, how the plan and/or structure have changed since the last PPR.**

Our online Master of Science degree programs are designed to help educators upgrade their skills, become informed about new ideas in preschool through grade 8 teaching, as well as advance just, equitable and inclusive education as leaders in schools, school districts, and other organizations. All of our programs are 100% online asynchronous.

The Master of Science in curriculum and instruction is a 5-semester program, which helps career classroom teachers prepare for curriculum and instructional leadership in one or more of the following areas: elementary classroom teaching, social justice for meeting the strengths and needs of diverse learners, early childhood education, and math/science education. Students may

follow the study plan for a concentration as noted below, or elect to specialize in curriculum and instruction.

> Social Justice is for educators interested in examining education and schooling with a focus on social justice. Candidates explore and learn to articulate strategies to create equity and inclusion in their educational settings.
> Early Childhood Education is for professionals interested in meeting the greater community and professional need for quality education during the critical early years of school.
> Math/Science Education is for professionals who want to deepen their understanding of mathematics and science curriculum and pedagogy; provides the opportunity to promote problem solving specifically through the use of technology.

The overall structure of the master's program is aligned to the student learning outcomes. Students will acquire the knowledge and skills needed to research educational inequities within their respective fields and provide solutions in the form of a final culminating project. Progress towards program requirements is assessed at four key transition points as noted on the following chart:

Table 4. Key Transition Points (from Admissions to Exit) of MS C&I Program

Admissions to Program	Program Continuation	Qualifying for Culminating Experience	Exit from Program
• Baccalaureate degree from accredited institution • GPA of 3.0 on last 60 units • Current basic teaching credential or equivalent experience (coordinator approval)	• Approved study plan on file by the end of week four in the first semester of program • Passing score on Literature Review (EDEL 511) [Passing=4 or better; <4 = red flag letter on file] • GPA 3.0 (<3.0 = academic notice) • Passing score on Diversity Assignment (EDEL 529) [Minimum 75%] (faculty review)	• Overall GPA 3.0 or higher • Approval of project proposal (EDEL 594 instructor), OR • Approval of thesis proposal (EDEL 597) [committee review] • IRB approval (if applicable) [IRB board review]	• Completion of 30 units with a minimum 3.0 GPA • Grade of C or better on final master's project with 3.0 overall GPA (EDEL 594 instructor) OR • Approved thesis (EDEL 597) [committee review]

Program Surveys

Additionally, candidates are asked to reflect upon their experiences and provide program feedback to improve the program by taking additional College and department surveys.

The surveys are:
1. Diversity survey: Identifies the diversity of the student population that candidates work with
2. Midpoint survey: Provides feedback to the COE on the course of study mid-way through program
3. Exit survey: Provides feedback to the COE program as candidates exit
4. End of Program survey: Provides program feedback to the department as candidates complete the program *This survey is specific to candidates of the Elementary and Bilingual Education Department.

Timeline for survey completion:
- The entrance survey – taken at the beginning of the program
- The exit survey-taken at end of program in EDEL 594
- The end of the program survey-taken at end of program in EDEL 594

Candidates are prompted to complete surveys by e-mail notification from the College of Education Assessment Office (coeassess@fullerton.edu). The Department End of Program survey is distributed through EDEL 594.

Signature Assignments are collected in the following classes: EDEL 511, 529, 536, 594. Instructors assess signature assignments with a rubric, reflecting the program student learning outcomes (SLOs).

B. For each degree program, provide the student learning outcomes (SLOs); describe the methods, direct or indirect, used to measure student learning; and summarize the assessment results of the SLOs.

The Department of Elementary and Bilingual Education promotes graduate students' ability to teach through an anti-racist lens using culturally and linguistically relevant strategies to provide equitable learning opportunities. The College of Education promotes the Conceptual Framework which is aligned with the program's Student Learning Outcomes.

Conceptual Framework Outcomes

The theme "Reach. Teach. Impact." is the foundation of the COE's conceptual framework for program-specific learning outcomes that guide the operation of all initial and advanced programs in the college. These outcomes provide benchmarks to ensure that our candidates exit their programs as just, equitable and inclusive educators and leaders who possess the knowledge, skills, and dispositions to:

REACH the intersecting social identities of all learners through the critical examination of implicit and explicit biases and privileges in order to provide fair, respectful, non discriminatory, equitable, inclusive, and humanizing learning environments. TEACH through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and supports necessary for all learners to attain high-quality outcomes. IMPACT schools and communities through a commitment to dismantling systems of oppression by supporting students, teachers, and leaders as citizens in a highly diverse, global, interconnected, and digital world.

Student Learning Outcomes for M.S. in Elementary Curriculum and Instruction 1. Candidates reflect on their own assumptions, including implicit and explicit biases, to expand their knowledge of power, privilege, and positionality in society. (REACH) 2. Candidates critically examine the curricular and pedagogical value of family assets and community engagement to develop the professional expertise and leadership skills to advocate and collaborate for educational equity and justice within their schools and communities. (REACH, IMPACT)

3. Candidates analyze, create and implement anti-bias curriculum, including digital curriculum and materials that develops academic content knowledge and disrupts oppressive practices by integrating inclusive, equitable, humanizing, anti-racist, and culturally and linguistically sustaining elements in diverse learning environments. (TEACH, IMPACT)

4. Candidates will analyze, critique, and apply knowledge of theoretical and historical research, relevant theories, and pedagogies related to asset-based, equity- and justice oriented teaching and learning in education. (REACH, TEACH, IMPACT)

Two data sources are used to measure program growth. Exit surveys are the **indirect measure** and signature key assignments are the **direct measure.**

Exit Survey (Indirect Measure)

At the end of the MS degree program, students are asked to complete an exit survey with questions organized into three categories: Just, Equitable, and Inclusive Education (JEIE), Technology, and Community.

Exit surveys completed by students at the conclusion of their program indicate that they are highly satisfied with program expectations and report that they have increased knowledge, skills, and abilities as a result of their experiences and during coursework.

Results from the Fall 2023 semester and Spring 2024 semester exit surveys indicate that the MS program prepared students in all areas. Overall, most students strongly agreed or agreed (greater than 90%) that the program demonstrated and provided opportunities to practice culturally relevant/ linguistically relevant and sustaining strategies for teaching, developing, and leading through an anti-racist lens. Most students indicated that they strongly agreed or agreed (greater

than 90%) that the program provided opportunities to explore and understand systems of oppression and approaches to dismantle systems of oppression within their field of study. Most students strongly agreed or agreed that the program prepared them to collaborate with other professions and to demonstrate knowledge and leadership in the use of technology for teaching (greater than 95%). Most students strongly agreed or agreed that they were more prepared to design, evaluate,and implement instruction for diverse learners (greater than 95%). Most students indicated that they would recommend the program and the strongest aspects of the program were the supportive staff and faculty, organized curriculum, collaboration with peers, and the pacing of the program.

Overall, data from the Fall 2023 and Spring 2024 semester indicates that students completing a MS degree in the department of Elementary and Bilingual Education exceeded the criteria of 90% in all areas on the exit survey.

Data sources used: EDEL Exit Survey Data
The unit criteria (90% or higher) were met.

Key Signature Assignments (Direct Measure)

Signature Assignments are collected in the following classes: EDEL 511, 529, 536, 594. Instructors assess signature assignments with a rubric, reflecting the program student learning outcomes (SLOs).

In fall 2023, signature assignment rubric data was collected for EDEL 511, Survey of Educational Research, EDEL 536, Curriculum Theory and Development, and EDEL 594, Culminating Project . Of the 21 individuals who completed the signature assignments in 511 and 536, 100% met or exceeded the passing criteria on the rubrics. There were 61 individuals who completed the signature assignment in 594. Over 98% of these individuals met or exceeded passing criteria on the rubric.

In spring 2024, signature assignment rubric data was collected for EDEL 511, Survey of Educational Research, and EDEL 529, Graduate Studies: Learning Theory for Classroom Use. All 21 students in EDEL 511 and 19 students in EDEL 529, 100% met or exceeded the passing criteria on the rubrics.

Data source: Key Signature Assignments
Passing standard: At least 90% of candidates meet the passing rubric criteria overall.
The unit criteria (90% or higher) were met.

C. Describe whether and how assessment results have been used to improve teaching and learning practices, inform faculty professional development, and/or overall departmental effectiveness. Please cite specific examples.

Assessment results have been used to improve teaching and learning practices, inform faculty professional development, and overall departmental effectiveness. Based on assessment analysis, goals in the MS in C&I program focused on just, equitable, and inclusive education (JEIE). Specifically, the program created collaborative faculty teams to develop new curriculum and assessment/rubrics within the C&I programs to align with program student learning outcomes (PSLOs). Signature assignments/rubrics were constructed for C&I core courses. Course assignments and activities in C&I courses were developed to provide additional opportunities for students to explore and understand a) systems of oppression and (b) approaches to dismantling systems of oppression.

For the MS in C&I, a Professional Learning Community met to focus on program improvements. Diverse faculty met to ensure anti-racist, culturally-relevant curriculum alignment. Signature assignments were identified and rubrics were created to align with PSLOs.

The EDEL MS in C&I exit survey data indicate that students strongly agree/agree with program priorities related to JEIE, Technology, and Community. However, there are improvements to be made.

One of the lowest rated areas on the exit survey related to a clear understanding of systems of oppression with only 48.8% (Fall 2023) and 28.6% (Spring 2024) of students strongly agreeing to the statement. Another lower area related to opportunities to dismantle systems of oppression with only 44% (Fall 2023) and 42.9% (Spring 2024) of students strongly agreeing to the statement. This information is from two survey items (1.13 and 1.14) that had lower Mean averages than other areas. Some additional recommendations based on the exit survey summary report are to strengthen the program by including more diverse class offerings, more communication between students, staff, and faculty, and adjustment of workload in the final semester.

Results from the data and this feedback has led to the following changes to improve teaching and learning practices and inform professional development:
- Faculty made changes to courses to support the work in the final semester of the program, particularly for the culminating project course. Throughout the courses, support is given to prepare students for conducting their final project. For example, students write project proposals and receive feedback prior to starting their final semester project.
- Faculty re-examined and updated assignments and readings to address students' needs in understanding systems of oppression, which also provided better alignment with program and course SLOs.
- Collaborations with our college instructional designer has been helpful with Canvas support, which has increased how information and assignments are presented and communicated with students. Canvas is also another useful means for students to refer back to for important information and resources.
- Continuous available professional development informs instruction and strengthens our overall program. In alignment with JEIE, faculty partake in professional development, including equitable pedagogy, anti-racist curriculum, AI-use, and writing support.

D. Describe other quality indicators identified by the department/program as evidence of student learning and effectiveness/success other than student learning outcomes (e.g., number of students attending graduate or professional school, job placement rates, community engagement/leadership).

- Our graduate faculty member utilizes Google Classroom as an innovative alumni network to extend the support and resources available to our students beyond graduation. Through this platform, she coordinates networking events that facilitate professional connections, post job opportunities to enhance career placement rates, and solicit mentor teachers to guide and support current candidates. This method fosters strong community engagement and leadership. By leveraging this digital space, we create a continuous cycle of professional growth and support, contributing to higher job placement rates and sustained professional development.
- EDEL faculty review and discuss assessment results during faculty meetings. • EDEL faculty work in small groups during faculty meetings to determine gaps in the data, needs of students, and improvements to the program and courses.
- Two EDEL faculty + the department chair serve on the College of Education Assessment Committee to review data, analyze results, and discuss how results inform program improvement. Also, the assessment committee faculty and department chair communicate the data findings to all faculty to continue discussing ways assessment can lead to program improvement.
- Alumni from the program serve as mentor teachers for the EDEL credential program. • Some alumni from the program have pursued doctoral degrees.
- Past Edwin Carr Fellow recipients have continued success and leadership in their teaching professions. Particularly, one has been showcased in a recent partnership with Segerstrom Center of the Arts, where he participated in one of many educational programs and professional development opportunities at Segerstrom. Through this partnership, he was able to extend the arts into his own classroom further strengthening his teaching and supporting his students' learning.
- 2023-2024 exit surveys completed by students at the conclusion of their program indicate that they are highly satisfied with program expectations and report that they have increased knowledge, skills, and abilities as a result of their experiences and during coursework.
- Results from the Fall 2023 semester and Spring 2024 semester exit surveys indicate that the MS program prepared students in all areas. Most students indicated that they would recommend the program, and the strongest aspects of the program were the supportive staff and faculty, organized curriculum, collaboration with peers, and the pacing of the program.

The graduate program enrollment declined in 2022-2023; however, the program has grown in the past year. Our combined program has gained interest which we anticipate will result in higher enrollment numbers in the future.

Table 6. Graduate Program Enrollment by Headcount and FTES

Academic Year (Annualized)	Headcount	FTES	FTES per Headcount
2017-2018	320	296.58	0.93
2018-2019	285	263.08	0.92
2019-2020	230	253.25	1.10
2020-2021	250	275.92	1.10
2021-2022	327	334.00	1.02
2022-2023	68.50	72.75	1.06

Academic Year (Annualized)	Headcount	FTES	FTES per Headcount
2023-2024	121	135.21	1.12

E. Many departments/programs offer courses and programs via technology (e.g., online) or at off-campus sites and in compressed schedules. How are these courses identified, and how is student learning assessed in these formats/modalities?

- All courses are fully online.
- The campus Faculty Development Center (FDC) offers courses throughout the year and summer to provide training and enrichment opportunities to enhance online teaching/learning.
- Student learning is assessed online through direct and indirect measures as well as through formative assessments throughout the course.
  - Direct measures:
    - key/signature assignments with rubrics
    - formative assessments (graded activities, including Canvas discussion groups, peer feedback, quizzes, etc.)
  - Indirect measures:
    - advanced exit survey
      - 2023-2024 exit surveys completed by students at the conclusion of their program indicate that they are highly satisfied with program

expectations and report that they have increased knowledge, skills, and abilities as a result of their experiences and during coursework.
- Results from the Fall 2023 semester and Spring 2024 semester exit surveys indicate that the MS program prepared students in all areas. Most students indicated that they would recommend the program, and the strongest aspects of the program were the supportive staff and faculty, organized curriculum, collaboration with peers, and the pacing of the program.

IV. Faculty

A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure track faculty lines (e.g., new hires, retirements, FERP's, resignations) and how these changes may have affected the program's or department's academic offerings and the department's long-term goals. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor) [see instructions, Appendix C]. Attach faculty vitae (see Appendix D).
- This is the first MS C&I program review. Changes since the last program review (with NCATE) relates to the elevation of all our MS programs (2020). This MS in C&I was formally MS in Education with a concentration in Curriculum & Instruction. The degree is now fully MS C&I with new concentrations in Social Justice, Early Childhood, and Math/Science.
- New hires include Dr. Mallika Scott (2019), Dr. Abigail Kayser and Dr. Michelle Soto Pena (2021), and Dr. Teddy Chao (2024).
    - Dr. Mallika Scott's research focuses on investigation, designing, and supporting robust teacher learning, particularly as teachers navigate the tensions of working towards a vision of just and equitable mathematics teaching that is not yet widely held or practiced in systems of schooling.
    - Dr. Abigail Kayser's research focuses on advancing our understanding of how teachers ensure equitable and anti-racist education experiences and outcomes for historically resilient students.
    - Dr. Michelle Soto-Pena's research focuses on promoting education access and equity for linguistically minoritized students in dual immersion education settings.
    - Dr. Teddy Chao is a mathematics educator who uses video storytelling to engage students and teachers in sharing counter stories of mathematics that push back on harmful stereotypes, particularly within immigrant communities.
- Faculty retirements include Dr. Nawang Phuntsog and Dr. Ana Garza (2021), Dr. Andrea Guillaume (2023), Dr. Hallie Yopp Slowick, Ruth Yopp Edwards, and Karen Ivers (2024).
- Resignations include Dr. Sharon Chappell (2021).

- Because of the new hires, the resignations and retirements did not negatively impact the program and/or program offerings.

B. Describe priorities for faculty positions. Explain how these priorities and future hiring plans relate to relevant changes in the discipline; student enrollment and demographics; the career objectives of students; the planning of the University; and regional, national, or global developments.

The EDEL department is currently searching to hire two new tenure-track faculty as generalists but with a focus on science education and early childhood education. These two newly hired faculties will teach in the MS C&I program as part of the combined credential/MS program and the C&I MS cohort. The early childhood education hire is needed to provide program advancement in our MS C&I program with a concentration in early childhood education. The science education hire will necessitate changes and additions made to our MS in C&I with a concentration in math/science education.

C. Describe the role of tenure line faculty, lecturers, and graduate/student assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty teaching assistants. Identify any parts of the curriculum that are solely or primarily the responsibility of part-time faculty or teaching assistants.

Tenure-track/Tenured Faculty

Faculty are encouraged to participate in the scholarly work of the faculty team as a whole. They are also encouraged to work with graduate students on research through course content. Faculty participate in the development of planning and review of student outcomes measurements. Furthermore, those who teach the core content classes collect data on the key signature assignments that are analyzed each semester for course and program improvements. Their work provides insightful revisions for each program to support students. The signature assignments analysis allow faculty to determine how the program student learning outcomes are being addressed in each core course. Additionally, faculty participate in the graduate faculty meeting held each semester to discuss course and program improvements. Table 9b (*Courses and List of Faculty who Teach Each Course)* shows the list of courses and the faculty who have taught the courses in the most recent 5 years.

Part-time Faculty

All part-time lecturers teach courses based on their level of expertise with the content and the needs of the department. If there are not enough tenure-track/tenure faculty to teach the courses in the MS in C&I, then part-time faculty are hired. These part-time faculty must have a doctoral degree and experience/expertise in the content area.

Student Assistants

Student Assistant(s) are hired to assist the administrative support staff as necessary. Student Assistants support recruitment for graduate programs by creating flyers and materials to share with prospective students at campus events, such as the annual Grad Expo. Our Student Assistants also create social media content with program updates, professional development, and/or employment opportunities for graduate students.

Table 9. Faculty Composition[1]

Fall	Tenured	Tenure-Track	Sabbaticals at 0.5	FERP at 0.5	Full-Time Lecturers	Actual FTEF
2017	17	3	0.5	1.0	7	26.1
2018	15	3	0.0	1.5	6	23.0
2019	17	4	0.0	3.0	3	21.3
2020	15	3	0.0	2.5	4	19.3
2021	14	5	0.0	2.5	6	22.8
2022	13	5	0.0	2.5	5	21.5

2023 13 3 0.0 1.5 5 19.9

Table 9a. Percentage of Courses Taught by PT and FT Faculty

Faculty	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
Tenure-track/ Tenured Faculty	60%	60%	60%	60%	60%
Part time Lecturer	40%	40%	40%	40%	40%

Table 9b. Courses and List of Faculty who Teach Each Course

Courses	Faculty who Teach C&I Courses
EDEL 511	Kim Norman, Wendi Otto, Rohanna Ylagan-Nicanor
EDEL 556	Pablo Jasis

EDEL 552	Amy Cox-Petersen, Terri Patchen
EDEL 529	Michelle Brye, Malia Hoffman, Abigail Amoaka Kayser
EDEL 536	Amy Cox-Petersen, Carolina Valdez
EDEL 512	Malia, Hoffman, Wendy Otto
EDEL 594	Michelle Brye, Amy Cox-Petersen, Kim Norman, Rohanna Ylagan-Nicanor
EDEL 530	Michelle Soto-Pena
EDEL 531	Abigail Amoako Kayser
EDEL 541	Pablo Jasis
EDEL 543	Rohanna Ylagan-Nicanor
EDEL 528	Amy Cox-Petersen, Jackie Christy
EDEL 548	Michelle Brye, Amy Cox-Petersen
EDEL 538	Amy Cox-Petersen
EDEL 532	Michelle Brye
EDEL 533	Michelle Brye
EDEL 571	Amy Cox-Petersen, Terri Patchen

D. Include information on instructor participation in Special Sessions self- support programs offered by the department/program.

This is not applicable to our program.

V. Student Support and Advising

A. Briefly describe how the department advises its majors, minors, and graduate students and the effectiveness of this advising structure. Describe the support from outside the department that is necessary for students to receive additional information that they need.

● We hold two required sessions before students begin the graduate program. The JEIE Ethnic Studies module is a virtual training attended by all incoming C&I students. In addition to that, all new C&I students participate in a mandatory program orientation

with the program advisor and faculty where we review the program handbook, academic policies, study plans, and campus resources for students. Students are also invited to attend the JEIE in person workshop offered for new students in the department's credential and C&I programs.

● During the program, students receive advising at transition points as needed based on satisfactory completion of program requirements (writing requirement, diversity assignment) and GPA requirements. In addition, the graduate advisor has voluntary check-in advising support for students throughout the program. Several optional webinars and in-person conferences, which focus on JEIE and teaching-related topics, are offered to C&I students during the annual College Education Week. Per the Handbook, students are offered a Final Project orientation before they take their EDEL 594 class.

B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities made available and accessible to students? List the faculty and students participating in each type of activity and indicate any plans the department has for increasing these activities.

● At this time, we do not offer courses with internships or service-learning opportunities. However, we may discuss this for future courses.
● There are opportunities for collaborative research between faculty and students, but this is all contingent upon faculty research focus and student interest.

Department Honors

Annually, each department in the College of Education recommends a graduating master's student as an Edwin Carr Fellow. Department faculty select this individual based on three criteria:
• Meritorious achievement throughout the master's program.
　• Holding promise for making significant contributions to the profession.
　• Having Leadership potential.

The award is named in honor of Professor Emeritus Edwin Carr, who was appointed Professor of Education and Economics in 1960. In his active career, he exemplified scholarship and service to his department, school, and to the university. He was an honored member of his profession. Edwin Carr Fellows serve on the Edwin Carr College of Education Advisory Board and are looked to as educational leaders who will make outstanding contributions to the field of education.

VI. Resources and Facilities

Table 10. Curriculum & Instruction Budget and Expenses

Year(s)	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Operating Expenses	19,000.00	19,000.00	14,000.00	12,000.00	12,000.00	12,000.00
Online Course Fees			50,985.00	104,637.06	113,527.26	59,180.22

A. Itemize the state support and non-state resources the program/department received during the last seven years (see instructions, Appendix E).

Operating Expenses

The budget for operating expenses is allocated to the Department of Elementary and Bilingual Education. This budget is used to support all our programs within the department. Our graduate programs are only part of this overall budget. These (state support) resources are used to support our credential program, combined credential and masters program, MS in educational technology program, and MS in curriculum and instruction program.

Table 10a. Operating Expenses

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
19,000.00	19,000.00	14,000.00	12,000.00	12,000.00	12,000.00

Online Course Fees

Online course fees are utilized to support the Department of Elementary and Bilingual education online programs. Both the MS in educational technology and MS in curriculum and instruction are 100% online programs. These fees are used to support the following: graduate course development, professional development for faculty, orientations, resources for classes, webinars, guest speakers, recruitment, graduation celebration for students, and any other expenses that are needed to support online instruction.

Table 10b. Online Course Fees

2020-21	2021-22	2022-23	2023-24
50,985.00	104,637.06	113,527.26	59,180.22

B. Identify any special facilities/equipment used by the program/department, such as laboratories, computers, large classrooms, or performance spaces. Identify changes over the last seven years and prioritize needs for the future.

The entire C & I MS program is online. However, faculty use a variety of online resources to enhance teaching and learning. These resources include:

- Subscriptions
  - Pear Deck - Pear Deck Learning is an ecosystem of education tools that allows instructors to: assess progress, offer real-time feedback, and provide differentiated instruction and gamified practice.
  - BreakoutEDU - Breakout EDU offers a unique and effective approach to teacher preparation courses, providing numerous justifications for its implementation. Firstly, Breakout EDU actively engages future teachers in immersive and hands-on learning experiences that mirror real-world classroom challenges. By solving puzzles, collaborating with peers, and applying critical thinking skills, aspiring educators develop problem-solving abilities and adaptability, essential for effective teaching. Additionally, Breakout EDU fosters a dynamic and interactive learning environment, promoting active participation, creativity, and teamwork. This enhances student engagement and equips future teachers with the necessary skills to create similar engaging environments in their classrooms. Moreover, Breakout EDU cultivates the development of communication and collaboration skills, crucial for effective teaching and working with diverse groups of students. By experiencing the challenges and rewards of Breakout EDU firsthand, teacher candidates gain valuable insights into student motivation and engagement, enabling them to design compelling learning experiences that cater to individual student needs. Breakout EDU offers a transformative and impactful approach to teacher preparation, empowering aspiring educators with the skills, mindset, and strategies to create dynamic and student-centered classrooms.
- Books
  - Over the past 7 years, resources and course materials (such syllabi, textbook chapters, website URLs, etc.) have been provided online and available at no cost for students. Online, accessible versions of some textbooks have also been available through our Pollak library. With available online course fees, we were able to purchase and provide a free copy of the book "Democratic Habits in the Art Classroom" for students enrolled in EDEL 543. This book contains supplemental reading for the course. The assigned chapters from this book are also accessible on Canvas via library support.
- Hardware
  - Ergonomic keyboards/mice
  - Docking stations
  - Computer monitors
- Professional Learning Committees (PLC)
  - Social Justice PLC: EDEL faculty met for two years to refine our Social Justice

concentration in C&I, inquire into current curriculum practices, and discuss ways to infuse and enact more JEIE within all courses. Each faculty member participating in the PLC provided information and details regarding the course they taught and aligned Program Student Learning Outcomes (PSLOs), and Student Learning Outcomes (SLOs) related to each course, and Just, Equitable, and Inclusive Education (JEIE). Based on the curriculum mapping each faculty member participated in, they indicated JEIE-related assignments, activities, and readings that students were introduced to, practiced, and assessed on.

○ Advocacy & Data PLC: EDEL faculty met (starting Spring 2024) with the following objectives in mind: define and operationalize advocacy within our program and courses (and/or i.e. course matrices); identify meaningful data points to measure program performance and improve decision-making; collect evidence and identify strengths, areas of growth, advocacy opportunities for all EDEL programs; and create a strategic plan of program improvement with goals. This PLC will continuously benefit MS online students as we discuss how data findings lead to a strategic plan for program improvement. In turn, program improvement is directly related to refining and aligning course learning outcomes with program learning outcomes and our college's overall mission and vision. This strategic plan will impact the courses MS online students are enrolled in. Additionally, MS online students will learn more about advocacy (definition & application) throughout the program and courses.

● Needs for the future
  ○ We hope to continue what has helped to improve our program in the past. In particular, we will continue to support faculty to use a variety of online resources to enhance teaching and learning. Additionally, we will support faculty professional learning communities to examine data to inform program decisions.

C. Describe the current library/research resources for the program/department, the priorities for acquisitions over the next seven years, and any specialized needs such as collections, databases, etc.

There is a specific education specialist librarian who supports our MS program and provides online tutorials as well as availability for individual (virtual) meetings to help students conduct research. There are dedicated databases for Education within the library, which is also accessible online. The librarian also helps acquire quality resources for both students and faculty to ensure access to resources that may not be available at our library. Additionally, through the years, faculty have provided online articles and resources used for courses rather than textbook purchases. Through collaboration with the library staff and abiding by copyright, book chapters have been scanned and uploaded to course Canvas sites through ExLibris Leganto, which in turn, has been helpful for students to access course materials and readings at no cost.

VII. Long-term Plans

A. Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity (see instructions, Appendix F).---

● Hold a listening session with alumni to learn more about possible barriers to receiving a masters degree and current needs of alumni.
● Increase awareness of master's programs within credential coursework. ● Build connections with district and community partners to create district-based cohorts. ●
Continue to build our alumni connections. We will organize social mixers with alumni and teacher inquiry groups to sustain relationships with EDEL and to provide pedagogical support.
● Continue to hold online webinars and professional development to support alumni and recruit into master's programs
● Continue to hold in-person Professional developments to support alumni.
● Revise strategies based on assessment indicators

B. Explain how the long-term plan implements the University's mission, goals, and strategies, as well as the unit's mission and goals.

The EDEL department (which contains the MS in C&I program) chose to focus on the long-term plan Goal 3 based on the CSUF University Strategic Plan. Each objective for Goal 3 is addressed.

CSUF University Strategic Plan Goal 3: Recruit, Develop, and Retain High-Quality and Diverse Faculty and Staff
Recruit, develop, and retain diverse faculty and staff by supporting professional and personal growth.

Objectives
3.1. **Recruitment and Diversity:** Increase the number and diversity of faculty and staff through effective and equitable recruitment strategies, with concentrated attention to those from historically underrepresented communities.

EDEL has two searches for hires to start in fall 2025. Search is intentional in reaching out to underrepresented groups through identifying affinity groups, modifying job call language to be more inclusive, revisiting teaching requirements to increase the pool of qualified applicants (given 80% of teachers are white middle class women), and engaging in equitable search workshops with Human Resources, Diversity and Inclusion (HRDI). Future searches will participate in the HRDI supported efforts to include an Equity Advocate on our searches. EDEL will commit to face-to-face conversations around equity to ensure personal engagement and discussion of issues within our potential search pool. We will also continue to recruit lecturers with doctorates who can teach masters courses.
    1. Issues: Systemic Barriers: Revising the language around 3 years of classroom teaching

requirement. 2024-25 searches expanded beyond classrooms to be more inclusive ….
"Diverse".
2. Issue: Campus diversity training is policy-based and video.

3.2. **Inclusion, Belonging, and Accountability:** Establish a campus climate that fosters faculty and staff inclusion and belonging, free of discrimination, harassment, retaliation, and other conducts of concern.

EDEL faculty participate in required training around discrimination, harassment, and retaliation. Additionally, the California Faculty Association plays a supportive role of listening to and helping faculty members navigate issues of discrimination, harassment, and retaliation. EDEL encourages faculty to participate in Equitable Pedagogy Modules (EPM) offerings, and COE faculty retreats emphasize distinct aspects of JEIE as it impacts diverse populations.

3.3. **Retention and Professional Growth:** Support faculty and staff growth through strengthened professional development.

EDEL is committed to creating faculty retention support in the form of faculty learning communities, engaging in supportive Faculty Development Center (FDC) workshops, creating writing groups, providing mentorship, supporting faculty solicitation of internal and external grants, informing Tenure, Tenure Track and Lecture TT and TL faculty on how to attend to Department Personnel Standards (DPS) and meet Retention, Tenure, and Promotion (RTP) in the creation of Working Personnel Action File (WPAF). Additionally, FDC's new faculty onboarding is a comprehensive, professional development opportunity that introduces and connects the many programs, centers, and faculty members that will support a new faculty member.

   C. **Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, how the unit will collect and analyze such evidence, and the timeline against which progress toward those goals will be measured.**

The unit's goals are directly connected to recruitment and instructional practices, specifically those connected to the student learning outcomes. Therefore, there is a need to analyze the delivery of course content within the core classes. An evaluation at the instructional level will ensure that JEIE principles are embedded throughout the master's program. The collection of evidence occurs each semester. The faculty have identified the JEIE teaching strategies and course content in each of their classes that correspond to student learning outcomes. These signature assignments are analyzed each semester and align with our college mission and values.

The following are additional measures the unit will collect to support recruitment efforts: ●
   Record Zoom program overview sessions and review for program clarity to best support
      incoming students.
      ● Administer follow-up surveys to alumni who attended mixers and events. ● Record
      data of who registers and who actually attends webinars and professional

development (PD), to analyze who is coming, who is interested, and barriers for participation.

● Surveys to alumni about what kinds of PD programs they are interested in, how (and whether) they liked the PD programs that were offered, and barriers for participation. ● Continually review measurement and assessment data for report back to the committee. ● Develop needs assessment meetings with local school districts and school principals to learn about school and district needs to cater a cohort program around.

● Create focus groups that include participation for various targeted sub-groups (i.e., alumni, local teachers, potential students, students who have left the program. ● Connect to alumni Social Media profiles (i.e., Instagram, TikTok) to learn how their careers are progressing, what Master's/Credential programs they are interested in.

D. Describe the resources (internal and external) that may be necessary, available, and/or attainable to meet the unit's priorities. Describe new funding that may be needed to maintain educational quality. Discuss the appropriate balance between state-supported and external funding. Discussion in this section should address the needs identified in areas I-VI above, with the understanding that the ability to meet strategic goals depends on available resources.

To meet the unit's priorities, it is essential to leverage online course fees to support student learning and enhance resources, while faculty participation in professional learning communities (PLCs), such as the Social Justice PLC (2022-2023) and Data and Advocacy PLC (Spring 2024), is crucial for curriculum development. The curriculum should be mapped to align Program Student Learning Outcomes (PSLOs) with social justice-concentrated SLOs, incorporating opportunities for relevant content to be introduced, practiced, and assessed throughout all courses. Emphasizing social justice in education, aligned with JEIE and grounded in the four I's of oppression, requires making explicit connections between social justice and curriculum practice, addressing gaps in understanding, and aligning the curriculum with critical analyses and countermeasures to disrupt oppression. This conversation should begin during orientation, setting clear expectations for students to strengthen their theoretical foundations, use frameworks to innovate beyond traditional practices, and implement new pedagogical possibilities. Supporting faculty PLCs to examine data and inform program decisions, updating curriculum resources, and intensifying student recruitment efforts with social justice organizations are also vital. Additionally, continuing online webinars and professional development for alumni and prospective master's students, and potentially hiring a writing coach to support academic writing, will further enhance educational quality and student success.

Thus, resources, including funding, is needed to support and maintain educational quality: ● PLCs (and continued PLCs) will require stipends/funding for faculty who participate. ● Updating curriculum resources will require funding if new textbooks are necessary. ● Webinars and professional development for alumni and prospective master's students will require funding if external resources are involved in leading/providing this service. ● Potentially hiring a writing coach to support academic writing will require

funds.

- Appendix A Undergraduate Degree Programs (N/A)
- Appendix B Graduate Degree Programs
- Appendix C Faculty
- Appendix D *Curriculum Vitae* of faculty
- Appendix E Resources
- Appendix F Long-term planning

2024-2025 PPR Tables: Education MS Educational - Curriculum and Instruction

Office of Institutional Effectiveness and Planning **APPENDIX B. GRADUATE DEGREE PROGRAMS**

Table 5. Graduate Program Applications, Admissions, and Enrollments

Table 5. Graduate Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2017	141	75	68
2018	87	76	67
2019	70	54	48
2020	104	90	76
2021	197	125	97
2022	106	85	71
2023	102	84	76

Table 6. Graduate Program Enrollment by Headcount and FTES

Table 6. Graduate Program Enrollment by Headcount and FTES

Academic Year (Annualized)	Headcount	FTES	FTES per Headcount

2017-2018	320	296.58	0.93
2018-2019	285	263.08	0.92
2019-2020	230	253.25	1.10
2020-2021	250	275.92	1.10
2021-2022	327	334.00	1.02
2022-2023	68.50	72.75	1.06
2023-2024	121	135.21	1.12

Table 7. Graduate Student Graduation Rates

Table 7-A. Graduation Rates for Master's Programs

All Master's	Cohort	% Graduated

Entered in Fall:		In 2 Years	In 3 Years	In 4 Years
2017	68	66.2	89.7	89.7
2018	67	77.6	91.0	94.0
2019	48	100.0	100.0	100.0
2020	76	73.7	88.2	89.5
2021	97	75.3	94.8	N/A
2022	71	67.6	N/A	N/A
2023	76	N/A	N/A	N/A

Table 8. Master's Degrees Awarded

Table 8. Graduate Degrees Awarded

College Year	Degrees Awarded
2017-2018	95

2018-2019	68
2019-2020	91
2020-2021	63
2021-2022	63
2022-2023	1
2023-2024	48

APPENDIX C. FACULTY

Table 9. Full-Time Instructional Faculty

Table 9. Faculty Composition[1]

Fall	Tenured	Tenure Track	Sabbaticals at 0.5	FERP at 0.5	Full-Time Lecturers	Actual FTEF
2017	17	3	0.5	1.0	7	26.1
2018	15	3	0.0	1.5	6	23.0
2019	17	4	0.0	3.0	3	21.3
2020	15	3	0.0	2.5	4	19.3
2021	14	5	0.0	2.5	6	22.8
2022	13	5	0.0	2.5	5	21.5
2023	13	3	0.0	1.5	5	19.9

[1] Headcount of tenured, tenure-track, sabbaticals at 0.5, and FERP at 0.5 includes full-time and part-time faculty. Headcount of lecturers only includes full-time faculty, as consistent with the IPEDS HR definition. It does not represent the number of full-time lecturer lines assigned to the department.

APPENDIX D. *Curriculum Vitae* of faculty

- Michelle Brye
- Jackie Christy
- Amy Cox-Petersen
- Pablo Jasis

- ○ [Malia Hoffman](#)
- ○ [Kim Norman](#)
- ○ [Wendi Otto](#)
- ○ [Terri Patchen](#)
- ○ [Michelle Soto-Pena](#)
- ○ [Caro Valdez](#)
- ○ [Lisa Winstead](#)
- ○ [Rohanna Ylagan-Nicanor](#)

APPENDIX E. RESOURCES

Table 10. Provide a table showing for the past seven years all department resources and the extent to which each is from the state-supported budget or from other sources, such as self support programs, research, contracts and/or grants, development, fund-raising, or any other sources or activities.

Table 10. MS Curriculum & Instruction Operating Budget

Year(s)	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Operating Expenses	19,000.00	19,000.00	14,000.00	12,000.00	12,000.00	12,000.00
Online Course Fees			50,985.00	104,637.06	113,527.26	59,180.22

APPENDIX F. LONG-TERM PLANNING

Figure 1. Long-Term Planning

7. Submission Deadline

The required PPR documents shall be submitted electronically to the Provost and VPAA via a designated email address (ppr@fullerton.edu) **no later than Wednesday, April 30, 2025.**
The final PPR documents shall include the following:

1. Self-study prepared by the department/program faculty, including required data.
2. Report of internal/external review visiting team.
3. Written response to the visiting team by the department or program.
2. Dean's comments and recommendations.
5. Department/program's response to the Dean's recommendations, summarizing any changes enacted and/or planned.

8. Appendices to the Self-study

The Office of Institutional Effectiveness and Planning (www.fullerton.edu/data) will provide the data for Tables 1-9 needed for review and analysis by **December 1, 2024**. The completed tables should be placed in the appendix, and the narrative and analyses should be woven into the body of the self-study.