

Program Performance Review

Summative Feedback Form Template

Collective Finalized Report due February 17, 2025

Just, Equitable, and Inclusive Education JEIE Overview

Just, Equitable, and Inclusive Education Resource Page

Program Performance Review (PPR) external reviewers are encouraged to access the Program Performance Review Guidelines prior to conducting the review. The external reviewers' report should comment on the **strengths, challenges, and recommendations** for each of the seven report sections identified in Section 6 of the guidelines ("Content Requirements and Elements of the Self-study") and any other observations they find significant. The following template is provided to help structure the report, but the external reviewers may follow different report structures if desired.

Program Name: Master of Science in Educational Technology

Date of Review: February 2025

Name/s of Reviewers: Christopher Newman, Joelle Prate, Kendall Hartley

Section #	Criteria	Reviewers' Response
I. Department/ Program Mission, Goals and Environment	<p>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.</p> <p>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,</p>	<p>Strengths</p> <p>The mission and goals of the program are clearly stated. The program has a clear sense of the importance of developing a professional community. This is notable for a completely online program, and it is clear that the affiliated faculty see this as a priority. The program notes clear action items that support this goal.</p> <p>The explicit alignment with the standards from the International Society for Technology in Education (ISTE) is a clear strength. ISTE is a long-standing organization that has made continuous improvement and articulation of standards a key part of the organization's goals. ISTE is also notable for its commitment to research and practitioner support. The fact that</p>

	<p>placement, and graduate/professional school).</p> <p>C. Identify the unit's priorities for the next three (short term) and seven years (long term).</p> <p>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.).</p> <p>ISTE provides multiple sets of standards (e.g., Coaches and Educators), is reflective of its commitment to the larger educational enterprise and a recognition of the differing needs of practitioners. The fact that the CSUF EdTech program provides for multiple pathways (Coaches or Eductors) reflects a similar commitment of the program faculty. The easier route would be to focus on one set of standards. The inclusion of these standards as a guiding framework supports the implementation of the stated vision to “leverage technology for equitable, inclusive learning experiences.”</p> <p>Additional program strengths include the explicit use of Universal Design for Learning (UDL) principles. The use of UDL is appropriate given the university, college, and program emphasis on equitable and inclusive practices. This is additionally supported by the inclusion of the ISTE ‘Equity Institute Equity Literate Educator Abilities’ is also a strength (again - not the easy way).</p> <p>The program report describes several disciplinary and programmatic changes around curriculum, staffing, and student support. In terms of curriculum, the faculty recognize the importance of Generative AI for educators going forward and have already begun the integration of opportunities for students. On the staffing front, the program has hired and supported committed and qualified adjuncts with professional experience that complements the full-time faculty. They have also continued a commitment to student support by implementing a ‘one-stop-shop’ for all students (~100->200 at any one time)</p>
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	<p>Challenges</p> <p>Given the current political climate (particularly at the federal level), the continued dedication to the university's and college's JEIE related goals may serve as a challenge moving forward. Additionally, staying current with the ever changing role and capability of generative AI and other technological innovations will also pose a challenge as the program continues.</p>
	<p>Recommendations</p> <p>It is reasonable for program participants to see direct benefits from student fees. This topic will be addressed in more detail in subsequent sections of the report.</p>

<p>II. Department/Program Description and Analysis</p> <p>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?</p> <p>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 to diversity, equity, and inclusion (DEI) or future revisions the program plans to make to address DEI in the curriculum.</p> <p>*Please make connections to the College of Education's focus on JEIE. These connections can occur in section I and/or II.</p> <p>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</p>	<p>Strengths</p> <p>The program demonstrates numerous strengths. These include the commitment to scholarship surrounding the program. The described published research studies provide ample evidence of the work of the program faculty to 'walk the walk.' Distributing the work in respected peer-reviewed journals demonstrates an effort to not simply check off a box but rather engage in meaningful program improvement.</p> <p>The emphasis on Just, Equitable, and Inclusive Education (JEIE) is clearly stated and reflected throughout the program. This includes meaningful and engaging work within each course that addresses the intersections of technology and equity.</p> <p>The inclusion of an AI scope and sequence is another strength and represents an additional commitment to maintaining the relevance of the program for practitioners.</p> <p>The continuous improvement is evident in numerous ways, including the updates related to the constantly evolving ISTE Standards. This is an arduous and time-intensive task that is a challenge for all programs but is especially challenging in the ever-changing educational technology landscape.</p> <p>The cohort model and program sequence are especially well articulated. It is clear that substantial planning and continuous improvement have contributed to a curriculum that is appropriately scoped and sequenced to meet the needs of the students. A substantive level of planning and implementation is evident and surprising, given the limited administrative support.</p> <p>Another notable strength is the incorporation of a Technology Professional Development Plan (TPDP). The curriculum affords numerous opportunities for students to develop and implement the TPDP in consultation with program faculty. This is another reflection of the program's commitment to meeting the needs of today's educators. The utilization and</p>
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<p>(see instructions, Appendices A and B).</p> <p>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).</p> <p>E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions, or discontinuances. Relate these plans to the priorities described above in section I. C (unit's future priorities).</p> <p>F. Include information on any Special Sessions self-support programs the department/program offers.</p>	<p>support of customized plans tailored to the needs of each student is consistent with best practices.</p> <p>Challenges</p> <p>No substantive challenges were noted. The program faculty have demonstrated a commitment to continuous improvement and have challenged themselves to incorporate systematic changes in response to student needs and changes in the field.</p>
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		<p>Recommendations</p> <p>Continual review and updates are central to the continued implementation and success of educational technology graduate programs. The program faculty have demonstrated this capacity and should be supported in the need for continued improvement.</p>
III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes	<p>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.</p> <p>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.</p> <p>C. Describe whether and how assessment results have been used</p>	<p>Strengths</p> <p>The program assessment plan is thorough and includes an assessment of student progress as well as survey data for program and department-level feedback. Several key assignments are connected to the reach, teach, impact continuum and several other frameworks.</p> <p>SLOs are described and aligned with the teach, teach, impact continuum. Using multiple rounds of feedback to get every student to 100% on the signature assignments.</p> <p>The self-study report describes direct action taken to respond to student feedback including the incorporation of targeted readings. The self-study also reports informal communication with alumni and successful outcomes for graduates.</p> <p>A clear description of course modalities is presented.</p>

<p>to improve teaching and learning practices, inform faculty professional development, and/or overall departmental effectiveness. Please cite specific examples.</p> <p>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).</p> <p>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?</p>	<p>Challenges</p> <p>The self-study indicates, “Also similar to Fall 23, the data for the program demonstrating and providing opportunities to practice culturally and linguistically relevant teaching strategies through an anti-racist lens showed this as an area that is less strong than others in the program”.</p> <p>Recommendations</p> <p>If 100% of students earned full points on the signature assignments but still reported feeling less strongly that the program provided opportunities to practice culturally and linguistically relevant teaching strategies through an anti-racist lens, then it may be worth revisiting these assignments. From everything I can see, the assignments do target these strategies, so perhaps just being more explicit, using common language/descriptions, and making connections would be helpful to improve student perception.</p> <p>It may be impactful to send alumni surveys to gain a better understanding of job placement and leadership roles held by program graduates. Given how many great things are known about alumni through informal means, it may be impactful to have concrete data to point to for internal program consideration and potentially for marketing purposes.</p>
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IV. Faculty	<p>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).</p> <p>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.</p> <p>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</p>
	<p>Strengths</p> <p>The program has three tenured faculty members who have consistently taught within the program. The faculty consists of two full professors and one associate professor. A key strength is the active collaboration in scholarship among the faculty within the program. A number of publications focus on their own learning as a unit on delivering just, equitable, and inclusive education among other topics. It should be noted that the faculty members have an outstanding reputation externally as leading in the field of educational technology.</p> <p>With the exception of the Fall of 2021, there seems to be balance with regards to courses led by tenured faculty and adjuncts. Most semesters, since 2020, had equal courses taught by tenure track faculty and adjuncts. It is a strength that students are getting the best of both worlds with faculty who understand the cutting edge practices and research within the field.</p> <p>Regarding special sessions, courses are offered in the summer to enable students to finish the program in 16 months. It is a strength that the special session is thoughtfully designed with students being at the forefront of decision making.</p> <p>Challenges</p> <p>It is noted that a faculty member may be retiring in the near future, which would pose a challenge, if not replaced in a timely manner to ensure a proper transition and continued programmatic support. If possible, prioritizing a new faculty hire would help mitigate this challenge.</p> <p>The program also noted the possibility of exploring the feasibility of offering a doctoral degree in Education Technology, which would also seemingly require the hiring of additional faculty. It may be challenging to find faculty to advise dissertations and sit on dissertation committees with a relatively small number of full-time faculty members.</p>

	<p>solely or primarily the responsibility of part-time faculty or teaching assistants.</p> <p>D. Include information on instructor participation in Special Sessions self- support programs offered by the department/program.</p>	<p>It is noted that the program is receiving 3 units of course release time for the administration of this program. The PPR noted no student assistants and no other additional support. This is a challenge as the enrollment within this program seems to justify some additional administrative support.</p> <p>Recommendations</p> <p>Culturally relevant applications of course materials were noted as a challenge both in the faculty members' research and within student surveys. Given the feedback from students, the department should prioritize hiring someone who specializes in culturally relevant practices within the educational technology space.</p> <p>The review committee believes this program is under-resourced relative to the enrollment trends. More administrative support should be provided.</p>
V. Student Support and Advising	<p>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.</p> <p>B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning,</p>	<p>Strengths</p> <p>Dr. Donovan serves as the primary advisor for all candidates in the program, from questions before graduation application.</p> <p>Student scholarship is addressed, especially as it relates to students creating conference proposals. Due to the nature of the program, conference attendance cannot be mandated. Publications with faculty and department honors programs are also detailed in the report.</p>

	<p>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.</p>	<p>Challenges</p> <p>Dr. Donovan does not receive a stipend or release time for her work as the program advisor and only receives a three-unit release in the Spring by applying for the Outstanding Service to Students award.</p>
		<p>Recommendations</p> <p>The present arrangement for Dr. Donovan's release should be evaluated. Relying on the award every year presents a challenge and potentially destabilizing factor if the award were not to be offered or if her application was denied. It would be wise to consider a more permanent solution for the program's advisor to have a stable arrangement for release time to perform this task.</p>
<p>VI. Resources and Facilities</p>	<p>A. Itemize the state support and non-state resources the program/department received during the last seven years (see instructions, Appendix E).</p> <p>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.</p> <p>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.</p>	<p>Strengths</p> <p>The report outlines a number of innovative computer software/platforms to engage with students. Given the 100% online nature, this is a vital component of the program.</p> <p>The library resources include an education specialist librarian who provides online resources and virtual individual tutorials. Additionally, students and faculty have access to online databases and the librarian assists with acquiring additional quality resources. It appears that the needs of the program are being met.</p> <p>Challenges</p> <p>The funding that was provided within this report was for the department with no clear distinction between programs, which makes it difficult to draw any conclusions. However, it should be noted that students within the program are charged an online course fee of \$100 per course, but it is unclear how these fees are utilized by the department/program. The review committee's own research could not ascertain the online fee's utilization. There</p>

		<p>needs to be more clarity here on how much funding exists from the online fees and how those resources are being utilized.</p> <p>It does not appear that the program has fully supported the faculty in purchasing subscriptions for platforms including: Voxer, Screencastify, and Wakelet.</p>
		<p>Recommendations</p> <p>More clarity is needed on the utilization of online course fees. Additionally, a clear and reasonable plan for how these funds are used would be helpful. The review committees could not determine how these funds are allocated.</p> <p>At the beginning of the fiscal year and/or within the budgeting process, the program/department should account for all software/platforms that faculty members need to achieve the intended student engagement in this fully online master's program. The program should provide all necessary tools for faculty.</p>
VII. Long-term Plans	<p>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)</p> <p>B. Explain how the long-term plan implements the University's mission, goals, and strategies, as well as the unit's mission and goals.</p> <p>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</p>	<p>Strengths</p> <p>The program is presently running in a highly efficient way in terms of faculty-to-student ratio. The program is running seemingly independent of substantive administrative support.</p> <p>The program has plans in place to add additional degrees and certifications in support of university and college goals. This includes an EDD in Educational Technology and a Combined Credential with an Educational Technology Focus. It is worth noting that students who complete the degree program under review do not have an opportunity to continue in a doc program with CSUF, and consequently, it is a natural long-term goal.</p>

	<p>such evidence, and the timeline against which progress toward those goals will be measured.</p> <p>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.</p>	<p>Challenges</p> <p>The program faculty have succinctly described and justified appropriate and realistic long-term plans for the program. No major challenges are noted.</p>
		<p>Recommendations</p> <p>The program is anticipating turnover in program faculty in the near medium term. The preparation for these changes is notable and worthy of continued attention. The program has been quite successful, and a continuation of success depends upon a thoughtful transition plan. Unfortunately, it is common in academe for programs to be dependent on specific individuals and historical memory. Incorporating plans to replace faculty or, minimally, not run at a staffing deficit is important. Adding an additional program faculty member in the near term would be prudent.</p> <p>A consistent mechanism for administrative support for a program of this size is critical. The outside member of the review team notes that it would be common for a program of this size to have a combination of administrative staff (~ .33 FTE of a shared administrative assistant) and course reassignment (~ one course per year) as support for a program of this size.</p>
VIII. Appendices		
Other Comments:		We appreciate the opportunity to learn more about your program. We bring a variety of perspectives to the review but are in agreement that this is a high-quality program that is providing a great service to the university, college, and, most notably, the program participants. The faculty are to be applauded for their commitment to providing an

	<p>engaging, deliberate, and well-planned collection of opportunities for participants. It can be difficult to find the right balance of rigor and time expectations in degree programs designed for working professionals. This program has leveraged technology, planning, and continuous improvement to attain that balance.</p>
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