

**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:** MSEDAD and PASC

**Date of Review:** 2/17/2025

**Name/s of Reviewers:** Chuck Flores, Ed.D., Michael Gulbransen, Ed.D. and Ferran/Fernando Rodriguez-Valls, Ph.D.

Section #	Criteria	Reviewers’ Response
<p><b>I.</b> <b>Department/ Program Mission, Goals and Environment</b></p>	<p><b>A.</b> 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>B.</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).</p> <p><b>C.</b> Identify the unit’s priorities for the next three (short term) and seven years (long term).</p> <p><b>D.</b> If there are programs offered in a Special Session self-support mode, describe how</p>	<p><b>Strengths</b></p> <p>The program has done a fine job of developing a mission and vision that reflects the needs of the school communities served. This includes a focus on disrupting and transforming educational systems so that all students, including those who have been historically and traditionally marginalized, can engage fully in the benefits of education. Likewise, the vision strives to support an educational system that is just, equitable, and inclusive.</p> <p>The program objectives also inform the leadership qualities that define effective leaders, especially those that serve in our diverse communities. These include the following:</p> <ul style="list-style-type: none"> <li>● Learning Centered</li> <li>● Change Partners</li> <li>● Organizational Leaders</li> <li>● Community-Centered Leaders</li> <li>● Relationship Builders</li> <li>● Anti-Racist Advocates</li> <li>● Reflective Thinkers</li> </ul> <p>The program’s goals align well with the stated University goals as discussed in the Strategic Plan. Program Objectives reflect the University’s stated vision of innovation, systemic change, and collective well-being. As noted by the self-review team, the program “strives to promote student success and...supports and celebrates diversity, equity, and inclusion...”</p> <p>In response to the changes implemented by the State, especially the addition of the California Administrator Performance Assessment (CalAPA) as a requirement for credential attainment, the program aligned its coursework with the California Professional Standards for Education Leaders (CPSELs) and the California Administrator Performance Expectations (CAPEs) to more fully focus on the</p>

	<p>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>tenets of justice, equity, and inclusion. The creation of a hybrid model, with classes scheduled both face-to-face and asynchronously, sought to increase enrollment in the program.</p> <p>Short-term goals include attracting a more diverse student population that more accurately reflects the greater Orange County community, providing greater outreach to community partners, specifically local education agencies, and developing partnerships such as LEAD with LEAs in an effort to identify and recruit teacher leaders.</p> <p><b>Challenges</b> As detailed in the short and long-term goals, a greater effort has to be placed on recruitment strategies. Strengthening the relationship with LEAs would serve this purpose as would the development of additional LEAD programs outside of the Anaheim USD.</p> <p><b>Recommendations</b> What other considerations have been given to strengthening the field work completed by candidates? Aligning FW activities to individual coursework/projects would serve to create a more cohesive program and allow for required FW hours to be completed during the entirety of the program.</p>
<p><b>II. Department/ Program Description and Analysis</b></p>	<p><b>A.</b> 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>B.</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,</p>	<p><b>Strengths</b></p> <p>You've done a fine job of aligning the program to the most recent changes imposed by the State on acquiring the Preliminary Administrative Services Credential. This includes aligning program coursework with the California Professional Standards for Education Leaders (CPSELs), which inform the California Administrator Performance Assessment (CalAPA).</p> <p>The program, as developed, is sequential in structure, with students meeting as a cohort in both face-to-face and asynchronous settings. The strength of the cohort model is its ability to develop a strong learning community focused on common goals and objectives. It also allows for students to develop and nurture relationships with like-minded educational leaders.</p> <p>The logic model of the program is aligned with the College of Education's focus on Justice, Equity, and Inclusive Education. Required coursework strives to develop and inform student's understanding of:</p> <ul style="list-style-type: none"> <li>● Education, education, policy, leadership and other social challenges including economics, housing, and health</li> <li>● School administrators as instructional leaders, specifically focusing on how leadership supports teachers through and with a Just, Equitable, and Inclusive Education (JEIE) lens</li> <li>● Community needs</li> <li>● Internal structures of schools/districts with an emphasis on human resources, educational law, finance, and politics</li> <li>● Fieldwork with support from a credentialed mentor</li> </ul>

	<p>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 (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,</p>	<p>Program leadership has done a good job of identifying possible reasons for a drop in enrollment including implementation of the CalAPA and the COVID-19 pandemic.</p> <p><b>Challenges</b></p> <p>Although the coursework offered is closely aligned to the CalAPA, we were unable to locate in the syllabi where each of the cycles are introduced or discussed. It is noted that <i>Special Sessions</i> are offered for students not passing the CalAPA. What supports exist during the course of the program to prepare students for the CalAPA?</p> <p>How has leadership addressed the 2-year and 3-year graduation rates? Are there support structures in place for those students who are struggling academically? What type of outreach is provided to those who may be experiencing challenges outside of the program?</p> <p>Of concern is the equity gap existing in graduation rates. As discussed in the report, students identified as Under-Represented have shown a drop in graduation rates when compared to earlier cohorts. The same is true of when looking at data disaggregated by gender; women show a higher rate of graduation than men.</p> <p>Enrollment trends seem to have stabilized somewhat, although they reflect a similar trend occurring statewide.</p> <p><b>Recommendations</b></p> <p>So as to provide students with further support, signature assignments could be aligned with the focus or elements of the CalAPA. Not so much teaching to the test, but providing students with opportunity in the coursework to replicate elements of the CalAPA: data collection and analysis, data-driven instructional plans, developing and implementing communities of practice. These are just suggested activities.</p> <p>An early identification system for students struggling with the demands of the program should be developed.</p> <p>How will leadership address the equity gap existing in the graduation rates of students classified as under-represented? Consideration should be given to developing structures that would support students struggling with the academic load. This may include writing workshops and continual mentoring.</p>
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	<p>contractions, or discontinuances. Relate these plans to the priorities described above in section I. C (unit's future priorities).</p> <p><b>F.</b> Include information on any Special Sessions self-support programs the department/program offers.</p>	
<p><b>III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes</b></p>	<p><b>A.</b> 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>B.</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><b>C.</b> 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.</p> <p><b>D.</b> Describe other quality indicators identified by the department/program as evidence of student learning and effectiveness/success</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>A. Creation of a cross- program assessment committee makes good sense in order to get additional eyes on the assessment process. What is the role of adjunct faculty here?</li> <li>B. SLO's are clear and well-developed. Embedding them in the signature assignment of each course ensures they are cleanly assessed. The provided table is clear and shows when/how each SLO is assessed.</li> <li>C. Wise to align the program framework with the COE conceptual framework for better continuity throughout program pathways. Strong focus on social justice and equity that seems to flow through the course content. Admin program should have a strong focus on promoting equity in K-12 settings.</li> <li>D. Great to see that the end of year survey indicates that candidates feel prepared for leadership across a number of areas.</li> <li>E. NA- no identifiable differences here</li> </ul> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>A. Not a great deal of information here; this area describes who is generally responsible, but little detail on what the process is, especially timetable.</li> <li>B. We are unsure of how the survey/inventory is assessing SLO's (or what the inventory is). We are assuming candidates are self-reporting their efficacy with each SLO but not sure. Also, isn't each SLO being assessed each year? The table indicates 1-2 per year. What other ways are they being assessed?</li> <li>C. There are some connections being made here to describe how assessments are influencing syllabi and instruction but this section is very vague. How has teaching changed (curriculum, specific assignments, etc) based on assessments? For example if SLO's are being well-covered, discuss how teaching has impacted this. OR, if they are not, how has the curriculum changed to address this? No mention of prof. Learning being influenced by SLO's. This section is weak.</li> </ul>

	<p>other than student learning outcomes (e.g., number of students attending graduate or professional school, job placement rates, community engagement/leadership).</p> <p><b>E.</b> 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>D. Although CalAPA pass rate is worthy of highlighting, this is similar to overall state pass rate and not necessarily a quality indicator. As the survey return rate is low, there should be some other mention of percent of candidates earning MA's, earning the credential at the end of program, etc.</p> <p>E. NA- no identifiable differences here</p>
		<p><b>Recommendations</b></p> <p>A. Provide a table of process and timeline for cohort year. Should show connection and alignment across the curriculum. The plan should clearly show what assessments, if any, are summative or culminating throughout the program.</p> <p>B. Indicate a summary of assessment for all SLO's with clear indicators of where each SLO is being assessed (which signature assessment is assessing each SLO).</p> <p>C. Be much clearer on how assessment has impacted the design, curriculum, and prof learning of this program. I would want to know what skills faculty are adding to their toolbox based on this. For example, have there been any curricular changes based on SLO assessment or emphasis of prof learning for faculty?</p> <p>D. Use the CalAPA completion/submission rates rather than pass rates as they tend to be more indicative of program success. This would indicate how well the program is supporting students in successfully completing all three cycles. Also, need another indicator such as job placement rates or perception surveys of educational partners.</p> <p>E. This may be a good place to consider field experience as a different modality. I get that if there are no other modalities such as online, compressed terms, etc., it would make sense to consider on-site field experience as another modality and discuss how this would be assessed. For example, would there be a portfolio or prof growth plan?</p> <p>Also: What overarching assessments exist that would be considered summative for the program?</p>

<p><b>IV. Faculty</b></p>	<p><b>A.</b> 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>B.</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><b>C.</b> 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</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>A. NA</li> <li>B. Strong commitment to field experience faculty(?) being trained in the Lead framework. This provides good continuity and alignment to course curriculum.</li> <li>C. It's clear that there is a strong reliance on part-time faculty which is common in this area. Primarily using current and former practitioners makes sense and is very appropriate.</li> <li>D. NA</li> </ul>
		<p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>A. NA</li> <li>B. There is no discussion of instructional faculty. How are course instructors identified, and what factors are determining the most appropriate choices for instructors? For example, are they expected to have knowledge in CI, MTSS, etc? What are the priorities for staffing in both coursework and fieldwork?</li> <li>C. We would provide more clarity and information here; how much is tenure track faculty teaching (if any)?</li> <li>D. NA</li> </ul>
		<p><b>Recommendations</b></p> <p>This may be a good opportunity to discuss how these factors may have changed from year to year rather than since the last review. For example, how have faculty needs/changes been identified over time? Are instructors/supervisors identified based on curricular changes or candidate demographics?</p> <ul style="list-style-type: none"> <li>A. Priorities for the hiring of faculty and their requisite skills should be clearly identified here. It may be as simple as having instructors who have a certain level of experience/education or specific knowledge of relevant content knowledge.</li> <li>B. This is a good section to provide more info around the on-site Lead-focused faculty as I'm unclear on their role here. Are they supervisors of fieldwork or mentors? If they are considered faculty, what is their role?</li> <li>C. NA</li> <li>D. NA</li> </ul>

	<p>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.</p> <p><b>D.</b> Include information on instructor participation in Special Sessions self- support programs offered by the department/program.</p>	
<p><b>V. Student Support and Advising</b></p>	<p><b>A.</b> 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>B.</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.</p>	<p><b>Strengths</b></p> <p>Mirroring the structure of the Multi-Tiered System of Supports, the department provides different points of support for both potential candidates and matriculated students. At the entry level, academic advisors guide students in the application process. At the college level, the Student Success and Community Engagement Specialist imparts support in the areas of financial aid and mental health services, among others. Once the candidates have been admitted to the program, faculty assist students through their pedagogical practices to build community.</p> <p>The partnership (Project LEAD) with Anaheim Union High School District is a model for other programs to follow in terms of responding to the call of recruiting, preparing, and building in-house administrators who know the educational landscape where they will create caring and mindful communities.</p> <p><b>Challenges</b></p> <p>Potential barriers when providing cohesive support may include how the program and faculty create cohesiveness on the support given through each course candidates are taking to complete the program.</p> <p>It seems like that at this point, the program is working on how to amplify the number of opportunities students have to do research with faculty and participate in honor programs, among other possibilities.</p>
		<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>- Explore how the program can collaborate with the ELEVAR (<a href="https://www.fullerton.edu/upgrads/news/index.html">https://www.fullerton.edu/upgrads/news/index.html</a>) initiative at CSUF.</li> <li>- Describe in detail how, when, and what support is provided to candidates with disabilities.</li> <li>- Include specific initiatives on how the program supports candidates to fully use their linguistic repertoires.</li> </ul>

		<ul style="list-style-type: none"> <li>- Map what support is provided through the coursework and how this is aligned with the content and goals of each syllabus.</li> </ul>
<b>VI. Resources and Facilities</b>	<p><b>A.</b> Itemize the state support and non-state resources the program/department received during the last seven years (see instructions, Appendix E).</p> <p><b>B.</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><b>C.</b> 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><b>Strengths</b></p> <p>Partnering with school districts (e.g., AUHSD) adds an array of resources in terms of clinical experiences as well as co-teaching with school district administrators. This collaboration has the potential to become a state and nationwide model.</p>
		<p><b>Challenges</b></p> <p>N/A</p>
		<p><b>Recommendations</b></p> <p>Develop a needs assessment based on a program evaluation and student feedback.</p> <p>Interact with other programs in areas that concern both programs. For example, preparing candidates to lead and guide teachers who are working in English-Medium classrooms.</p>
<b>VII. Long-term Plans</b>	<p><b>A.</b> 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>B.</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><b>C.</b> Explain what kinds of evidence will be used to</p>	<p><b>Strengths</b></p> <p>The narrative provided in the self-study as well as the data on the surveys showcase how candidates value the various ways the program has prepared them to become effective leaders. In particular, the program has created spaces where faculty and students collectively analyze and deconstruct anti-racist practices. The latter is aligned with the mission and vision of the College of Education at large in terms of Just, Equitable, and Inclusive Education.</p> <p>Building on this foundation/momentum, the program aims to expand their partnerships with one or two more school districts. The partnership with AUHSD has created a solid ground where candidates examine concrete and real scenarios. The course syllabi provide evidence of this grounded theory that provides candidates with opportunities to analyze personal interactions, social actions, and experiences. An example of this grounded theory is the assignment</p>

	<p>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.</p> <p><b>D.</b> 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>in which candidates evaluate what systems of support, practices, and assessments the district has created for plurilingual learners.</p> <p>It is evident the commitment to amplify current efforts to ensure all candidates are prepared to become leaders and educators who are cognizant, knowledgeable, and responsive to dismantling neoliberal approaches to education by focusing on the strengths and resources PK-12 students and their families bring to compulsory education.</p> <p>The program teaches candidates how to use valid and real assessments to judge how well teaching and learning strategies work. These strategies are meant to help students in grades K–12 and their communities make the most of what they know while also building a foundation for a democratically just, equitable, and inclusive education with teachers and leaders.</p> <p><b>Challenges</b></p> <p>One candidate shared that all the program courses were taught by the same faculty. This comment and the fact that only 1-2 faculty teaching the program are full-time could decrease the possibility of diversifying who is teaching the courses, thus reducing the possibility for students to be exposed to other views.</p> <p>It was exciting to read that the program looks to expand their partnerships with 1-2 new districts. Would the program need more faculty to effectively implement these new partnerships?</p> <p><b>Recommendations</b></p> <p>To diversify the faculty teaching the courses, these can be co-taught by one faculty member from the program and another faculty member from another department at the COE.</p> <p>The program could amplify its recruitment and impact by creating a cohort of bilingual candidates. Currently, there is a scarcity of bilingual leaders equipped with the tools and expertise to lead DLI programs.</p>
<p><b>VIII. Appendices</b></p>		
<p><b>Other Comments:</b></p>		