

Program Performance Review: Culmination Meeting Memo Literacy and Reading M.S.

The 2024-2025 Program Performance Review (PPR) process for the Literacy and Reading MS program in the College of Education (EDU) concluded with a culmination meeting on January 30, 2026.

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

The Provost commended the program for its contribution to the university, and the following specific accomplishments were highlighted during the PPR process:

- The program's mission and values provide students with skills and knowledge reflected in the K-20 educational system; The program well aligns with the College of Education mission and values. All faculty, staff, and leadership also clearly support these values.
- Program faculty and staff are aware of the historical and current perspectives in the field of literacy education, and they maintain current curriculum and practices that support both students and faculty, which has resulted in enrollment recovery from COVID.
- The program offers strong advising opportunities and tailors services to meet the needs of both students and the community, as evident in the program's strategic field placement.
- The program underwent various improvements, including the realignment of student learning outcomes, modifications to course materials and assignments, integration of state-mandated dyslexia guidelines, and incorporation of practices to combat racism and systems of oppression through literacy education.
- The program conducts regular assessments that include indirect data from students and employers and uses assessment data to inform curricular improvement.
- Faculty are highly knowledgeable in the field and dedicated to research, professional development, and mentoring students.

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

1. Continued curriculum improvement to align with emerging literacy challenges and trends:
 - The external reviewers recommended the program to refine its curriculum to address emerging trends such as the Science of Teaching Reading (SoTR), the Science of Reading (SoR), AI literacy, and the examination of systems of oppression within literacy education.
 - The Chair stated that the faculty regularly examine the curriculum and have added AI literacy (as an example) to the critical thinking course.
 - The Dean reported that the college also has an AI Taskforce that will help the program further integrate AI into the curriculum

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2. Continued integration of the curriculum review process:
 - The external reviewers recommended the program to consider ways to further integrate the curriculum review process, such as dedicating specific meetings for the Department Curriculum Committee (DCC).
 - The Chair reported that this has been done, and the program routinely seeks feedback to review the curriculum, including through the college's advisory board.
 - The Associate Dean recommended the program to examine student exit survey data to inform the curriculum review process.
 - The EDGS reminded the program to ensure accuracy and consistency of information across different platforms (e.g. catalog, program website).
3. Professional development and networking opportunities for students:
 - The external reviewers recommended the program to expand professional development and networking opportunities for students, such as collaborations with the Schools First Center and the newly developed READ 501.
 - The Chair concurred and shared the ongoing work to build out an alumni network via Linked etc.
 - The Dean recommended enhanced advertisement of the free professional development program offered through the Schools First Center of Creativity and Critical Thinking to encourage more student participation, or even the consideration of adding it to a course as a required component.
 - The EDGS offered funding support for student travel if needed.
4. Alumni and stakeholder engagement:
 - The need to strengthen alumni and stakeholder engagement was acknowledged by the external reviewers, the program, and the Dean's office through the PPR process.
 - The Chair shared existing efforts that include the Reading Educators Guild (REG), the use of social media platforms to highlight program initiatives and activities, and the yearly literacy workshops and networking events. She agreed that this needs to be a focus of the program.
 - The Provost encouraged the program to enhance its outreach, as it is aligned with the new CSU Student Success Framework.
5. Space needs:
 - The external reviewers recognized the need for updated spaces to support student learning spaces and engagement.
 - The Chair echoed the need for the program to have more space, especially classrooms at certain times of the day (e.g. 10am).
 - The Provost recommended the program to work directly with the Provost's office to develop creative solutions, including the possibility of using conference rooms for small classes (and thus releasing classrooms).

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6. Faculty and staff needs:

- The external reviewers recommended the program to work with the Dean's office to ensure sufficient faculty lines and staff support.
- The Chair stated the need of having dedicated faculty to support the PK3 Credential starting fall 2027.
 - o The Dean asked the program to examine data on tenure density and provide enrollment projections, including enrollment data from competing campuses, to support the discussion.
- The Chair also shared the need for more staff support, as the department currently shares staff with another department.
 - o The Dean recommended the program to consider utilization of student assistants using online course fees, and is happy to continue the discussion as the program's enrollment grows.

The Provost concluded the meeting by thanking the Chair for her leadership and expressing appreciation for the hard work by the department faculty.