

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: Special Education Master Program

Date of Review: 2/14/2025

Name/s of Reviewers: Jane Y. Jeong, Minerva S. Chávez, Ana Prochazka

Section #	Criteria	Reviewers' Response
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. 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).	Strengths Overall, the program demonstrates a strong commitment to advancing the field of special education through its well-defined mission and goals. The program continues to foster a learning environment and actively works to <i>dismantle systemic barriers</i> through advocacy and anti-racist policies. The program's mission is clear: Educators to be well-equipped to support the diverse needs of students with disabilities. This aligns with the broader mission of the College of Education to champion diversity, equity, and inclusion.

	<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>Challenges</p> <p>While the program actively discusses anti-racist education goals, there is an absence of a focus on <i>ableism</i>. As a department dedicated to preparing scholars to work with students with dis/abilities, it is essential to acknowledge systemic discrimination and biases, including ableism. Scholars should be equipped to address how intersecting identity markers—such as race, ethnicity, class, gender, language, culture, and ability—influence educational inequities. This awareness is critical for developing change agents committed to dismantling these systemic barriers.</p> <p>Communication changes need to be resolved. There may be limited awareness among stakeholders about changes to the program's mission and goals since the last review, which could impact the level of support and understanding from faculty, students, and the community regarding the department's evolution.</p> <p>Recommendations</p> <p>Overall, the documented mission statement and supporting goals demonstrate a strong dedication to focus on Just, Equitable, and Inclusive Education (JEIE) in the field of special education. One recommendation is to add the explanation of <i>ableism</i>, where the graduate students in the program are expected to contend with the intersectional oppression that individuals living in the systems of special education may confront.</p> <p>Also, it is recommended to develop a communication plan to inform faculty, students, and community partners—about the program's mission, goals, and any recent changes. Include regular meetings or informational sessions to ensure everyone is aligned and informed.</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 (see instructions, Appendices A and B).</p>	<p>Strengths</p> <p>The program recently transitioned to 100% online. This is a great strength of the program, as its accessibility has increased significantly. This is beneficial for students from geographically diverse or underserved areas (e.g., rural California).</p> <p>The program's well-situated chronological order of coursework is a great strength. The documented coursework sequences were easy to follow and well matching to the program's purpose and vision.</p> <p>The program's faculty-student ratio is another great strength. Each coursework doesn't seem to be over- or under-populated, which keeps the class size manageable for both instructor and students.</p> <p>The program's flexibility with multiple exit options (i.e., Project & Exam) is another great strength.</p> <p>Transitioning the start of the program to a Fall semester is more structured, cohort-based model strengthens community and peer support, fostering higher student engagement and retention. This is a big transition and is foreseen as a great strength.</p> <p>The clear distinction between the induction and master's programs addresses potential conflicts, particularly in districts like Fullerton Elementary School District, which offer their own induction programs with internal stipends for mentor teachers.</p> <p>The program offers diverse courses, strengthening a more holistic education for their graduates.</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>Challenges</p> <p>There has been a significant drop in enrollment, particularly since the 2022–23 school year.</p> <p>JEIE is a core focus of the program. However, we could not locate detailed data on how racial, ethnic, and socioeconomic disparities impact student recruitment/retention. Given the program's mission, it is important that recruitment and retention efforts intentionally support students and scholars from historically marginalized communities. While the program's commitment to this goal is evident, the specific strategies in place to achieve it could be more clearly articulated.</p> <p>Recruitment strategies couldn't be found on the self-study report. Given the current landscape of the national crisis of teacher shortage, teaching credential programs are likely to be impacted in the future, if not in the near future. In this scenario— that is, the unavailability of recruiting students from the credential program, the master's program needs to start discussing its recruitment strategies.</p> <p>The program offers a diverse range of courses, which is a strength. Given the rapidly evolving landscape of special education, it may be beneficial to periodically revisit and, if needed, refine course content to ensure continued relevance. For example, in the broader field of education, theoretical frameworks serve as a critical foundation for research. Special education is no exception, particularly given past critiques regarding the field's limited engagement with theory. While the program clearly emphasizes helping students develop expertise in specialized areas of special education, it may also be valuable to create intentional opportunities for students—especially at the master's level—to critically engage with their own assumptions and biases about the field. Doing so could further support their development as thoughtful consumers and contributors to special education research.</p>
--	---	---

		<p>Recommendations</p> <p>There has been a significant drop in enrollment, particularly since the 2022–23 school year. Given that the number of applications has remained relatively stable, has it coincided with the separation of the induction program from the master’s program? Intuitively, considering the national teacher shortage crisis, this trend isn’t entirely surprising. However, it’s worth having a faculty-wide discussion to explore this further.</p> <p>It seems that the program’s recruitment is tightly knitted with the teaching credential programs available at CSUF. Intuitively, this makes sense. However, it’s worth having a faculty-wide discussion on proactive student recruitment efforts outside of the candidates coming straight from the credential programs, especially to recruit & retain students from historically marginalized communities. With this conversation, support mechanisms (e.g., mental health support) are recommended to be discussed.</p> <p>The current scope of available coursework provides an excellent space for students to carve their niche in special education. To further expand the scope of coursework options, we would also like to suggest the potential addition of new courses that could further enrich students' learning experiences.</p> <p>Potential new courses may look like...</p> <ul style="list-style-type: none">● Theoretical Frameworks in Special Education & Broader Education – This course would provide students with interpretive lenses to explore their epistemology, ontology, and axiology as graduate scholars. It would also encourage critical reflection on implicit and explicit biases related to identity markers (e.g., race/ethnicity, ability, class, gender), aligning with the program’s mission and vision.● Policy, Law, & Ethical Issues in Special Education – Keeping students up to date on IDEA, IEP processes, and legal responsibilities to ensure they are well-versed in policy and compliance.● Advanced Autism Studies – Focusing on evidence-based interventions supporting individuals with autism with resources on autism-related support systems.●
--	--	--

		<ul style="list-style-type: none"> ● Neurodiversity and Comorbidities: Inclusive strategies to better support neurodivergent & comorbid students.
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 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</p>	<p>Strengths</p> <p>The program has a great strength in data collection systems from students via organized and structured assessment (e.g., student questionnaires & exit surveys).</p> <p>The department has established clear and measurable SLOs that align with both academic and professional expectations.</p> <p>The assessment schedule is organized around the academic calendar, ensuring timely evaluations and updates on student performance and program progress.</p> <p>The program's commitment to ongoing program adjustments is a great strength. The program is well aware of the need to revisit its program based on students' feedback.</p> <p>The program's high graduation rates are a great strength.</p>
		<p>Challenges</p> <p>Challenges exist in uniformly implementing the assessment plan across all faculty and courses, potentially leading to variations in how SLOs are understood and assessed.</p> <p>Ensuring that all assessment methods align closely with SLOs can be challenging, particularly in maintaining consistency across different faculty members and courses.</p> <p>The program will benefit from making explicit connections between the findings from the assessments and their direct influence on course content or pedagogical adjustments.</p> <p>Measuring student engagement and understanding in online environments can be more complex than in traditional settings, and developing effective assessment modalities for online learning requires ongoing adaptation.</p>

	identified, and how is student learning assessed in these formats/modalities?	Recommendations A follow-up post-graduation needs assessment survey would be valuable in identifying and addressing systemic career challenges faced by graduates. This survey could provide critical insights into obstacles encountered in securing employment and advancing within the field, enabling the program to better support graduates' professional development and program improvement. More in-depth details would be beneficial about the mentoring program available to SPED MS students (e.g., the measurable impact it has had on students' academic and professional development). Develop materials (e.g., brochures, orientation sessions) to communicate SLOs clearly to students, helping them understand how their learning is assessed. A detailed explanation of how specific data outcomes have led to revisions in course design or shifts in teaching strategies would provide greater insight into the program's responsiveness to student performance and feedback. Encourage faculty to share successful online assessment practices through workshops, helping to build a repository of effective strategies that can be adopted across the department.
--	---	--

<p>IV. Faculty</p>	<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 solely or primarily the responsibility of part-time faculty or teaching assistants.</p>	<p>Strengths</p> <p>The program has a strong group of diverse tenure-track and tenured faculty with unique expertise that brings to the SPED MS students. Not just to mention their expertise but also the visual presentation of diversity as individuals who possess institutional power in special education.</p> <p>Another strength of the program is the stable faculty lineup. The majority of tenure-line faculty are tenured, with one tenure-track assistant professor. This stability benefits the program and reflects a supportive and consistent working environment for faculty.</p> <p>Most faculty in this program bring field experiences (e.g., teaching k-12/higher education students with disabilities) which is a great strength.</p> <p>Challenges</p> <p>There has been a concerning drop in tenure-track positions. High turnover rates or retirements can introduce instability in temporary faculty positions, potentially affecting course offerings and student experience.</p> <p>External funding recruitment would be an area for growth.</p> <p>Faculty-student collaboration on research (e.g., publications and conferences) is another area for growth.</p> <p>While part-time faculty provide essential expertise, the high percentage of courses taught by part-time faculty may lead to course quality and student experience inconsistencies.</p> <p>There may be challenges in integrating part-time faculty into the department's overall educational goals, which could dilute the coherence of the program.</p>
-------------------------------	---	--

	<p>D. Include information on instructor participation in Special Sessions self- support programs offered by the department/program.</p>	<p>Recommendations</p> <p>It is encouraged to consider furthering faculty involvement in funding initiatives to both secure resources for the institution and provide students with experience in grants and research opportunities.</p> <p>There is also potential to strengthen student-faculty collaboration in research, as students could benefit from more opportunities in peer-reviewed publications and academic conferences. It is noted that two faculty members are currently engaged in these activities—expanding faculty participation would enhance research opportunities for students, faculty, and the program overall.</p> <p>More information is needed on the professional development opportunities faculty engage in, including the types of activities, their frequency, and how they support faculty growth and effectiveness in the program. Additionally, there should be a continued effort to challenge faculty to participate in professional development activities.</p> <p>Create orientation and professional development sessions for part-time faculty to ensure alignment with program goals and teaching expectations, enhancing course coherence and quality.</p>
<p>V. Student Support and Advising</p>	<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, internships, etc.</p>	<p>Strengths</p> <p>A structured faculty-led advising system is a strength. Each student is paired with a faculty chair who guides them through their exit options and throughout the course of study.</p> <p>Also, it is a remarkable strength that the advising component is integrated into coursework (e.g., SPED 501 and culminating courses)</p>

	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>Challenges</p> <p>One challenge is that there seem to be fewer opportunities for career advising for non-teaching career students.</p> <p>Students may have limited awareness of all available resources and support services due to fragmented communication, impacting their ability to seek help when needed.</p> <p>Also, while there are some research opportunities, not all students may feel confident or informed about how to pursue these opportunities, leading to underparticipation among some demographics.</p>
		<p>Recommendations</p> <p>Develop a structured and consistent communication strategy to keep students informed about available resources, workshops, and support services within and outside the department.</p> <p>Presenting diverse career options for current and future students in the program might be beneficial.</p> <p>Expanded opportunities for career & future planning workshops would be beneficial. Guest speakers to these workshops may be considered. Also, students could be encouraged & informed to attend conferences where there are opportunities and information regarding careers outside of K-12 education (e.g., state & federal level SPED legislature, research institution, curriculum companies).</p>
VI. Resources and Facilities	<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</p>	<p>Strengths</p> <p>The program is strengthened by several key factors, including a stable state-supported funding mechanism, which ensures long-term sustainability and resource availability.</p> <p>Additionally, the program benefits from robust technological support (e.g., Canvas) helping with the virtual format of the program.</p>

	<p>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>Access to the university-wide library and research resources is another strength. CSUF is a state university with abundant library and university-wide research resources that students can access freely.</p> <p>Challenges</p> <p>Similar to the challenge noted earlier, there is potential for growth in student research resources through additional funded programs.</p> <p>While the library offers strong support, there is a pressing need to expand access to additional digital resources and specialized collections that reflect emerging trends in special education.</p> <p>Recommendations</p> <p>Currently, Project ABC, funded by the Department of Education, is available, which brings unique research opportunities to scholars. Expanding these opportunities with embedded funding for graduate students (e.g., graduate research assistants and graduate project coordinators) would be beneficial.</p> <p>Collaborate with library administration to improve access to practical resources and connect students and faculty with necessary teaching tools and case studies that aid in their educational pursuits.</p>
<p>VII. Long-term Plans</p>	<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>Strengths</p> <p>The program's strong commitment to continued effort on ongoing assessments for students' program experience is a great strength. This initiative is critical since these assessments collect students' lived experiences from the program with great recommendations for the program's further development.</p> <p>The long-term plan supports CSUF's mission by focusing on producing skilled educators who contribute effectively to diverse educational settings, aligning with the university's commitment to diversity, equity, and inclusion.</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 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>The department recognizes the need for both internal and external resources, empowering strategic planning for future funding initiatives and collaborations that could support departmental goals.</p> <hr/> <p>Challenges</p> <p>The program's long-term goals represent an area for growth. The self-study report presents strong initiatives and intentions for long-term goals, but the detailed benchmarks to achieve those goals are not entirely explicit.</p> <p>Implementing comprehensive evidence-collection methods may demand significant time and resources, potentially burdening faculty and staff.</p> <hr/> <p>Recommendations</p> <p>It is recommended that the program develop a clear and strategic plan that outlines specific long-term objectives, supported by having measurable short-term goals to guide progress. Establishing quantifiable goals and metrics would help track the program's advancement and effectiveness.</p> <p>Additionally, the program is highly recommended to prioritize interdisciplinary initiatives (which is a trend in special education), incorporating supporting short-term goals to foster collaboration and innovation across disciplines.</p> <p>More clarification on what is meant by 'expanding honors' programs for students would be appreciated, including the definition of the honors program and its goals with potential opportunities.</p>
<p>VIII. Appendices</p>		<p>Recommendations:</p> <p>We would like to recommend enhancing the CSUF SPED MS program webpage to better serve recruitment purposes. Recommendations to enhance the webpage with:</p> <ul style="list-style-type: none"> ● Slideshow of pictures featuring students and faculty.

		<ul style="list-style-type: none">● Keep Dr. Jung's Video with captions and interactive highlights.● Interactive buttons for "Apply Now," "Student Success Stories," and course details.● An active advertisement of the 100% virtual nature of the program.
Other Comments:		CSUF's Special Education master's program is a strong, student-centered program with a clear commitment to fostering just, equitable, and inclusive education for all learners. The program's core values are explicitly articulated, reflecting a well-defined vision. It was an honor to review such a phenomenal program!