



COLLEGE OF EDUCATION

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To: Dr. Lisa Kirtman, Dean, College Dean

From: Dr. Alison Dover, MSTT Program Coordinator

Dr. Mark Ellis, Secondary Education Department Chair

Subject: MSTT PPR External Report

Date: March 14, 2025

Thank you for your time and effort in completing the PPR for your program. Program Performance Review is a valuable process to provide a better understanding of the program and an opportunity for continuous improvement. I would like to thank the members of external and internal PPR committees for their exhaustive work in identifying the program's strength and areas of possible growth.

In what follows, I will address the items listed in the MSTT PPR external report.

Thank you again and look forward to following up with you on this report.

External Review Team's Recommendations	MSTT Program Coordinator and Department Chair Response	Dean's Response
<b>I. Program Mission/Goals</b> <b>Recommendations:</b> We would suggest conducting a midpoint interview and an exit interview of graduating students. The midpoint interview could be done more informally and within a group setting. It would provide faculty members a litmus test of how students are progressing within the program, specifically focusing on what practices and curricular shifts they are learning within the program. Exit interviews could be more formal and for each respective individual. The exit interview would provide a	This is a good suggestion. We will plan to conduct a focus group interview & survey during the spring MSTT conference to collect midpoint data from current students.  Exit interviews, while providing a rich source of data beyond the Exit Survey, are not feasible at the program-level without a source of funding to support the intensive time commitment that would be required. This may be something the College would consider doing as a sample across programs.  We could ask Andrea to reach out	Love the suggestion. When do you think you will implement?  Andrea's position does not include alumni or exit surveying so you will need to consider a different plan.



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clearer understanding of what graduates are learning and gaining from the program as they are finishing up their remaining coursework and more fully implementing changes within their classroom. This also provides faculty the opportunity to self-reflect more immediately and consistently from cohort to cohort.	to graduating students re Exit survey / invite to join alum network (invite to join network, establish foundation/network, update email address/contact info - )	
<b>II. Program Description &amp; Analysis</b>  <b>Recommendations:</b> EDSC 504 might incorporate the program's focus on JEIE (i.e., criticality, justice, and equity) by moving from a functional approach to educational technologies to add investigations into the affordances and limitations of datafication and platform pedagogies. This work might also include supporting teachers in using media tools to critically analyze, rework, or produce youth-produced messages to counter hegemonic ideologies. It is noteworthy that students stated that the program helped them with "using educational technologies for teaching and leading through an anti-racist lens"(p.19, self study), but this broad area could be strengthened in EDSC 504.	<p>As of Fall 2024, EDSC 504 has been re-designed in its entirety. What was a course focused on using and integrating technology and tech-related tools into classrooms has become a course focused on examining technology in schools with a critical lens, particularly how historically marginalized communities might be impacted by technology and its uses in K-12 schools.</p> <p>In the course, students explore technology, particularly artificial intelligence (AI), both in greater sociopolitical contexts and directly in K-12 schools. They examine research and expert opinions on technology and AI in schools, and consider how BIPOC students, LGBTQ+ students, bi- and plurilingual students, and students with disabilities are impacted by AI/ tech in schools. Students in 504 also examine their own teaching practices and consider how their use of technology can make their classrooms more just, equitable, and inclusive spaces for their students.</p>	This is excellent! The suggestion and the response.
In II.A it's not immediately clear if you are continuing to provide faculty mentorship to graduate students after the AY 2022-2023 changes. This should be clarified.	Graduate students receive capstone advising and mentorship from their first semester in the program. We strengthened this mentorship with the AY 2022-23 program changes: Effective Spring 2023, all students meet in small groups with faculty during their	This is a great addition to the program. All programs should try small group mentoring especially in fully online programs.



	second semester to discuss capstone pathways and then have 1:1 and small group capstone advising as part of EDSC 591 and 594.	
<b>III. Student Academic Achievement &amp; Assessment</b>  <b>Recommendations:</b> The report mentions the hiring of a National Board-certified coach for those students who choose this as their capstone, but this isn't fully advertised anywhere on the program website or slideshow. This should be more widely advertised, as it would attract more graduate students to the program and the specific capstone option.	We will add this information to the MSTT website and make sure it is more prominent in outreach materials/presentations.	Is there still funding for this coach? Will you use online course fees?
<b>IV. Faculty</b>  <b>Recommendations:</b> It would be beneficial to increase the curricular diversity of faculty teaching the courses for the MSTT. The program already has a diverse group of individuals teaching the coursework, but it would be beneficial to have professors of different content areas also participating. It would provide teacher candidates a greater exposure to how the program SLOs can look across all disciplines if taught by individuals in those representative disciplines.	Core MSTT faculty bring disciplinary expertise in math, literacy, language arts, world languages, social science, and adolescent development, and we strategically reach out to faculty from other disciplines as project advisors/resources as needed.  For future tenure-track searches, we can include explicit attention to graduate program fit and curricular diversity. One need, beyond disciplinary expertise, is for a faculty who is National Board Certified and/or has expertise with National Board Certification.	With high tenure density and without growth in enrollment, what are other ways that this can be addressed?
<b>V. Student Support &amp; Advising</b>  <b>Recommendations:</b> [related to advising] It would be especially impactful if more tenured/senior educators were invited alongside teachers within their first few years of teaching. One common misconception I hear from my own colleagues, especially the more tenured ones,	MSTT students include early career and veteran (20 year+) educators, providing many opportunities for mentorship and collaborative growth.  As we build our alumni network, we are looking forward to opportunities to engage MSTT alumni and veteran teachers as mentors to current MSTT students	Great idea for alumni engagement.



is that these kinds of pedagogical shifts and transformative approaches to teaching are almost exclusively something only younger teachers engage with. I believe this recommendation was previously mentioned in the report as a future goal for the program.	and earlier career educators.  We have had MSTT alums as speakers at virtual and face-to-face graduate conferences and engage them as TAs/National Board supports. We look forward to expanding our engagement of alums with ongoing departmental and college support for alumni events, guest speaker stipends, and professional conferences that engage current and former students.	
Alumni could also be invited to present the ways they are implementing their learning from the MSTT program. There is mention of this in the Long-Term Planning section, but the specific goals and approaches are yet to be flushed out.	See above	
Alumni could also regularly be invited to present the ways they are implementing their learning from the MSTT program.	See above	
The new (2023) staff position in the Secondary Education Department likely has much on their plate, but this person may be able to dedicate time to surveys for graduates to ask how they are implementing their learning from the MSTT program.	Yes, this sort of outreach would provide useful feedback about the impact of the MSTT program on graduates' work as educators, it is unclear whether this would fall within the scope of work of our Admissions and Academic Advisor or that of another staff person within the College of Education who may be more directly involved with alumni communication and networking.	Working with Amir Woods would be a good start. You may be able to come up with ideas that support the entire College. The reviewers are correct, this is not appropriate for Andrea or Leticia. This is a faculty (if it is specific to EDSC) or Amir Woods (if it can be used for the entire college).
<b>VII. Long-Term Plans</b>  <b>Recommendations:</b> As discussed above, the new (2023) staff position in the Secondary Education Department likely has much on their plate, but securing this colleague's time towards the goals detailed here	Our Admissions and Academic Advisor has been closely involved with MSTT outreach this year. And it is anticipated they will be more involved with MSTT admissions for the 2025-26 cycle.  As stated above, it is unclear whether this position would have	Agreed, this should be worked in to the graduate committee work. This group would be a great place to create and implement a plan.



(e.g., advertising, recruitment, tracking, and support activities) will increase the possibility of realizing the excellent long-term plan.	the capacity to track graduates and help launch an alumni network though this may be something the College of Education could help to coordinate.	
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