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: MSTT
Date of Review: 02/17/2025
Name/s of Reviewers: Juan Garcia, Noah Golden, Caro Valdez

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,	Strengths There is a detailed description of the program goals, with several connections as to how existing department goals (TEACH, REACH, IMPACT) are also addressed within the program. Substantial background information is provided to understand what external local and national factors have contributed to the changes within the discipline. This information is relevant to the surrounding community of the university and is applicable nation-wide. Short- and long-term priorities are realistic and directly address their goals of growth, sustainability, and continual outreach for the program.

	placement, and graduate/professional school).	The credential-to-graduate pipeline and connection with the SSCP faculty is an excellent way to recruit students and support an ongoing connection with the College. Similarly, the plans for the MSTT alumni network are an excellent way to build professional relationships and grow support for program graduates.
	C. Identify the unit's priorities for the next three (short term) and seven years (long term).	
	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.).	Challenges Sample responses from participating students highlight the positive impact the program has had in their preparation as an educator. However, most comments are vague in their specific impact to prepare an educator for the previously mentioned local and national factors that currently impact educators (curriculum wars, hyper-partisan political climate, acknowledgement of humanity of LGBTQ+ community, etc.). It's difficult to see exactly how the program has prepared students to address these topics within their profession. While the description of the context and background information on local and regional needs are excellent, an additional domain to add would be the need for Critical Media Literacy (CML). Some districts (e.g., LAUSD) have already made this work a requirement, and there are proposals in the works to make CML a statewide requirement.

		Recommendations I 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 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. 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.
II. **Department/** **Program** **Description and** **Analysis**	**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? **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	Strengths Course sequence, pacing, and logic behind the sequence are clearly outlined in the report. It is clearly explained how students are being supported in their exploration and commitment to DEI within their own classrooms as they progress through the program. This is also true of how faculty are consistently addressing DEI within the coursework of the program, through the University specific lens of JEIE. The data presented in the report is used to effectively reflect on the demand and eventual changes the program has undergone over the last 6-7 years. The data also shows high

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. *Please make connections to the College of Education's focus on JEIE. These connections can occur in section I and/or II. **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). **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	graduation rates, demonstrating the immense support and success of the faculty involved in the program and their overall pacing. The data reflecting student perceptions of the program, and the improvements present in the Fall 2021-Spring 2023 data are impressive. Goals for sustaining current enrollment numbers and increasing enrollment through various outreach formats are clearly outlined. Scaffolds in EDSC 594 regarding National Board coaching, TA mentoring, and small/large group meetings add structured support for capstone processes. Strong goals and awareness of community needs and policy shifts in the 3 year plan for the program; the possibility of a credential program bridge to the MSTT program in the 7 year plan is an excellent idea to connect with SSCP credential students. --- Challenges --- Recommendations 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.

	community of scholars to conduct the program (see instructions, Appendices A and B). **E.** Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions, or discontinuances. **F.** Include information on any Special Sessions self-support programs the department/program offers.	
III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes	**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. **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. **C.** Describe whether and how assessment results have been used to improve teaching and learning practices, inform faculty professional development, and/or overall departmental	Strengths The report clearly outlines the evolution of the current student learning objectives (SLO) and how they are in line with the universities' mission of JEIE. There is a detailed description of how students are assessed for each SLO and the connection between these program-specific outcomes and the College of Education's overarching conceptual framework (REACH, TEACH, IMPACT). The report provides several examples of how faculty are reflecting on their teaching practice and utilizing student survey responses to guide their own professional development as they address any areas of concerns surfaced by graduate students. Challenges Many of the indicators used to assess student outcome are assessing students immediately after the completion of the program. Realistically speaking, this does not speak to the success of the program. There is no way to assess how graduate students are utilizing what they've learned in the program to make significant shifts in their teaching, or if these shifts are occurring at all. How would the program be able to evaluate if a teacher has made any significant pedagogical shifts towards JEIE if there is no data on this? Or if the shifts being made by the graduate student truly align with the SLOs they were previously evaluated on?

	effectiveness. Please cite specific examples. **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). **E.** M 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?	I know there could be limitations to this type of data collection, but it is something worth pointing out.
		Recommendations 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. 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.
IV. Faculty	**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	Strengths There is an emphasis on faculty that can directly support and grow the MSTT, whether they are directly involved with the program or not. It is clearly outlined how faculty support one another to ensure the continuity of the program from cohort to cohort.
		Challenges The tenure density in the MSTT program is impressive. One challenge may be retaining this tenure density in the years to come as the eight Full Professors get closer to FERPing or retirement given the CSU's plans for restructuring faculty lines and the potential budget situations. It is clear that this tenure density is part of what engenders the successes of this program, and this should be noted in future reviews and reports in an effort to maintain these T/TT lines within the Department of Secondary Education.

	distribution among academic rank (assistant, associate, professor) [see instructions, Appendix C]. Attach faculty vitae (see Appendix D). **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. **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. **D.** Include information on instructor participation in Special Sessions self- support programs offered by the department/program.	Recommendations 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.
V. **Student Support and Advising**	**A**. Briefly describe how the department advises its majors, minors, and graduate students and the effectiveness of this	Strengths The report outlines in detail the extensive support system provided to graduate students by semester and even prior to fully entering the program. It is clear that the program is built to ensure student success and provide individualized support when needed, either through

	advising structure. Describe the support from outside the department that is necessary for students to receive additional information that they need. **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.	direct faculty support or through services provided by the university. The detailed and structured support system is impressive. The program shows explicit and continual support for the professional development of graduate students through their participation in local, state, and national conferences as well as pursuing their National Board Certification. Graduate students receive support from faculty members and their peers through strategically implemented peer mentor communities.
		Challenges
		Recommendations 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, 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. 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.
VI. **Resources and Facilities**	**A.** Itemize the state support and non-state resources the program/department received during the last seven years (see instructions, Appendix E).	Strengths The pilot finding that led to the development of the MSTT program was clearly money well spent. The student distance fees and the College and Departmental funds are being used for the worthy purposes of student activities and presentations at conferences.
	B. Identify any special facilities/equipment used by the program/department, such as laboratories, computers, large classrooms, or performance spaces. Identify changes over the	Challenges Maintaining funding is challenging in the current budget environment. It is imperative that College and Department leaders recognize the importance of these funds to maintaining program quality.
		Recommendations

	last seven years and prioritize needs for the future. **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.	
VII. **Long-term Plans**	**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) **B.** Explain how the long-term plan implements the University's mission, goals, and strategies, as well as the unit's mission and goals. **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. **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	Strengths The ideas to grow the program while ensuring program quality are impressive and well thought-out, and can be flushed out as time and resources allow.
		Challenges It seems clear that the success of the program is due to regular supports and funding like those detailed in the 'Support for faculty advising and program coordination' section of the program review document. The fact that funding was cut during Summer 2024 made summer admissions and advising deeply challenging. Advocating for and securing this necessary funding to support the program moving forward is necessary, and a serious challenge in the current budget climate. Leaders in the Department and College should be made aware that funding cuts will negatively impact program quality and the existing plans for program growth.
		Recommendations Alumni could also regularly be invited to present the ways they are implementing their learning from the MSTT program. 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 (e.g.., advertising, recruitment, tracking, and support activities) will increase the possibility of realizing the excellent long-term plan.

	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.	
VIII. Appendices		
Other Comments:		