

Cal State Fullerton

COLLEGE OF EDUCATION

657-278-3411 | <https://ed.fullerton.edu/>

To: Dean Dr. Lisa Kirtman

From: Dr. Rodolfo Acosta, MSEDAD Program Coordinator

Dr. Ioakim Boutakidis, Chair- Department of Educational Leadership

Subject: MSEAD Chair's Response to COE Dean's Response dated March 17, 2025

Dear Dean Kirtman,

We begin by thanking you for taking the time to read the PPR reports submitted thus far, including our response to the External Reviewer's report. Below you will find our responses to your specific feedback (when additional information was requested or a question posed) and we thank you for your support in other instances when our responses satisfied the concerns of the external reviewers.

Our ultimate goal remains as it has been, to serve the needs of our students and to prepare them for careers in which they are able to competently put into practice just, equitable, and inclusive principles within the educational spaces in which they find themselves in.

I. Regarding your question about how the department advisor should support recruitment efforts

The department advisor has and will continue to assume the general responsibilities for prospective student outreach, once students have begun inquiries. Our department advisor is well-placed and well-qualified to answer questions and otherwise shepherd students through the application process. However, direct recruitment from undergraduate programs or occupational spaces that may represent suitable targets for MSEDAD recruitment is a more difficult proposition and would benefit from faculty involvement, including directly from the MSEDAD coordinator. Beyond the units already provided to the MSEDAD coordinator, this should not encumber additional units of release time for service. It is within the MSEDAD faculty's own interests to maintain robust enrollment and efforts that they can engage in. Presenting the program at LEAs could be very effective.

II. Regarding communication of the CalAPA process and preparation that is provided.

We agree that the Canvas page resource that covers the CalAPA can---and should--- be better advertised and promoted, including within course syllabi. We will work with faculty to address this.

Regarding the 2-and-3 year graduation gaps

CSUF

CALIFORNIA STATE UNIVERSITY, FULLERTON
800 N. State College Park Blvd., Fullerton, CA 92831

We still maintain that the small number of graduates in any given cohort tend to generate large percentage swings in graduation rates, which may not be reflective of systematic issues. We have also had cohorts where under-represented (UR) students graduated at higher rates than non-under-represented (non-UR) students (e.g. 2016, 2017), and the graduation gaps themselves vary in size. It is true that recent cohorts appear to indicate lower graduation rates for UR students. However, perhaps more importantly, given the size of the cohorts over the last decade, there are years where a single student graduating or not graduating could result in 10 to 20 percent swing in the rate. Data below comes from the Tableau tables accessed through OIEP, specifically organized for COE and using the filtering indicators “Degree Program: Education MS” and Concentration: (Educational Administration).

Under-represented students:

				2-yr rate		3-yr rate	
Fall 2015	8	0	0.0%	4	50.0%	4	50.0%
Fall 2016	3	0	0.0%	3	100.0%	3	100.0%
Fall 2017	6	0	0.0%	5	83.3%	5	83.3%
Fall 2018	11	0	0.0%	8	72.7%	8	72.7%
Fall 2019	6	1	16.7%	4	66.7%	4	66.7%
Fall 2020	5	0	0.0%	3	60.0%	3	60.0%
Fall 2021	14	0	0.0%	6	42.9%		

Non-Under-represented students:

Fall 2015	24	1	4.2%	19	79.2%	19	79.2%
Fall 2016	7	0	0.0%	6	85.7%	6	85.7%
Fall 2017	9	0	0.0%	7	77.8%	8	88.9%
Fall 2018	17	0	0.0%	13	76.5%	13	76.5%
Fall 2019	10	1	10.0%	7	70.0%	7	70.0%
Fall 2020	9	0	0.0%	9	100.0%	9	100.0%
Fall 2021	11	0	0.0%	6	54.5%		

We also propose that the first step in this process, even before deeper analysis to graduation gaps, would be to determine a graduation rate target for the program. To our knowledge, no such target has been discussed. Additionally, if it is determined that graduation rates should be improved either overall or for a particular demographic group, then it would be appropriate to discuss professional development among faculty and staff regarding evidence-based approaches to improving retention and graduation rates among post-baccalaureate students. We believe there is a need to educate MSEDAD faculty on the basic demographic profiles of our students, recent graduation rates, and specific details regarding CalAPA. For example, there is interest in creating a 1-day professional development session during the summer that would discuss graduation rates, student demographics

(who we are serving and from where), CalAPA statistics, CalAPA integration into assignments, and synchronization of syllabi, which include pointing out resources, fieldwork, and CalAPA goals.

Going forward, the program and department can certainly continue to monitor year to year changes in graduation rates to determine if a more discernible pattern emerges.

III. Regarding documentation of student achievement and assessment of learning outcomes

The most pressing need for the MSEDAD program in terms of documenting student achievement is the revision of the SLOs (as already noted in our self-study and in our response to the External Reviewer's Report). This process has begun and will conclude by the conclusion of the Spring 2025 semester. At that point, the department must determine which student artifacts should be used to assess these SLOs and whether embedded measures will suffice, or whether new ones fit-to-purpose need to be created.

We also believe that re-examination of alignment (between course-level goals and course assignments, program level goals and course goals, and the integration of CalAPA and CAPEs) are addressed and mapped at the program level is due. This effort would involve multiple faculty meetings and would likely represent a 2 to 3 semester effort.

Discussion between the program coordinator and the CalAPA coordinator have also resulted in an agreement to assess and possibly build-out a more robust and accessible student tracker, perhaps offered on the program's Canvas community page. Students will be notified where to find the tracker, which will help them move forward with CalAPA administration. The implementation timeline for this would be either Summer 2025 or Fall 2025.

We conclude by also noting the instances where Dean Kirtman identified our earlier responses and planned actions as satisfactory. These include 1) our plan to add a fieldwork section in all of the syllabi so that future evaluators can see where in each class students will experience field work and describe the assignments that will require it as; 2) future efforts to better interact and collaborate with other on-campus programs that represent aligned interests---something that can begin immediately and would be an on-going process; and 3) considerations of broadening MSEDAD/PASC recruitment and target promising credential students for leadership programs.

Thank you for your consideration towards evaluating our reports and responses. We look forward to discussing our program and any questions on our written response with you and the Provost in concluding MSEDAD's Program Performance Review.

Sincerely,

Dr. Ioakim Boutakidis, Chair- Department of Educational Leadership

Dr. Rodolfo Acosta, Coordinator- MSEDAD/PASC.

CSUF

CALIFORNIA STATE UNIVERSITY, FULLERTON
800 N. State College Park Blvd., Fullerton, CA 92831