

**Program Performance Review: Culmination Meeting Memo
Education, M.S. (All accredited concentrations)**

The 2015-2016 Program Performance Review (PPR) process for Education-M.S. program (all accredited concentrations) concluded with a culmination meeting on October 14, 2016. The program submitted its disciplinary accreditation materials in lieu of the required PPR materials.

The following people attended the meeting: Anil Puri (Provost), Pamella Oliver (AVPAP), Lisa Kirman (Dean, EDU), Teresa Crawford (Director of Accreditation and Assessment, EDU), Melanie Wetzel Gersten (Administrative Analyst, EDU) and Su Swarat (Director of Assessment and Educational Effectiveness).

The Provost congratulated the Education-M.S. program for successfully meeting its national and state accreditation requirements. He commended the program for having an excellent reputation for educating teachers within the CSU and at the national level. The program was commended for the significant progress it has made since the last reaccreditation:

- Online program is ranked #1 in California and #6 nationally by U.S. News & World Reports.
- Program maintains a high standard for admission, ensuring quality of students entering program.
- Program retention and graduation rates are higher than the University average.
- External advisory boards help ensure the program is responsive to industry and student needs.
- Curriculum is current within IT industry and new curricular/course areas added as needed.
- Student progress in the courses was closely assessed, and feedback was provided for improvements.
- Capstone course provides students with an opportunity to develop a cumulative project utilizing the knowledge they acquire from the courses in the program.
- Faculty members are enthusiastic, and possess expertise in pedagogy and methodology unique to online teaching.
- Faculty members are provided with digital devices to enhance instruction.
- Program uses best practices in requiring a proctor to authenticate the individuals taking the examination.
- Students are very satisfied with the program as evidenced by interviews and survey results.
- Department survey showed 30% increase in MSIT students' salary after graduation.
- The Department and College leadership are open-minded and work closely with the faculty together for a shared mission.
- Masters in Educational Technology is opening in fall 2017.

The major recommendations and concerns raised through the reaccreditation process were discussed. Suggestions on how to address them were provided:

1. The unit lacks sufficient evidence that candidates develop and demonstrate the professional dispositions identified by the unit.
 - The Director of Accreditation and Assessment indicated that this issue is only true for the advanced programs (master's level) and does not apply to the initial programs

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- (preliminary credentials). The program is required to assess behavioral indicators for five dispositions (e.g. diversity, collaboration, critical thinking, professional ethics, life-long learning) as evidence that students demonstrate a commitment to fairness and a belief all students can learn. For the advanced programs, agreements on appropriate indicators for these dispositions took a long time to reach. The program was only able to pilot the indicators for one year at the time of the reaccreditation visit, and the reviewers' desire for more data led to the aforementioned recommendation.
- The Dean indicated that the faculty are also working with the students in advanced programs to ensure that they are well aware of the dispositions and indicators.
2. The unit does not collaborate with necessary members of the professional community to implement and evaluate the assessment system.
- The Dean and the Director of Accreditation and Assessment both acknowledged that this is indeed an area of focus. The college is currently working to involve stakeholders in the community in a more systematic manner.
 - The Dean discussed the challenge that some of the Education-M.S. program concentrations involve departments outside the college (e.g. TESOL, Nursing, Speech Pathology), and it is often difficult to involve appropriate community partners for these departments. The college does include faculty representatives from these departments on the college assessment committee, but more work needs to be done to ensure that these departments sufficiently engage their community partners.
 - The AVPAP recommended the program to engage stakeholders from the community to give feedback on the assessment process.
3. Need for an additional analyst position at the college level to support increased data reporting requirements.
- The Dean pointed out that the college faces many reporting requirements and thus needs to work with a large amount of data. Currently, there is only one analyst in the college. Another analyst position is much desired.
 - The Analyst indicated that a significant part of the work is to track students internally and to code credential students (900-1000 students per semester) appropriately. This work requires collaboration between the college and the Office of Admissions and Records, but needs someone who is specially trained for and dedicated to this task.
 - The Provost suggested this task to be taken into consideration in the university's discussion of enrollment management, and agreed to include the college (e.g. the Analyst) in the conversations to ensure that the college's needs are met.

The Dean updated the group of the new CAEP standards, and shared that the faculty are currently reviewing the standards to determine whether to adopt them. One CAEP standard focuses on selectivity that could negatively impact program admission. The AVPAP agrees that the new standards seem to negatively impact equity and accessibility, and thus are in conflict with our university's mission. The Dean indicated that preliminary conversations have taken

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place with local superintendents to see if there would be any impact on student employment if the college decides not to pursue CAEP accreditation. The college is also exploring other related issues such as impact on student recruitment before making the final decision.

The Provost concluded the meeting by commending the program again for its significant contribution to the university. The Dean attributed the success to the shared commitment of administration, faculty and staff to produce strong educators, as well as the hard work of the faculty and staff.