CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

ACADEMIC PROGRAMS COMMITTEE

REPORT TO

THE ACADEMIC SENATE

AP-013-245

Program Review for MA, Education

Academic Programs Committee	**Date: 02/03/2025**
Executive Committee **Received and Forwarded**	**Date: 10/29/2025**
Academic Senate	<u>**Date: 11/5/2025**</u> <u>**First Reading**</u> <u>**Date: 12/03/2025**</u> <u>**Second Reading**</u>

Background:

As part of the University's review cycle for academic programs, the Education Department completed a self-study for the Master of Arts (MA) in Education program in the Spring of 2024. This is the first program review for the MA in Education. The program has undergone significant changes during the last seven years. Initially, the program offered five options. In 2018, the Education Department split into three separate departments: Education, Educational Leadership, and Early Childhood. There is now no overlap between Education and Early Childhood, whereas Education and Educational Leadership continue to overlap in significant ways. The department has a strong pipeline of students entering the department's credential program, as well as a well-designed curriculum.

Here are the dates and names of reviewers at different stages:
Internal review:
- Date: Feb 8, 2024
- Internal Reviewers: Julie Shen (Library); Victor Okhuysen (Engineering)

External review:
- Dates: March 6, 2024 (virtual) and March 13, 2024 (in-person)
- External Reviewers: Edward Curammeng (CSU Dominguez Hills); Rebecca Hatkoff (Claremont Graduate University)

Consultation:

For this report, the Senate Academic Program Committee reviewed the following documents:
- The self-study
- Internal Reviewer Review Report
- External Reviewer Review Report
- Dean's Response to Program Review
- Post-Program Review Response and Action Plan

We also consulted with the following individuals
- Dr. Pataray-Ching (patarayching@cpp.edu), Chair, Education Department
- Dr. Pitt-Parker, Dean, College of Education and Integrative Studies

Discussion and Recommendation:

The external reviewers were positive about their review of the program. They identified the goals and objectives for this review cycle as appropriate, reasonable, and feasible. They emphasized several key strengths:
- "Across the board, we heard from constituents that they **feel supported** within the program.

- The Program has developed and maintained a **culture of reinvention**, consistently working to figure out what will work within the constraints of the university and students.
- Faculty go **above and beyond to ensure students' growth and meaningful experiences**, providing advising, guidance, and support outside their stated job responsibilities."

The external reviewers mention that ``the current resources, however, are not adequate. The program has experienced significant growth, and additional resources are necessary to ensure the program can maintain its current and future success." They underscore the urgency of the need for hiring more personnel dedicated to advancing the programmatic goals of the MA, including a dedicated staff position, and faculty to develop sustainable systems for curriculum and pedagogical alignment and development. The external reviewers mentioned:

- "There was a **lack of advising resources** for students regarding transitions from the credential program, program outlines/pathways, final projects/exams/theses, academic writing, funding, research opportunities, and career counseling. As a result of this challenge, **faculty are overburdened and undercompensated** for the advising roles they take on, and students are not receiving the resources they deserve."
- "There exists a need toward bolstering the stated yet, **not yet realized graduate culture** at CPP. Several participants (students, staff, and faculty) noted to some degree that CPP is heavily **"undergraduate learning"** and that **"graduate studies haven't had the same support."** The graduate resource center, the only existing body on campus that serves graduate students, is connected with the LOGRAR program. This program is running through a grant with a sunset date. Without this center and this program, graduate students will face a clear lack of resources. Many offices at CPP are on a 9 am to 5 pm schedule. Given the demographics of students in this program, access to many of these services is difficult outside regular business hours (9 am to 5 pm). In short, there are unique needs in graduate education that are not met at the institutional/university level. Therefore, the infrastructure necessary to support and bolster a distinct graduate culture is urgent."

The internal reviews also echoed the external reviewer. They identified multiple areas of strength, including those related to inclusive polytechnic identity, funding from Dean's office for training adjunct faculty, and offering direct pathways for credential students to change to master's degrees. This direct pathway results in 85% of MA Education students entering the program. They also identified similar challenges to external reviewers. The mention "faculty struggle as they juggle advising duties, supervisory duties, and administrative duties for the MA in Education, along with other programs in the department, taking overloads as a rule rather than an exception. The assessment process also encounters challenges due to the university's focus on undergraduate programs, which offer less support for graduate programs, and the conflation of concerns affecting both."

The Dean has identified multiple areas of strength, including:

- "Curricular changes have been implemented to ensure that students are receiving relevant training aligned with real-world, disciplinary issues and professional expectations in K-12 settings."
- "Efforts to address bottlenecks in the program have been implemented so that students are matriculating with the necessary content and scaffolding support needed. Specifically, culminating experiences (i.e., projects/theses) were restructured to provide more direct feedback to students, particularly in the areas of scholarly writing."
- "Faculty engages in scholarly and creative activities that inform their teaching which directly impacts student success and co-curricular experiences. "
- "The program has a Graduate Coordinator who provides overall support and alignment between the options and direction of the program. Students have an option to take the combined master's/credential pathway which offers greater capacity to meet workforce needs and increase social/economic mobility. This was intentionally done to also attract more students thus increasing return on investment (credential and master's degree)."
- "Students and faculty (temporary and full-time) have underscored a strong sense of support that is a part of the department which houses the M.A. in Education as well as academic and professional activities that convey investment in stakeholder success."

There are several areas of improvement that were mentioned in the internal review. In the consultation, we learned that the program has taken steps in all these areas. Please see a summary here with the department response in *italics*:

Internal Program Improvements:
a. Explore the development of a more sophisticated tracking system for credential students enrolled in the Master's classes.
    - *Response: The program met with IRPA to discuss such a tracking system. They do not have anything readily available and will need to do some internal research and get back to us.*
b. Early detection of time limits for degree completion by exploring graduate-level inclusion in CPP Connect.
    - *Response: The program has reached out to the Office of Student Success and Enrollment Management. A meeting is forthcoming.*
c. Develop tools to streamline and strengthen internal program operations, including but not limited to thesis rubric *(Response: a draft has been written and needs to be refined and approved by graduate faculty)*, exit survey *(Response: faculty are reviewing and plan to add to the University exit survey)*, handbooks *(Response: a draft each of a graduate student handbook and a graduate faculty handbook have been created; it is currently under review by graduate faculty)*, and reimagining the range of culminating experiences *(Response: graduate faculty are meeting to discuss different culminating experiences beyond the project and thesis, e.g., comprehensive exam, e-portfolio, etc.).*

Graduate student success and experience:
a. Prioritize inclusion of MA projects in Bronco ScholarWorks to serve as successful examples of graduate-level work.

- *Response: This is complete. The program worked with the library to allow the master's students to upload their entire MA projects onto Bronco ScholarWorks, as well as a separate abstract also uploaded.*
  b. Expand options in Educational Technology in Teaching and Learning and Ethnic Studies in TK-12.
    - *Response: The program is in discussions for developing a Master's option in Educational Technology in Teaching and Learning with a focus on TK-12 teachers. While they are working on an Ethnic Studies option for TK-12 teachers, it might not be in the form of an MA option. It could end up being a certificate in the credential program. The program is in ongoing discussions.*

Program Visibility and Recruitment
  a. Amplify the program's stories of success and contributions meeting the needs of the workforce by considering a designated faculty as lead.
    - *Response: The program needs the assistance of the CEIS Dean, Career Services, and Strategic Communications to achieve this.*
  b. Strengthen alumni connections via formal and social media platforms.
    - *Response: The program needs assistance from the Office of Alumni and External Relations to achieve this. We do not have the resources to support us in this effort.*

Conclusion:

The Academic Programs Committee commends the Education Department on its dedication and commitment to the program, for the thorough and thoughtful review of the program, and for making progress following up with the reviewer's recommendations. We will encourage the university to provide sustainable support for the Graduate Resource Centers to continue to offer LOGRAR program activities at CPP.