




### Memorandum of Understanding

This MOU has been read and approved by:

Department Chair:  Date: 4/2/2025  
Estella Chizhik

Dean, College of Education :  Date: 4/2/2025  
Anna Ortiz

Interim Vice Provost Academic Programs:  Date: 4/2/2025  
Pei-Fang Hung



**Program Review Summary**  
**Memorandum of Understanding**  
Teacher Education Department (TED)  
College of Education  
March 2025

This document serves as a summary of the Program Review findings and a Memorandum of Understanding (MOU) outlining the consensus reached by the Teacher Education Department, the College of Education, and the Division of Academic Affairs, based on the recently conducted program review with a Self-study report received in May 2023. Dr. Sera Hernandez (San Diego State University) and Dr. Shana Matamala (University of La Verne) completed the external review in December 2024. This MOU describes the goals to be achieved and the actions to be undertaken by all parties to this MOU during the next program review cycle. Progress toward goals is to be addressed in an annual report.

The Department of Teacher Education offers a Master of Arts (M.A.) degree in Education with an Option in Curriculum and Instruction (C&I) and an Option in Dual Language Development (DLD), and an M.A. in Early Childhood Education (ECE). The Curriculum and Instruction (C&I) program enrolls the most students and runs two cohorts, including one with an elementary-focused curriculum and another with a secondary-focused (i.e., middle and high school) curriculum. The C&I and DLD programs are set to transition to stand-alone degree status in Fall 2025. The M.A. in ECE transitioned to stand-alone status in Fall 2022. Alongside its degree programs, the department offers several credential programs accredited by the California Commission on Teacher Credentialing (CTC), which are not subject to review at this time.

The program's previous MOU was signed in 2008, with the following recommendations that the department will: 1) evaluate the need for more support staff; 2) examine the possibility of combining some degree options; 3) work with the College to develop a priority list for allocation of new or vacant faculty lines among the degree programs; 4) pursue additional funding for technology, smart classrooms, academic journals, software, and upgrading of the clinic; and, 5) work with Academic Affairs to ensure that student information on enrollment is accurate and up-to-date. The department has met the terms stated in the 2008 MOU.

Resources reviewed for the report:

1. Self-study 2023
2. External review 2024
3. MOU 2008
4. Department of Teacher Education website

**Strengths Identified in the Reports**

1. **Student Enrollment:** Overall, the department has increased FTES for a total of 487.1 in Fall 2022. Peak numbers were seen pre-COVID and during COVID with 568 FTES in Fall 2021. However, numbers have started to decline in recent cohorts. These patterns are noted across all programs in the department.
2. **Diversity/Equity/Inclusion (DEI):** The Department enrolls a majority of women. It enrolls equal numbers of first-generation and non-first-generation students and students of Latinx descent compared to other race/ethnicities. There are no consistent ethnicity gaps among programs, and in fact underrepresented students often perform at a higher level than non-underrepresented students. The department has recently worked to include more culturally responsive pedagogy in teaching; the programs clearly reflect equity-minded theoretical frameworks.
3. **High-Impact Practices:** All three TED master's programs leverage high-impact practices for all students. The Program Learning Outcomes (PLOs) engage students in authentic learning experiences that will enhance their practice as classroom teachers. This includes research projects, community engagement, and fieldwork.
4. **Instructional Mode of Delivery:** Hybrid and online formats effectively support adult learners who are balancing work, family, and academic responsibilities.
5. **Time to Degree:** Because of the cohort-based structure of the programs, students complete an average of 45.6 units over approximately 2.04 years. The C&I and DLD programs consistently graduate more than 80% of students within two years. The ECE program has an average completion time of 2.2 years for its 34-unit program, based on data from the past two years.
6. **Teacher Education Department:** The department did not have any classes with an aggregate CDFW rate greater than 15% or an enrollment lower than five.
7. **Assessment:** The department has assessed at least 1 PLO in each program over the self-study period, in addition to annual assessment of signature projects. Program coordinators regularly indirectly assess their programs via student surveys.
8. **Student engagement** remains a strong point, with benchmark surveys reflecting high satisfaction with the program structure and content. Recent curricular updates demonstrate a commitment to effectively addressing student needs.

**Concerns Noted in the Reports:**

None

**Opportunities for Development Identified in the Reports**

1. **Faculty:** The Department has noted a decline in tenured/tenure-track (T/TT) faculty since the last review, primarily due to retirement or early retirement. They have hired a new department chair and new assistant professor to run the C&I program. The number of lecturer faculty has increased to ensure that classes are taught. For C&I and ECE, two TT faculty members regularly teach in those programs. DLD has only one TT faculty member, thus posing the greatest need for future faculty support.
2. **Student Enrollment and Retention.** In recent years, DLD program experienced a decline in enrollment, largely due to the new program director suspending admissions, with numbers dropping from 45 students in Fall 2022 to 24 students in Fall 2023. Reopening admissions in 2025 will require curriculum updates and strategic recruitment efforts to attract new students. Additionally, addressing fluctuations in retention rates, particularly among Hispanic/Latino students, is essential.
3. **Transition to Stand-Alone Degree Programs.** Complete the evaluation of options within the MA in Education program or explore alternative solutions to ensure compliance with EO 1071.
4. **Student Success:** The Department has a goal of 100% graduation rate, therefore although their graduation rates are exceptional, they do have the opportunity for improvement.
  - a. **Graduation Rates:** The department has excellent graduation rates across its degree programs, with most recent data in fall 2021 showing an 87.7% 2-year departmental graduation rate. Previous cohorts ranged from 72.2%-82.4% for 2-year, and from 87.5% to 91.2% for 3-year graduation rates. The ECE program 2-year graduation rate has dropped to under 70% for 3/5 of the years that data was provided. To address these graduation rates, the program coordinator has strengthened the support students receive during the program.
  - b. **Persistence:** The Department has been tracking persistence to determine when it may be losing students from the cohort. The common reasons for dropping out include financial challenges, mental health concerns, and personal difficulties. They provide students with various resources and are continuously working to enhance these support systems to ensure they are adequate for keeping students enrolled in the program.
5. **Comprehensive Exam:** Some students take longer than three years to complete the ECE program because they do not pass the comprehensive exam on their first attempt, often due to challenges with graduate-level writing. Enhancing support for the exam, such as writing resources and practice sessions, can help increase first-time pass rates. Additionally, the exam should be regularly assessed to ensure it accurately measures student outcomes without creating barriers to program completion.



### **Recommendations**

It is therefore agreed that the Department of Teacher Education will collaborate with the College of Education and Division of Academic Affairs to:

1. Continue to implement the program's comprehensive assessment plan in order to complete annual assessments using direct and indirect methods and report on closing-the-loop activities to illustrate that continuous learning outcome data are used to inform decision making. Expanding preparation for comprehensive assessments across all programs is critical. Utilizing both qualitative and quantitative data will provide valuable insights for curriculum revisions and support strategies to enhance student outcomes. Provide an annual update (due in December) on progress made towards MOU actions to the CED Dean, the Vice Provost for Academic Programs, and the Coordinators of Program Review and Assessment. The review cycle will be from 2023-2030. A comprehensive self-study will be due June 2030 for a 2030-2031 Academic Year review process.
2. Develop a faculty hiring plan to meet the needs of the students and programs within the department. Prioritize hiring tenure-track faculty for programs with limited resources, such as DLD and ECE. Additionally, developing pathways for lecturer faculty to transition into tenure-track roles can help diversify and strengthen faculty expertise if resources and funding allow.
3. Develop and implement a strategy to strengthen persistence in graduate degree programs, incorporating potential changes to both curricular and non-curricular support.
4. Continue to Support URM and First-Generation Students. Strengthening targeted resources, such as mentoring, financial aid guidance, and mental health support, will ensure that these students receive the necessary assistance to succeed.
5. Create Collaborative Opportunities. Faculty collaboration across programs should be expanded, particularly during program redesigns. Sharing best practices will help improve action research and comprehensive exams across all programs.
6. Continue to monitor if recent changes in instructional mode of delivery have any impact (positive or negative) on student success, specifically for any minoritized groups.

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\* *DocuSign signature page on file*