

# 2013-2014 M.A in Multicultural Education Annual Assessment Report

Graduate and Professional Studies in Education

California State University, Sacramento

## Part 1: Background Information

**B1. Program name:** Multicultural Education

**B2. Report author(s):** Albert Lozano

**B3. Fall 2012 enrollment:** [\_\_10\_\_]

Use the *Department Fact Book 2013* by OIR (Office of Institutional Research) to get the fall 2012 enrollment: (<http://www.csus.edu/oir/Data%20Center/Department%20Fact%20Book/Departmental%20Fact%20Book.html>).

**B4. Program type:** [SELECT ONLY ONE]

	1. Undergraduate baccalaureate major
	2. Credential
X	3. Master’s degree
	4. Doctorate: Ph.D./E.D.D.
	5. Other, specify:

## Part 2: Six Questions for the 2013-2014 Annual Assessment

**Question 1 (Q1): Program Learning Outcomes (PLO) Assessed in 2013-2014.**

**Q1.1.** Which of the following program learning outcomes (PLOs) or Sac State Baccalaureate Learning Goals did you assess **in 2013-2014**? (See 2013-2014 Annual Assessment Report Guidelines for more details). [**CHECK ALL THAT APPLY**]

	1. Critical thinking (WASC 1) *
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
x	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
x	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
x	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that were <b>assessed in 2013-2014 but not included above:</b> a. b. c.

\* One of the WASC's new requirements is that colleges and universities report on the level of student performance **at graduation** in five core areas: **critical thinking, information literacy, written communication, oral communication, and quantitative literacy.**

**Q1.1.1.** Please provide more detailed information about the PLO(s) you checked above:

The MA in multicultural education has four specific learning outcomes that are addressed in the program. These PLOs are:

- 1) Read, synthesize and analyze research on curriculum and instruction specific to culturally and linguistically diverse population (**12. Intercultural knowledge and competency**).
- 2) Read and interpret research focused on specific language and cultural needs to inform the development of appropriate curriculum, instructional practices, and/or research/project foci (**16. Integrative and applied learning**).
- 3) Develop and utilize a theoretical framework to undertake the development of a curriculum, research project or thesis that reflects a focus on culturally and linguistically diverse populations (**16. Integrative and applied learning**).
- 4) Distinguish between, and write a coherent curriculum plan and/or research project reflective of, Multicultural Education tenets and/or from a Critical Pedagogy framework (**18. Overall competencies in the major/discipline**).

**Q1.2.** Are your PLOs closely aligned with the mission of the university?

X	1. Yes
	2. No
	3. Don't know

**Q1.3.** Is your program externally accredited (except for WASC)?

	1. Yes
X	2. No ( <b>If no, go to Q1.4</b> )
	3. Don't know ( <b>Go to Q1.4</b> )

**Q1.3.1.** If yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

X	1. Yes
	2. No
	3. Don't know

**Q1.4.** Have you used the *Degree Qualification Profile (DQP)* \* to develop your PLO(s)?

	1. Yes
X	2. No, but I know what DQP is.
	3. No. I don't know what DQP is.
	4. Don't know

\* **Degree Qualifications Profile (DQP)** – a framework funded by the Lumina Foundation that describes the kinds of learning and levels of performance that may be expected of students who have earned an associate, baccalaureate, or master's degree. Please see the links for more details:

[http://www.luminafoundation.org/publications/The\\_Degree\\_Qualifications\\_Profile.pdf](http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf) and <http://www.learningoutcomeassessment.org/DQPNew.html>.

**Question 2 (Q2): Standards of Performance/Expectations for EACH PLO.**

**Q2.1.** Has the program developed/adopted **EXPLICIT** standards of performance/expectations for the PLO(s) you assessed in **2013-2014 Academic Year**? (For example: We expect 70% of our students to achieve at least a score of 3 on the Written Communication VALUE rubric.)

	1. Yes, we have developed standards/expectations for <b>ALL</b> PLOs assessed in 2013-14.
X	2. Yes, we have developed standards/expectations for <b>SOME</b> PLOs assessed in 2013-14.
	3. No ( <b>If no, go to Q2.2</b> )
	4. Don't know ( <b>Go to Q2.2</b> )
	5. Not Applicable ( <b>Go to Q2.2</b> )

**Q2.1.1. If yes, what are the desired levels of learning, including the criteria and standards of performance/expectations, especially at or near graduation, for EACH PLO assessed in 2013-2014 Academic Year? (For example: what will tell you if students have achieved your expected level of performance for the learning outcome.) Please provide the rubric and/or the expectations that you have developed for EACH PLO one at a time below. [WORD LIMIT: 300 WORDS FOR EACH PLO]**

The MA in multicultural education has two culminating experiences; (1) a comprehensive examination, or (2) completion of a thesis or project. All four PLOs are assessed by the comprehensive exam; as will be discussed below two of the four PLOs are embedded within a thesis/project and thus implicitly assessed. Students taking the comprehensive exam must pass with a score of “satisfactory” on each of the four PLOs.

**Program Learning Outcome #1:** Read, synthesize and analyze research on curriculum and instruction specific to culturally and linguistically diverse population.

On the comprehensive exam, students are asked, “...*what would you suggest that faculty address in the existing curriculum and instructional methods to better serve African American students? Describe two existing methods/strategies espoused by African American researchers that the faculty could adopt; please indicate how each model reflects critical race theory, critical pedagogy, and/or Afrocentric pedagogy*”. To assess this question, the following rubric has been developed.

Criteria	Unacceptable	Needs Oral Revision	Satisfactory	Exemplary
Learning Outcome #1 - Read, synthesize and analyze research on curriculum and instruction specific to culturally and linguistically diverse populations				

Two faculty members score student responses and both must rate a written answer as ‘satisfactory’. If a faculty member feels a student answer needs clarification, a student is required to defend their answer orally, in a manner similar to a dissertation defense.

PLO #1, which focuses on curriculum and instruction specific to culturally and linguistically diverse populations, is not formally assessed via a thesis or project. Student research covers a wide array of topics and issues, and often does not encompass these aspects. For instance, only one MA thesis was completed in spring 2004, entitled “*Funds of Knowledge*” among first and second generation immigrant students. This qualitative thesis examined the home life of four students who come from diverse cultural and historical backgrounds and its effects on student education. Thus, an examination of curriculum and/or language issues was not an integral part of the thesis.

**Program Learning Outcome #2:** Read and interpret research focused on specific language and cultural needs to inform the development of appropriate curriculum, instructional practices, and/or research/project foci.

In their comprehensive examination responses, students must be cognizant of social, political, and linguistic issues related to (a) Second Language Acquisition, (2) African American English (a.k.a. Ebonics), and (3) Code Switching. This question challenges students to consider biases that English Learners may encounter and to propose and defend a plan that would create a positive learning environment for these students. The rubric used to assess PLO #2 is below:

Criteria	Unacceptable	Needs Oral Revision	Satisfactory	Exemplary
Learning Outcome #2 - Read and interpret research focused on specific language and cultural needs to inform the development of appropriate curriculum, instructional practices, and/or research/project foci on two of the following three topics: (a) Second Language Acquisition, (2) African American English (a.k.a. Ebonics), and (3) Code Switching				

On the comprehensive examination, the same scoring system of having two faculty members score student responses, as well as student opportunities for oral clarification, is utilized. Moreover, this PLO is not necessarily applicable to all thesis or projects, and thus is not assessed on these products.

**Program Learning Outcome #3:** Develop and utilize a theoretical framework to undertake the development of a curriculum, research project or thesis that reflects a focus on culturally and linguistically diverse populations.

On the comprehensive examination, students are asked to: *“Describe 4 principles that underlie both critical pedagogy and critical race theory. Next, describe 2 differences between these two theories. Lastly, how do these theories explain the inequities found in the public school system, including solutions they offer for systemic changes to address inequities.”* This question, which is the first on the exam, generally takes ½ of the exam time (e.g., 4 hours). As noted before, two faculty members score each response using a similar rubric:

Criteria	Unacceptable	Needs Oral Revision	Satisfactory	Exemplary
Learning Outcome #3 - Develop and utilize a theoretical framework to undertake the development of a curriculum, research project or thesis that reflects a focus on culturally and linguistically diverse populations				

Unlike PLOs #1 and #2, this program learning outcome is INFORMALLY assessed via a students’ thesis or project. According to our web site; **“The Multicultural Education graduate program explores theoretical and pedagogical issues of bilingualism, multiculturalism, educational equity, and social justice, offering courses and experiences to assist educators to work successfully in classrooms, schools, and educational agencies within our diverse State”** (Retrieved at <http://www.csus.edu/coe/academics/graduate/programs/overview-bmed.html>). Thus, all theses and projects must encompass these ideals and be approved by a faculty advisor and program coordinator. At press time, a more formal assessment of PLO #3 has not been developed for students writing a thesis or project.

**Program Learning Outcome #4:** Distinguish between, and write a coherent curriculum plan and/or research project reflective of, Multicultural Education tenets and/or from a Critical Pedagogy framework.

On the comprehensive exam, the final question asks students to describe how they would conduct research on a group that is often omitted: parents. The vignette states: *Finally, you feel that it is imperative that Riverside High make a concerted effort to outreach to parents and the surrounding community. Although the administration claims it provides parents and the community with solid outreach services, your instinct tells you otherwise. Describe the methods you would use to ascertain how parents and the outside community feel about the education at Riverside High.* Below is the rubric used for this assessment:

Criteria	Unacceptable	Needs Oral Revision	Satisfactory	Exemplary
Learning Outcome #4 - Distinguish between, and write a coherent curriculum plan and/or research project reflective of, Multicultural Education tenets and/or from a Critical Pedagogy framework				

PLO #4, in much the same way as the preceding PLO, must be an integral part of a student’s thesis or project, and is thus informally approved. Currently, a more formal assessment of PLO #4 has not been developed for students writing a thesis or project.

**Q2.2.** Have you published the **PLO(s)/expectations/rubric(s)** you assessed in 2013-2014?

	1. Yes
x	2. No ( <b>If no, go to Q3.1</b> )

**Q2.2.1.** If yes, where were the **PLOs/expectations/rubrics** published? [**CHECK ALL THAT APPLY**]

	1. In <b>SOME course syllabi/assignments</b> in the program that claim to introduce/develop/master the PLO(s)
	2. In <b>ALL course syllabi/assignments</b> in the program that claim to introduce /develop/master the PLO(s)
	3. In the student handbook/advising handbook
	4. In the university catalogue
	5. On the academic unit website or in the newsletters
	6. In the assessment or program review reports/plans/resources/activities
	7. In the new course proposal forms in the department/college/university
	8. In the department/college/university’s strategic plans and other planning documents
	9. In the department/college/university’s budget plans and other resource allocation documents
	10. In other places, specify:

**Question 3 (Q3): Data, Results, and Conclusions for EACH PLO**

**Q3.1.** Was assessment data/evidence **collected** for 2013-2014?

x	1. Yes
	2. No ( <b>If no, go to Part 3: Additional Information</b> )
	3. Don’t know ( <b>Go to Part 3</b> )
	4. Not Applicable ( <b>Go to Part 3</b> )

**Q3.2.** If yes, was the data **scored/evaluated** for 2013-2014?

x	1. Yes
	2. No <b>(If no, go to Part 3: Additional Information)</b>
	3. Don't know <b>(Go to Part 3)</b>
	4. Not Applicable <b>(Go to Part 3)</b>

**Q3.3.** If yes, what **DATA** have you collected? What are the **results, findings, and CONCLUSION(s)** for EACH PLO assessed in 2013-2014? In what areas are students doing well and achieving the expectations? In what areas do students need improvement? Please provide a simple and clear summary of the key data and findings, including **tables and graphs** if applicable for EACH PLO one at a time. [WORD LIMIT: 600 WORDS FOR EACH PLO]

**NOTE:** The MA in Multicultural Education program did NOT accept students in fall 2012 due to the low number of applicants. Therefore, only a small number of students (10) were in the process of completing the program in 2013-2014; 2 in fall 2011 and 2 in spring 2014. As previously described, one student completed her thesis in spring 2014 and is not part of this analysis.

**Table I: The Results for Program Learning Objectives 1-4**

Program Learning Outcome	Needs Revision	Satisfactory N = 3	Exemplary N = 3
#1: Read, synthesize and analyze research on curriculum and instruction specific to culturally and linguistically diverse populations			
#2: Read and interpret research focused on specific language and cultural needs to inform the development of appropriate curriculum, instructional practices, and/or research/project foci on two of the following three topics: (a) Second Language Acquisition, (2) African American English (a.k.a. Ebonics), and (3) Code Switching			
#3 Develop and utilize a theoretical framework to undertake the development of a curriculum, research project or thesis that reflects a focus on culturally and linguistically diverse populations			
#4: Distinguish between, and write a coherent curriculum plan and/or research project reflective of, Multicultural Education tenets and/or from a Critical Pedagogy framework			

**Discussion:** In fall 2012, the MA in multicultural education program did not enroll new students, and thus during the 2013-2014 academic year, only 3 students took and passed the comprehensive exam. The comprehensive examination assesses the 4 PLOs, and students are assisted by a course (EDBM 265) that includes exam preparation. Analysis of the data shows that in fall 2013 (2) and spring 2014 (1), all 3 student responses to PLO #2, which focused on knowledge of linguistic issues, exceeded faculty expectations. None of the students were required to orally revise responses to PLOs #1, 3, and 4, indicating their initial responses met rubric requirements.

**Q3.4.** Do students meet the expectations/standards of performance as determined by the program and achieved the learning outcomes? [PLEASE MAKE SURE THE PLO YOU SPECIFY HERE IS THE SAME ONE YOU CHECKED/SPECIFIED IN Q1.1].

**Q3.4.1. First PLO: #1 - 12. Intercultural knowledge and competency**

	1. Exceed expectation/standard
X	2. Meet expectation/standard
	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

**Q3.4.2. Second PLO: #2 - 16. Integrative and applied learning (language focus)**

X	1. Exceed expectation/standard
	2. Meet expectation/standard
	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

**Q3.4.3. Third PLO: #3 - 16. Integrative and applied learning (thesis/project focus)**

	1. Exceed expectation/standard
X	2. Meet expectation/standard
	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

**Q3.4.3. Second PLO: #4 - 18. Overall competencies in the major/discipline**

	1. Exceed expectation/standard
X	2. Meet expectation/standard
	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

**Question 4 (Q4): Evaluation of Data Quality: Reliability and Validity.**

**Q4.1.** How many PLOs in total did your program assess in the 2013-2014 academic year? [ 4 ]

**Q4.2.** Please choose **ONE ASSESSED PLO** as an example to illustrate how you use direct, indirect, and/or other methods/measures to collect data. If you only assessed one PLO in 2013-14, YOU CAN SKIP this question. If you assessed MORE THAN ONE PLO, please check **ONLY ONE PLO BELOW EVEN IF YOU ASSESSED MORE THAN ONE PLO IN 2013-2014.**

	1. Critical thinking (WASC 1) <sup>1</sup>
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis

	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
X (PLO #3)	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Other PLO. Specify:

**Direct Measures**

**Q4.3.** Were direct measures used to assess this PLO?

X	1. Yes
	2. No (If no, go to Q4.4)
	3. Don't know (Go to Q4.4)

**Q4.3.1.** Which of the following DIRECT measures were used? [Check all that apply]

	1. Capstone projects (including theses, senior theses), courses, or experiences
	2. Key assignments from other CORE classes
	3. Key assignments from other classes
	4. Classroom based performance assessments such as simulations, comprehensive exams, critiques
	5. External performance assessments such as internships or other community based projects
	6. E-Portfolios
	7. Other portfolios
X	8. Other measure. Specify: Comprehensive examination

**Q4.3.2.** Please provide the direct measure(s) [key assignment(s)/project(s)/portfolio(s)] that you used to collect the data. [WORD LIMIT: 300 WORDS]

Comprehensive examination (see **Q2.1.1** above)

**Q4.3.2.1.** Was the direct measure(s) [key assignment(s)/project(s)/portfolio(s)] aligned directly with the rubric/criterion?

X	1. Yes
	2. No
	3. Don't know

**Q4.3.3.** Was the direct measure (s) [key assignment(s)/project(s)/portfolio(s)] aligned directly with the PLO?

	1. Yes
X	2. No
	3. Don't know

**Q4.3.4.** How was the evidence scored/evaluated? [Select one only]

	1. No rubric is used to interpret the evidence (If checked, go to Q4.3.7)
	2. Use rubric developed/modified by the faculty who teaches the class
X	3. Use rubric developed/modified by a group of faculty
	4. Use rubric pilot-tested and refined by a group of faculty
	5. Use other means. Specify:



**Q4.3.5.** What rubric/criterion was adopted to score/evaluate the above key assignments/projects/portfolio? [**Select one only**]

	1. The VALUE rubric(s)
	2. Modified VALUE rubric(s)
X	3. A rubric that is totally developed by local faculty
	4. Use other means. Specify:

**Q4.3.6.** Was the rubric/criterion aligned directly with the PLO?

X	1. Yes
	2. No
	3. Don't know

**Q4.3.7.** Were the evaluators (e.g., faculty or advising board members) who reviewed student work calibrated to apply assessment criteria in the same way?

	1. Yes
X	2. No
	3. Don't know

**Q4.3.8.** Were there checks for inter-rater reliability?

	1. Yes
X	2. No
	3. Don't know

**Q4.3.9.** Were the sample sizes for the direct measure adequate?

	1. Yes
X	2. No
	3. Don't know

**Q4.3.10.** How did you select the sample of student work (papers, projects, portfolios, etc)? Please briefly specify here:

Unfortunately, due to the low number of exam students (3) during the 2013-2014 year, analysis was confined to these responses.

***Indirect Measures***

**Q4.4.** Were indirect measures used to assess the PLO?

X	1. Yes
	2. No ( <b>If no, go to Q4.5</b> )

**Q4.4.1.** Which of the following indirect measures were used?

	1. National student surveys (e.g., NSSE, etc.)
	2. University conducted student surveys (OIR surveys)
	3. College/Department/program conducted student surveys
X	4. Alumni surveys, focus groups, or interviews
	5. Employer surveys, focus groups, or interviews
	6. Advisory board surveys, focus groups, or interviews
	7. Others, specify:

**Q4.4.2.** If surveys were used, were the sample sizes adequate?

	1. Yes
	2. No
X	3. Don't know

**Q4.4.3. If surveys were used, please briefly specify how you select your sample? What is the response rate?**

An alumni survey was distributed to a list serve which consisted of seventy-two names; those contacted were alumni that entered and graduated from the program since fall 2008, and were on a list serve collected by the program coordinator. Twenty-three (32%) of those contacted responded to the survey.

The survey was not designed as an explicit measure of the PLO. Rather, it was designed primarily as a recruiting tool for the Multicultural Education program. The survey asked program alumni the following questions:

- a) Why did you enroll in the MA in multicultural education at Sac State?
- b) Describe your current position
- c) Please explain how the MA in multicultural education has impacted and/or shaped your professional/personal goals

The final question was asked to understand if alumni were now in positions to “*undertake the development of a curriculum, research project or thesis that reflects a focus on culturally and linguistically diverse populations*” in their present positions. Alumni responses can be retrieved at:

<http://www.csus.edu/coe/apply/profiles/index.html>

***Other Measures***

**Q4.5. Were external benchmarking data used to assess the PLO?**

	1. Yes
x	2. No ( <b>If no, go to Q4.6</b> )

**Q4.5.1. Which of the following measures was used?**

	1. National disciplinary exams or state/professional licensure exams
	2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc)
	3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc)
	4. Others, specify:

**Q4.6. Were other measures used to assess the PLO?**

	1. Yes
X	2. No ( <b>Go to Q4.7</b> )
	3. Don't know ( <b>Go to Q4.7</b> )

**Q4.6.1. If yes, please specify: [\_\_\_\_\_]**

**Alignment and Quality**

**Q4.7. Please describe how you collected the data? For example, in what course(s) (or by what means) were data collected? How reliable and valid is the data? [WORD LIMIT: 300 WORDS]**

- **Direct measure:** The comprehensive exam was used to assess student ability to display their knowledge of PLO #3. As noted above, the Multicultural Education program did not start a new cohort in fall 2012 due to a lack of applicants, which is reflected in the low number of students (3) who took the test in 2013-2014.
- **Indirect measure:** The survey that was developed was NOT created specifically to address the PLOs.
- **Reliability and validity measures** on the instruments have not been done on either instrument.

**Q4.8. How many assessment tools/methods/measures **in total** did you use to assess this PLO? [\_\_2\_\_]**

**NOTE: IF IT IS ONLY ONE, GO TO Q5.1.**

**Q4.8.1.** Did the data (including all the assignments/projects/portfolios) from all the different assessment tools/measures/methods directly align with the PLO?

	1. Yes
x	2. No
	3. Don't know

**Q4.8.2.** Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

	1. Yes
x	2. No
	3. Don't know

**Question 5 (Q5): Use of Assessment Data.**

**Q5.1.** To what extent have the assessment results **from 2012-2013** been used for? [**CHECK ALL THAT APPLY**]

	Very Much (1)	Quite a Bit (2)	Some (3)	Not at all (4)	Not Applicable (9)
1. Improving specific courses			x		
2. Modifying curriculum			x		
3. Improving advising and mentoring					X
4. Revising learning outcomes/goals				X	
5. Revising rubrics and/or expectations				X	
6. Developing/updating assessment plan			X		
7. Annual assessment reports			X		
8. Program review				X	
9. Prospective student and family information					X
10. Alumni communication		X			
11. WASC accreditation (regional accreditation)					X
12. Program accreditation					X
13. External accountability reporting requirement					X
14. Trustee/Governing Board deliberations					X
15. Strategic planning				X	
16. Institutional benchmarking				X	
17. Academic policy development or modification			X		
18. Institutional Improvement			X		
19. Resource allocation and budgeting				X	
20. New faculty hiring				X	
21. Professional development for faculty and staff				X	
22. Other Specify:					

**Q5.1.1.** Please provide one or two best examples to show how you have used the assessment data above.

In fall 2013, the **curriculum** for EDBM 205: *Education for a Democratic, Pluralistic Society*, was **modified** by updating readings, assignments, and expectations. For example, prior readings were taken primarily from *The Critical Pedagogy Reader* (2<sup>nd</sup> edition), published in 2008. In fall 2013, readings from a more recent source that covered a wider array of perspectives, *The SAGE Handbook of Curriculum and Instruction*, was implemented.

**Q5.2.** As a result of the **assessment effort in 2013-2014** and based on the prior feedbacks from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of program learning outcomes)?

	1. Yes
x	2. No ( <b>If no, go to Q5.3</b> )
	3. Don't know ( <b>Go to Q5.3</b> )

**Q5.2.1.** What changes are anticipated? By what mechanism will the changes be implemented? How and when will you assess the impact of proposed modifications? [WORD LIMIT: 300 WORDS]

**Q5.2.2.** Is there a follow-up assessment on these areas that need improvement?

	1. Yes
	2. No
	3. Don't know

**Q5.3.** Many academic units have collected assessment data on aspects of a program that are not related to program learning outcomes (i.e., impacts of an advising center, etc.). If your program/academic unit has collected assessment data in this way, please briefly report your results here. [WORD LIMIT: 300 WORDS]

**Question 6 (Q6).** Which program learning outcome(s) do you plan to assess next year?

	1. Critical thinking (WASC 1) <sup>1</sup>
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
X	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
X	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
X	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that the program is going to assess but not included above: a. b. c.

### Part 3: Additional Information

**A1.** In which academic year did you **develop** the current assessment plan?

	1. Before 2007-2008
	2. 2007-2008
X	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
	9. Have not yet <b>developed</b> a formal assessment plan

**A2.** In which academic year did you last **update** your assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
X	4. 2009-2010
	5. 2010-2011

	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
	9. Have not yet <b>updated</b> the assessment plan

**A3.** Have you developed a curriculum map for this program?

	1. Yes
x	2. No
	3. Don't know

**A4.** Has the program indicated explicitly where the assessment **of student learning** occurs in the curriculum?

x	1. Yes
	2. No
	3. Don't know

**A5.** Does the program have any capstone class?

x	1. Yes
	2. No
	3. Don't know

**A5.1.** If yes, please list the course number for each capstone class: **EDBM 265: Thesis/project writing**

**A6.** Does the program have **ANY** capstone project?

x	1. Yes
	2. No
	3. Don't know

**A7.** Name of the academic unit: Multicultural Education

**A8.** Department in which the academic unit is located: Graduate and Professional Studies in Education, College of Education

**A9.** Department Chair's Name: Dr. Susan Heredia

**A10.** Total number of annual assessment reports submitted by your academic unit for 2013-2014: [1]

**A11.** College in which the academic unit is located:

	1. Arts and Letters
	2. Business Administration
x	3. Education
	4. Engineering and Computer Science
	5. Health and Human Services
	6. Natural Science and Mathematics
	7. Social Sciences and Interdisciplinary Studies
	8. Continuing Education (CCE)
	9. Other, specify:

**Undergraduate Degree Program(s):**

**A12.** Number of undergraduate degree programs the academic unit has: [0]

**A12.1.** List all the name(s): [\_\_\_\_\_]

**A12.2.** How many concentrations appear on the diploma for this undergraduate program? [0]

**Master Degree Program(s):**

**A13.** Number of Master's degree programs the academic unit has: [1]

**A13.1.** List all the name(s): [Multicultural Education]

A13.2. How many concentrations appear on the diploma for this master program? [\_\_1\_\_]

**Credential Program(s):**

A14. Number of credential degree programs the academic unit has: [\_\_0\_\_]

A14.1. List all the names: [\_\_\_\_\_]

**Doctorate Program(s)**

A15. Number of doctorate degree programs the academic unit has: [\_\_0\_\_]

A15.1. List the name(s): [\_\_\_\_\_]

**A16. Would this assessment report apply to other program(s) and/or diploma concentration(s) in your academic unit\*?**

	1. Yes
x	2. No

\*If the assessment conducted for this program (including the PLO(s), the criteria and standards of performance/expectations you established, the data you collected and analyzed, the conclusions of the assessment) is the same as the assessment conducted for other programs within the academic unit, you only need to submit one assessment report.

16.1. If yes, please specify the name of each program: \_\_\_\_\_

16.2. If yes, please specify the name of each diploma concentration: \_\_\_\_\_