Program Name: Curriculum & Instruction

Question 1: Program Learning Outcomes

Q1.1. Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **did you assess**? **[Check all that apply]**

[x]	1. **Critical thinking**
[ ]	2. **Information literacy**
[x]	3. **Written communication**
[ ]	4. **Oral communication**
[ ]	5. Quantitative literacy
[ ]	6. **Inquiry and analysis**
[x]	7. Creative thinking
[ ]	8. Reading
[ ]	9. Team work
[ ]	10. Problem solving
[ ]	11. Civic knowledge and engagement
[ ]	12. **Intercultural Knowledge, Competency, and Perspectives**
[ ]	13. Ethical reasoning
[ ]	14. Foundations and skills for lifelong learning
[ ]	15. **Global learning and Perspectives**
[ ]	16. Integrative and applied learning
[ ]	17. Overall competencies for GE Knowledge
[ ]	18. Overall competencies in the major/discipline
[ ]	19. **Professionalism**
[ ]	20. Other, specify any PLOs that were assessed but not included above:

   a.
   b.
   c.

Q1.2. Please provide more detailed background information about **EACH PLO** you checked above and other information including how your specific PLOs were **explicitly** linked to the Sac State BLGs/GLGs:

Before beginning, explanation about the College of Education's Curriculum & Instruction (C & I) program is necessary. No report was submitted at the end of 2015-2016 because fall 2015 was the first year of a new experimental C & I pathway and several courses (EDGR 210; EDGR 211; EDGR 220) had never been taught. Moreover, cohort #2 (entered in fall 2016) was extremely small (n=9) and the course sequence needed to be revised. Finally, the number of applicants for fall 2017 was only 8 and the decision was made to not start a new cohort. Thus, in fall 2017 only two courses (EDGR210: & EDTE 227) will be offered and it is uncertain if/when we will have a third cohort, or how (e.g., face-to-face; online) the program will be offered.

Critical thinking: EDGR 210 (*Contemporary Issues in Education: Curriculum and Social Emotional Well-Being of Students*) will evaluate students ability to critically assess the major national and local dialogues related to curriculum and the social emotional well-being of students.

EDTE 227 (Curriculum and Instruction k-12) will (a) examine current curriculum theories, issues, and trends as they relate to content, curriculum design, and development; and (b) examine the political, socio-cultural and economic framework of curriculum and instruction in k-12 schooling.

Written Communication: EDGR 210 – students will write in both academic and other genres about the significance of curriculum and the social emotional well-being of students.

Creative thinking: EDGR 210 – students will work collaboratively to develop a plan for advocacy plan related to curriculum or the social emotional well-being of students.

EDTE 227 – students well develop curriculum and programs that address the academic/educational, socio-cultural, economic and political realities of schools and communities.

Q1.2.1. Do you have rubrics for your PLOs?

[ ]	1. Yes, for all PLOs
[ ]	2. Yes, but for some PLOs
[X]	3. No rubrics for PLOs
[ ]	4. N/A, other (please specify):

Q1.3. Are your PLOs closely aligned with the mission of the university?

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

Q1.4. Is your program externally accredited (other than through WASC)?

[ ]	1. Yes
[X]	2. No (Go to **Q1.5**)
[ ]	3. Don't know (Go to **Q1.5**)

Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?	**Q1.5.** Did your program use the _Degree Qualification Profile_ (DQP) to develop your PLO(s)?	**Q1.6.** Did you use action verbs to make each PLO measurable (See Attachment I)?
☐ 1. Yes ☐ 2. No ☒ 3. Don't know	☐ 1. Yes ☒ 2. No, but I know what the DQP is ☐ 3. No, I don't know what the DQP is. ☐ 4. Don't know	☐ 1. Yes ☒ 2. No ☐ 3. Don't know

IN QUESTIONS 2 THROUGH 5, REPORT IN DETAIL ON __ONE PLO__ THAT YOU ASSESSED

Question 2: Standard of Performance for the selected PLO

Q 2.1. Select **ONE(1) PLO** here as an example to illustrate how you've conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

☐ 1. **Critical thinking**
☐ 2. **Information literacy**
☐ 3. **Written communication**
☐ 4. **Oral communication**
☐ 5. Quantitative literacy
☐ 6. **Inquiry and analysis**
☒ 7. Creative thinking
☐ 8. Reading
☐ 9. Team work
☐ 10. Problem solving
☐ 11. Civic knowledge and engagement
☐ 12. **Intercultural Knowledge, Competency, and Perspectives**
☐ 13. Ethical reasoning
☐ 14. Foundations and skills for lifelong learning
☐ 15. **Global learning and Perspectives**
☐ 16. Integrative and applied learning
☐ 17. Overall competencies for GE Knowledge
☐ 18. Overall competencies in the major/discipline
☐ 19. **Professionalism**
☐ 20. Other, specify any PLOs that were assessed but not included above:
    a.
    b.
    c.

Q2.1.1. Please provide more background information about the **specific PLO** you've chosen in Q2.1:

In both EDGR 210 (*Contemporary Issues in Education: Curriculum and Social Emotional Well-Being of Students*) and EDTE 227 (Curriculum and Instruction k-12) require students to create/develop curriculum that aligns with is the cornerstone

Q2.2. Has the program developed or adopted **explicit** standards of performance for this PLO?

☐	1. Yes
☒	2. No
☐	3. Don't know
☐	4. N/A

Q2.3. <u>**Please provide the rubric(s)**</u> and **standard of performance** that you have developed for this PLO here or in the appendix:
[Word limit: 300]

The rubrics and/or scoring systems used for these products were not provided to the coordinator. However, this particular PLO (creative thinking) and courses (EDGR 210 & EDTE 227) were selected because they will be taught in fall 2017. In fact, the coordinator has already met with one of the instructors who is designing a rubric and standard of performance.

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:	Q2.4 (1) PLO	Q2.5 (2) Standards of Performance	Q2.6 (3) Rubrics
1. In **SOME** course syllabi/assignments in the program that address the PLO	X	X	X
2. In **ALL** course syllabi/assignments in the program that address the PLO			
3. In the student handbook/advising handbook			
4. In the university catalogue	X		
5. On the academic unit website or in newsletters			
6. In the assessment or program review reports, plans, resources or activities			
7. In 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. Other, specify:			

Question 3: Data Collection Methods and Evaluation of Data Quality for the <u>Selected</u> PLO

Q3.1. Was assessment data/evidence **collected** for the selected PLO?

☐	1. Yes
☒	2. No (Skip to **Q6**)
☐	3. Don't know (Skip to **Q6**)
☐	4. N/A (Skip to **Q6**)

Q3.2. If yes, was the data **scored/evaluated** for this PLO?

☐	1. Yes
☐	2. No (Skip to **Q6**)
☐	3. Don't know (Skip to **Q6**)
☐	4. N/A (Skip to **Q6**)

Q3.1.1. How many assessment tools/methods/measures **in total** did you use to assess this PLO?	Q3.2.1 Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? **[Word limit: 300]**

Q3A: Direct Measures (key assignments, projects, portfolios)

Q3.3. Were direct measures [key assignments, projects, portfolios, course work, student tests, etc.] used to assess this PLO?	Q3.3.1. Which of the following direct measures were used? **[Check all that apply]**
☐ 1. Yes ☐ 2. No (Go to **Q3.7**) ☐ 3. Don't know (Go to **Q3.7**)	☐ 1. Capstone projects (including theses, senior theses), courses, or experiences ☐ 2. Key assignments from required classes in the program ☐ 3. Key assignments from elective 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 ☐ 8. Other measure. Specify:
Q3.3.2. Please **provide** the direct measure you used to collect data, THEN **explain** how it assesses the PLO:	

Q3.4. How was the data evaluated? **[Select only one]**	Q3.4.1. If you used other means, which of the following measures were used? **(Check all that apply)**
☐ 1. **No** rubric is used to interpret the evidence (Go to **Q3.4.4**) ☐ 2. Used rubric developed/modified by the faculty who teaches the class ☐ 3. Used rubric developed/modified by a group of faculty ☐ 4. Used rubric pilot-tested and refined by a group of faculty ☐ 5. The VALUE rubric(s) ☐ 6. Modified VALUE rubric(s) ☐ 7. Used other means (Answer **Q3.4.1**)	☐ 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. Other, specify:

Q3.4.2. Was the **rubric** aligned directly and explicitly **with the PLO**?	Q3.4.3. Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?	Q3.4.4. Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?
☐ 1. Yes ☐ 2. No ☐ 3. Don't know ☐ 4. N/A	☐ 1. Yes ☐ 2. No ☐ 3. Don't know ☐ 4. N/A	☐ 1. Yes ☐ 2. No ☐ 3. Don't know ☐ 4. N/A

Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO?	Q3.5.1 How many faculty members participated in planning the evaluation of the assessment data for the selected PLO?	Q3.5.2. If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?
		☐ 1. Yes ☐ 4. N/A ☐ 2. No ☐ 3. Don't know

Q3.6. How did you **select** the sample of student work [papers, projects, portfolios, etc.]?	Q3.6.1. How did you **decide** how many samples of student work to review?

Q3.6.2. How many students were in the class or program?	Q3.6.3. How many samples of student work did you evaluate?	Q3.6.4. Was the sample size of student work for the direct measure adequate? ☐ 1. Yes ☐ 2. No ☐ 3. Don't know

Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7. Were indirect measures used to assess the PLO? ☐ 1. Yes ☐ 2. No (Skip to **Q3.8**) ☐ 3. Don't know	Q3.7.1. Which of the following indirect measures were used? **[Check all that apply]** ☐ 1. National student surveys (e.g., NSSE) ☐ 2. University conducted student surveys (e.g. OIR) ☐ 3. Program student surveys or focus groups ☐ 4. Alumni surveys, focus groups, or interviews ☐ 5. Employer surveys, focus groups, or interviews ☐ 6. Advisory board surveys, focus groups, or interviews ☐ 7. Other, specify:
Q3.7.1.1 Please explain and attach the indirect measure you used to collect data: Q3.7.2 **If** surveys were used, how was the sample size decided?	
Q3.7.3. **If** surveys were used, how did you select your sample?	Q3.7.4. **If** surveys were used, what was the response rate?

Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO? ☐ 1. Yes ☐ 2. No (Go to **Q3.8.2**) ☐ 3. Don't know	Q3.8.1. Which of the following measures were used? **(Check all that apply)** ☐ 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. Other, specify:
Q3.8.2. Were other measures used to assess the PLO? ☐ 1. Yes ☐ 2. No (Go to **Q4.1**) ☐ 3. Don't know (Go to **Q4.1**)	Q3.8.3. If other measures were used, please specify:

Question 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III)
[Word limit: 600 for selected PLO]

Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

Q4.3. For **selected** PLO, the student performance:

- [ ] 1. **Exceeded** expectation/standard
- [ ] 2. **Met** expectation/standard
- [ ] 3. **Partially** met expectation/standard
- [ ] 4. **Did not meet** expectation/standard
- [ ] 5. No expectation or standard has been specified
- [ ] 6. Don't know

Q4A: Alignment and Quality

Q4.4. Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?	**Q4.5.** Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?
[ ] 1. Yes	[ ] 1. Yes
[ ] 2. No	[ ] 2. No
[ ] 3. Don't know	[ ] 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1. As a result of this year's **assessment effort** and based on the prior feedback from OAPA, do you anticipate *making any*	**Q5.1.1.** Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a

changes for your program (e.g., course structure, course content, or modification of PLOs)?

 1. Yes

 2. No (Go to **Q5.2**)

 3. Don't know (Go to **Q5.2**)

Q5.1.2. Do you have a plan to assess the *impact of the changes* that you anticipate making?

 1. Yes

 2. No

 3. Don't know

description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

Q5.2. Since your last assessment report, **how have the assessment data from then been used** so far? **[Check all that apply]**

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

Q5.2.1. Please provide a detailed example of how you used the assessment data above.

Q5.3. To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes					
2. Standards of Performance					
3. Measures					
4. Rubrics					
5. Alignment					
6. Data Collection					
7. Data Analysis and Presentation					
8. Use of Assessment Data					

9. Other, please specify:

Q5.3.1.
Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above:

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). **If** your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**

To my knowledge, no assessment data has been collected on aspects of the program not related to PLOs.

Q7. What PLO(s) do you plan to assess next year?

X	1. **Critical thinking**
	2. **Information literacy**
X	3. **Written communication**
	4. **Oral communication**
	5. Quantitative literacy
	6. **Inquiry and analysis**
X	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement
	12. **Intercultural Knowledge, Competency, and Perspectives**
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. **Global learning and Perspectives**
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. **Professionalism**
	20. Other, specify any PLOs that were assessed but not included above:

a.

b.

c.

Q8. Have you attached any files to this form? If yes, please list every attached file here:

no

Program Information (Required)

Q9. Program/Concentration Name(s): Curriculum and Instruction **Q10.** Report Authors: Albert Lozano	**Q10.1.** Department Chair/Program Director: Elisabeth Liles / Albert Lozano **Q10.2.** Assessment Coordinator: Chris Boosalis (previous)
Q11. Academic unit: Department, Program, or College: Graduate and Professional Studies in Education: Teacher Education	**Q12.** College: Education

Q13. Fall 2015 enrollment for Academic unit *(See Department Fact Book by the Office of Institutional Research for fall enrollment)*: 14 students (new pathway)

Q14. Program Type: **[Select only one]**
- [ ] 1. Undergraduate baccalaureate major
- [ ] 2. Credential
- [X] 3. Master's degree
- [ ] 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- [ ] 5. Other. Please specify:

Undergraduate Degree Program(s):
Q15. Number of undergraduate degree programs the academic unit has:

Q15.1. List all the name(s):

Q15.2. How many concentrations appear on the diploma for this undergraduate program?

Master Degree Program(s):
Q16. Number of Master's degree programs the academic unit has: 3

Q16.1. List all the name(s): Curriculum and Instruction; Educational Technology; Gender Equity
Q16.2. How many concentrations appear on the diploma for this master program? 1

Credential Program(s):
Q17. Number of credential programs the academic unit has:

Q17.1. List all the names:

Doctorate Program(s)
Q18. Number of doctorate degree programs the academic unit has:

Q18.1. List all the name(s):

When was your assessment plan… *(Please obtain and attach the assessment plan)*	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Do not Know
Q19. … developed?								X
Q19.1. … last updated?								X

	1. Yes	2. No	3. Don't Know
Q20. Have you developed a curriculum map for this program? *Please obtain and attach the curriculum map*.		X	
Q20.1. Has the program indicated explicitly where the assessment **of student learning** occurs in the curriculum?		X	
Q22. Does the program have a capstone class?	X		
Q22.1. Does the program have **ANY** capstone project?	X		

Attachment I: The Development of Program Learning Outcomes

The Importance of Verbs

Multiple Interpretations:	Fewer Interpretations:
to grasp	to write
to know	to recite
to enjoy	to identify
to believe	to construct
to appreciate	to solve
to understand	to compare

Relevant Verbs in Defining Learning Outcomes
(Based on Bloom's Taxonomy)

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Cite	Arrange	Apply	Analyze	Arrange	Appraise
Define	Classify	Change	Appraise	Assemble	Assess
Describe	Convert	Compute	Break Down	Categorize	Choose
Identify	Describe	Construct	Calculate	Collect	Compare
Indicate	Defend	Demonstrate	Categorize	Combine	Conclude
Know	Diagram	Discover	Compare	Compile	Contrast
Label	Discuss	Dramatize	Contrast	Compose	Criticize
List	Distinguish	Employ	Criticize	Construct	Decide
Match	Estimate	Illustrate	Debate	Create	Discriminate
Memorize	Explain	Interpret	Determine	Design	Estimate
Name	Extend	Investigate	Diagram	Devise	Evaluate
Outline	Generalize	Manipulate	Differentiate	Explain	Explain
Recall	Give Examples	Modify	Discriminate	Formulate	Grade
Recognize	Infer	Operate	Distinguish	Generate	Interpret
Record	Locate	Organize	==Examine==	Manage	Judge
Relate	Outline	Practice	Experiment	Modify	Justify
Repeat	Paraphrase	Predict	Identify	Organizer	Measure
Reproduce	Predict	Prepare	Illustrate	Perform	Rate
Select	Report	Produce	Infer	Plan	Relate
State	Restate	Schedule	Inspect	Prepare	Revise
Underline	Review	Shop	Inventory	Produce	Score
	Suggest	Sketch	Outline	Propose	Select
	Summarize	Solve	Question	Rearrange	Summarize
	Translate	Translate	Relate	Reconstruct	Support
		Use	Select	Relate	Value
			Solve	Reorganize	
			Test	Revise	