

2017 - 2018 Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

For more information visit our [website](#)
or [contact us](#) for more help.

Please begin by selecting your program name in the drop down.

If the program name is not listed, please enter it below:

MA Curriculum and Instruction

OR enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

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]

- 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 Disciplinary Knowledge**
- 19. **Professionalism**
- 20A. Other, specify any assessed PLOs not included above:

a.

b.

c.

- 20B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.2 to Q5.3.1.)

Q1.2.

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

Q1.2.1.

Do you have rubrics for your PLOs?

- 1. Yes, for all PLOs
- 2. Yes, but for some PLOs
- 3. No rubrics for PLOs
- 4. N/A
- 5. Other, specify:

Q1.3.

Are your PLOs closely aligned with the mission of the university?

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

Q1.4.

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- 1. Yes
- 2. No (skip to **Q1.5**)
- 3. Don't know (skip 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?

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

Q1.5.

Did your program use the **Degree Qualification Profile** ("DQP", see <http://degreeprofile.org>) to develop your PLO(s)?

- 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

Q1.6.

Did you use action verbs to make each PLO measurable?

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

(Remember: **Save your progress**)

Section 2: Report One Learning Outcome in Detail**Question 2: Standard of Performance for the Selected PLO****Q2.1.**

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

Oral Communication

If your PLO is **not listed**, please enter it here:

Q2.1.1.

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

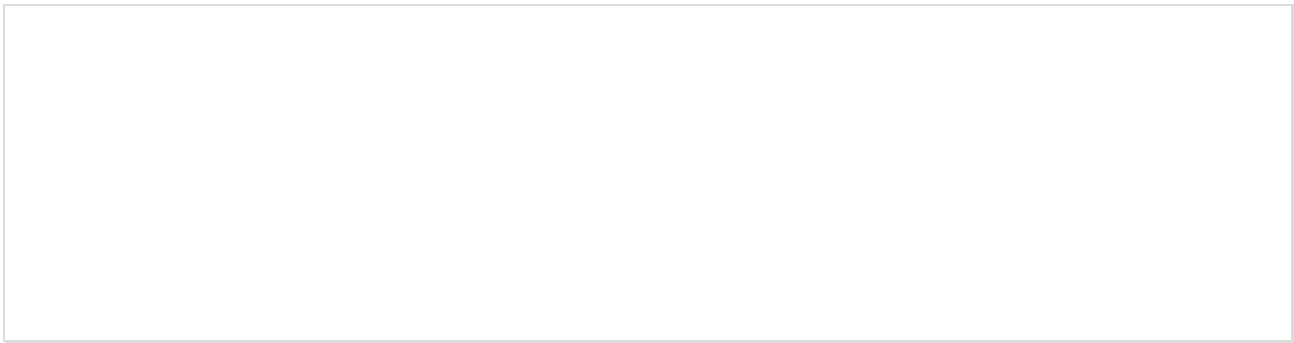
Q2.2.

Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")

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

Q2.3.

Please **1) provide and/or attach the rubric(s) AND 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:



 Guiding Questions- Rubric 210.pdf
90.08 KB

 No file attached

| Q2.4. PLO | Q2.5. Stdrd | Q2.6. Rubric | Please indicate where you have published the PLO , the standard (stdrd) of performance, and the rubric that was used to measure the PLO: |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. In SOME course syllabi/assignments in the program that address the PLO |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. In ALL course syllabi/assignments in the program that address the PLO |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. In the student handbook/advising handbook |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. In the university catalogue |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. On the academic unit website or in newsletters |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. In the assessment or program review reports, plans, resources, or activities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. In new course proposal forms in the department/college/university |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. In the department/college/university's strategic plans and other planning documents |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. In the department/college/university's budget plans and other resource allocation documents |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10. Other, specify: <input type="text"/> |

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected 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**)

Q3.1.1.
How many assessment tools/methods/measures **in total** did you use to assess this PLO?

Q3.2.
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**)

Q3.2.1.

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:

(Remember: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)**Q3.3.**

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- 1. Yes
- 2. No (skip to **Q3.7**)
- 3. Don't know (skip to **Q3.7**)

Q3.3.1.

Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) were used? [**Check all that apply**]

- 1. Capstone project (e.g. 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 assessment such as simulations, comprehensive exams, or critiques
- 5. External performance assessments such as internships or other community-based projects
- 6. E-Portfolios
- 7. Other Portfolios
- 8. Other, specify:

Q3.3.2.

Please **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, **THEN 2) explain here** how it assesses the PLO:

 No file attached

 No file attached

Q3.4.

What tool was used to evaluate the data?

- 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.

If you used other means, which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- 4. Other, specify:

(skip to **Q3.4.4.**)

Q3.4.2.

Was the **rubric** aligned directly and explicitly **with the PLO**?

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

Q3.4.3.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

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

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

Q3.5.

Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

Q3.5.1.

Please enter the number (#) of faculty members who participated in 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
- 2. No
- 3. Don't know
- 4. N/A

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.

Please enter the number (#) of students that were in the class or program?

Q3.6.3.

Please enter the number (#) of samples of student work that you evaluated?

Q3.6.4.

Was the sample size of student work for the direct measure adequate?

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

(Remember: Save your progress)

Question 3B: 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 (skip to **Q3.8**)

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. College/department/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, please enter the response rate:

Question 3C: 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 (skip to **Q3.8.2**)
- 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.

Which of the following measures was used? [**Check all that apply**]

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

Q3.8.2.

Were other measures used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q4.1**)
- 3. Don't know (skip to **Q4.1**)

Q3.8.3.


If other measures were used, please specify:


(Remember: **Save your progress**)

Question 4: Data, Findings, and Conclusions

Q4.1.


Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our [Feedback Packet Example](#)):


 No file attached

 No file attached

Q4.2.

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

 No file attached

 No file attached

Q4.3.

For the 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/standard has been specified
- 6. Don't know

Question 4A: 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?

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

Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

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

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

Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate **making any changes** for your program (e.g. course structure, course content, or modification of PLOs)?

- 1. Yes
- 2. No (skip to **Q5.2**)
- 3. Don't know (skip to **Q5.2**)

Q5.1.1.

Please describe **what changes** you plan to make in your program as a result of your assessment of this PLO.

Q5.1.2.

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

- 1. Yes, describe your plan:

- 2. No
- 3. Don't know

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas?

| 1. | 2. | 3. | 4. | 5. |
|-----------|-------------|------|------------|-----|
| Very Much | Quite a Bit | Some | Not at All | N/A |

| | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Improving specific courses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Modifying curriculum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Improving advising and mentoring | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Revising learning outcomes/goals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Revising rubrics and/or expectations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Developing/updating assessment plan | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Annual assessment reports | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Program review | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Prospective student and family information | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Alumni communication | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. WSCUC accreditation (regional accreditation) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Program accreditation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. External accountability reporting requirement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Trustee/Governing Board deliberations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. Strategic planning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Institutional benchmarking | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. Academic policy development or modifications | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. Institutional improvement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. Resource allocation and budgeting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. New faculty hiring | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. Professional development for faculty and staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. Recruitment of new students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. Other, specify: <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:

Q5.3.

To what extent did you apply **previous assessment 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Standards of Performance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Measures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Rubrics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 5. Alignment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Data Collection | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Data Analysis and Presentation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Use of Assessment Data | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Other, please specify: <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q5.3.1.

Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

(Remember: **Save your progress**)


Section 3: Report Other Assessment Activities


Other Assessment Activities

Q6.

If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

n/a

 No file attached

 No file attached

Q6.1.

Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

There will be no action plan for this program as currently constructed. The pathway discussed above was created for cohort #1; nineteen students entered in fall 2015. Some course offerings were new courses (EDGR 210; EDGR 211; EDGR 220), and the success of each course necessitated program modifications, such as moving EDGR 210 to a position much earlier in the program. Second, cohort #2 (fall 2016 admits) was so small (n = 9) that courses had to be moved in a way that combined cohorts #1 and #2 to avoid classes with low numbers, which modified the original plans. Unfortunately, in fall 2016, only nine students enrolled, and in fall 2017 the C & I program did not have enough applicants to admit a new cohort. Currently several COE faculty are devising an updated C & I program that will be delivered exclusively on line. Below is the proposed course sequence to date. Courses in bold are pre-existing courses that will be included in the revised pathway.

SUMMER

The New Pedagogy (3)

Expanding demographic diversity, advances in cognition science, new curriculum standards, and new instructional technologies all call for innovative approaches to pedagogy. In this course, students will learn about instructional strategies to foster academic discourse, differentiate instruction and assessment, implement project-based learning, and create culturally relevant activities.

Reinventing education (3)

Teaching and learning occur within complex organizational and systems contexts. This course focuses on the intersection of organizational theory, policy development, and policy implementation to understand how educational changes occur, the strategic levers that facilitate reform, and the structural impediments to innovation. The role that teachers can play and have played in innovation is also examined.

FALL

EDTE 251: Education for a Democratic, Pluralistic Society (3)

In this course, students examine educational inequities, from theoretical and practical viewpoints. They learn the analytical frameworks of the major disciplines studying educational inequality and apply these to specific aspects of their own realities as teachers.

EDTE 250 Education Research (3)

EDGRXXX: Inquiry and Practice (3)

This is the first part of the action research sequence...

Spring

EDTE 227 Transforming Curriculum (3)

EDGRXXX: Action and analysis (3)

This is the second part of the Action research sequence.

Culminating Experience: Portfolio (3)

Q7.

What PLO(s) do you plan to assess next year? [Check all that apply]

- 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 Disciplinary Knowledge**
- 19. **Professionalism**
- 20. Other, specify any PLOs not included above:

- a.
- b.
- c.

Q8.

Please explain how this year's assessment activities help you address recommendations from your department's last program review?

n/a - As stated above, this program is currently under revision and will be restrutured as an online program, with new faculty working on this process. Moreover, no new cohorts in fall 2017 or fall 2018 have been enrolled.

Q9. Please attach any additional files here:

- | | |
|--|--|
|  No file attached |  No file attached |
|  No file attached |  No file attached |

Q9.1.

If you have attached **any** files to this form, please list **every** attached file here:

Section 4: Background Information about the Program

Program Information (**Required**)

Program:

(If you typed in your program name at the beginning, please skip to **Q11**)

Q10.

Program/Concentration Name: [skip if program name is already selected or appears above]

Q11.

Report Author(s):

Albert Lozano

Q11.1.

Department Chair/Program Director:

Elisabeth Liles

Q11.2.

Assessment Coordinator:

Albert Lozano

Q12.

Department/Division/Program of Academic Unit (select):

Education - Graduate

Q13.

College:

College of Education

Q14.

What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

approximately five students

Q15.

Program Type:

- 1. Undergraduate baccalaureate major
- 2. Credential
- 3. Master's Degree
- 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- 5. Other, specify:

Q16. Number of **undergraduate degree programs** the academic unit has?

N/A

Q16.1. List all the names:

Q16.2. How many concentrations appear on the diploma for this undergraduate program?
 N/A

Q17. Number of **master's degree programs** the academic unit has?
 1

Q17.1. List all the names:
 Curriculum and Instruction

Q17.2. How many concentrations appear on the diploma for this master's program?
 1

Q18. Number of **credential programs** the academic unit has?
 N/A

Q18.1. List all the names:

Q19. Number of **doctorate degree programs** the academic unit has?
 N/A

Q19.1. List all the names:

| When was your Assessment Plan... | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|
| | Before 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | No Plan | Don't know |
| Q20. Developed? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Q20.1. Last updated? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

Q20.2. (Required)

Please **obtain** and **attach** your latest **assessment plan**:



Assessment Graduate Learning Goals PLO C & I 2018.docx
49.31 KB

Q21.

Has your program developed a **curriculum map**?

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

Q21.1.

Please **obtain** and **attach** your latest **curriculum map**:



Curriculum Map.docx
12.77 KB

Q22.

Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?

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

Q23.

Does your program have a capstone class?

- 1. Yes, specify:

- 2. No
- 3. Don't know

Q23.1.

Does your program have a capstone project(s)?

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

(Remember: Save your progress)

Save When Completed!

ver. 10.31.17

Rubric for Assessment of Masters Learning Goals and Competencies

| Guiding Questions | Not Clear, Incomplete | Needs Clarification development/revision | Clear and well developed | Final Score |
|---|--|--|---|-------------|
| | 0 | 1-2 | 3 | |
| <p>1. How well is the introduction of the document / presentation developed?</p> <ul style="list-style-type: none"> • Statement of the problem • Significance of the problem • Research questions and/or anticipated outcomes • Definitions • Description of the Innovation/ Intervention • Survey of related literature | <input type="checkbox"/> One or more of the 6 prompts for this guiding question are incomplete and inadequately address the research introduction. There is inadequate support for the purpose of the study. | <input type="checkbox"/> Some but not all of the 6 prompts for this guiding question are complete enough to provide support for the purpose of the study. More elaboration specific to the research proposal introduction prompts is needed. | <input type="checkbox"/> All 6 areas of this guiding question are well developed and clearly articulated. The responses to the prompts provide convincing support for the purpose of the study. | |
| <p>2. How well is the methodology developed?</p> <ul style="list-style-type: none"> • Context • Data types and sources • Assumptions • Limitations • Delimitations • Steps to be undertaken • Summary of procedures for analyzing data (qualitative, quantitative or mixed-methods) | <input type="checkbox"/> Context and research design and its rationale are poorly (or not at all) developed. Assumptions, limitations, delimitations, steps and procedures are incompletely (or not at all) supported and demonstrate minimal (or none at all) connection to the introduction. | <input type="checkbox"/> Context and research design is incompletely developed, and/or the rationale for the chosen method is not clear. Assumptions, limitations, delimitations, steps and procedures are inadequately supported and demonstrate insufficient connection to the introduction. | <input type="checkbox"/> Context and research design is well developed, and the rationale for the chosen method is clearly identified. Assumptions, limitations, delimitations, steps and procedures are all fully supported and demonstrate a seamless connection to the introduction. | |
| <p>3. How well are the procedure, timeline and special considerations developed and or presented?</p> <ul style="list-style-type: none"> • Time schedule, action plan and milestones • Special considerations • Required resources • Direct and indirect costs | <input type="checkbox"/> Details of procedure, considerations of time schedule, action plan, special considerations, required resources and costs are incomplete and/or not realistic. | <input type="checkbox"/> Some procedural details, considerations of time schedule, action plan, special considerations, required resources and costs are provided but need more development. | <input type="checkbox"/> Details of procedure, considerations of time schedule, action plan, special considerations, required resources and costs are well developed and demonstrate a high likelihood that that (Continued) proposed activities can be carried out successfully. | |
| <p>4. How well is the document / presentation organized and formatted?</p> | <input type="checkbox"/> Writing is unacceptable for the graduate level research paper. The citations and referencing | <input type="checkbox"/> Writing needs some editing to comply with the graduate level research paper. APA citations and | <input type="checkbox"/> Writing is appropriate for the graduate level research paper—clear, concise, and focused, with the use of | |

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|--|--|---|--|--|
| <ul style="list-style-type: none"> • Surface elements of text should ensure that conventions valued by the academic community are not violated (e.g., punctuation, hyphenation, spelling, abbreviations, headings, etc.) • Writing should demonstrate a sophisticated clarity & conciseness • Appropriate use of APA citations and reference page • References should be primary and substantial to adequately address the topic. • Diagrams, Graphic organizers, graphs, charts are all clear, have legends, and appropriately placed. | <p>are inadequate to the APA Style Manual requirements. Diagrams, graphic organizers, graphs, charts are unclear, have no legends, or not included.</p> | <p>referencing are not always adequate to the APA Style Manual requirements. Some aspects of diagrams, graphic organizers, graphs, charts are clear, have legends, but need further development.</p> | <p>logical transitions, conventional grammar and punctuation. Citations and referencing comply with the APA Style Manual requirements. Visual representations of data and concepts are clear, informative, provocative and professionally articulated.</p> | |
| <p>5. How well and fully addressed are ethical considerations of working with Human Subjects addressed both in research and applied settings?</p> <ul style="list-style-type: none"> • All 8 human subjects questions fully addressed. • Include copies of questionnaire(s), cover letters, consent forms, and/or any other materials used with human subjects if appropriate. | <ul style="list-style-type: none"> <input type="checkbox"/> The 8 human subjects questions and corresponding attachments are incomplete or inadequately addressed. <input type="checkbox"/> www.csus.edu/research/irb/faqs.html | <ul style="list-style-type: none"> <input type="checkbox"/> The 8 human subjects questions and corresponding attachments need some revisions. <input type="checkbox"/> www.csus.edu/research/irb/faqs.html | <ul style="list-style-type: none"> <input type="checkbox"/> All 8 human subjects questions and corresponding attachments are well-addressed. <input type="checkbox"/> www.csus.edu/research/irb/faqs.html | |

Graduate Learning Goals/Objectives and Program Learning Outcomes:
MA Education, Curriculum and Instruction June 2018

Created by: Albert Lozano, Program Coordinator

A. Institutional Graduate Learning Goals

For each Institutional Graduate Learning Goal, students are expected to achieve a level of competency associated with an advanced degree, as appropriate to the discipline.

Institutional Graduate Learning Goals for Masters Programs

- 1 *Disciplinary knowledge*: Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.
2. *Communication*: Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.
3. *Critical thinking/analysis*: Demonstrate the ability to be creative, analytical, and critical thinkers.
4. *Information literacy*: Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.
5. *Professionalism*: Demonstrate an understanding of professional integrity.
6. *Intercultural/Global Perspectives*: Demonstrate relevant knowledge and application of intercultural and/or global perspectives.

B. Program Learning Outcomes

Graduate programs shall develop Program Learning Outcomes (PLOs) that represent their unique perspectives and which demonstrate achievement of Graduate Learning Goals. Each graduate program shall define its own set of learning outcomes, specific to the level of study and to the discipline, which are clearly more advanced in content than those defined for related undergraduate work. For some programs, these might already be defined, at least in part, by external accrediting agencies. Such defined outcomes shall also form the basis for assessment plans within graduate programs and offer foci for future academic program review teams.

The faculty in the MA in Education, Curriculum and Instruction program created the following five program learning outcomes for our program which are: Expertise, Leadership/Change Agent, Intellectual Curiosity, Research: Qualitative and Quantitative, and Academic Writing. The learning outcomes are determined by knowledge, skills, and dispositions demonstrated by the student throughout the program.

| | | GPAG Program Learning Outcomes (PLO) |
|------------------------------|------------------|--|
| PLO #1: Expertise | Knowledge | Examine the political, socio-cultural and economic framework of curriculum and instruction in k-12 schooling (EDTE 227) |
| | | Understand the differences and relationship between parent and family involvement in schools and school involvement in community life (EDBM 245) |
| | | Understand politics and the role it plays in contemporary K-12 education (EDGR 211) |
| | Skills | Use information and communication technologies for personal and social experiential learning and as a tool. (EDTE 280) |

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| | | Develop curriculum and programs that address the academic/educational, socio-cultural, economic and political realities of schools and communities (EDTE 227) |
| | | Understand a broad knowledge base, and enhanced critical thinking skills related to a wide range of controversial educational issues that affect educational services in the United States. (EDTE 251) |
| | Dispositions | Develop a critical perspective on the relationship between bicultural parents and public schools (EDBM 245) |
| | | Recognize, understand and apply values, principles of equity and social justice in public and private contexts (EDTE 227) |
| | | |
| PLO #2: Leadership/ Change Agent | Knowledge | Understand the key theoretical frameworks and best practices within the fields of curriculum and the social emotional well-being of students (EDGR 210) |
| | | Exploring learning and technology issues related to potential and impact in local, national, and global context (EDTE 280). |
| | | Assess curriculum trends (past, present, future) (EDTE 227) |
| | Skills | Use standards and curriculum frameworks to design curriculum (EDTE 227) |
| | | Develop an action plan for implementing or strengthening parent-family-community-school involvement in the student's work environment (EDBM 245) |
| | | Demonstrate the ability to apply curriculum mapping skills that will assist with meeting the academic and developmental standards to needs of diverse student population (EDTE 227) |
| | Dispositions | See K-12 education as a 21 st century civil rights issue (EDGR 211) |
| Work collaboratively to develop a plan for advocacy related to curriculum or the social emotional well-being of students (EDGR 210). | | |
| PLO #3: Intellectual Curiosity | Knowledge | Introduces students to current theories surrounding the pedagogies and politics of new literacies within a wide variety of contexts, but all related to educational settings. (EDGR 220) |
| | | Explore the ways in which schools, are influenced by the economic, social and political environment (EDTE 251) |
| | | Address the complex implications of diversity issues, learning theories, assessment practices, organizational structures, and systemic change efforts (EDTE 251). |
| | Skills | Demonstrate an understanding of how the dynamics of race, class, and culture affect parent-family-community-school interactions (EDBM 245) |
| | | Discover potential and impact of technologies in education context and analyze its analyzing reliability, viability and sustainability (EDTE 280). |

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| | Dispositions | Develop the capacity for empathetic imagination the ability to put oneself in another learner’s shoes to think strategically about building transformative learning journeys. (EDTE 280) |
| | | Incorporates information on technological literacies, family, community, and workplace literacies, cultural literacies, and multiliteracies. (EDGR 220) |
| | | |
| PLO #4: Research: Qualitative and Quantitative | Knowledge | Identify various methodologies used in education research (EDTE 250) |
| | | Understanding various learning models, evaluation techniques, and implementation strategies (EDTE 280). |
| | Skills | Analyze and interpret data from qualitative and quantitative research (EDTE 250) |
| | | Identify underlying assumptions in curriculum and instruction decisions through the use of knowledge of research (literature review, methodology, results, and discussion) (EDTE 227) |
| | Dispositions | Values the importance of using valid and reliable data collection tools. |
| | | Values the importance of making valid conclusions and inferences from data. |
| | | |
| PLO #5: Academic Writing | Knowledge | Become competent with the APA format for academic writing (EDTE 290). |
| | Skills | Write and submit a research/project proposal that for the C & I program, or a research prospectus (EDTE 250) |
| | | Write in both academic and other genres about the significance of curriculum and the social emotional well-being of students (EDGR 210) |
| | Dispositions | Produces academic writing for a variety of audiences including peers, professors, and the larger scholarly and professional community. |
| Participates in collaboration, peer review, and feedback to improve academic writing. | | |

C. Curriculum Map

Each program shall create a curriculum map:

1. List all courses, both required and elective, as well as other required graduate education activities.
2. Indicate where in the curriculum each PLO is addressed through development of a curriculum map.

| Coursework | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 |
|---------------------------------|-------|-------|-------|-------|-------|
| EDTE 251 (core course) | X | | X | | X |
| EBDM 245 (elective) | X | X | X | | X |
| EDTE 280 (elective) | X | X | X | X | X |
| EDTE 250 (core course) | | | | X | X |
| EDTE 290 (core course) | | | | | X |
| EDTE 227 (core course) | X | X | X | X | X |
| EDGR 210 (elective) | | X | | | X |
| EDGR 211 (elective) | X | X | | | X |
| EDGR 220 (elective) | | | X | | X |
| EDTE 505 Culminating Experience | | | | | X |

D. Assessment Plan

Each graduate program shall develop a plan for assessing student achievement of its Program Learning Outcomes:

1. Identify graduate program-specific direct and indirect lines of evidence for each of the PLOs.
The table below summarizes the kinds of direct and indirect evaluative data programs might draw on to assess PLOs related the Institutional Graduate Learning Goals:

| | | Evidence for Assessing Graduate Program Learning Outcomes | |
|------------------------------------|----------------------------------|---|--|
| | | Lines of Evidence | |
| <i>Institutional Graduate Goal</i> | <i>PLO</i> | <i>Direct</i> | <i>Indirect</i> |
| Disciplinary Knowledge | PLO 1 PLO 2 PLO 3 | 1. Assignments in core courses 2. Completion of culminating experience (thesis or project) | 1. Midterm course assessments 2. Group presentations/assignments 3. Class discussions of |
| Communication | PLO 1 PLO 2 PLO 3 PLO 5 | 1. Assignments related to coursework 2. Course group work 3. Creation of Blog 4. IRB proposal 5. Culminating experience (thesis or project) | 1. Midterm course assessments 2. Group & Individual discussions/presentations 3. Class discussions of scholarly material |

| | | | |
|--------------------------------|-------------------------|--|--|
| Critical Thinking/ Analysis | PLO 1 PLO 2 PLO 3 | 1. Assignments in content courses 2. Proposal and IRB submission 3. Demonstration of applied understanding of expertise 4. Thesis proposal 5. Culminating experience (thesis or project) | 1. Reflection assignments to demonstrate personal understanding of material 2. Midterm course assessments 3. Class discussions of scholarly material |
| Information Literacy | PLO 1 PLO 4 PLO 5 | 1. Assignments in content courses 2. Creation of Blog 3. Proposal and IRB submission 4. Culminating experience (thesis or project) | 1. Midterm Course assessments 2. Use of information literacy in research |

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|---|-------------------------|---|---|
| Professionalism | PLO 1 PLO 2 PLO 3 | 1. Assignments in content courses 2. Collaborates with peers & faculty. 3. Through coursework and class interaction demonstrates an understanding of integrity. | 1. Class discussion leader 2. Provides peers with constructive feedback 3. Shows respect in agreeing/disagreeing with alternate points of view in class presentations |
| Intercultural/ Global Perspective | PLO 1 PLO 2 PLO 3 | 1. Assignments in content courses 2. Areas of research focus 3. Course content with social justice focus 4. Thesis and IRB proposal 5. Culminating experience (thesis or project) | 1. Mid-course assessments 2. In-class discussions 3. Attendance at multicultural conference |

3. Articulate evaluation parameters for measuring introductory and advanced levels of graduate student development for each PLO.

The Master of Arts in Education in the Curriculum and Instruction program offered students the opportunity to address GPAG five PLO's expertise, Leadership/Change Agent, Intellectual Curiosity, Qualitative and Quantitative Research, and Academic Writing in several ways.

Graduate students in the program:

- 1) Take courses that offer multiple perspectives using a social justice perspective on the disproportion academic achievement of historically underrepresented groups in US schools;
- 2) Take courses analyzing the current educational needs of historically underrepresented groups;
- 3) Take course focused on the role of bicultural parents and community organizations;
- 4) Take courses examining the role of technology in education;
- 5) Take courses examining the influence of social emotional factors in k-12 schools;
- 6) Take courses that support research and writing skills necessary for graduate level work. .

The C & I program focuses is on how the structure of school curriculum affects k-12 students, with particular attention to students/families from historically underrepresented groups.

Two courses that encapsulate the focus of the program is *EDTE 227: Seminar in Curriculum and Instruction, K-12*; and *EDBM 245: Advocacy, Chang, and Community*. Both of these courses incorporate social justice and theoretical perspectives learned in *EDTE 251: Education for a Democratic, Pluralistic Society* that rely on the thinking/writings of Paulo Freire, Antonia Darder and James Banks. The first course, *EDTE 227* examines current educational practices (e.g., curriculum, assessments) that inherently favor certain students in k-12 settings. *EDBM 245* delves more specifically into the effects of these policies on bilingual/bicultural students and families, as well as strategies to empower these too often disenfranchised communities.

3. Evaluate each of the PLOs based on direct lines of evidence such as those identified above, collectively supporting the evaluation of introductory and advanced levels of development over the course of each student's program trajectory. Emphasis should be placed on early assessment of indicators that predict success in the graduate experience.

Students are guided toward completion of a thesis or project starting with early identification of possible research topics in their first semester course, *EDTE 251*. Students then learn research methods through the lens of their specific topic *EDTE 250*, which is taught by the program coordinator. By the end of the course, the program coordinator connects students with an advisor that has expertise in the student's area of interest (e.g., social emotional learning). This allows for student and advisor to begin discussions on possible research questions, tentative submission dates (e.g., COE IRB), and most importantly a summer readings regarding the literature review. Students are provided structured writing support in *EDTE 290: Thesis writing*. The program coordinator helps keep students in the program on track with course requirements, advancement to candidacy, submission of the culminating experience proposal, and application to graduate. The program learning outcomes (PLO) are woven into each course in assignments, readings, presentations, and student publications.

Ideal course sequence of curriculum & Instruction program

| Course Sequence | Semester |
|--|-----------------|
| EDTE 251; EDBM 245 (8 weeks); EDTE 280 (8 weeks) | Fall Year 1 |
| EDTE 250; EDTE 227 | Spring Year 1 |
| EDTE 290; EDGR 210 (8 weeks); EDGR 211 (8 weeks) | Fall Year 2 |
| EDGR 220; EDTE 505 | Fall Year 2 |

E. Action Plan Based on Assessment Data

Based on the assessment data collected, each graduate program shall provide detailed information about Ongoing action steps to be taken to maintain and improve program quality and/or address identified deficiencies.

There will be no action plan for this program as currently constructed. The pathway discussed above was created for cohort #1; nineteen students entered in fall 2015. Some course offerings were new courses (EDGR 210; EDGR 211; EDGR 220), and the success of each course necessitated program modifications, such as moving EDGR 210 to a position much earlier in the program. Second, cohort #2 (fall 2016 admits) was so small (n = 9) that courses had to be moved in a way that combined cohorts #1 and #2 to avoid classes with low numbers, which modified the original plans. Unfortunately, in fall 2016, only nine students enrolled, and in fall 2017 the C & I program did not have enough applicants to admit a new cohort. Currently several COE faculty are devising an updated C & I program that will be delivered exclusively on line. Below is the proposed course sequence to date. Courses in bold are pre-existing courses that will be included in the revised pathway.

SUMMER

The New Pedagogy (3)

Expanding demographic diversity, advances in cognition science, new curriculum standards, and new instructional technologies all call for innovative approaches to pedagogy. In this course, students will learn about instructional strategies to foster academic discourse, differentiate instruction and assessment, implement project-based learning, and create culturally relevant activities.

Reinventing education (3)

Teaching and learning occur within complex organizational and systems contexts. This course focuses on the intersection of organizational theory, policy development, and policy implementation to understand how educational changes occur, the strategic levers that facilitate reform, and the structural impediments to innovation. The role that teachers can play and have played in innovation is also examined.

FALL

EDTE 251: Education for a Democratic, Pluralistic Society (3)

In this course, students examine educational inequities, from theoretical and practical viewpoints. They learn the analytical frameworks of the major disciplines studying educational inequality and apply these to specific aspects of their own realities as teachers.

EDTE 250 Education Research (3)

EDGRXXX: Inquiry and Practice (3)

This is the first part of the action research sequence...

Spring

EDTE 227 Transforming Curriculum (3)

EDGRXXX: Action and analysis (3)

This is the second part of the Action research sequence.

Culminating Experience: Portfolio (3)

The portfolio includes action research paper and any supporting materials such as curriculum AND/OR student work.

Any time: Credit-bearing BTSA courses or other pre-approved electives (6)

Curriculum Map

Each program shall create a curriculum map:

1. List all courses, both required and elective, as well as other required graduate education activities.
2. Indicate where in the curriculum each PLO is addressed through development of a curriculum map.

| Coursework | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 |
|---------------------------------|--------------|--------------|--------------|--------------|--------------|
| EDTE 251 (core course) | X | | X | | X |
| EBDM 245 (elective) | X | X | X | | X |
| EDTE 280 (elective) | X | X | X | X | X |
| EDTE 250 (core course) | | | | X | X |
| EDTE 290 (core course) | | | | | X |
| EDTE 227 (core course) | X | X | X | X | X |
| EDGR 210 (elective) | | X | | | X |
| EDGR 211 (elective) | X | X | | | X |
| EDGR 220 (elective) | | | X | | X |
| EDTE 505 Culminating Experience | | | | | X |