**Annual Assessment Report for 2020-2021 AY**

Reports completed on assessment activities carried out during the 2020-2021 AY will be due September 30th 2021 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. For purposes of this report, you should only report on two or three student learning outcomes (department’s choice) even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: Masters in Teaching Degree: MA

Assessment Coordinator: Program Coordinator: Nancy Akhavan,

KREMEN Assessment Coordinator: Jessica Hannigan

1. Please list the learning outcomes you assessed this year.

SLO

Clear Communicator:

Students will communicate clearly and effectively, orally, in writing, and online and in their action research studies, projects or thesis in a manner that is clear and commands professional attention.

This means that:

* Speaking, writing and online communication are free of distracting errors
* Writing and oral communication are organized clearly
* Forms of communication are appropriate to the topic and audience
* Conventions of using the work of others are employed correctly and ethically.
* Online posts, action research, etc. shows polish and attention to detail.
1. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

The assignment used was from CI 260 Critical Pedagogy.

In this class students have a choice of two options for completing coursework, both options include writing and oral presentations of material prepared by the student. This occurs during the one of the final courses for the program and is used to showcase the student’s overall ability to communicate at a scholarly level as well as communicated regarding multicultural, social justice education.

The assignments are as follows:

**Assignment 1**: *Democracy, Diversity, Inequality* (Chapters1-4),

**Assignment 2**, *Practice of Teaching to Change the World* (Chapters 5-8),

**Assignment 3**, *Context of Teaching to Change the World* (Chapters 9-12),

OR:

**Assignment 1**: Submit a rough draft of the unit theme or topic you will be teaching and assessing. Include your rationale, and student learning outcomes within your plans.

**Assignment 2:** Submit lesson plans you are implementing, teaching and assessing. Identify where you are currently in the unit and give a brief summary of progress of student learning.

**Assignment 3:** Submit a presentation with snapshots/ highlights of the lesson via video production, PowerPoint, Prezi, or other application. Utilize voice-over to

 help tells us about the content, its context, and its impact on your students.

**Full assignments and rubric:**

# Option 1: Three chapter/article critiques, position papers, or action research activities

These will be based on the required readings over the semester or articles posted for you to select from. These are referred to as Multicultural, Social Justice Education (MSJE) Assignments. The basic requirements for each of these assignments are as follows:

* The assignment products must be written in no fewer than 4-6 (double-spaced) pages on contextual content. You must also include citations as appropriate and a references/bibliography page(s).
* All writing must be APA formatted and include a title page and a reference section (this is in addition to the 4-6 pages).
* Tie the content in the particular under study directly to your teaching, curriculum, assessing, connecting with parents and the community, etc. explaining carefully how this content (#1 Foundations of MSJE; #2 Practice of MSJE Teaching; #3 Context of MSJE Teaching) affects your classroom, school, and/or community;
* A minimum of 3 primary or secondary sources in required and recommended texts and specific chapters in CI260 and texts from CI240, ERA 243, CI241, CI245, and CI246;

The three written assignments are as follows:

**Assignment 1**: *Democracy, Diversity, Inequality* (Chapters1-4), **due Sept. 27 Assignment 2**, *Practice of Teaching to Change the World* (Chapters 5-8), **due Nov. 1 Assignment 3**, *Context of Teaching to Change the World* (Chapters 9-12), **due Dec. 11**

OR:

# Option 2: Multicultural, Social Justice or Bilingual Education Curriculum Unit

Design and implement a MSJE and/or bilingual education curriculum unit during the first 2/3 of the course. Design a curriculum unit that you can actually teach, that uses various elements of multicultural curriculum design that you have been working on over the course of the MAT program. This will be submitted in three assignments as noted below. In addition to using these elements, the written document you turn in should include the following components:

* A short philosophy statement giving a rationale for why this content is worth teaching, connecting the unit to ideas from this course and the program. What is the ideology or set of beliefs and ideas that ground the unit?
* A brief description of who the unit is for-what students are you planning the unit for, and anything you know about them that that would be pertinent to your planning? (If you interviewed them, include information about what you learned that is relevant)
* Learning outcomes or objectives for the unit. What should students be able to do, or gain, as a result of the unit? How will you assess the extent to which students have learned what you intend?
* A description of the materials and if possible, copies of materials (such as handouts) or title of books.
* Specific descriptions of teaching procedures. Don’t leave things up to my

imagination!

* By the Dec. 11th, create a 5-7 min. presentation that captures significant portions of your MSJE or bilingual education. Make it clear how you have used the material you read and discussed from the MAT program and applied it to student learning.

This option will follow the same due date timelines as those choosing Option 1:

**Assignment 1**: Submit a rough draft of the unit theme or topic you will be teaching and assessing. Include your rationale, and student learning outcomes within your plans. **Due Sept. 27**

**Assignment 2:** Submit lesson plans you are implementing, teaching and assessing. Identify where you are currently in the unit and give a brief summary of progress of student learning. **Due Nov. 1**

**Assignment 3:** Submit a presentation with snapshots/ highlights of the lesson via video production, PowerPoint, Prezi, or other application. Utilize voice-over to

help tells us about the content, its context, and its impact on your students. **Due Dec. 11**

 **Post and Essay Rubric**

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| --- | --- |
|  | **Implementing the MSJE Approach** |
| ***Originality of thought and impact***Posts: | * Highlights and amplifies particular ideas in the reading(s); not a mere summary of text
* Creative use of ideas when analyzing, reflecting on, critiquing the reading(s) and its usefulness for teaching for equity, achievement and social justice.
* Demonstration of connection reading to contextual impact on students. Ideas transcend from readings to authentic practice.
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| ***Reflection and critique readings***Posts: | * Reflects on the core ideas of the readings as the main sources for critiquing its usefulness for teaching for equity, achievement, and social justice.
* Reflects on previous schooling/ teaching experiences, current schooling/teaching experiences, program or other relevant

readings, responses of colleagues in program, school and/or community, etc. in critique. |

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| ***Analysis and connection to text or other resources***Posts: | * Carries the ideas of the reading further or adapts the idea in a classroom setting or other possible classroom contexts.
* Makes connections to other ideas or theories.
* Uses appropriate contextual citations from the text or resources.
* Incorporates current events or personal experiences to response or writing.
 |
| ***Significance which could lead to change***Posts: | * Looks beyond potential obstacles, missed or failed attempts to envision how to best improve classroom activity consistent with the major ideas in course text or other readings.
* Appropriately credits or cites the thoughts, ideas or readings of others.
* Uses APA 6th edition format (for Signature Assignment).
* Demonstrates introspective ideas or feelings which leads to external action.
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| ***Thoughtful synthesis and feedback***Posts: | * Maintains complex discussion without repetition.
* Synthesizes the varying ideas of others and clearly highlights similarities and/or differences of thoughts.
* Gives thought to others’ perspectives which may or may not align with their own, and responds with respect.
* Provides insightful and thoughtful response to the ideas of others.
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1. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient. Also indicate your benchmark (e.g. 80% of students will be designated as proficient or higher) and indicate the number of students who met that benchmark.

Success was measured at level 3. The rubric used was an analytic rubric with three levels: not there, approaching, met. Students were allowed to redo work.

All students were expected to meet the standard at a level 3 for writing and for oral presentation. The writing was evaluated for this assessment report. Of the 15 students evaluated, only 4 of the students met the criteria on the first and second attempts. For programmatic measures, and to ensure student success, a third attempt was given, however, this data indicate a problem with the writing skills of the students that needs to be addressed earlier in the program, as this class occurs in the final (3rd) semester of the program.

1. What changes, if any, do you recommend based on the assessment data?

The program faculty are in the process of updating the SOAP and updating course syllabi. A program review was completed in Fall 2020, and as part of the program review action plan, the SOAP was to be updated and syllabi reviewed and updated. It is clear that academic writing is not being taught earlier in the program. The faculty have agreed that academic writing is introduced in the first semester of the program in ERE 243, and also reviewed again in CI 245 during the second semester, but the current level of instruction is not making an impact overall as the skills are not retained in the third semester. Faculty are currently meeting monthly to update the SOAP, syllabi and plan for an updated emphasis on writing in the program.

1. If you recommended any changes in your response to Question 4 in your 2018-19 assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

We are updating the SOAP as recommended in our 2018-2019 assessment report, however, since a program review was conducted since that time, our efforts are aligned to the program review action plan, not our 2018-2019 assessment report.

1. What assessment activities will you be conducting during AY 2021-22?

We will be reassessing students’ writing abilities in CI 260, CI 246 and CI 298 as these are the courses in the third semester of the program. We are looking for improvement in writing skills of students based on the changes made in the program in Fall 2020, and Spring 2021. However, as those actions were taken an initial actions to solve the problem, we don’t anticipate that all the issues will be completely eliminated. We are planning to rewrite the syllabi for the courses with the most writing in them ERE 243 and CI 245 which occur in semesters one and two. We will be finishing the revision of the syllabi by December 2021 and then taking the syllabi to the Department, and graduate committees in Spring 2022.

1. Identify and discuss any major issues identified during your last Program Review and in what ways these issues have or have not been addressed.

There were **no** major findings identified from the last Program Review. However, the faculty, in conjunction with the program review committee decided upon actions that would strengthen the program, which was considered to be an outstanding program by the review committee.

Actions from Program Review:

1. Sharpen the program’s mission, vision and goals, SOAP Section 1.
2. Update goals and outcomes of the MAT SOAP, Section 2.
3. Align courses for a clearer progression.
4. Expand the program to two cohorts
5. Adding one elective to the program
6. Continuing professional development for faculty in the program.

Ways that the actions have been addressed to date:

1. MAT faculty have been meeting since Fall 2020 to work on updating the SOAP section 1 and 2. That work is complete and the new SOAP will be presented to the department and the graduate committee.
2. The next work for the MAT faculty is to align the courses for a clearer progression. The faculty will be working on this in October – December 2021. We anticipate taking the updated sylalbi to the department and graduate committee in Spring 2022. This will include adding an elective to the program.
3. The program was expanded to two cohorts in Fall 2021. This goal has been achieved.
4. The faculty is continuing to participate in professional development to increase skills in online teaching. Nancy Akhavan is involved in ACUE and other faculty are involved in programs residing at Fresno State.