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California State University, Fresno

Kremen School of Education and Human Development

Master of Arts in Teaching (MAT)

Department/Program Assessment Coordinator [i]: Dr. Rohit Mehta

Student Outcomes Assessment Plan (SOAP)

1) Mission Statement

The Master of Arts in Teaching (MAT) supports candidates in realizing their potential as practitioners of multicultural and social-justice education (MSJE). Our program emphasizes intersectionality, addressing inclusion, cultural responsiveness, anti-racism, gender equity, and other areas of social identity. Graduates are reflexive and equity-oriented educators, skilled in using research to inform practice, and are proficient in communicating with diverse community partners. The program aligns with the needs and aspirations for democratic schools that serve an increasingly diverse society.

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2) Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO's [a,b,c]

   a) Institutional Learning Outcomes (ILOs)

      Fresno State ILOs are posted on the [Fresno State ILO page](#).

   b) Program Learning Outcomes (PLOs)

      There are seven (7) MAT program learning outcomes (MAT PLOs) that structure the following core areas of knowledge (K), skill (S), and reflexivity & disposition (RD), mapped to specific Student Learning Outcomes (SLOs):

      PLO 1: Critical Theorist and Knowledge Builder: Students will critically engage with theoretical paradigms and diverse sources of knowledge to analyze teaching, learning, and educational reform within sociocultural and political contexts, through perspectives situated in historically marginalized communities.

      SLO 1.1 (K): Analyze educational issues and knowledge production processes within sociocultural and historical contexts of race, ethnicity, language, ability, social class, gender, and sexuality.

SLO 1.2 (S): Critically evaluate and synthesize dominant and marginalized educational paradigms to inform transformative educational practices.

SLO 1.3 (RD): Reflect on and articulate their positionality and epistemological stance in relation to debates on equity, justice, and knowledge creation in education.

PLO 2: Critical Action Researcher: Students will design, implement, and critically present participatory action research projects aimed at challenging systemic inequities and transforming educational practices.

SLO 2.1 (K): Develop and justify a data-informed research plan grounded in critical theory, participatory praxis, and social justice principles.

SLO 2.2 (S): Conduct and apply action research using qualitative and/or quantitative methods to design and implement justice-oriented pedagogical practices using multimodal (written, oral, etc.) analog and digital formats for diverse audiences.

SLO 2.3 (RD): Critically reflect on and communicate research processes in clear, accessible and inclusive formats to inform continuous professional growth and advocacy for educational transformation.

PLO 3: Critical Educator and Technologist: Students will design, implement, and reflect on equity-oriented, culturally sustaining pedagogical practices that challenge dominant narratives, foster justice-oriented learning environments, and critically engage communication and technology to promote educational equity.

SLO 3.1 (K): Critically interrogate systems of oppression and the role of technology in shaping society, knowledge, power, and identity within diverse learning contexts.

SLO 3.2 (S): Design and implement inclusive, student-centered teaching strategies that utilize culturally responsive communication and technology-based tools to support student agency, social action, and civic engagement.

SLO 3.3 (RD): Reflect on their positionality and adopt pedagogical practices that affirm diverse student identities, promote equity, and foster transformative learning environments.

PLO 4: **Critical Advocate:** Students will collaborate with historically marginalized communities to advocate for equitable policies and transformative practices in education, challenging systemic inequities and promoting democratic, liberatory, and justice-centered education.

SLO 4.1 (K): Analyze and critique educational policies and practices that sustain inequities, marginalization, or systemic oppression.

SLO 4.2 (S): Design and collaborate on equity-oriented initiatives with communities to advocate for inclusive, democratic, and justice-driven educational systems.

SLO 4.3 (RD): Demonstrate a vision of sustainable commitment to advocacy, community engagement, and empowerment of historically marginalized students and families.

3) Curriculum Map

I = Introduced	D = Developed	M=Mastered
K = Knowledge	S = Skill	RD = Reflexivity & Disposition

PLOs/SLOs						Culminating Experience	
PLO 1: Critical Theorist and Knowledge Builder	CI240	ERE 243	CI241	CI245	CI246	CI260	CI298/299
SLO 1.1 (K): Analyze educational issues and knowledge production processes within sociocultural and historical contexts of race, ethnicity, language, ability, social class, gender, and sexuality.	I		D			M	M
SLO 1.2 (S): Critically evaluate and synthesize dominant and marginalized educational paradigms to inform transformative educational practices.	I		D			M	M
SLO 1.3 (RD): Reflect on and articulate their positionality and epistemological stance in relation to debates on equity, justice, and knowledge creation in education.	I		D			M	M
PLO 2: Critical Action Researcher	CI240	ERE 243	CI241	CI245	CI246	CI260	CI298/299
SLO 2.1 (K): Develop and justify a data-informed research plan grounded in critical theory, participatory praxis, and social justice principles.		I		D	M		M
SLO 2.2 (S): Conduct and apply action research using qualitative and/or quantitative methods to design and implement justice-oriented pedagogical practices using		I		D	M		M

	CI240	ERE 243	CI241	CI245	CI246	CI260	CI298/299
multimodal (written, oral, etc.) analog and digital formats for diverse audiences.							
SLO 2.3 (RD): Critically reflect on and communicate research processes in clear, accessible and inclusive formats to inform continuous professional growth and advocacy for educational transformation.		I		D	M	M	M
PLO 3: Critical Educator and Technologist	**CI240**	**ERE 243**	**CI241**	**CI245**	**CI246**	**CI260**	**CI298/299**
SLO 3.1 (K): Critically interrogate systems of oppression and the role of technology in shaping society, knowledge, power, and identity within diverse learning contexts.	I		D	D		M	M
SLO 3.2 (S): Design and implement inclusive, student-centered teaching strategies that utilize culturally responsive communication and technology-based tools to support student agency, social action, and civic engagement.	I		D	D		M	M
SLO 3.3 (RD): Reflect on their positionality and adopt pedagogical practices that affirm diverse student identities, promote equity, and foster transformative learning environments.	I		D	D		M	M
PLO 4: Critical Advocate	**CI240**	**ERE 243**	**CI241**	**CI245**	**CI246**	**CI260**	**CI298/299**
SLO 4.1 (K): Analyze and critique educational policies and practices that sustain inequities, marginalization, or systemic oppression.	I		D		M	M	
SLO 4.2 (S): Design and collaborate on equity-oriented initiatives with communities to advocate for inclusive,	I		D		M	M	

democratic, and justice-driven educational systems.							
SLO 4.3 (RD): Demonstrate a vision of sustainable commitment to advocacy, community engagement, and empowerment of historically marginalized students and families.	I		D		M	M	

4) **Assessment Measures**

Course	Assignments	Evaluation Method	PLO 1	PLO 2	PLO 3	PLO 4
CI 240	● Belief and Wonder Statement ● CRT Teaching Resource ● MSJE Plan	Rubrics	X	X		X
ERE 243	● Quantitative Data Gathering Techniques ● Qualitative Data Gathering Techniques ● Action Research Plan	Rubrics		X		
CI 241	● Unpacking Paradigms ● Case Study Analysis ● Grant Writing	Rubrics	X		X	X
CI 245	● Teaching Philosophy ● Literature Mapping ● Inquiry Proposal	Rubrics		X	X	
CI 246	● Capstone Project ● Quantitative and Qualitative Data Collection and Analysis	Rubrics		X		X
CI 260	● Reflection Journal and Action Plan ● Comprehensive Exam (Liberatory Assessment Design Project) ● Critical Pedagogy Digital Portfolio	Rubrics	X		X	X
CI 298 or 299	● Project or Thesis	Rubric	X	X	X	

Direct Measures (minimum of three):

1. CRT Resource (CI 240)
2. Capstone Action Research (CI 246)
3. Inquiry Proposal (CI 245)
4. Case Study Analysis (CI 241)

Indirect Measures (minimum of one):

1. DEI Exit surveys from graduating cohorts. Exit surveys will be analyzed annually to identify trends across PLOs and inform continuous program improvement

5) Assessment Schedule/Timeline

Each year, a major direct assessment aligned with a core PLO will be collected and reviewed by faculty according to the following rotation schedule

Semester	Measure	PLO
2025-26	CRT Resource (CI 240)	1
2026-27	Action Research Capstone (CI 246)	2
2027-28	Inquiry Proposal (CI 245)	3
2028-29	Case Study Analysis (CI 241)	4

6) Closing the Loop

The program's assessment results will be submitted through core competencies and program reviews to the MAT program faculty and graduate studies. The MAT faculty will meet for regular semester meetings to review data and identify necessary curriculum adjustments for continuous improvement. The MAT program is a fully online program where program faculty additionally meet on a task basis. Additional synchronous meetings are called when there is a review or assessment needed. All regular programmatic work is achieved through asynchronous task management.