California State University, Fresno

Kremen School of Education and Human Development
Department: Curriculum and Instruction

Master of Arts in Education, option in Curriculum and Instruction

M.A.Ed.-C&I Program Coordinator: Dr. Carol Fry Bohlin

Student Outcomes Assessment Plan (SOAP)

I. Mission Statement

The mission of the Master of Arts degree in Education with an option in Curriculum and Instruction (M.A.Ed.-C&I) is to facilitate the development of confident, competent, and committed leaders and researchers who are empowered to effect transformative change within ethnically, culturally, and diverse settings. In alignment with Fresno State's mission (2023), the program seeks to empower students for success in advancing social and economic progress regionally and more broadly through skillfully interpreting and personally conducting research on critical and current issues. Consistent with the Kremen School's mission (2023), the M.A.Ed.-C&I program prepares students to professionally engage in inquiry and advocacy, both personally and in collaboratively with local, regional, national, and global communities to address issues of equity, empowerment, and social justice.

Brief overview: The 30-unit M.A.Ed.-C&I program is one of the largest and most personalizable non-cohorted master's programs at Fresno State. The program's flexibility, elective course options, and core coursework in curriculum, instruction, educational psychology, program evaluation, research design, and educational statistics attract applicants from a wide variety of professions and backgrounds. In terms of current profession, career aspirations, experience, race, ethnicity, and homeland, our program is one of the most powerfully diverse on the campus and seeks to implement the above mission within interactive face-to-face settings balanced with current and convenient virtual course modalities.

II. **Institutional Learning Outcomes, Program Learning Outcomes/Goals, and Student Learning Outcomes (SLOs)**

A. **Fresno State's Institutional Learning Outcomes** (ILO):
https://academics.fresnostate.edu/oie/assessment/fresno-state-assessment.html

Student who graduate from California State University, Fresno will demonstrate the importance of discovery, diversity, and distinction in the following ways [color added]:

1. **Developing a foundational, broad and integrative knowledge** of the humanities, the arts, the sciences, and social sciences, and their integration with their major field of study. Students will consolidate learning from different fields and explore the concepts and questions that bridge those essential areas of learning. Graduate students will articulate the significance, implications and challenges within their field in a societal and global context. In fields in which interdisciplinarity is fundamental, graduate students will further draw from the perspectives of other domains of inquiry/practice so as to assess a problem better and offer solutions to it.

2. **Acquiring specialized knowledge** as identified by program learning outcomes in their major field. Students will demonstrate expertise in a specialized area of study, including integration of ideas, methods, theory and practice. Graduate students will demonstrate further mastery of the field's theories, research methods, and approaches to inquiry. They will also show the ability to assess major contributions to the field, as well as expand on those contributions through empirical research or aesthetic exploration.

3. **Improving intellectual skills** including critical thinking, effective oral and written communication, information literacy and quantitative reasoning. Students will demonstrate fluency via application of these skills to everyday problems and complex challenges. Graduate students will hone these skills further, demonstrating coherent arguments, analysis, insight, creativity, and acumen as they address local, regional, and global issues in their respective fields of study.

4. **Applying knowledge** by integrating theory, practice, and problem solving to address real world issues using both individual and team approaches. Students will apply their knowledge in a project, paper, exhibit, performance, or other appropriate demonstration that links knowledge and skills acquired at the university with those from other areas of their lives. Graduate students will integrate knowledge and skills from coursework, practicum, and research to address critical issues in their field and demonstrate advanced application of knowledge through a culminating experience that validates, challenges, and/or expands the profession's body of knowledge.

5. **Exemplifying equity, ethics, and engagement.** Students will form and effectively communicate their own evidence-based and reasoned views on public issues, interact with others to address social, environmental and economic challenges, apply knowledge of diversity and cultural competencies to promote equity and social justice in the classroom and the community, value the complexity of ethical decision making in a diverse society, acknowledge the importance of standards in academic and professional integrity, and demonstrate honesty, tolerance, and civility in social and academic interactions. Building upon this at the graduate level, students will apply these values in the creation of scholarly and/or aesthetic works that enrich the human experience.

B. Program Learning Outcomes (PLO) (also known as Goals) and related SLOs

Program Learning Outcomes or Goals are the specific knowledge and skills that the department/program will develop or strengthen in students. These PLOs or Goals may be broader than SLOs but must be measurable and each PLO must have at least one SLO to which it is directly linked/aligned.

Goal 1 (PLO 1): CURRICULUM – Prepare curricular and instructional leaders with knowledge of curriculum development, implementation, and evaluation.

SLO 1.1: Graduates will identify important theoretical and research-based characteristics of well-developed curricula and use them to analyze curricula.

SLO 1.2: Graduates will identify historical and contemporary issues that have implications for curricular selection and development, including, but not limited to, state and national standards; community and culture; global perspectives, workforce preparation; and equity, access, justice, and inclusion.

SLO 1.3: Graduates will identify ways technology can facilitate the goals of the curriculum.

Goal 2 (PLO 2): INSTRUCTIONAL STRATEGIES – Prepare professionals with the ability to analyze and implement effective instructional strategies, including technology.

SLO 2.1: Graduates will use learning and instructional theories and research findings to analyze instructional practices.

SLO 2.2: Graduates will implement instructional strategies that facilitate learning for cognitively, ethnically, culturally, and linguistically diverse populations.

SLO 2.3: Graduates will develop techniques for utilizing technology as an instructional tool.

SLO 2.4: Graduates will reflect on the consequences of their own philosophy and practices for planning and instruction.

Goal 3 (PLO 3): ASSESSMENT – Prepare professionals with an understanding of a broad range of assessment strategies and the ability to use assessment to inform instruction.

SLO 3.1: Graduates will evaluate various forms of research and/or evaluation used to document students' learning, teaching effectiveness, curricula, and programs.

SLO 3.2: Graduates will develop tools to assess students' content knowledge and attitudes, and evaluate instructional practices or programs, recognizing the biases within different forms of assessment.

SLO 3.3: Graduates will identify appropriate data analysis methodology to utilize in a variety of research situations.

Goal 4 (PLO 4): LEADERSHIP – Foster the skills and dispositions necessary to become educational leaders.

SLO 4.1: Graduates will communicate research-based arguments for educational issues, policies, or research design.

SLO 4.2: Graduates will become advocates for educational reforms that meet the needs of all students. (The focus in this SLO is on justice, equity, and inclusion, which is also in alignment with reporting expectations for the Annual Assessment Report.)

SLO 4.3: Graduates will assume leadership roles and utilize resources in their professional community.

III. Curriculum Map: Courses in which SLOs are addressed and evaluated

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in that particular course.

<div align="center">

I = Introduced   D = Developed   M=Mastered

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The following chart contains courses in the M.A.Ed.-C&I, including ERE 153, which is a prerequisite for two required courses and which most students also use as a program elective.

Note that in this master's program, students select 15 units of electives in alignment with their professional responsibilities and goals. Many students select electives in educational technology, pedagogy, or research methodology, where program outcomes are also introduced, developed, and/or mastered. Some (as in Goal 4–Leadership) may be best assessed through Employer, Alumni, or Exit Surveys. The master's project or thesis will be where the most mastery will occur for each of the SLOs.

Required Courses x SLO	1.1	1.2	1.3	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2	4.3
CI 250	I/D	I/D	D	D	D	D	D	D	D	D	D	D	I
CI 275	I/D	D	D	D	D	D	D	D	D	D	D	D	I
CI 285/ ERA 288	D	D		D	D	D		D	D	D	D	D	I
ERA 220	D	D		D			D	M	D	D	D	D	D
ERA 153	D		D	D		D		D	D	M	D		
CI 298/299	M	M	M	M	M	M	M	M	M	M	M	M	M

Key: I = Introduced • D = Developed • M = Mastered

IV. SLOs Mapped to Assessment Measures and Methods

Assessment Measure (SLO)	Evaluation Method	1.1	1.2	1.3	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2	4.3
Assignment or Survey	**Criteria, Rubric, Score**													
1. Grad. Writing Requirement	Rubric	X	X						X	X		X		
2. Practices in Action and Educational Implications (CI 275)	Score					X	X	X		X	X			

3. Identification of appropriate research methodology (ERE 153)	Score								X		X			
4. Project/Thesis Analysis	Rubric	X	X	X	X	X	X	X	X	X	X	X	X	X
5. Exit Survey	Multiple					X		X						X	X
6. Alumni Survey	Multiple					X		X						X	X

V. Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment

A. **Direct Measures** (Department/Program must use a minimum of three different direct measures)
   1. **Graduate Writing Requirement (GWR) Assignment Analysis** – CI 250 instructors use the 4-level scoring rubric to assess the GWR assignment based on style and format; mechanics; and content and organization. The scores for all students are submitted to the program coordinator for review as early as possible to facilitate expediting of the Advancement to Candidacy process. Instructors also submit a description of the initial challenges of students who initially did not pass the assignment and the support provided to help them to ultimately become successful. At the conclusion of the semester, instructors submit evidence of their incorporation of diversity, equity, access, inclusion, and justice into the GWR assignment, as well as other assignments and in-class discussions as appropriate. This information is incorporated into each annual assessment report.

   2. **Practices in Action and Educational Implications** – The CI 275 instructor(s) for the academic year prior to the annual program assessment analyzes all final project submissions according to the instructor's rubric and provides to the program coordinator deidentified raw scores and a summary of performance in each assessment category. A short action plan for any needed assignment or course modifications to better support all students in instructional planning, implementation, and evaluation is submitted by the instructor(s). (Note: An alternative to this assignment for the assessment of SLO 2.2 is the Curriculum Development Project Proposal in CI 250.)

3. **Identification of Appropriate Research Methodology** – The ERE 153 instructor(s) from the academic year prior to the annual program assessment submits scores of the final course assessment where students demonstrate their ability to conceptually understand, select, and apply appropriate inferential statistical tests to a variety of educational situations. The instructors summarize the results and identify key strengths and challenges students had in identifying and applying appropriate statistical tests (e.g., correlation, regression, t-tests, one- and two-factor analyses of variance, and chi-square) and provide the summary to the program coordinator.

4. **Project/Thesis Analysis** – Following the conclusion of each semester, CI 298 supervisors and CI 299 chairs submit to the program coordinator a list of their students' project/thesis titles accompanied by student names, as well as a brief (one-half to one page) assessment of the overall quality of the projects. An electronic copy of each final project or thesis is also given to the program coordinator after the conclusion of each semester. These documents will be kept by the program coordinator on behalf of the department for at least five years. Ten randomly-selected projects and theses are reviewed annually by a committee convened by the program coordinator and evaluated according to the 3-level rubric provided by the university as part of the annual Graduate Core Competency assessment due each May.

B. **Indirect Measures** (Department/Program must use a minimum of one indirect measure)

1. **Exit Survey** – A survey for students enrolled in CI 298 or CI 299 will be administered following the end of each semester prior to the beginning of the next semester. This survey will assess how well the program met student needs and expectations, areas of particular strength and suggested modifications, and how well the student feels that SLOs were met. Students will be asked about professional opportunities that may have opened up for the graduates as a result of obtaining the degree. The results will be summarized and reviewed by the department's Graduate Committee the following semester, and an action plan will be developed to address any consistent student concerns or recommendations.

2. **Alumni Survey** – A survey for program graduates (2-4 years post-graduation) will be developed and administered every five years. The results will provide the benefit of distance from the program to assess perceived program impact. The results will be reviewed by the department's Graduate Committee, which will create an action plan based on the findings.

VI. Assessment Schedule/Timeline (Academic Year x Measure x SLO)

Academic Year	Measure	SLO				
2023-2024	• Graduate Writing Requirement	1.2	4.1			
	• Curriculum Development Project Proposal	2.2				
2024-2025	• Graduate Writing Requirement	1.2	4.1			
	• Exit Survey	2.2	2.4	4.2	4.3	
2025-2026	• Graduate Writing Requirement	1.2	4.1			
	• Exit Surveys	2.2	2.4	4.2	4.3	
	• Practices in Action and Educational Implications	2.2	2.3	2.4	3.2	3.3
2026-2027	• Graduate Writing Requirement	1.2	4.1			
	• Exit Surveys	2.2	2.4	4.2	4.3	
	• Identification of Appropriate Research Methodology	3.1	3.3			
2027-2028	• Graduate Writing Requirement	1.2	4.1			
	• Exit Surveys	2.2	2.4	4.2	4.3	
	• Alumni Survey	2.2	2.4	4.2	4.3	
2028-2029	• Graduate Writing Requirement	1.2	4.1			
	• Curriculum Development Project Proposal	2.2				
2029-2030	• Graduate Writing Requirement	1.2	4.1			
	• Exit Surveys	2.2	2.4	4.2	4.3	
	• Practices in Action and Educational Implications	2.2	2.3	2.4	3.2	3.3
2030-2031	• Graduate Writing Requirement	1.2	4.1			

Academic Year	Measure	SLO			
	• Exit Surveys	2.2	2.4	4.2	4.3
	• Identification of Appropriate Research Methodology	3.1	3.3		

VII. Closing the Loop

Fresno State Closing the Loop process is described immediately below.

A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State.

Faculty are kept apprised of graduate program news, updates, and any program or course assessment needs (e.g., Graduate Core Competency project/thesis evaluations) by the program coordinator via email. Faculty are also invited to graduate student orientations and are copied on electronic newsletters to the graduate students so everyone receives the same information. Correspondence regarding program-related needs is often conducted via email, but electronic or face-to-face meetings are held as well when needed.

By the beginning of each September, the M.A.Ed.-C&I program coordinator is responsible for collecting and summarizing assessment data provided by the program faculty who have taught core courses during the most recent summer, fall, and spring instructional terms. The annual assessment report is shared with the department chair and with the Kremen School dean following discussion with the instructional members of the Department Graduate Committee about any data-informed modifications of learning outcomes, assignments, assessments, or program design. Members of the committee then meet during the academic year as needed to further discuss any needed program or course changes. Any data-informed changes are documented in the subsequent assessment report.