Literacy, Early, Bilingual and Special Education (LEBSE)

Kremen School of Education and Human Development

Student Outcomes Assessment Plan (Soap)

HOLD CTRL THEN CLICK TO VIEW EXAMPLE

I. Mission Statement

The faculty of the Kremen School of Education and Human Development, Bilingual/EL Program is committed to the belief that there is an inherent worth of learners' diverse linguistic and cultural backgrounds. The mission of the Option in Multilingual and Multicultural Education is to provide advanced level candidates with a foundation in research, curriculum, and leadership in order to promote equity in schools, agencies and communities that serve linguistically and culturally diverse (LCD) learners.

II. Goals and Student Learning Outcomes

HOLD CTRL THEN CLICK TO VIEW EXAMPLE

Goal A: MM graduates utilize essential skills in designing, planning, and implementing critical pedagogy in multilingual and cross-cultural settings.

      Objective A-1. Explain critical pedagogy in $1^{st}/2^{nd}$ language.
      Objective A-2. Demonstrate culturally responsive practices in teaching LCD learners.
      Objective A-3. Demonstrate the ability to plan and design curriculum in content areas for LCD learners in cross-cultural settings.

Goal B: MM graduates are guided with an advanced level of inquiry, research, and professional preparation with regards to multilingual and cross-cultural settings.

      Objective B-1. Interpret qualitative/quantitative research related to second language acquisition.
      Objective B-2. Demonstrate advanced level inquiry through research and graduate level writing.

Goal C: MM graduates are instructional and cognizant leaders on challenging issues and rights faced by linguistically and culturally diverse learners in Pk-16 educational settings.

      Objective C-1. Describe current issues in Pk-16 settings serving LCD learners.
      Objective C-2. Discuss, analyze, compare, and contrast LCD learners' rights in Pk-16 settings.
      Objective C-3. Articulate multiple perspectives (i.e. morale, ethical, socio-cultural and social justice) that reflect effective collaborative leadership.

Goal D: MM graduates are prepared in careers as scholars, teachers, resource specialists, and administrators in Pk-16 institutions and federal and state agencies that serve LCD populations.

      Objective D-1. Identify potential career advancement opportunities in diverse educational settings.
      Objective D-2. Promote the role of parental involvement or external business partnerships within LCD communities.

Goal E. MM graduates understand the role of leadership within the context of global education systems as viewed and experienced by LCD communities.

      Objective E-1. Analyze and explain the importance of being globally competent within the context of educational leadership.

      Objective E-2. Demonstrate knowledge of leadership (i.e. innovation, authority, management, and vision) in relationship with diverse communities.

III. Curriculum Map (Matrix of Courses X Learning Outcomes)

HOLD CTRL THEN CLICK TO VIEW EXAMPLE

Note: P reflects the primary course responsible for assessment of student outcome.
     S reflects the secondary course responsible for providing support of student outcome.

Courses	Obj. A1	Obj. A2	Obj. A3	Obj. B1	Obj. B2	Obj. C1	Obj. C2	Obj. C3	Obj. D1	Obj. D2	Obj. E1	Obj. E2
LEE 281	P	P		S	S	S	S		S	S	S	S
LEE 282	S	S	S	P	P	S	S	S	S	S	S	S
LEE 283	S	S	P			S	S	S	P	P	S	S
LEE 284					S	P	P	P	S	S	P	P
LEE 298D	S	S	S	P	S	S	S	S	S	S	P	S
CI 285 or ERA 288				S	S	S						
ERA 153				S	S	S						
ERA 220				S	S	S						

IV. Assessment Methods

A. Direct Measures (at least three)

1. Assessment of critical pedagogy in LCD settings: Reflection Papers, Case Studies, Research Paper, Final Project or Comprehensive Exam.
2. Assessment of advanced level of inquiry, research, and professional preparation serving LCD learners: Preliminary Literature Review, Use of Methods, Data Collection, and Analysis, Final Paper.
3. Assessment of current educational issues serving LCD learners: Discussion Forums, Case Study, Research Presentation and Paper.
4. Assessment of cross-cultural knowledge and leadership skills: Meta-notes, Reflection Paper, Case Study, and Final Presentation/Research Paper.
5. Assessment of leadership within the context of global education systems as viewed and experienced by LCD communities: Final Research Paper & Oral Presentation.

V. Student Learning Outcomes X Assessment Methods Matrix

HOLD CTRL THEN CLICK TO VIEW EXAMPLE

	Obj. A-1	Obj. A-2	Obj. A-3	Obj. B-1	Obj. B-2	Obj. C-1	Obj. C-2	Obj. C-3	Obj. D-1	Obj. D-2	Obj. E-1	Obj. E-2
Assessment 1: Reflection Papers, Case Study, Research paper, Final Project or Comprehensive Exam	X LEE 281	X LEE 281	X LEE 281									
Assessment 2: Research paper (selected topic, lit. review, methods and analysis), or Final Project				X LEE 282	X LEE 282							
Assessment 3: Debates and Discussion Forums, Case Study, Research Oral Presentation and Paper.						X LEE 284	X LEE 284	X LEE 284				
Assessment 4: Reflection Paper and Case Study, and Final Research Paper									X LEE 283	X LEE 283		
Assessment 5: Final Research Paper & Final Oral Presentation											X LEE 284 LEE 298D	X LEE 284

VI. Timeline for Implementation of Assessment Methods and Summary Evaluations

Year 2013 to 2014

Theory to Practice Projects and Research Assignments (in LEE 281, LEE 282, CI 285 or 288).
The MM candidate will write one reflection paper, a case study, research based assignments (literature review, methods and analysis) and a Final Project that identifies best pedagogical practices and research within LCD settings. These assessments are designed to assist candidates with an opportunity to connect theory to practice utilizing relevant data. Rubrics will be used to score each individual assignments or papers submitted. Data collected (assignments) will be summarized and used to make a comparative analysis of program delivery across courses.

Year 2014 to 2015

Forums and Debate Discussions to Qualitative Studies and Research Assignment (in LEE 283, ERA 220, LEE 284, and LEE 298D
The MM candidates will participate in a discussion forum and debate on major contemporary issues concerning LCD students. The MM candidates will acquire meta-note skills; produce two case studies, two final presentation/research papers. In addition, MM graduate students will produce either a scholarship piece of work (typically 4-5 chapters in length and conforming to the University requirements for a thesis in writing style and format) or take a comprehensive exam. These assessments are designed to assist the candidates in demonstrating their cross-cultural knowledge and leadership skills in reference to LCD settings and to advance their level of inquiry, research, and professional preparation. A criterion rubric will be used to evaluate the quality of the work completed by the students. Rubric summations will be compiled and shared with the faculty. Data collected (assignments) will be summarized and used to make a comparative analysis of program delivery across courses. A rubric will be used to score the project or comprehensive exam. In addition, random projects and comprehensive exams will be selected and reviewed every academic year by the entire faculty. The data will be summarized and used to identify program strengths and areas for improvement. Candidates in this program will be encouraged to access student data from their school settings to evaluate program impact on student learning outcomes for the purpose of program improvement. This will be useful tracking data to analyze over time for addressing achievement gaps that continue to exist in K-16 settings.

Year 2016 to 2017

Program Evaluation by Alumni
Each alumnus will be sent a survey asking them if they believe their graduate learning experiences met the goals and objectives of the program. The results for each item on the numeric scale will be averaged per year and shared with the faculty. The compiled data will be used to identify the program's strengths and areas of concern.

Multilingual and Multicultural Symposium
Students will be expected to participate as presenters in an annual Multilingual and Multicultural Symposium by presenting their current research and best practices being implemented at their school sites. Each year, faculty will tabulate the numbers of students who participate as evidence that graduate students have mastered the process of research and communication.

VII. Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting

CTRL + CLICK TO VIEW EXAMPLE

Summary evaluations will guide the improvement of curricula, instruction and program through a continuous improvement cycle. Faculty will assess program strengths and weaknesses based on assessment data and collaborate to make appropriate changes to strengthen the program.

In 2013-2014 the Multilingual and Multicultural faculty will begin regular meetings to review and revise program standards and to design assessments that could measure the program's effectiveness. These assessments will include measures of student mastery while students are enrolled in the program including reflection papers, case studies and research based assignments.

In 2014-2015 assessments to further evaluate the programs effectiveness will be implemented. These assessments would further inform faculty of the progress of the program that includes the final project, thesis, or comprehensive exam in order to examine students' mastery of program outcomes. Additionally, a post-graduate survey will be developed to assess program quality as related to program goals. This survey will be given to students, employers and faculty members.

In 2015-2016 a review cycle will be implemented to assess students' growth and program effectiveness using the multiple assessments designed for program evaluation. Faculty will focus on the review and analysis of the data, and the implementation of revisions to the program and courses as suggested by the findings.