

California State University, Fresno  
Kremen School of Education and Human Development  
Master of Arts in Educational Option, Multilingual Multicultural Education Program  
Program Coordinator: Dr. Teresa Huerta  
Department: Literacy, Early, Bilingual and Special Education (LEBSE)

## Student Outcomes Assessment Plan (SOAP)

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

#### A. Institutional Learning Outcomes. Fresno State ILO's are posted on the following webpage: <http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>

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. 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.
4. 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.

5. 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.

6. 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 (Also known as Goals) and related SLO's**

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

The overarching goal of the The Master of Arts in Educational Option, Multilingual Multicultural Education Program (MME) is to provide educators with an advanced level of inquiry, research, and professional preparation with regards to linguistically and culturally diverse learners (LCD). This will entail preparing instructional leaders who are cognizant of the challenging issues and rights faced by LCD learners in Pk-16 educational settings with a perspective that is moral, ethical, and equitable in equipping them with an understanding of their leadership roles within the context of global education systems as viewed and experienced by LCD communities.

Goal A (PLO) Program completers will perform essential skills in designing, planning, and implementing critical pedagogy in multilingual and cross-cultural settings. The candidate will:

SLO A-1. Explain critical pedagogy within the context of multilingual learners.

A-2. Demonstrate culturally responsive sustaining practices in teaching LCD learners.

A-3. Demonstrate the ability to plan and design curriculum in content areas for LCD learners in cross-cultural settings.

Goal B (PLO) Program completers will perform an advanced level of inquiry, research, and professional preparation with regards to multilingual and cross-cultural settings. The candidate will:

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

Goal C (PLO) Program completers will take the lead as instructional and cognizant leaders on challenging issues and rights faced by linguistically and culturally diverse learners in Pk-16 educational settings. The candidate will:

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

Goal D (PLO) Program completers are prepared in careers as scholars, teachers, resource specialists, and administrators in Pk-16 institutions and federal and state agencies that serve LCD populations. The candidate will:

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

Goal E. (PLO) Program completers understand the role of leadership within the context of global education systems as viewed and experienced by LCD communities. The candidate will:

- SLO E-1. Analyze and explain the importance of being globally competent within the context of educational leadership.
- E-2. Demonstrate knowledge of leadership (i.e. innovation, authority, management, and vision) in relationship with diverse communities.

### III. Curriculum Map (Matrix of Courses in which SLO's are addressed)

**Note:** P reflects the primary course responsible for assessment of student outcome.

S reflects the secondary course responsible for providing support for student outcomes.

| Courses | SLO A1 | SLO A2 | SLO A3 | SLO B 1 | SLO B2 | SLO C1 | SLO C2 | SLO C3 | SLO D 1 | SLO D 2 | SLO E1 | SLO 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.

##### B. Indirect Measures

Graduate and Employer Survey

#### V. Student Learning Outcomes (SLO) Assessment Methods Matrix

|  | SLO A-1         | SLO A-2         | SLO A-3         | SLO B-1         | SLO B-2         | SLO C-1 | SLO C-2 | SLO C-3 | SLO D-1 | SLO D-2 | SLO E-1 | SLO E-2 |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|---------|---------|---------|---------|---------|---------|---------|
| Assessment 1:<br>Reflection Papers,<br>Case Study, Research<br>paper, Final Project or<br>Comprehensive Exam | X<br>LEE<br>281 | X<br>LEE<br>281 | X<br>LEE<br>281 |                 |                 |         |         |         |         |         |         |         |
| Assessment 2:<br>Research paper<br>(selected topic, lit.<br>review, methods and                              |                 |                 |                 | X<br>LEE<br>282 | X<br>LEE<br>282 |         |         |         |         |         |         |         |

|  |  |  |  |  |  |           |           |           |           |           |                    |           |
|--|--|--|--|--|--|-----------|-----------|-----------|-----------|-----------|--------------------|-----------|
| analysis), or Final Project  |  |  |  |  |  |           |           |           |           |           |                    |           |
| 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  |         |         |         |           |           |           |           |           |           |           |         |         |
|--|---------|---------|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------|---------|
|  | SLO A-1 | SLO A-2 | SLO A-3 | SLO B-1   | SLO B-2   | SLO C-1   | SLO C-2   | SLO C-3   | SLO D-1   | SLO D-2   | SLO E-1 | SLO E-2 |
| Assessment 2: Research paper (selected topic, lit. review, methods and analysis), or Final Project. Measure: Rubrics |         |         |         | X LEE 282 | X LEE 282 |           |           |           |           |           |         |         |
| Assessment 3: Debates and Discussion Forums, Case Study, Research Oral Presentation and Paper. Measure: Rubrics      |         |         |         |           |           | 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 |         |         |

| <b>Year 2026 to 2027</b>   | SLO A-1         | SLO A-2         | SLO A-3         | SLO B-1 | SLO B-2 | SLO C-1 | SLO C-2 | SLO C-3 | SLO D-1 | SLO D-2 | SLO E-1                        | SLO E-2         |
|--|-----------------|-----------------|-----------------|---------|---------|---------|---------|---------|---------|---------|--------------------------------|-----------------|
| Assessment 5: Final Research Paper & Final Oral Presentation                                     |                 |                 |                 |         |         |         |         |         |         |         | X<br>LEE<br>284<br>LEE<br>298D | X<br>LEE<br>284 |
| <b>Year 2027 to 2028</b>   | SLO A-1         | SLO A-2         | SLO A-3         | SLO B-1 | SLO B-2 | SLO C-1 | SLO C-2 | SLO C-3 | SLO D-1 | SLO D-2 | SLO E-1                        | SLO E-2         |
| Assessment 1: Reflection Papers, Case Study, Research paper, Final Project or Comprehensive Exam | X<br>LEE<br>281 | X<br>LEE<br>281 | X<br>LEE<br>281 |         |         |         |         |         |         |         |                                |                 |

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

Based on the review of the core assignments at the end of the semester, the faculty identified that the rubric used needed to be reviewed. This would involve reviewing all student assignments weighted by the rubric in order to view its effectiveness. The review found that although the rubric captured most of the learning outcomes the assignments themselves needed some modifications. The faculty felt that because the assignment involves some form of action from the student, it should be acknowledged and assessed as part of the evaluation. As a result, the rubric was modified to include the action item and to some extent, the impact of the action taken. As a result, the current rubric has been more successful in portraying what students have learned and experienced and captures more fully the intent of the learning outcomes.

The MME faculty have also placed efforts to embed a Faculty Learning Community (FLC) to ensure we are staying focused on addressing our instruction based on the evaluation of ongoing data, we will intentionally plan time to work together on our course assessments to see how they may be more aligned with one another. This will take place during our monthly meeting and shared documents..