**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: LEBSE/ Multilingual Multicultural Education Degree Master of Arts in Education, Optiom

Assessment Coordinator: Teresa M. Huerta

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

Objective B-2. Students will demonstrate an advanced level of inquiry through research and graduate level writing.

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. Assignments and rubrics**

There are two main assignments that were used to assess students' ability to demonstrate an advanced level of inquiry through research and graduate level writing.

The first assignment is conducted in LEE 282. This assignment consists of students’ writing a Research Proposal and Literature Review whereby students are required to investigate a research proposal including a literature review on their topic of choice concentrating on linguistically and culturally diverse children and communities. The student’s writing should demonstrate:

• comprehensibility;

• clear organization and presentation of ideas;

• an ability to arrange ideas logically so as to establish a sound scholarly argument;

• thoroughness and competence in documentation;

• an ability to express in writing a critical analysis of existing scholarly/professional literature in the student’s area of interest; and an ability to model the discipline’s overall style as reflected in representative journals (see rubric).

The final product of this assignment is used as the Graduate Writing Requirement. The rubric is developed by the program faculty and used by the instructor to evaluate the student’s writing ability [(Attachment Rubric A).](https://docs.google.com/document/d/1xg1206CEHBtyulImwtVpwyBSBA3h7Usk/edit?usp=sharing&ouid=101489285592065054928&rtpof=true&sd=true)

The second main assignment is held in course LEE 298D. The course consists of a research project that represents the culminating experience for the candidate in pursuit of a M.A. in Education with an option in Multilingual and Multicultural Education. The candidate engages in advanced level of inquiry through research and graduate level writing on educational topics related to linguistically and culturally diverse (LCD) learners and their communities. The final paper (minimum of 25 pages) consist of the following:

- Introduction to proposal

- Methodology section

- Data analysis section

- Criteria of interpretation that have been applied to analytic processes that help identify sources of bias /discuss questions of validity

- Conclusion

- References

- Appendices

A rubric [(Attachment, Rubric B)](https://docs.google.com/document/d/1VyQyScUK23iJcC8k_nZMp8T9Z2utwNM6/edit?usp=sharing&ouid=101489285592065054928&rtpof=true&sd=true) has been developed by the program faculty and used by the instructor to evaluate and critique the student’s research.

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

Based on the assessment data collected, students from Cohorts 7 (south valley, 12 students ) and 8 (Fresno State campus 12 students), all received an A grade except for one student who took an incomplete. The student who received the incomplete grade was a returning student from a previous cohort who had been off for one semester. She is currently enrolled in LEE 298C and hopes to complete at the end of this semester. As the advisor of both groups, I was able to observe their work progress and noticed that several students handed in their projects a couple of days after the due date. I did not penalize them because of the fact that they were all teachers dealing with the COVID pandemic and having to teach online. However, based on conversations with several of the students, from both cohorts, they stated that they wished they had started their projects earlier. Upon reflection of their comments on their late work, I recommend that students in LEE 283 submit a preliminary draft of their proposal in LEE 283 and that prior to enrolling in LEE 298D, students be encouraged to begin their data collection. This will be piloted next fall 2022 to see if an effect can be made. In the meantime, advice will be centered on encouraging students to begin their projects in their third semester.

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.

N/A

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

At the close of the Fall 2021semester, the MME Coordinator will advise all students graduating for Spring 2022 to begin collecting their data as soon as their proposals are approved in early Spring 2022 - prior to beginning LEE 298D. The Project Handout will also be disseminated at that time to further guide students and provide them with tentative chapter due dates. The coordinator will also document the dates in which the projects are submitted.

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.

In Spring 2019, the MME Program expanded its program to the Fresno State,Visalia Campus. Last fall, 2020, the South Valley students proudly graduated. For Fall 2021, the MME Program began its 10 cohort, recognizing that it has had close to100 graduates since its first cohort in spring 2013. As such, the MME Program is a vibrant program and does not have any major issues to identify on its program review other than its critical *shortage of faculty*. Currently, it has lost two full-time (tenure) faculty members and one retired faculty member. In time, without hiring sufficient faculty, the program will be negatively impacted.