



Assessment Status 2018

Program: IME MA and EdD

Date: Fall 2018

	Yes	No	Comments
Are PLOs approved and posted on website?	Y		PLOs updated during 15/16 academic year
Is there a current curriculum map?		N	
Has a rubric been developed for at least one PLO?		N	
Has a direct assignment been identified?	Y		IME will use the MA thesis and the EdD Dissertation to assess PLOS
Is the annual assessment plan complete?		N	
Are student entry and exit surveys reviewed?	Y		Yes, they are regularly reviewed.
Has program review been completed for this cycle?	Y		PR completed in 2017.
Has the action plan been completed?	Y		Action plan provided below.
What actions have the program taken as a result of annual assessment or program review?	Y		See action plan for actions taken as a result of program review.

Program Learning Outcomes:

I. Current PLOs

IME EdD PLOs:

The IME programs are designed to enable students upon graduation, to:

- Use theory as a lens for thinking critically about social inequities in local/global contexts.
- Work as a transformative professional in schools, universities, and communities to bring about social change.
- Be a prominent voice in the educational justice movement through scholarship and praxis
- Design, implement, and assess K-12 and post-secondary classroom/community programs focused on human rights, social justice, and/or critical multicultural education.

IME MA PLOs:

The IME programs are designed to enable students, upon graduation, to:

- Use theory as a lens for thinking critically about social inequities in local/global contexts.
- Critically engage with scholarship.
- Be skillful in applying research-based teaching practices.
- Work as a transformative professional in schools, universities and communities to bring about social change.
- Use a wide range of assessment tools for including informal/formal, individual/group, formative/summative instruments.
- Design, implement, and assess K-12 and post-secondary classroom/community programs focused on human rights, multicultural, and/or language/literacy education.

When were the PLOs last reviewed or updated?

The PLOs were reviewed and updated during the 2015 – 2016 academic year. The Director of Assessment hosted several PLO workshops and held individual meetings with each department. The faculty updated the PLOs to meet WSCUC standards, reflect the current curriculum, and to align with the CEL mission and goals.

International and Multicultural Education (IME)
IME Masters (MA) and Doctorate (EdD) Programs
Program Review Action Plan
Summer 2018

1) **Name Change**

- a) The committee report recommended, in response to the Department's self-study and ongoing discussions for many years, that the department consider a name change stating, "our sense is that the word 'multicultural' no longer has relevance for the work being done in the department." They also noted, "a name that better represents the critical framework and innovative curriculum that currently makes up the majority of IME, could also be a moment that could re-energize both faculty and students."
 - i) Despite the desire for a more reflective name, the department believes that it is not the right time to consider a name change given that many alumni are connected to the "IME" identity. The department name is connected to over 40 years of history with alumni and faculty. One suggestion from reviewers was to change the words of the acronym, but we have yet to find a suitable department name within the confines of those letters. In the meantime, we are continually trying to define who we are as a department by our web presence, course listings and concentrations.

2) **Curriculum Alignment**

- a) The report recommended that the program undergo a curricular mapping process for each program to better align the course offerings with faculty strengths and student's career and personal goals.
 - i) The IME Department is holding two day-long retreats to engage in the process of curriculum mapping; one in Spring 2018 and the second in Fall 2018. The first retreat took place on February 22, 2018, with all full-time faculty present, except for Emma Fuentes (sabbatical) and Betty Taylor (on leave in Spring 2018 and now retired). At this time, we shared what originally brought us to IME and our vision for the future. The faculty also discussed concentrations (as noted in item 3 and 4). We will hold a second retreat in Fall 2018 when Emma Fuentes has returned to USF, and when our new faculty colleague Collette Cann has joined. At that time, we will participate in the second phase of curriculum mapping where we closely review all course syllabi to look for overlaps and gaps for each program.
 - (1) Leads: IME Faculty
 - (2) Priority: Medium (in process)
 - (3) Resource Implications: Faculty and Staff Time
 - (4) Time: 1-3 years
 - (5) Success Metrics: 1) Develop an IME curricular matrix outlining major assignments, core texts, competencies and skills addressed in each course; 2) Re-evaluate final assignments and readings for courses; currently, there are many that focus on autobiography, testimonio, etc, and multiple classes in which students

read Freire. Establish key courses where students will develop literature review;
3) Establish a sample or “master” syllabus for each course, and provide to adjunct instructors

3) **Fit of SLA concentration**

- a) The review report specifically stated that the SLA concentration was rarely discussed in the self-study or during the site visit, and therefore they recommend the curricular review specifically address the fit of this concentration.
 - i) This recommendation is being considered as part of the larger curricular mapping project discussed in item 2. During the Spring 2018 retreat, the department concluded that the many language-related courses went beyond the label of “second language acquisition,” and brainstormed new titles for this concentration. We decided to survey current students and alumni for feedback on four possible titles: 1) second language acquisition (current name), 2) language, culture & power, 3) language & culture, and 4) language and social identity. We received 60 responses to the survey from current students and alumni, and the majority voted for “Language and Culture.” We are in the process of submitting curriculum revision forms for the change of the concentration to be formalized in AY 18-19. The department will revisit the concentrations issue and consider student survey results at the Fall 2018 retreat.
 - (1) Leads: Full-time faculty
 - (2) Priority: Medium (in process)
 - (3) Resource implication: Faculty and Staff time
 - (4) 1 year
 - (5) Success Metrics: By the end of the Fall 2018 retreat, submit forms for changing SLA concentration name.

4) **Review concentrations**

- a) The committee recommended that as part of the curricular mapping process the department should consider whether to add, subtract or update the current concentrations
 - i) Proposed Action: This is being considered as part of the curriculum mapping process already described. At the first retreat the faculty saw a natural cluster of courses related to Ethnic Studies and discussed adding a possible concentration called Ethnic Studies and Educational Justice. We strongly think that this would attract many new doctoral students. We surveyed students and alumni about this idea, and they were overwhelmingly in support.
 - (1) Leads: Full-time faculty
 - (2) Priority: Medium (in process)
 - (3) Resource implication: Faculty and Staff time
 - (4) 1- 3 years
 - (5) By the end of the Fall 2018 retreat, have a plan for new concentration addition of Ethnic Studies and Educational Justice, and a plan for developing any new courses.

5) **Admissions and Retention**

- a) The report recommended strengthening orientation for students and improve advising procedures to increase retention. They recommended that a full-time staff person was

needed to “help systematically support and track data on student’s process and success through the course and fieldwork.”

- i) Proposed Action: Create orientation programs and materials that ensure that sufficient information is given to students about planning courses in advance, financial aid opportunities, and pathways for degree completion (sample schedules) (started in fall 2017 through the new IME orientation handbook). Encourage advisors to have regular check-ins with all students; department meetings will have time to address students who are stalled or stuck in the program (this started in academic year 2017-2018). Meetings for students in the dissertation phase to troubleshoot issues (also started in 2018).
 - (1) Responsible Party: All IME Faculty and Staff
 - (2) Priority: High
 - (3) Resource Implications: Costs of printing and perhaps allocation of GA funding from the School of Education for 1-2 peer advisors to assist with advising students on course plans.
 - (4) Time frame: ongoing
 - (5) Success metrics: Identify common areas where students struggle with completion and offer information and guidance; higher completion rates.

- b) The department has identified that academic writing support will increase doctoral completion rates. The report noted that completion rates should be improved. Therefore, the department would like to address this issue.
 - i) Academic Writing support to be offered by faculty, adjuncts and doctoral students through the new initiative spearheaded by IME Faculty, Dr. Susan Katz. This program is in its pilot phase and serves the whole School of Education and seeks to improve student writing and prevent students’ stalled progress at the writing phase where their obstacles have been insurmountable in the past.
 - (1) Responsible Party: Susan Katz and team, all faculty providing support
 - (2) Priority: High
 - (3) Resource Implications: Cost of course release for Dr. Katz, adjunct support and Graduate Assistant.
 - (4) Time frame: ongoing
 - (5) Success metrics: Improved completion rates; improved student writing; greater progress towards completion within the 4-year timeframe for MA students and 7-year timeframe for EdD students.

- c) The retention issues addressed in the report could be mitigated by better identifying doctoral students who are well-aligned with the IME mission and purpose.
 - i) Proposed Action: Increase the pool of applicants who meet our four priority areas: (1) academically prepared; (2) committed to social justice; (3) working in education (K-Higher Ed/Community Based); and (4) who have a global perspective. Better communicate with the Office of Admissions and Outreach our priorities, and plan events and outreach to where such potential students congregate. Creation of a video/additional website content that demonstrates our values more clearly for prospective students.
 - (1) Responsible Party: All IME Faculty

- (2) Priority: High
- (3) Resource Implications: Outreach event costs, video production costs
- (4) Time frame: ongoing
- (5) Success metrics: Higher applicant numbers and higher quality applicants for the IME-EdD Program; greater completion rates of well-aligned students

Additional Recommendations that must be responded to with actions by the administration due to their high resource implications:

1. Reconsidering the number of courses taught by adjuncts and more PHP Adjuncts for consistency
 - As stated in the report: “The department relies on adjuncts to teach a great number of its courses. The adjunct faculty we spoke with, like every other group we heard from, were passionate and positive about the department. However, there is a turnover in adjuncts and without the material support that the PHP status brings, the students feel the inconsistency.”
2. Two Full-time Positions for the Programs/Department
 - As stated in the report: “With the number of students in the program, there is not enough faculty and staff to adequately support all the students. With the shifts in IME faculty, there are only five full time tenure stream faculty members with projected retirements in the next 5-7 years, there is a dire need to fund at least two tenure-track positions. Also, there is an immediate need to fund one additional full-time staff position to support the 93 students in the IME programs as well as the 49 TESOL students and 20 HRE students within the department.
3. Additional Full-time Program Assistant who can assist with advising & tracking the TESOL Program’s expansion to San Jose (Program Assistant)
 - As stated in the report: “We concur with the need to have a full-time staff person who can systematically follow and follow-up with students as they make their way through the program and why they might need time away from the program. Also suggest that the job description for this full-time staff person be clarified and revised to excise duties that others in the department are fulfilling because of the lack of staff support.”
4. Lack of representation of black faculty/expertise to address anti-black racism
 - As stated in the report: “The faculty, though, clearly lacks a strong Black studies presence. With the likely retirement of the esteemed Professor Betty Taylor, and the recent departure of Dr. Lance McCready, the department will lack not just the representation of Black faculty, which is itself significant, but also the expertise to address anti-black racism and the longstanding history of black feminist work for liberation. For a program in the bay area, where anti-black racism is animated through gentrification and dispossession and where Asian-Black solidarity was in many ways born, this is a key area of need. This also impedes the ways that the department might be able to connect more strongly the distinct yet connected places of dispossession that black, latinx, asian, and indigenous populations experiences. The department might consider hiring a faculty person who has

expertise in Black studies and raciolinguistics, to strengthen the SLA component of the department, but again, we recommend a more comprehensive curricular review to help arrive at such decisions.”

De-prioritized Issues: Were there any recommendations from the External Review team that you will not address? If so, why?

As noted above, at this time the faculty is choosing not to pursue a name change for the department because of the strong attachment to the name felt by alumni and faculty.

Concurrent to the Program Review in Fall 2017, half a position (shared with GEDU) was approved for the Department, and the candidate hired brings considerable expertise on African-American education, racism and education, and urban schooling. With the departure of Dr. Betty Taylor, we still see added faculty with expertise in these areas as a priority for the future.

Progress: Progress on each action item will be required two years after the action plan is approved.

Approvals:

Program / Department Chair: ____Monisha Bajaj_____

Date: ____September 2, 2018_____

Director of Assessment: ____Laura Hannemann_____

Date: _____September 2, 2018_____

Associate Dean: _____

Date: _____

