

**College of Education and Affiliated Programs
Annual Assessment Report – Spring 2009**

Master of Arts in Education with an option in Dual Language Development (DLD)

Note: this report presents and analyzes data from the 2007-08 academic year and Fall 08. During 2007-08, the College of Education and Affiliated Programs engaged in extensive efforts to refine and extend their assessment system. In many cases, data collected starting in Fall 2008 and beyond will look substantially different from the data collected before that time.

Background

1. DLD Program Description

Historical overview. The Dual Language Development Program was developed to provide graduate level work for students interested in improving their knowledge about English learners, bi-dialectal and bilingual students. The program developers were Dr. John Attinasi, Dr. Leslie Reese and Dr. Olga Rubio who have expertise in linguistics, literacy, language development, bilingual education, dual language development, and second language acquisition. The program was approved by the Teacher Education Department Curriculum Committee in Spring, 2002 and a pilot cohort of 17 students was permitted to enroll in Spring, 2003 as a concentration within the Curriculum and Instruction program. In Spring, 2005 the DLD program obtained final curriculum approval from the University and in Fall, 2006 the first official cohort was admitted consisting of 17 students.

Program goals. There are eight distinct, yet inter-related DLD program goals which are represented as course standard learning objectives (SLOs). The emphasis of our program goals/SLOs is to prepare our graduate candidates with the theoretical and the research-based knowledge for improving the educational outcomes of culturally and linguistically students in an equitable manner. Our program goals/SLOs focus on pedagogy, instruction and assessment and include a range of critical thinking skills for learning to synthesize, apply, analyze, and evaluate current research with practical classroom applications. The program goals/SLOs include (1) *identify and analyze* current multicultural and language issues and policies in the United States and globally; (2) *evaluate* the applicability of informal and formal assessment measures to determine their validity for language minority students; (3) *demonstrate knowledge* of major theoretical bases for language minority students in a curriculum module; (4) *analyze and apply* fieldwork data of students' home language & literacy practices in a classroom literacy plan to inform instruction; (5) *synthesize* published literature for informing an action research question related to the education of the language minority students; (6) *apply* knowledge of cognitive and societal bilingualism to a contemporary issue; (7) *analyze and interpret* data to address an action research question and (8) *evaluate* personal and professional stances with respect to language minority education in an ethically and socially responsible manner (See Table 1).

Program goals connection to CED conceptual framework. Given that our program is aimed at advancing teachers' knowledge and skills for working with culturally and linguistically diverse students in an equitable manner, our eight program goals/SLOs also reflect the College's six key ideas contained in the conceptual framework, such as (1) *growth and learning*; (2) *social responsibility*; (3) *diversity*; (4) *service and collaboration*; (5) *school improvement*; and (6) *research, scholarship and evaluation*.

1. *Growth and learning* is addressed by general implication throughout our eight program goals/SLOs and is not a key idea which exists independently. The five remaining key ideas from the CED Conceptual Framework are addressed and evident in specific program goals/SLOs associated with our program course work as described in the examples below.
2. *Social responsibility* is highlighted in our program goals/SLOs 1, 3, 4, 5, 7, & 8. Students are mentored to value their acquired theoretical knowledge about culturally and linguistically diverse students and to exercise their leadership skills to implement change within their school district, school, classroom and community settings. As a result, our students are actively engaged in sharing ideas that make a qualitative difference in the social lives of their students' families and in their own professional community. For example, in EDRG 551b two of our students exercised leadership by presenting survey results and related findings from their action research plan at a monthly school board meeting.
3. *Diversity* is embedded in all eight program goals/SLOs. Diversity is addressed in course readings and materials, classroom lectures and discussions, written assignments and through extra-curricular events. Such activities provide our students with opportunities to learn content related to diversity in multiple ways through various course projects.
4. *Service and collaboration* is also highly valued within our program and is evident in goals/SLOs 2, 3, 5, 7 & 8. Our students are encouraged to assume leadership roles as service to their professional community and for fostering collaboration. For example, one of our students is on a committee in her school district to improve collaboration for meeting the literacy and language needs of culturally and linguistically diverse children.
5. *School improvement*, another key idea is evident in our program goals/SLOs 1, 5, 7, & 8. In both individual classes and our program's culminating experience, students design research investigations and engage in data analysis to affect change within their school communities and their profession at-large. Examples include the curriculum audit assignment in EDCI 541 and the assessment toolkit assignment in EDRG 551b. The projects are specifically designed to enhance students' understanding of research-based findings and to apply this knowledge in an authentic manner for improving the academic progress of English learners, bi-dialectal, and bilingual students.
6. *Research, scholarship and evaluation* opportunities are provided to our students throughout our program to enhance their understanding of the importance in making professional contributions and is embedded in goals/SLOs 2, 4, 5, 6, 7, & 8. For example, two students from the Class of 2008 traveled to Guatemala to present a workshop at the annual International Reading Association

meeting. Additionally, another student from the Class of 2008 presented her action research findings from EDRG 551b and EDCI 695 with at the California Bilingual Education Association in February 2008. Additionally, the same student co-authored a chapter entitled "Collaborating with Hard to Reach English Language Learner Populations: One Teacher's Exploration." The chapter will appear in an International Reading Association edited book entitled Language, Literacy, and Learning in Multilingual Classrooms: Research in Practice.

Table 1
Program Student Learning Outcomes and Relevant Standards

SLOs	Outcome 1 Identify & analyze current multicultural & language issues & policies in the U.S. & globally (Introduced, Developed & Mastered)	Outcome2 Evaluate the applicability of informal & formal assessment measures to determine their validity for language minority students. (Introduced in pre-req., Developed & Mastered)	Outcome 3: Demonstrate Knowledge of major theoretical bases for language minority students in a curriculum module (related to the teaching of reading/lang. arts and/or critical literacy). (Introduced in EDP 672 and Developed & Mastered)	Outcome 4 Analyze and apply fieldwork data of students' home language & literacy practices in a classroom literacy plan to inform instruction. (Introduced, Developed & Mastered)	Outcome 5: Synthesize published literature for informing an action research question related to the education of language minority students (Introduced in EDRG 551b, Developed in EDP 400, Mastered in EDCI 533)	Outcome 6: Apply knowledge of cognitive & societal bilingualism to a contemporary educational issue (Introduced in EDCI 532 & EDP 400, Developed in EDCI 533 and Mastered in Ling 650)	Outcome 7: Analyze & interpret data to address an action research question. (Introduced in EDP 67 & EDCI 541, Developed in Ling 650 and Mastered in EDCI 695)	Outcome 8: Evaluate personal & professional stances with respect to language minority education in ethnically & socially responsible manner. (Introduced in EDP 672 & EDRG 551b, Developed in EDCI 541, EDCI 532, EDP 400, EDCI 533, Ling 650, and Mastered in EDCI 695)
Signature Assignment(s)	International Case Study	Literacy Assessment Case Study	Curriculum Audit	Home & School Events Report	Research Plan	Literature Review	Action Research Study	Final Reflection
National Standards	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
State Standards	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Conceptual Framework	Values Diversity, Prepares Leaders	Values Diversity, Promotes Growth, Research and Evaluation	Values Diversity, Service and Collaboration, School Improvement, Prepares	Values Diversity, Promotes Growth, Research and Evaluation, Prepares	Values Diversity, School Improvement, Research and Evaluation	Values Diversity, Promotes Growth, Research and Evaluation	Values Diversity, Promotes Growth, Research and Evaluation, Prepares	Values Diversity, Prepares Leaders

			Leaders	Leaders			Leaders, Service and Collaboration, School Improvement	
NCATE Elements	Content Knowledge	Professional & Pedagogical Knowledge & Skills	Professional & Pedagogical Knowledge & Skills	Professional & Pedagogical Knowledge & Skills	Professional & Pedagogical Knowledge & Skills	Pedagogical Content Knowledge	Professional & Pedagogical Knowledge & Skills	Professional Dispositions

We collect data to measure our SLOS in a signature assignment for each course in our program. Table 2 notes the time frames for data collection and analysis for our eight program goals/SLOs, as well as the related signature assignments.

Table 2
Collection of Assessment Data and Analysis Schedule

Standard Learning Objectives (SLOs)	Measures/Evidence	Collection Time Frames	Analysis Time Frames
SLO 1 Identify & analyze current multicultural & language issues & policies in the U.S. & globally	International Case Study	Fall Semester	2008, 2011
SLO 2 Evaluate the applicability of informal & formal assessment measures to determine their validity for language minority students.	Literacy Assessment/ Case Study	Fall Semester	2010, 2013
SLO 3 Demonstrate Knowledge of major theoretical bases for language minority students in a curriculum module (related to the teaching of reading/lang. arts and/or critical literacy).	Curriculum Audit	Spring Semester	2008, 2011
SLO 4 Analyze and apply fieldwork data of students' home/community language & literacy practices in a classroom literacy plan to inform instruction.	Home/ Community & School Events Report	Spring Semester	2010, 2012
SLO 5 Synthesize published literature for informing an action research question related to the education of language minority students	Action Research Plan, Parts 1 & 2	Fall Semester	2009, 2012
SLO 6 Apply knowledge of cognitive & societal bilingualism to a contemporary educational issue	Review of Literature	Fall Semester	2010, 2013
SLO 7 Analyze & interpret data to address an action research question.	Action Research Study	Spring Semester	2008, 2011
SLO 8 Evaluate personal & professional stances with respect to language minority education in ethnically & socially responsible manner.	Final Reflection	Spring Semester	2009, 2012

Enrollment. During the data reporting period of Spring 2008 (17 students) and Fall 2008 (8 students) there was a total of 25 students enrolled in the program (See Table 3).

Number of Faculty. During 2007 there were four full-time program faculty including Dr. John Attinasi, Dr. Trini Lewis, Dr. Olga Rubio, and Dr. Leslie Reese, the former DLD Program Coordinator. During Spring 2008 there were three full-time program faculty members: Dr. John Attinasi, Dr. Leslie Reese, the former DLD Program Coordinator and Dr. Trini Lewis. In Fall 2008, there were two full-time faculty members, Dr. Leslie Reese and Dr. Trini Lewis, the current DLD Program Coordinator and one part-time faculty member, Ramon Martinez (See Table 6).

Program Changes since our last CED Annual Report. Since our last CED report, we revised our Standard Learning Outcomes (SLOs) to reflect Bloom's levels of taxonomy for improving our assessment practices. The revised SLOs identify the specific cognitive skills our students develop within our program, ranging from basic levels of understanding to more complex and critical ways of thinking. The SLOs are specifically targeted in our course work as introductory, developing, and/or mastery levels and are noted in Table 1.

Other changes occurred in our program courses and faculty membership. Dr. Olga Rubio withdrew as an instructor for EDCI 532 to concentrate on her role as the coordinator for the BCLAD program. Ling 650 was also temporarily replaced with EDRG 540 and offered by the Teacher Education Department instead of the Linguistics Department due to budget constraints. Ramon Martinez, our part-time program faculty member for Ling 650/EDRG 540, completed his doctoral degree and accepted a position at the University of Texas at Austin. Additionally, Dr. Leslie Reese, the DLD program coordinator accepted a position as the Executive Director for the Center of Language Minority Research and Education. However, Dr. Reese continues to teach courses in the DLD program and advise students. Due to Dr. Reese's new position, Dr. Trini Lewis, assumed the duties and responsibilities of the DLD program coordinator at the beginning of Fall 08.

Additionally, eight students were successfully recruited by Spring 2008 for the Fall 08 cohort. However, due to the low enrollment, the DLD program cohort combined with the Curriculum and Instruction (C & I) master's degree cohort to offer a hybrid program for Fall 08. As of the writing of this report, a current total of 14 students (8 DLD students & 6 C & I) are enrolled in the hybrid program.

Table 3
Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

	Transition Point 1		
	Admission to Program		
	Applied	Accepted	Matriculated
	#	#	#
TOTAL	33	33	19

Table 4
Program Specific Candidate Information, 2006-2008 (snapshot taken F08)

	Transition Point 2
	Advancement to Culminating Experience
	#
Project (695)¹	17

Table 5
Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

	Transition Point 3
	Exit
	#
Degree	17
Credential²	N/A

Table 6
Faculty Profile 2007-08

Status	Number
Full-time TT	3
Full-time Lecturer	N/A
Part-time Lecturer	1
Total:	

¹ This is data on students who were conducting culminating projects during Fall 2007 and Spring 2008. This figure may include students who actually “crossed into” this transition point prior to Fall 2007 and were still making progress on their theses at this time.

² Data for Initial and Advanced Credential Programs reflects students who have filed for their credential with the Credential Office. These data generally include students who have completed the program 1 or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2007, Fall 2007, and Spring 2008.

2. Number of total full- and part-time program faculty who reviewed and discussed the assessment findings described in this report. A program data discussion meeting occurred to examine the assessment findings described in the figures and tables in this report. During Spring 2007 (5/30/07), Dr. Leslie Reese, the former DLD program Coordinator, Dr. Olga Rubio, Dr. John Attinasi, and Dr. Trini Lewis met to examine 2007 program assessment data. Holistic rubrics for EDCI 551b, EDP 672, EDCI 532, and EDCI 541 were reviewed and discussed.

During the winter break, 2009, program faculty met to examine Fall 2008 data. All three full-time program faculty members participated in the program data discussion and included Dr. John Attinasi, Dr. Trini Lewis and Dr. Leslie Reese. One part-time faculty member, Ramon Martinez also participated. A change from holistic to analytic rubrics occurred in Fall 2008 and, in Spring 2009, the program faculty reviewed the data for SLOs 1, 5, & 6 from Fall 2007 through Fall 2008. Data discussions occurred on an on-going, informal basis during the data reporting period, as well as in more formal data discussion meetings. For evidence of the formal data discussion meeting among our full-time and part-time faculty, please refer to the Minutes referenced as Appendix A.

Data

3. Primary data sources related to student learning and program effectiveness/student experience.

Candidate Performance Data.

Table 7 provides the *direct* evidence for our student learning outcomes 1, 2, 5 & 6 (SLOs) assessed during AY 07-08. The table provides information regarding the courses and a description of the course assignments used in our data collection.

Table 7

Student Learning Outcomes with Correlating Courses and Description of Assessments (07-08)

Standard Learning Objective (SLOs)	Course & Signature Assignment Employed for Data Collection	Description of the Assignment
SLO1 Identify & analyze current multicultural & language issues & policies in the U.S. and globally.	EDP 672 International Case Study (Class of 2010)	Candidates work in a group of 3-5 students and select a country for examining its linguistic history, issues and policies related to language. Candidates also write individual group reports including a description of the language and language education policies; an interpretation of the language education policies, and a reflection comparing the country's language situation with the U.S.
SLO 2 Evaluate the applicability of informal & formal assessment measures to determine their validity for	EDRG 551b Literacy Assessment/Case Study	Candidates identify a range of literacy/language assessments for monitoring progress of a case study student to determine strengths and weaknesses for informing

language minority students.	(Class of 2009)	instruction. Candidates also compare and contrast the data collected from informal sources with formal evaluations measures.
SLO 5 Evaluate the applicability of informal & formal assessment measures to determine their validity for language minority students.	EDCI 533 Action Research Plan-Parts 1 & 2 (Class of 2009)	Candidates design an action research question, identify appropriate methodology, write a preliminary literature review for informing their research, conduct a pilot/mini-study, and examine preliminary findings.
SLO 6 Apply knowledge of cognitive & societal bilingualism to a contemporary educational issue	Ling 650/EDRG 540 Literature Review (Class of 2009)	Candidates write an 8-10 page literature review on bilingualism as it relates to their action research project. Candidates also identify strengths and limitations of the studies for discussing how their action research confirms or challenges existing research and theory.

Figure 1 provides descriptive statistical information derived from holistic rubric scores for SLOs 1, 2, 5, & 6 for AY 07-08. SLOs 1, 2, & 6 had means at 3.95, or above. SLO 5 had the lowest mean of 3.75.

Figure1

Student Learning Outcomes and Mean Comparisons as Assessed with Holistic Rubrics (0-4 pts) for SLOs 1, 2, 5, & 6, 2007-2008

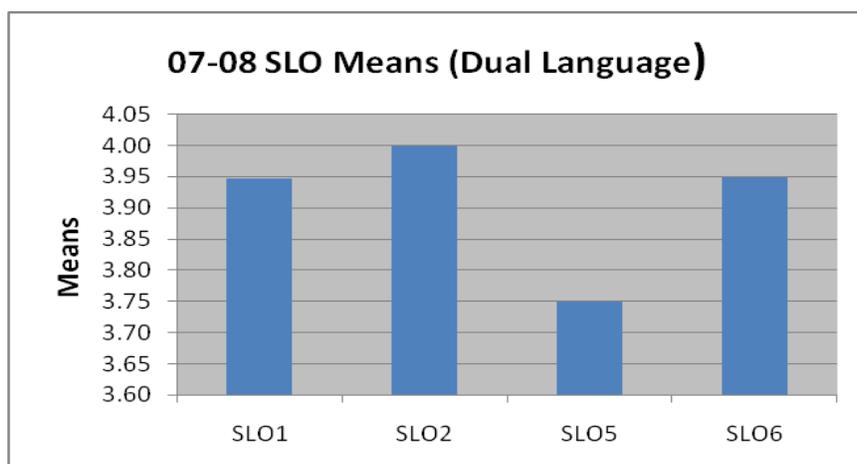


Figure 2 provides descriptive statistical information noting the percentage of students' rubric scores, 0-4 points, for SLO 1 collected during 2007-2008. Figure 2 illustrates a majority of the students scored an overall of 4 points for SLO 1 and a small minority scored in the 3 point range.

Figure 2
Student Learning Outcomes and Mean Comparisons as Assessed with Holistic Rubrics (0-4 pts) for SLO 1, 2007-2008

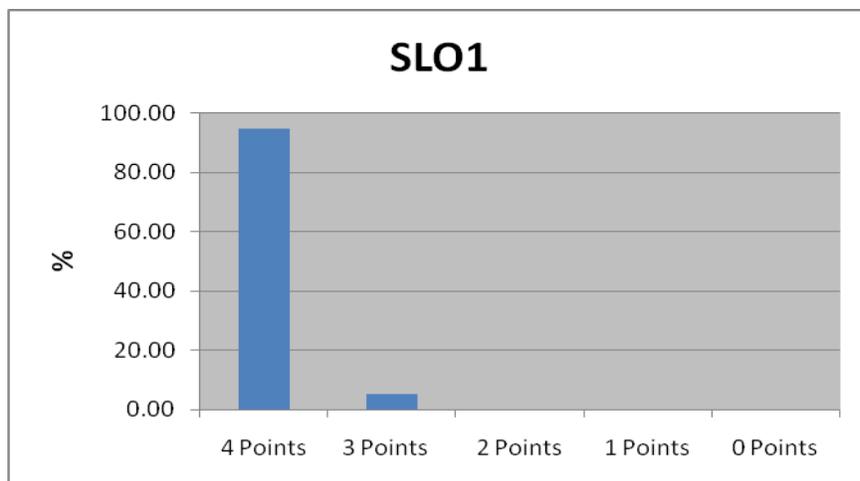


Figure 3 provides data concerning student percentages and rubric scores, 0-4 points, for SLO 2 collected during 2007-2008. An absolute majority (100%) of the students scored 4 overall points for SLO 2.

Figure 3
Student Learning Outcomes and Mean Comparisons as Assessed with Holistic Rubric for SLO2 (0-4 pts), 2007-2008

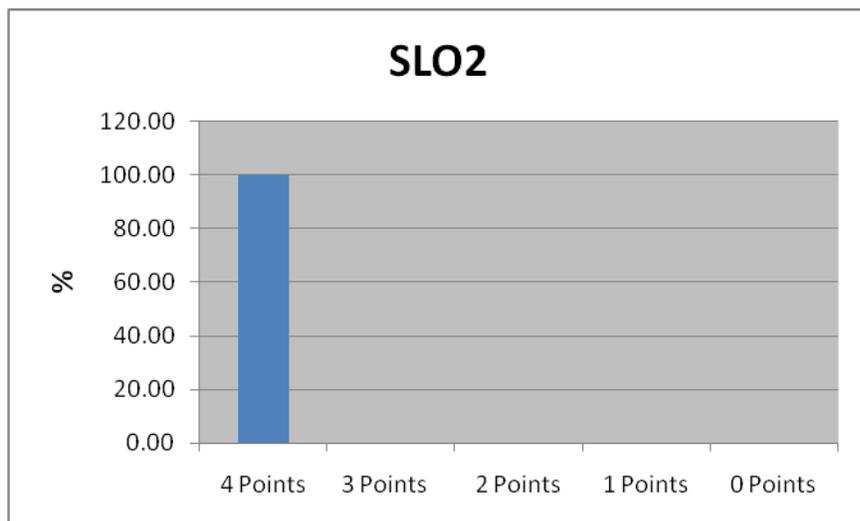


Figure 4 provides descriptive statistical information concerning student percentages and rubric scores, 0-4 points, for SLO 5 collected during 2007-2008. Approximately 75% of the students had an overall score of 4 points for SLO 5 and approximately 25% of the students had an overall score of 3 points.

Figure 4
Student Learning Outcomes and Mean Comparisons as Assessed with Holistic Rubric for SLO5 (0-4 pts), 2007-2008

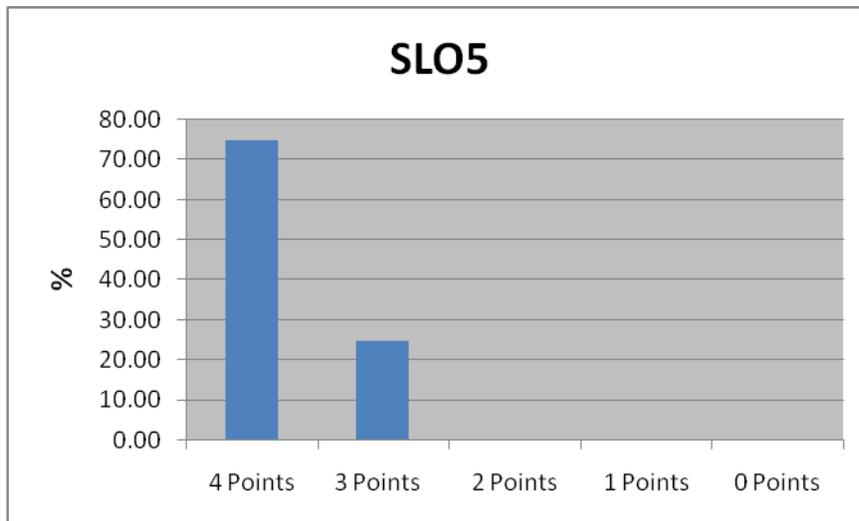


Figure 5 provides data related to student percentages for the SLO 6 rubric scores, 0-4 points, collected during 2007-2008. A majority of students, approximately 95%, scored 4 overall points for SLO 6 and approximately 5% scored 3 overall points.

Figure 5
Student Learning Outcomes and Mean Comparisons as Assessed with Holistic Rubric for SLO6 (0-4 pts), 2007-2008

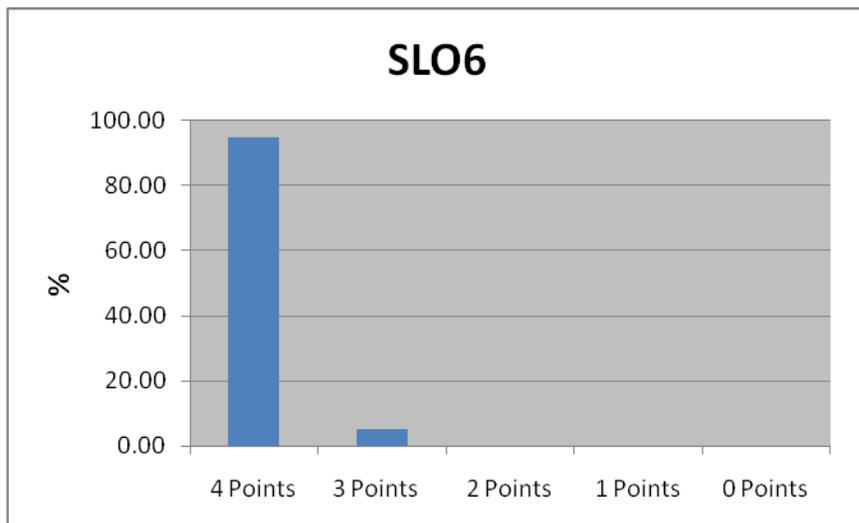


Table 8 provides the *direct* evidence for student learning outcomes 1, 5 & 6 (SLOs) assessed during Fall 2008 only. The table summarizes course and signature assignment information for SLOs 1, 5, & 6.

Table 8
Student Learning Outcomes with Correlating Courses and Description of Assessments (Fall 08)

Standard Learning Objective (SLOs)	Course & Signature Assignment Employed for Data Collection	Description of the Assignment
SLO1 Identify & analyze current multicultural & language issues & policies in the U.S. and globally.	EDP 672 International Case Study (Class of 2010)	Candidates work in a group of 3-5 students and select a country for examining its linguistic history, issues and policies related to language. Candidates also write individual group reports including a description of the language and language education policies; an interpretation of the language education policies, and a reflection comparing the country's language situation with the U.S.
SLO 5 Evaluate the applicability of informal & formal assessment measures to determine their validity for language minority students.	EDCI 533 Action Research Plan-Parts 1 & 2 (Class of 2009)	Candidates design an action research question, identify appropriate methodology, write a preliminary literature review for informing their research, conduct a pilot/mini-study, and examine preliminary findings.
SLO 6 Apply knowledge of cognitive & societal bilingualism to a contemporary educational issue	Ling 650/EDRG 540 Literature Review Class of 2009)	Candidates write an 8-10 page literature review on bilingualism as it relates to their action research project. Candidates also identify strengths and limitations of the studies for discussing how their action research confirms or challenges existing research and theory.

During Fall 2008, analytic rubrics were employed as assessment tools for measuring SLO 1 in EDP 672, SLO 5 in EDCI 533 and for measuring SLO 6 in Ling 650/EDRG 540. The rubrics included a 0-4 point scale for scoring student work, with 0 points representing the lowest possible score and 4 points representing the highest possible score. When appropriate, points were also weighted to accurately reflect the total points possible for each assignment.

Figure 6 provides descriptive statistical information comparing the rubric scores with the percentage of students for SLOs 1, 5, & 6 for Fall 2008. The data reflects two different cohorts. SLO 1 represents the data collected from the class of 2010 (admitted in Fall 08) and SLOs 5 & 6 represent data collected from the current graduating class of 2009 (admitted Fall 07). A higher percentage of students scored 4 overall points for SLOs 1 & 6. In comparison, a majority of students scored 3 overall points for SLO 5. A small percentage of students scored 2 overall points for SLOs 5 & 6.

Figure 6
Student Learning Outcomes Comparisons as Assessed with Analytic Rubrics (0-4 pts) for Fall 2008

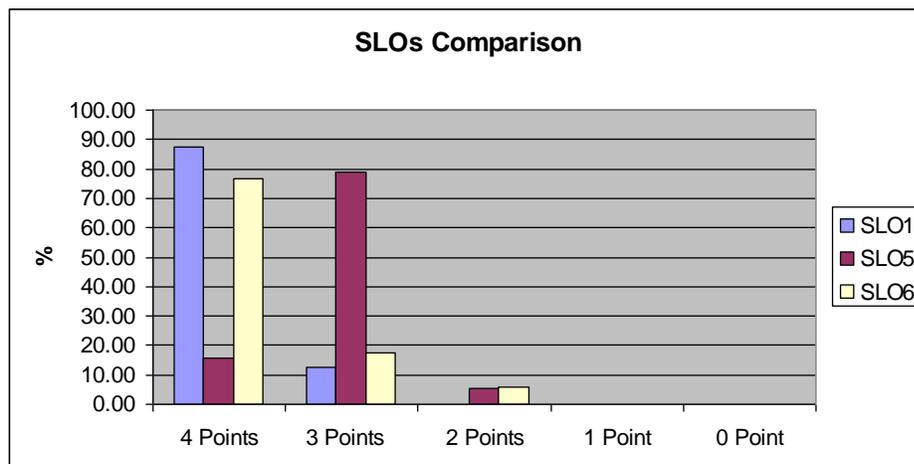
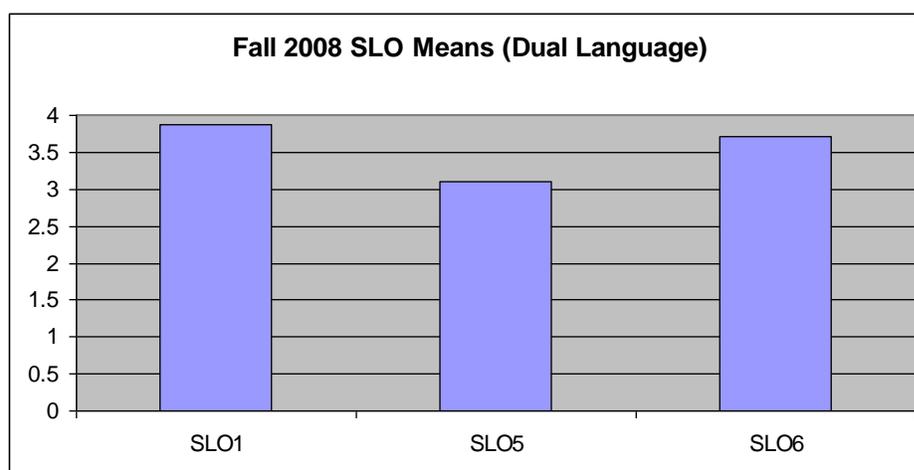


Figure 7 provides data for SLOs, 1, 5, & 6 collected during Fall 2008. The data represents two different cohorts. The data collected for SLO 1 represents the class of 2010 and the data collected for SLOs 5 & 6 represents the current graduating class of 2009. The mean scores for SLOs 1 & 6 were above 3.5. The mean score for SLO 5 was lower and slightly above 3 overall points.

Figure 7
Means for SLO 1 (EDP 672/Class 2010), SLO5 (EDCI 533/Class 2009), & SLO 6 (Ling 650/EDRG 540/Class 2009) for Fall 2008



Figures 8, 9, & 10 provide data comparisons related to the percentage of students for each rubric score, 0-4 points, for SLOs 1, 5, and 6 respectively. The data reflects two different cohorts. The data collected for SLO 1 represents the class of 2010 and the data collected for SLOs 5 & 6 represents the current graduating class of 2009.

Figure 8 indicates that for SLO 1 approximately 89% of the students scored 4 overall points and approximately 11% of the students scored 3 overall points.

Figure 8
Comparison of Percentage of Students (Class 2010) and their Rubric Scores for SLO 1 (EDP 672) for Fall 08

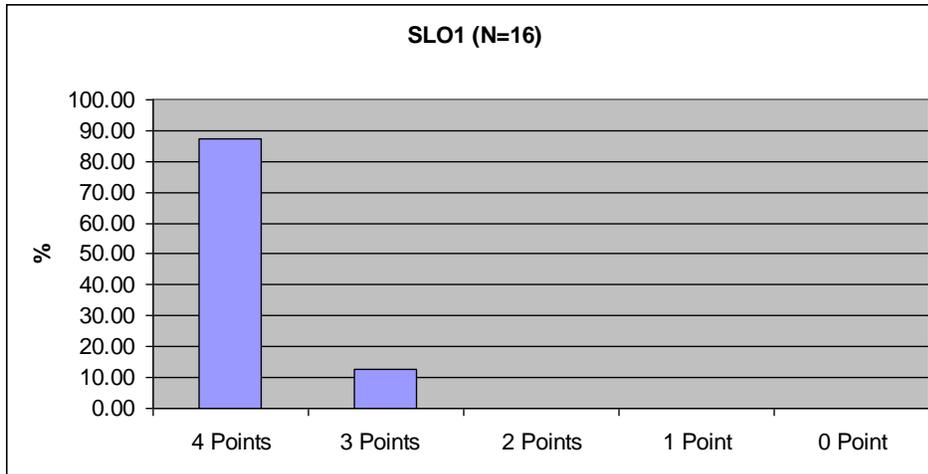


Figure 9 represents data for SLO 5. Approximately 15% of the students scored 4 overall points and approximately 79% of the students scored 3 overall points. Approximately 6% of the remaining students scored 2 overall points.

Figure 9
Comparison of Percentage of Students (Class 2009) and their Rubric Scores for SLO 5 (EDCI 533) for Fall 2008

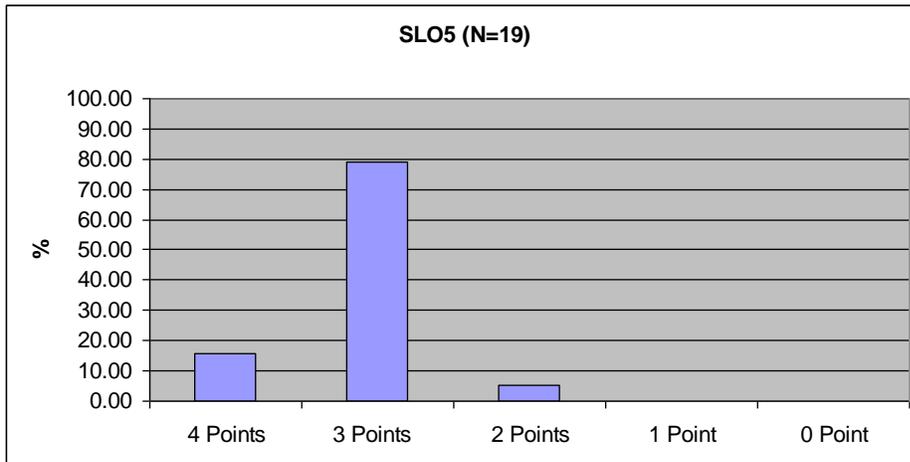
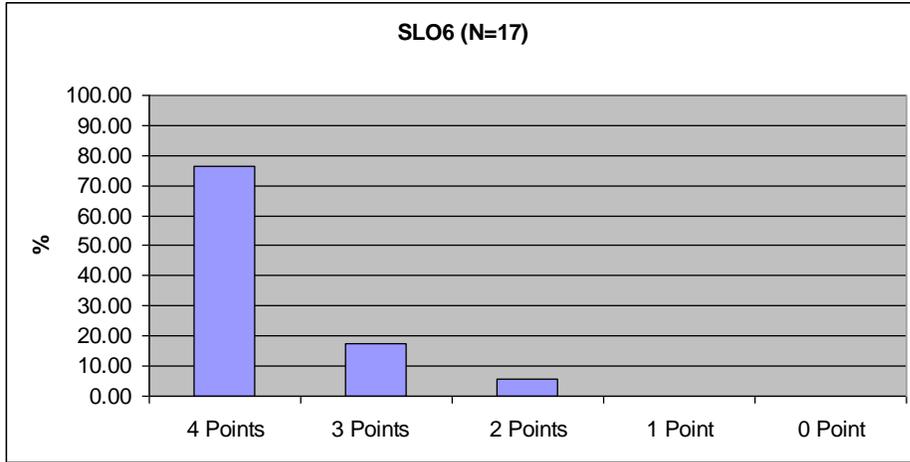


Figure 10 notes data for SLO 6. Approximately 78% of the students scored 4 overall points, approximately 18% of the students scored 3 overall points and approximately 4 % scored 2 overall points.

Figure 10
Comparison of Percentage of Students (Class of 2009) and their Rubric Score for SLO 6 (EDRG 540/Ling 650) for Fall 2008



Figures 11, 12, & 13 provide descriptive statistical information concerning the rubric criteria means for SLOs 1, 5, & 6, respectively. The data reflects two different cohorts. The data collected for SLO 1 represents the class of 2010 and the data collected for SLOs 5 & 6 represents the current graduating class of 2009.

For SLO 1, rubric criterion 1, description, scored the highest with a mean score above 3.5. Rubric criteria 2, description & rubric criteria 3, reflection, scored the second highest with a mean score of 3.5. The mean score for rubric criteria 4, citations, was slightly less than 3.5.

Figure 11
Rubric Criteria Means for SLO 1 (EDP 672/Class 2010) for Fall 2008

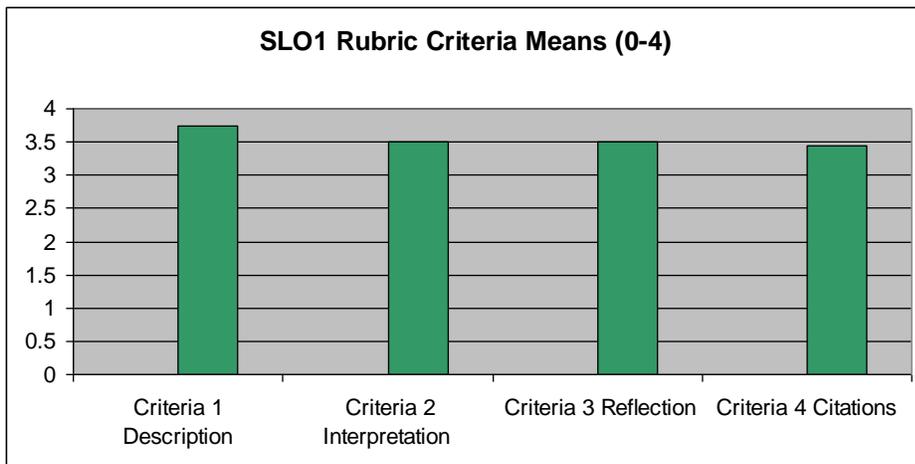


Figure 12 illustrates the rubric criteria score means for SLO 5. Criteria 1, 2, & 4 received the highest means with scores slightly below 4 overall points. Criterion 5, abstract was the second highest with a score mean slightly above 3.5. Criteria 6, literature review and criteria 7, format/writing conventions received a mean score of 3 overall points. Criteria 3, methodology received the lowest mean score slightly below 3 points.

A greater range in the mean scores for SLO 5 is evident when compared with the criteria mean scores for SLOs 1 & 6.

Figure 12
Rubric Criteria Means for SLO 5 (EDCI 533/Class 2009) for Fall 2008

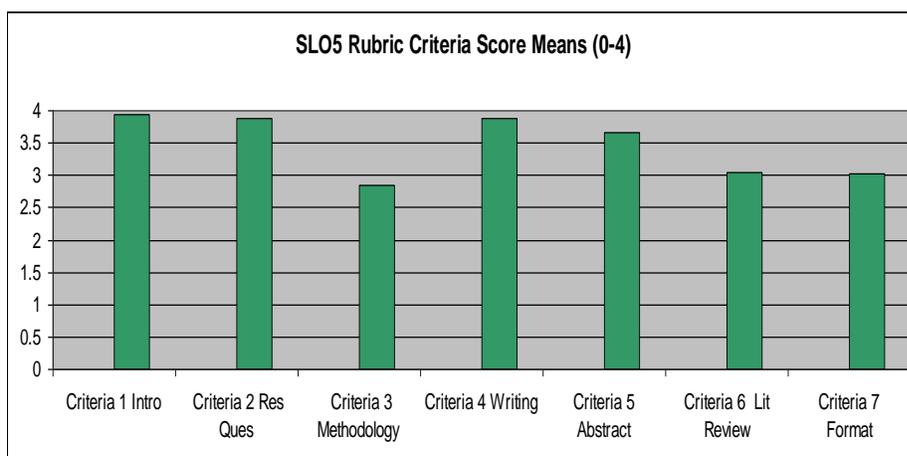
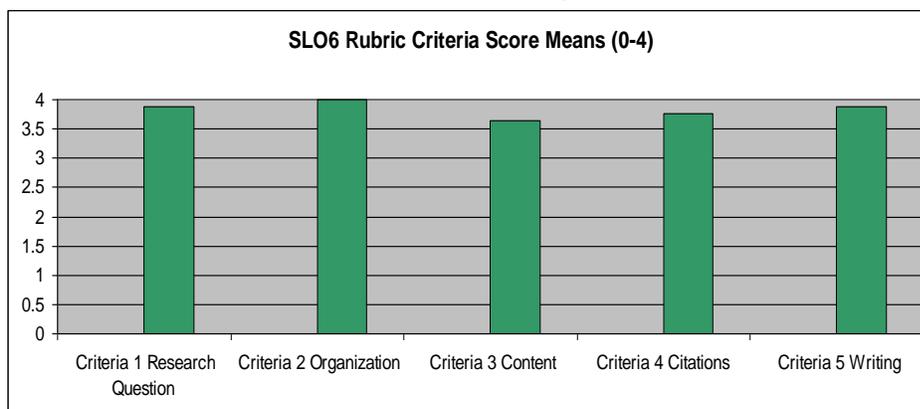


Figure 13 illustrates for SLO 6 the rubric score means for criteria 1-5. The mean scores are closer in range with scores above 3.5 representing the lowest score for criteria 1, research question, criteria 3, content, criteria 4, citations, and criteria 5, writing. Criteria 4, organization, represents the highest mean score.

Figure 13
Rubric Criteria Means for SLO 6 (EDRG 540-Ling 650/Class 2009) for Fall 2008



- b. Program Effectiveness Data.* Program survey data was collected recently for the class of 2009 and will be analyzed for determining student learning, satisfaction, and other indicators of our program's effectiveness. SurveyGizmo and Survey Monkey will also be explored for posting an exit survey on-line. The findings will be discussed in our future report(s). However, anecdotal information from our annual DLD Advisory Board Meeting indicates that our SLOs are working well to promote student progress and meeting our program goals.
4. Complementary Data. We are currently examining complementary data drawn from anecdotal reports according to student perceptions, community views of the program, and general faculty observations discussed in data discussion program meetings and/or informal meetings. Complimentary data will be presented in our future reports. However, several recent events indicate strong program effectiveness in the areas of professional development and community outreach. For example:
- Two students traveled to Guatemala to present a workshop at the Guatemalan International Reading Association.
 - One student presented a workshop at the California Association for Bilingual Education (CABE) with Dr. Leslie Reese, former DLD Program Coordinator.
 - The CABE student presenter also co-authored a chapter with Dr. Trini Lewis, current DLD Program Coordinator, for a forthcoming publication by the International Reading Association.
 - One student co-presented with Dr. Trini Lewis at a district-wide meeting for the Anaheim City School District on the benefits and challenges pertaining to dual language development programs and assessment issues.
 - Two other students presented findings from their action research project at a school board meeting.
 - One student is participating in a committee to improve the instructional needs of culturally and linguistically diverse children in her school district.
 - One student is submitting work from her action research project for a conference presentation.

Analysis and Actions

5. **As a result of our data discussion program meetings, the general trends indicating our program strengths and improvement areas are:**

Program Strengths

Signature assignment. Our students are fairly satisfied with our signature assignments. The rubric scores show that students perform well on our signature assignments. Students master subject area knowledge for successfully completing the requirements in our Master degree program.

Program goals/Standard learning objective. Our program goals/standard learning objectives (SLOs) are functioning well as evidenced by our rubric scores. Students are able to internalize the SLOs and apply them to an authentic manner. For example, some students presented at workshops, conferences, engaged in research with faculty and co-authored a book chapter.

Instructional practices. Program faculty provide multiple scaffolds for supporting students' success, such as providing feedback and opportunities for revision on written assignments.

Improvement Areas

Feedback criteria. The addition of feedback criteria on our course analytic rubrics where feedback is appropriate and relevant for succeeding on the assignment is a targeted improvement area. Although students benefited from revising their signature assignments, program faculty found some students were inconsistent with incorporating suggestions for revision. For example, at times, students revised assignments according to their professor's suggestions, and in other instances, the suggestions were not fully considered in students' final drafts. Students that didn't submit drafts of their work, or who didn't incorporate suggestions for revision also received the lowest scores on the signature assignments.

Literature review. According to our data, another area in need of improvement is the literature review. Additional emphasis needs to be focused on teaching the genre structure of the literature review assignment.

Mini-research components. Based on data from SLO 5, as well as faculty perceptions, mini-research modules or components also need to be considered for inclusion in our courses to properly scaffold research design. In our current program course sequence, students master knowledge about conducting research towards the end of their course work. Knowledge about conducting research needs to be introduced earlier in our program course sequence to provide students with sufficient research experiences prior to their action research course work.

Recruitment. The applicant pool and student enrollment needs to be increased dramatically. Currently there are only 8 DLD students admitted in the Fall 2008 cohort. Program faculty need to identify strategies and action steps for improving recruitment for all future DLD cohorts.

6. Data Comparisons and Implications Regarding Candidate Performance and Program Effectiveness

Data comparisons on candidate performance are difficult to identify and examine on a reliable basis due to the differences in our assessment system yielded from our former holistic and our current analytic rubrics. However, due to the consistent implementation of reliable analytic rubrics starting in Fall 2008, data comparisons on candidate performance will be discussed in future reports. Survey data measuring program effectiveness is also forthcoming.

7. Next Steps with regard to curriculum, programs, practices, assessment processes.

Table 9
Action Items

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
<i>1. Assessment (Writing)</i>	<i>Add feedback criterion on analytic rubrics to ensure that students address suggestions for revision on assignments where drafts are submitted for peer and/or instructor review.</i>	<i>All program faculty</i>	<i>Fall 09 & Spring 2010</i>
<i>2. Curriculum (Methodology & Literature Review)</i>	<i>Incorporate components of research methodology and the literature review earlier in the course program sequence, perhaps as mini-assignments.</i>	<i>All program faculty</i>	<i>Fall 09 & Spring 2010</i>
<i>3. Recruitment</i>	<i>Identify additional approaches and resources to enhance recruitment efforts.</i>	<i>DLD Program Coordinator DLD Advisory Board Members</i>	<i>Fall 09 & Spring 2010</i>

(Appendix A)

Data Discussion Guide Dual Language Development

Data Analysis and Interpretation Discussion

Student Learning

- How satisfied are you with the overall performance of students on the signature assignment?
Program faculty are satisfied with students' overall performance on the signature assignments in EDP 672/SLO 1, EDCI 533/SLO 5 and EDRG 540 (LING 650)/SLO 6. Rubric scores indicate that students are mastering course content.
- On what criteria or sub-skills do students seem to be doing *particularly well*?
EDP 672/SLO1-Criterion 1 (description)

EDCI 533/SLO 5-Criterion 6 (abstract)

EDRG 540/SLO 6-Criterion 2 (organization)
- On what criteria or sub-skills do students seem to be *struggling*?
EDP 672/SLO 1-Criterion 4 (citations)

EDCI 533/SLO 5-Criteria 7 (literature review)

EDRG 540/SLO 6-Criterion 3 (content)
- What about the results was surprising?
Three program faculty members independently found components of the literature review to be challenging for students. The data shows that emphasis needs to be on the structural elements/genre of the literature review.
- How do findings on this outcome compare to past results on the outcome? N/A due to differences between former and current assessment system (i.e., holistic vs. analytic rubrics)
- What are the areas of particular concern where you would like to see student performance improve?
Students need to incorporate faculty's suggestions for revising to improve the quality of written assignments.

Instrument Utility

- Did the signature assignment and/or rubric you used give you the information you were seeking?
Yes, the signature assignments and related rubrics provided faculty with information for identifying specific criterion in need of improvement and specific criterion that was mastered.
- Do you want to make any revisions to the signature assignment and/or rubric, or the assessment process?
We need to revise the rubrics to include a criterion for utilizing feedback for revising written assignments in EDCI 533 and EDRG 540.

Programs, Courses, and Practices

- What do other data (such as program indicators) say related to your results? (For instance, how do they confirm, contradict, or add to what the direct evidence of student learning suggests?)
- What actions (e.g., policy or curricular changes, faculty development, additional courses or extracurricular opportunities, changes in processes) might you take to improve student learning?
Provide students with high and low quality exemplars, emphasize taking sufficient time to complete assignments, provide resources (i.e., library workshops). Develop a database of articles and include mini-research components in appropriate classes earlier in program sequence.
- Who else needs to know about these findings and next steps?
DLD Advisory Board members and students

Closing the Loop and Moving Ahead

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
<i>1</i>	<i>Addition of feedback criterion rubric for ensuring that faculty's suggestions for revision are utilized in subsequent student drafts for resubmission</i>	<i>Program Faculty</i>	<i>Fall 09 Spring 2010</i>
<i>2</i>	<i>Literature review components emphasized in the beginning of the program course sequence.</i>	<i>Program Faculty</i>	<i>Fall 09 Spring 2010</i>