College of Education and Affiliated Programs
Annual Assessment Report – Fall 2012
Master of Arts in Education-Dual Language Development

Background

1. Describe your program (enrollment, number of faculty, general goals). Have there been any major changes since your last report?

The DLD program is a 30 unit (10 classes) program designed for those who have a Bachelor of Arts degree, a teaching credential, or are pursuing a CSULB teaching credential. The program is interdisciplinary and examines the literacy and language development of native English speakers, bilingual speakers, English language learners (ELLs), and/or speakers of non-standard English in grades K-12, including adult education. Program courses are drawn from several departments, including the Department of Linguistics in the College of Liberal Arts, and the Department of Teacher Education, and the Department of Advanced Studies in Education and Counseling in the College of Education.

The DLD program infuses theory, research, policy, and instructional strategies in its course work for improving our DLD candidates' knowledge about bilingual and English language learners. Four integral program components specifically address instruction, curriculum and assessment, cognitive and social development, sociocultural contexts, and language policy with links to seminal and current research studies as illustrated below in our conceptual map in Figure1.

The program course sequence in Table 1 illustrates the specific DLD classes which target our work in instruction, curriculum, assessment, etc. The components are also embedded in the DLD program goals and SLOs discussed on pps. 3-4 and throughout this document.

Figure 1

Conceptual Map of DLD Program

Instruction, Curriculum, & Assessment — Curriculum, Pedagogy, Program Design, & Assessment Related to Bilingual/ELs

Cognitive & Social Development — Individual focus on Bilingual or English Learner

Action Research

Sociocultural Contexts — Family practices, Community Influences

Language Policy — Macro Level, Societal Forces, Overt/Covert Policies
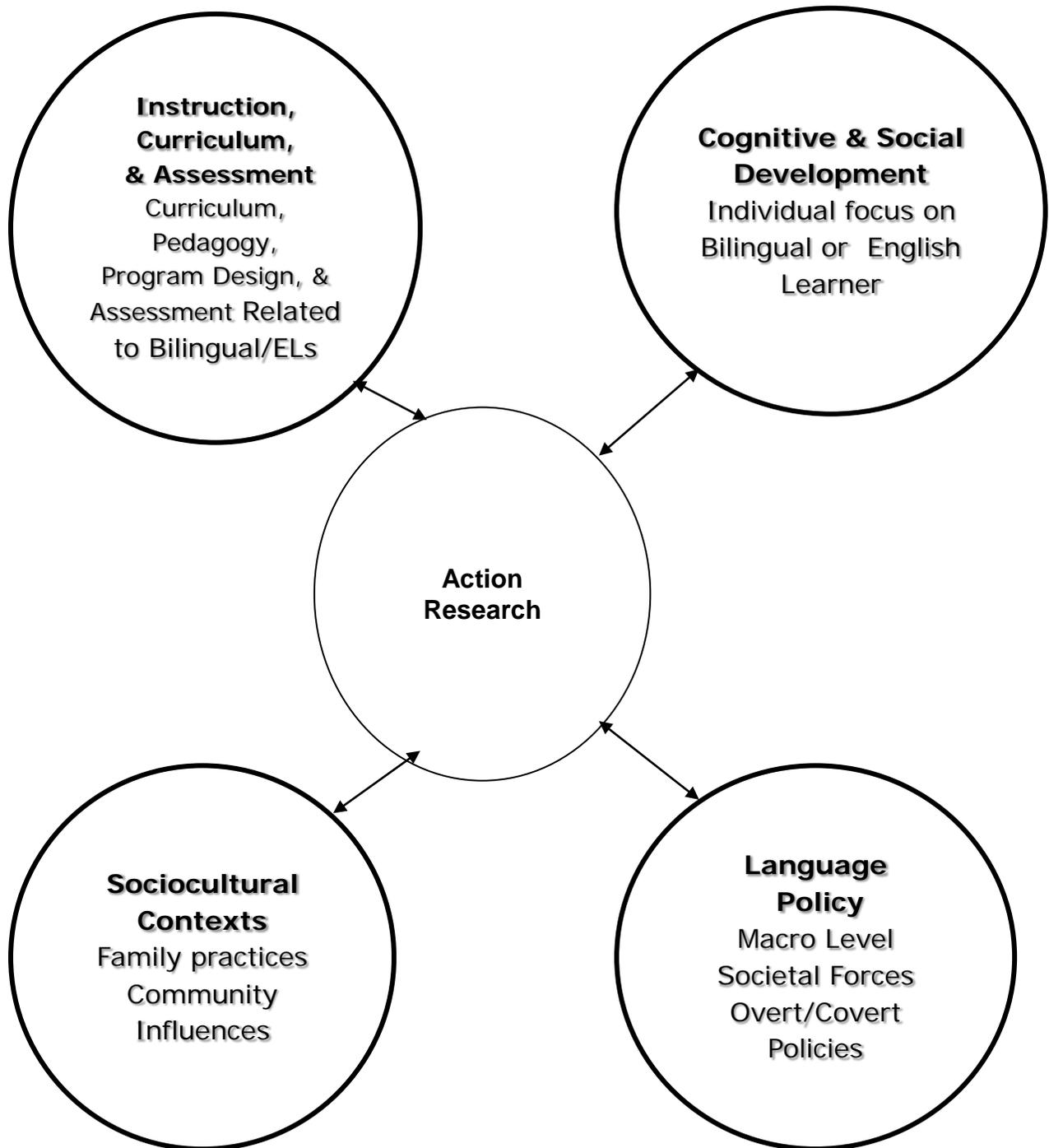
Table 1

Dual Language Program Course Requirements

Master's Degree in Education Dual Language Program Course Requirements Program Coordinator: Professor Trini Lewis 30-36 units

SCAE 541 L. Reese Fall/ Yr.1 Language Policy 3 units & EDRG 551b T. Lewis Fall/Yr. 1 Biliteracy Assessment	M A T R I C U L A T I O N	EDCI 532 O. Rubio Spring /Yr. 1 Socialization of Literacy 3 units & EDCI 541 J. Attinasi Spring/Yr. 1 Multicultural Methods 3 units	EDP 400 Summer Session/Yr1 (offered during 1 of 3 summer sessions) Social Science Educational Measure and Statistics 3 units and if needed, 1 or two electives	EDCI 533 T. Lewis Fall/Yr. 2 Social Science) Action Research 3 units & LING 650 Fall Yr. 2 Program Faculty 3 units	Electives Spring or Summer Yr.1 Or Yr. 2 If Needed 6 units Determined through Advisement	EDCI 695 L. Reese Spring/ Yr. 2 (Capstone) & Comp Exam 3 units And if needed 1 elective	D L D S Y M P O S I U M

Description of Applicants

Our graduate candidates demonstrate a second language proficiency, or have completed 6 units of language study, or equivalent, and speak a variety of languages including Arabic, French, Italian, Spanish, Mandarin, Cantonese, Tagalog, and Vietnamese either as their heritage or second language. In some instances, candidates are admitted who do not have a second language proficiency, but have extensive experiences working with bilingual/English language learners. The decision to admit such students is made by the DLD coordinator and the DLD program faculty after personal interviews and a review of the applicants' application documents. The majority of our DLD graduate candidates are also first generation Hispanic or Latino college students whose heritage language is Spanish. We also attract a number of international students from main land China and Taiwan. Our remaining student population are native English speakers who are Euro- or Asian-American.

The applicant pool for the DLD program consists of full-time classroom teachers, substitute teachers, returning CSULB students, and recent CSULB baccalaureates. The program also attracts other post-baccalaureate students from the surrounding southern California region, as well as across the United States. Additionally, CSULB teaching credential candidates in the Asian and Spanish Bilingual Authorization (BILA) programs have the opportunity to pursue their teaching credential and the DLD master's degree simultaneously with all of the requirements for the two programs completed within a two-year period. To this end, three (3) units of elective semester credit are applied from the BILA

credential programs towards the required 30 units, thus only 8 classes are typically needed for our BCLAD credential students.

Our program recruits on an annual basis and accepts master degree graduate candidates for admission during the fall of each academic year. Currently there are two cohorts; cohort 1 was the most recently admitted during fall 2012 and cohort 2 will complete their second and final year during spring 2013.

Program Outreach and Impact

The DLD Master's degree is unique and one of the few within the United States, as well as within the southern California region. Given its uniqueness, the DLD program stands to provide an important role in preparing graduate candidates for improving the educational outcomes of bilingual and English learners in the region. Candidates are also knowledgabl about public school and legal policies affecting bilingual and English learners and can provide leadership in public and private agencies.

Our DLD program faculty demonstrate an earnest commitment to program outreach. For example, a number of our DLD students have co-authored work and presented with our DLD faculty at state, national, and international conferences intended for researcher and practitioner audiences. In spring 2013, DLD graduate candidates from year 2, Veronica Zendejas and Ann Bui, will present at the California Association of Bilingual Education (CABE) with Dr. Trini Lewis on February 14, 2013. Additionally, recent spring 2012 DLD graduates, Blanca Rojas, Lucero Chavez, and Gabriela Cook will present with Dr. Leslie Reese at a conference in Guatemala in February 2013.

In addition, to our outreach efforts in researcher and practitioner forums, our graduates impact the teaching profession as classroom teachers, curriculum specialists, staff developers, and consultants, in their school districts. During spring 2011-12, several of our DLD graduates also obtained teaching credentials simultaneously while completing their DLD master degree program. Some of our graduates also obtained teaching positions in the southern California region in public and private schools. We also had one graduate, Alexi Daher from the 2012 graduating class, obtain a teaching position at Occidental College teaching Arabic.

Program Goals

The DLD program also has eight distinct, yet inter-related program goals that are represented as course standard learning objectives (SLOs). The emphasis of the program goals/SLOs is to prepare graduate candidates with theoretical and research-based knowledge for improving the educational outcomes of culturally and linguistically students in an equitable manner. The 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 the professional literature with current research and 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 (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.

Initially, we had an SLO 6, to apply knowledge of cognitive and societal bilingualism to a contemporary issue. However, we have deleted this SLO because it is related to a course in the Linguistics Dept. that does not have an assessment system such as ours.

Program Goals and Connection to CED Conceptual Framework

Since the DLD program aims at advancing graduate candidates' knowledge and skills for working with culturally and linguistically diverse students in an equitable manner, the eight program goals/SLOs also reflect the College's key ideas contained in the conceptual framework. This alignment can be seen in Table 2 below.

DLD Enrollment

During Spring 2012, the year 1 DLD graduating cohort consisted of 29 matriculated students and 17 students graduated from the year 2 cohort. Our recent enrollment indicated a dramatic increase in 2011-2012 from previous years.

DLD Faculty

During the period of review from Spring 2011-Spring 2012, the DLD faculty consisted of Dr.Olga Rubio, Dr. John Attinasi, Dr. Trini Lewis, and Dr. Leslie Reese. All of the faculty members traditionally teach several of the required courses in the DLD program course sequence and specialize in literacy, linguistics, language development, second language acquisition, and English language learners. In Spring 2011, Dr. John Attinasi taught one class in the DLD program, EDCI 541, Designing Curriculum and Instruction in Primary and Second Language Settings to the year 1 cohort. Dr. Attinasi was in the CSU FERP program and was a professor with a joint appointment in the Linguistics Department and in the Teacher Education Department. He retired at the end of Spring 2011 and is no longer teaching in the DLD program.

Dr. Trini Lewis is an associate professor in the Teacher Education Department and has assumed duties as the DLD program coordinator since Fall 2009. She teaches two classes in the DLD program, EDRG 551b, Assessment of Literacy with Bilingual Students and EDCI 533, Action Research Methods: Teachers as Inquirers. Dr. Lewis teaches both classes in the fall semester for two distinct cohorts. She teaches EDRG 551b to the year 1 cohort and EDCI 533 to the year 2 cohort who complete their final year in the program. Occasionally, Dr. Lewis also teaches an elective course offered during the first summer session.

Dr. Leslie Reese is also a professor in the Teacher Education Department. She teaches three classes in the DLD program, SCAE 564 (formerly EDP 672), Language and Educational Policies during the fall semester to the year 1 cohort and EDCI 695, Seminar in Curriculum and Instruction during the spring semester as the last class taken by the year 2 cohort. Due to the retirement of Dr. John Attinasi, Dr. Reese is now teaching EDCI 541 to the year 1 cohort in the spring semester of each academic year.

Dr. Olga Rubio is a professor in the Teacher Education Department and serves as the program coordinator for the Bilingual Authorization program with an emphasis in Spanish language (BILA). She is

also part of the DLD faculty. Dr. Rubio teaches one class for the DLD program, EDCI 532, Socialization of Literacy in More than One Language during the spring semester to the year 1 cohort.

Program Changes Since our Last CED Annual Report: Program Applicants and Program Course Sequence

The most significant program change for the DLD Master degree program was the increase in the number of applicants. Our enrollment increased dramatically since 2009. A total of 17 students matriculated and graduated in Spring 2012. Our enrollment continued to soar and the year 2 cohort currently has 29 DLD graduate candidates who will graduate in spring 2013.

The current characteristics of our DLD students represent a shift from those who were classroom teachers to the inclusion of candidates with limited full-time teaching experiences. The shift appeared to reflect employment issues related to our nation's economic downturn and describes at least half of our current graduate candidates. Nonetheless, all of our candidates have rich classroom experiences, working as paraprofessionals, substitute teachers, tutors, or volunteers in classroom settings.

Appropriate Tools for Effectively Measuring SLO 8

Another program change since our last report is related to SLO 8. SL0 8 **evaluates students' personal and professional stances with respect to language minority education in an ethically and socially responsible manner.** The SLO was scheduled to be evaluated in spring 2011 with a reflection essay requiring that students draw upon experiences over the DLD 2 year master degree program.

 Initially, SLO 8 was conceptualized as a course SLO and embedded in EDP 695. However, no data was ever collected due to faculty concerns about whether or not the SLO was a course or program learning objective. Faculty also had concerns about identifying an appropriate and effective measurement tool for measuring attitudinal shifts in DLD graduate candidates dispositions. After thoughtful discussion and careful consideration, the DLD Faculty decided that SLO 8 was a program SLO and not merely an SLO for one specific course. Thus, a pre- and post- program reflection given at the beginning and end of each academic year for the year 1 and year 2 cohorts was administered to all students. Using reflective inquiry as an assessment tool was piloted last year and we administered the pre-reflection to the year 1 and year 2 cohorts during Fall 2011. The program coordinator analyzed the data using qualitative measures. Findings from the analysis of the assignment are below under Question 3a with the other related SLO data

Table 2

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8
SLOs	Identify and analyze current multicultural and language issues and policies in the U.S. and globally.	Evaluate the applicability of informal and formal assessment measures to determine their validity for language minority students.	Demonstrate knowledge of major theoretical bases for language minority students in a curriculum module (related to the teaching of reading/language arts and/or critical literacy).	Analyze and apply fieldwork data of students' home language & literacy practices in a classroom literacy plan to inform instruction.	Synthesize published literature for informing an action research question related to the education of language minority students.	Apply knowledge of cognitive and societal bilingualism to a contemporary educational issue.	Analyze and interpret data to address an action research question.	Evaluate personal and professional stances with respect to language minority education in an ethically and socially responsible manner.
Signature Assignment	International case study	Case Study	Curriculum audit	Home & school events report	Research plan	Review of literature	Action research study	Final reflection
Conceptual Framework	Scholarship, Advocacy	Effective Pedagogy	Scholarship, Effective Pedagogy	Collaboration	Scholarship	Leadership, Innovation	Evidence-based Practice	Advocacy
CSULB Learning Outcomes	Engaged in global and local issues, Knowledge and respect for diversity	Well-prepared	Integrating liberal education	Knowledge and respect for diversity, Collaborative problem solving	Integrating liberal education	Collaborative Problem solving, Well-prepared	Collaborative problem solving	Knowledge and respect for diversity, Collaborative problem solving
NCATE Elements	Content Knowledge	Professional Knowledge and Skills, Pedagogical Content Knowledge, Student Learning	Professional Knowledge and Skills, Pedagogical Content Knowledge, Student Learning	Professional Knowledge and Skills, Pedagogical Content Knowledge, Student Learning	Professional Knowledge and Skills, Pedagogical Content Knowledge	Pedagogical Content Knowledge	Professional Knowledge and Skills, Pedagogical Content Knowledge	Professional Dispositions, Student Learning

Table 3

Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 1 (Admission to Program)

	Number Applied	**Number Accepted**	**Number Matriculated**
TOTAL	31	29	29

Table 4

Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 2 (Advancement to Culminating Experience)

	Number
Comps[1]	17

Table 5

Comprehensive Exam Results, 2011-2012 (snapshot taken Su12)

	Number
Passed	16
Failed	1
Total[2]	17

Table 6

Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 3 (Exit)

	Number
Degree	14

Table 7

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[1] This is data on the number of students who *applied* to take the comprehensive examination in Summer 2011, Fall 2011, or Spring 2012. The data include students who may not have taken or passed the examination(s).

[2] The number of pass + fail does not equal the number of students who advanced to take the comps (Table 3) because some students who have registered for the exam do not attempt it. This data reflects number of attempts at one or more parts of the comprehensive exam in Summer 2011, Fall 2011, or Spring 2012. Individuals who failed all or part of the exam and chose to retake it during AY 11-12 may be accounted for twice.

Faculty Profile 2011-12[3]

Status	Number
Full-time TT/Lect.	3

2. How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting.

    Three full-time DLD faculty members reviewed and discussed the assessment results.

Data

3. Question 3 is in 2 parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:

    a. Candidate Performance Data: Provide *direct* evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used). Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, percentage passing as appropriate for each outcome.

Table 8 below identifies the direct evidence of the SLOs, course and signature assignments, as well as the description of the assignments for assessing our graduate candidates during spring 2009 and fall 2009.

Table 8

Program Student Learning Outcomes and Signature

Student Learning Outcome	Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
1	Identify and analyze current multicultural and language issues and policies in the U.S. and globally.	SCAE 564- Language and Educational Policies (Fall 2011)	DLD candidates select a country for further study of its linguistic history, issues, and policies.
2	Evaluate the applicability of informal and formal assessment measures to determine their validity for language minority students.	EDRG 551B- Assessment of Literacy with Bilingual Students (Fall 2011)	DLD candidates analyze pre- and post- formal and informal assessment information from classroom practice and apply such knowledge to inform

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[3] Faculty numbers reflect headcounts of any faculty member teaching a course in the program for the prior academic year (Summer through Spring). Faculty who teach across multiple programs will be counted in each program.

Student Learning Outcome	Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
			knowledge about bilingual/English learners' literacy and language development.
3	Design a curriculum module related to the teaching of reading/language arts (including critical literacy across the curriculum) that applies knowledge of the major theoretical bases for language minority instruction.	EDCI 541-Designing Curriculum and Instruction in Primary and Second Language Settings, (Spring 2011)	Based on a needs assessment for English Language Learners and heritage speakers, DLD candidates interpret the data results for instructional purposes.
4	Analyze and apply fieldwork data of students' home language & literacy practices in a classroom literacy plan to inform instruction.	EDCI 532- Socialization of Literacy in More than One Language (Spring 2012)	DLD candidates complete a biliteracy events report that informs language and literacy development practices for students learning another language (L2) and or a primary language (L1) and their implications for instructional planning.
5	Synthesize published literature for informing an action research question related to the education of language minority students.	EDCI 533- Action Research Methods: Teachers as Inquirers. (Fall 2011)	DLD candidates complete a research plan and the foundation for the action research project to be completed in EDEL 695.
6	Apply knowledge of cognitive and societal bilingualism to a contemporary educational issue.	EDCI 695 –Seminar in Curriculum and Instruction. (Spring 2011)	DLD candidates review literature on bilingualism as it relates to action research project.
7	Analyze and interpret data to address an action research question	EDCI 695- Seminar in Curriculum and Instruction (Spring 2012)	Using research plan, DLD candidates complete data collection, update lit review, analyze data and interpret findings.
8	Evaluate personal and professional stances with respect to language minority education in an ethically and socially responsible manner	Spring 2011	Reflection Essay drawing upon experiences over the DLD 2 year master degree program

Analysis of Comparison DLD Student Learning Outcome (SLO) Data, Figures 2-3, Spring 2011-2012

During the reporting period, spring 2011-2012, our students' scores on our signature assignments ranged from 3.07-4.00. Additionally, the SLO score average was 3.57 and the majority of the rubric points for SLOs 1,2,4,5,& 7 are in the 3 and 4 point range.

The first two classes related to SLO 1 and SLO2 are taken in fall year 1 of the DLD program course sequence. The score for SLO2 is the highest due to the students' ample opportunities for revising the assignment with feedback from the professor. The courses associated with SLO 3 and SLO 4 are offered in spring of year 1. However, there is no data for SLO 3 due to the FERP professor's oversight in collecting and reporting data.   SLO4 is linked to a signature assignment that provides students with first time opportunities to collect and analyze data for a case study. The score for SLO 4 is lower than SLO 1 and SLO 2 due primarily to increasing complexities of the assignment which emphasizes research skills. The course containing SLO 5 is offered in fall of year 2. Research skills and learning how to write an action research proposal and a literature review are emphasized in SLO 5. Given the challenges some students face with performing well on SLO 5, the course content and signature assignment has been restructured to emphasize the research skills and action research proposal. The literature review component of the signature assignment remains, but will not be weighted as heavily, since students write a literature review in a recommended elective course during the summer of their year 1 program experience. The mean score for SLO 7 is the second highest score of the SLOs. Students complete SLO 7 in the spring of year 2 and typically take the course as the only and last one in the program. Students have reported that taking only 1 class has helped them focus more on completing their action research project and demonstrating a good level proficiency in the criteria associated with SLO 7.

**Figure 2**

AY11-12 SLO Comparison
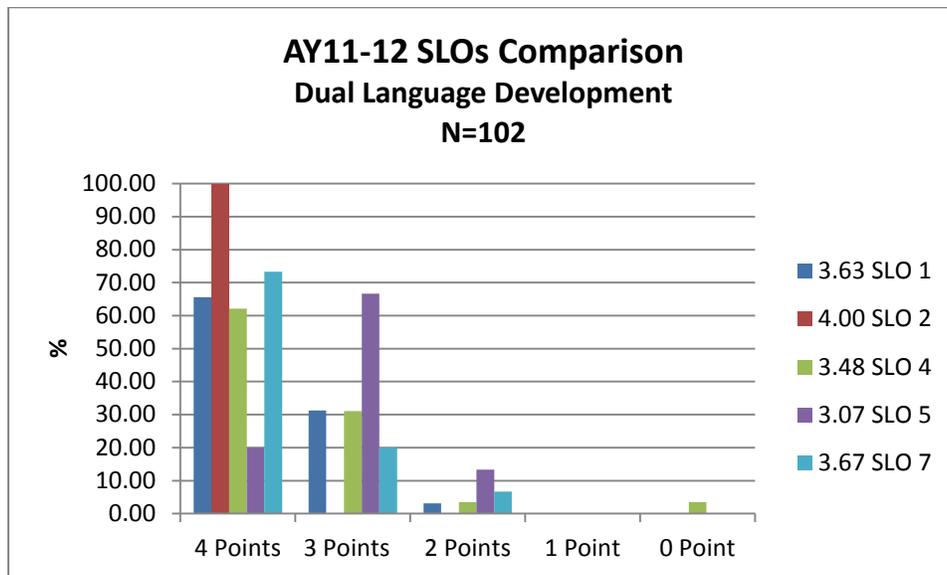
Figure 3

AY11-12 SLO Means

AY11-12 SLO Means
Dual Language Development
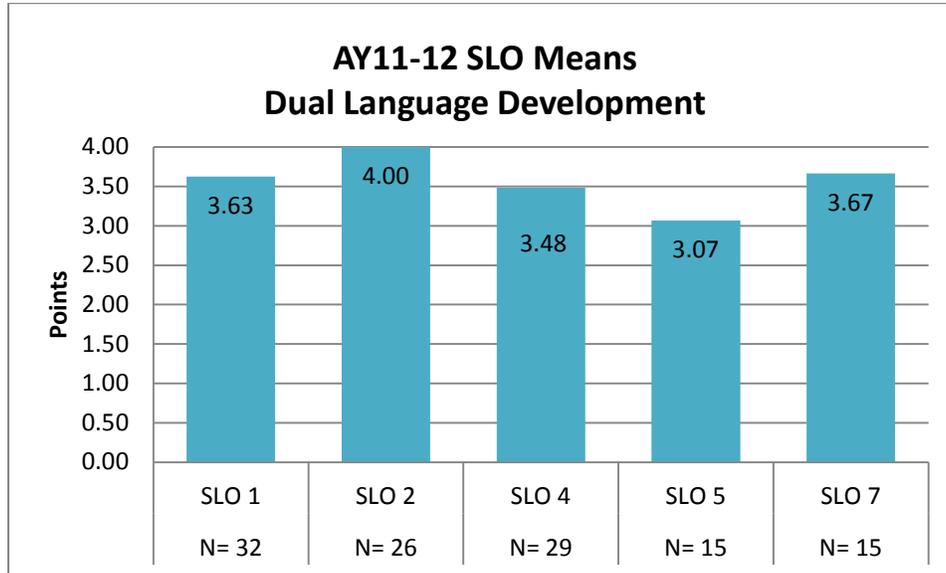
Analysis of Student Learning Outcome (SLO) 1, Figures 4 & 5: Identify and analyze current multicultural and language issues and policies in the U.S. and globally.

The results of criteria 1 and 2 indicate that students do well on the description of the issues for the countries they select to complete the signature assignment, as evidenced by the students' high scores in Figure 4. However, they do less well in using the course's theoretical readings to inform their interpretations and their reflections, as noted in criterion 3. The lower score in criterion 4 pertaining to citations, also indicates the need for emphasizing the inclusion of theoretical works in the assignment. The majority of the rubric points also fall into the 4 and 3 point ranges.

Figure 4

AY11-12 Score Distribution-SLO 1ls

SLO1
AY11-12
N=32

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 1	65.63	31.25	3.13	0.00	0.00
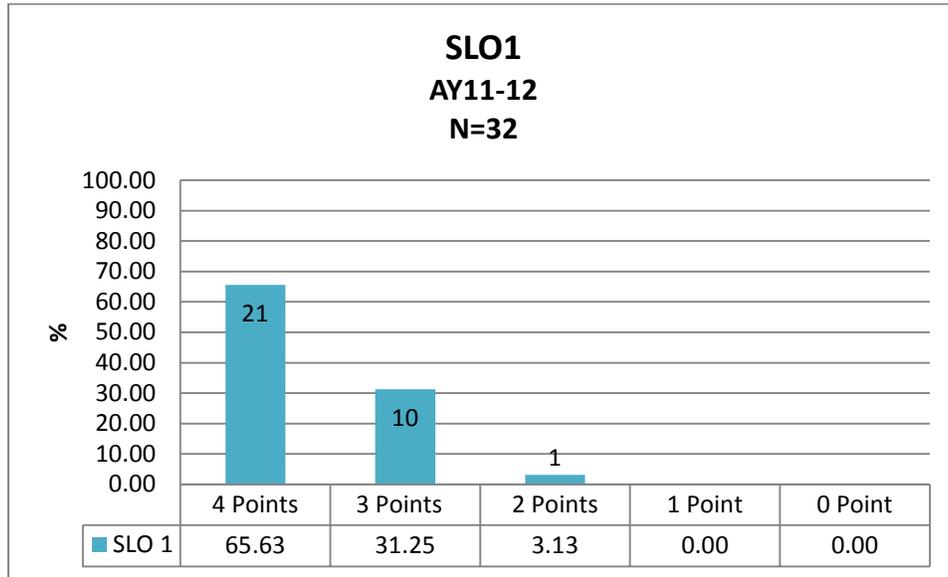
Figure 5

AY11-12 Criteria Score Means-SLO 1

SLO 1 Rubric Criteria Score Means
AY11-12
N=32

	Criterion 1 Description	Criterion 2 Interpretation	Criterion 3 Reflection	Criterion 4 Citations
	14.06	8.69	8.31	3.84
	out of 15	out of 10	out of 10	out of 5
	93.75%	86.88%	83.13%	76.88%
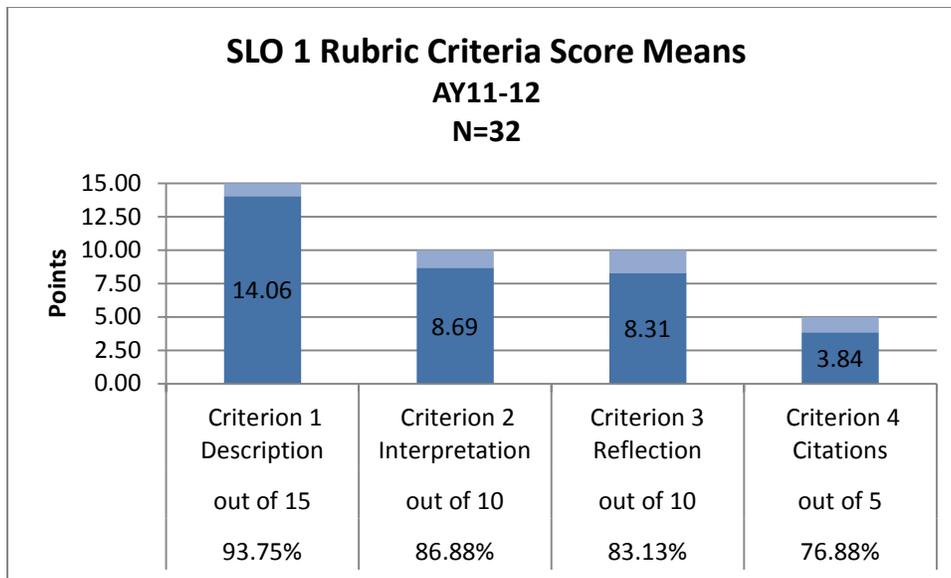
Analysis of Student Learning Outcome (SLO) 2, Figures 6 & 7: Evaluate the applicability of informal and formal assessment measures to determine their validity for language minority students.

Students have an opportunity to revise the signature assignment until they achieve a level of good mastery which accounts for the high score of 4 pts. SLO 2 occurs in the first course taken by the year 1 cohort. The assignment is very teacher directed and specific guidelines are provided to the students for successfully completing the assignment. Students complete a case study for the assignment that includes five components; description, knowledge, evaluation, analytic reflection, and format. According to the scores for criterion 3 and 4, students appear to be challenged with evaluating and reflecting on the assessment findings they collected from a case study student. Additional emphasis will be included in the course for evaluating and reflecting on data. Nonetheless, the students performed well on the assignment indicating good knowledge and mastery of the course concepts.

Figure 6

AY11-12 Score Distribution-SLO 2

SLO2
AY11-12
N=26

	4 Points	3 Points	2 Points	1 Point	0 Point
■ SLO 2	100.00	0.00	0.00	0.00	0.00
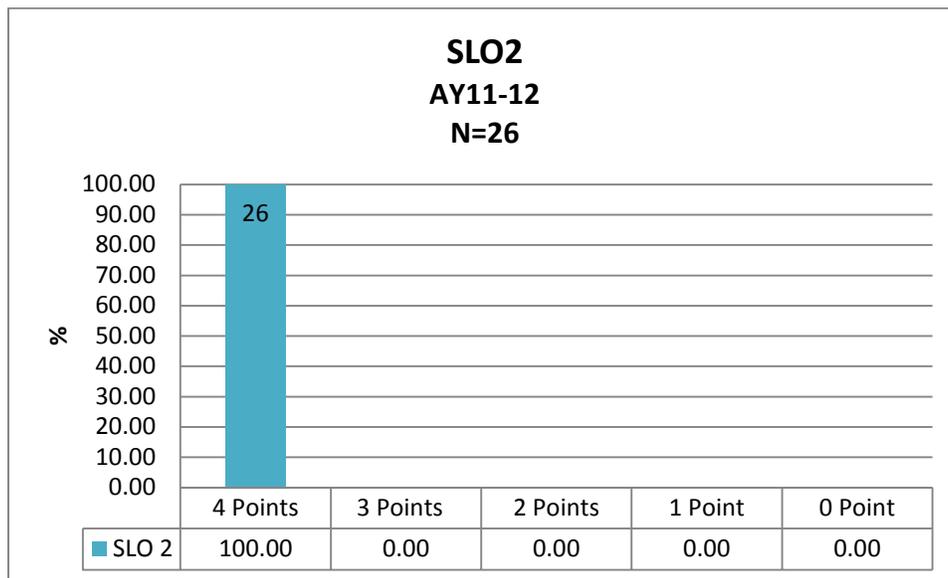
Figure 7

AY11-12 Criteria Score Means-SLO 2

SLO 2 Rubric Criteria Score Means (0-4)
AY11-12
N=26

Criterion	Mean	Percent
Criterion 1 Description	4.00	100.00%
Criterion 2 Knowledge	4.00	100.00%
Criterion 3 Evaluation	3.50	87.50%
Criterion 4 Analytical Reflection	3.19	79.81%
Criterion 5 Format	4.00	100.00%
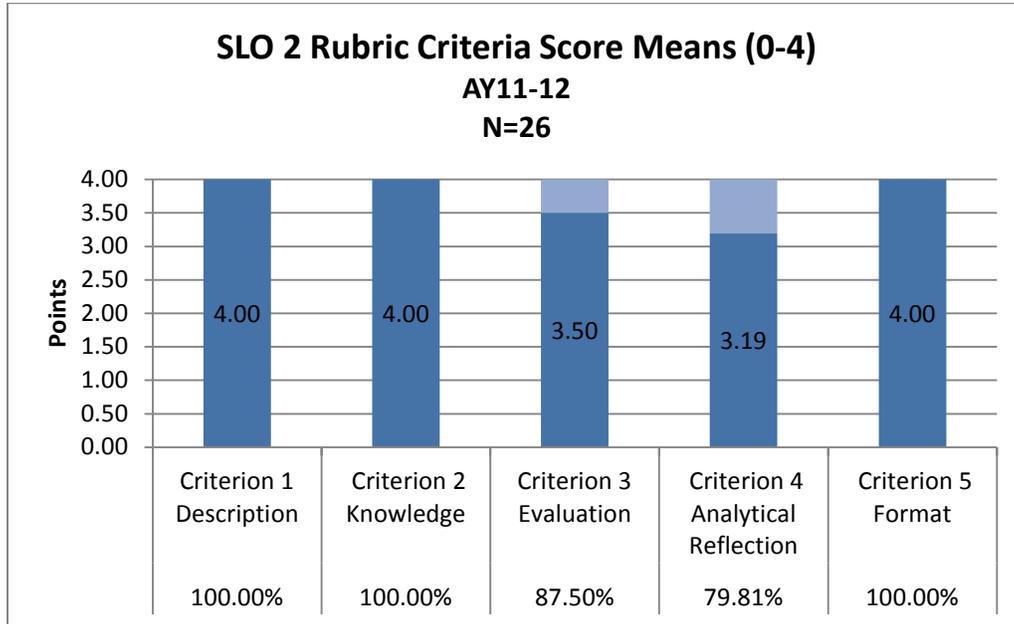
**Analysis of Student Learning Outcome (SL0) 4, Figure 8: Analyze and apply fieldwork data of students' home language & literacy practices in a classroom literacy plan to inform instruction.**

The instructor reports that she shifted the direction of the course. For the assignment, students assume the role of a participant-observer in a family setting for completing a case study. However when students needed to identify the literacy practices demonstrated by the families in their participation-observation notes, they experienced difficulty. The new focus has the students complete the case and then identify the literacy practices yielded from the case study. The instructor reports that the quality of the students' work improved as reflected in the high rubric scores, with the majority of the students scoring in the 4 and 3 point range. A new rubric was revised to include one case study with two families.

Figure 8

AY11-12 Score Distribution-SLO 4

SLO 4
AY11-12
N=29

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 4	62.07	31.03	3.45	0.00	3.45
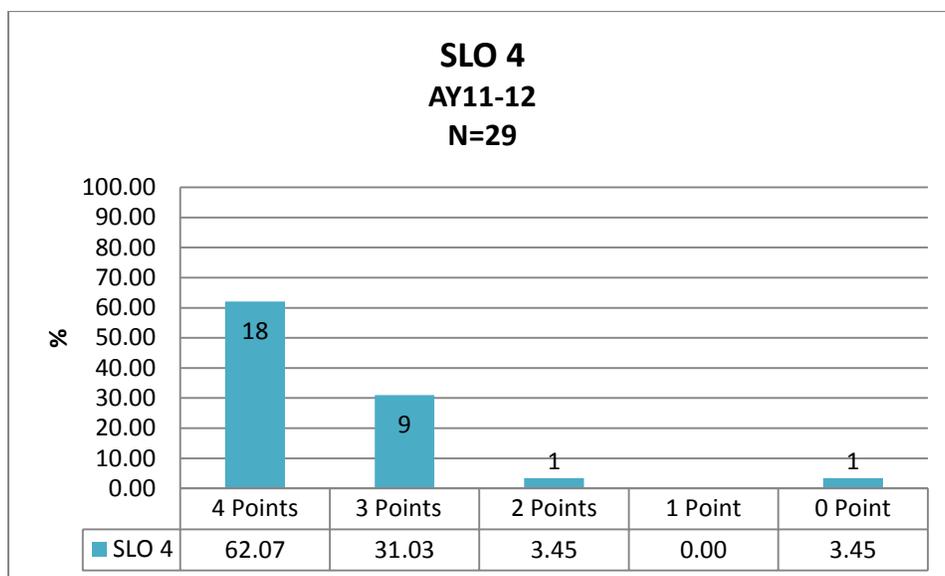
Analysis of Student Learning Outcome (SLO) 5, Figures 9 & l0: Synthesize published literature for informing an action research question related to the education of language minority students.

SLO 5 contains the greatest number of criteria for measuring an SLO in a course—it has 6 specific types. In reviewing the rubric data for SLO 5, the DLD program faculty agreed that the rubric points need to be re-weighted to provide more emphasis on the description component (criterion 4) of the assignment which pertains to a description of methodology for conducting action research. It was decided that this criterion would be revised to be weighted as 4 points x2. The criteria (criterion 5) for the literature review and the format (criterion 6) will also be revised back to 4 points only, instead of weighted as 4 points x 2. Data analysis also needs to be improved. For example, students often neglect to refer back to knowledge gained about descriptive statistics. However, overall, the majority of the students performed well on the assignment scoring in the 3 point range.

Figure 9

AY11-12 Score Distribution-SLO 5

SLO 5
AY11-12
N=15

	4 Points	3 Points	2 Points	1 Point	0 Point
■ SLO 5	20.00	66.67	13.33	0.00	0.00
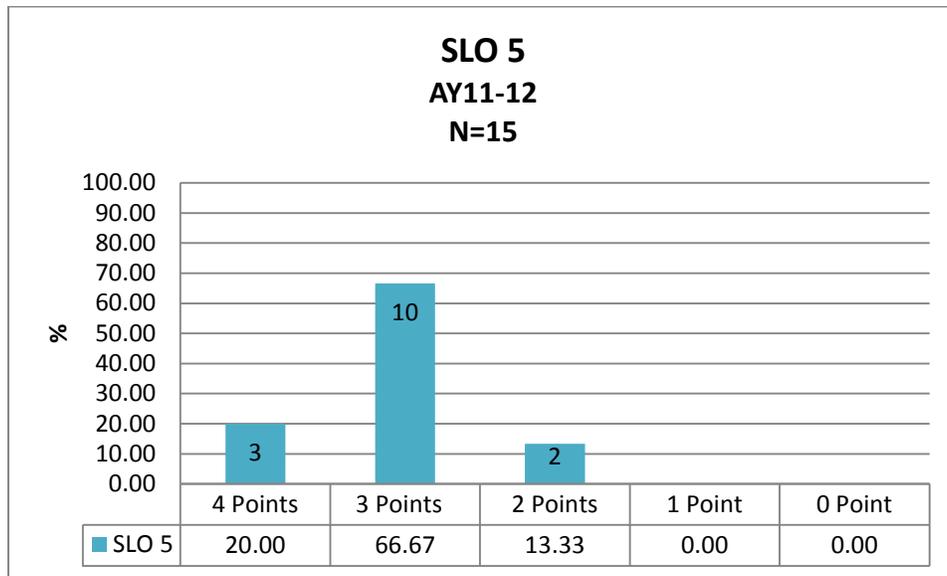
Figure 10

AY11-12 Criteria Score Means-SLO 5

SLO 5 Rubric Criteria Score Means
AY11-12
N=15

	Criterion 1 Abstract	Criterion 2 Introduction	Criterion 3 Significance	Criterion 4 Description	Criterion 5 Lit Review	Criterion 6 Format
	out of 4	out of 4	out of 4	out of 4	out of 8	out of 8
	100.00%	100.00%	100.00%	73.33%	74.17%	81.67%
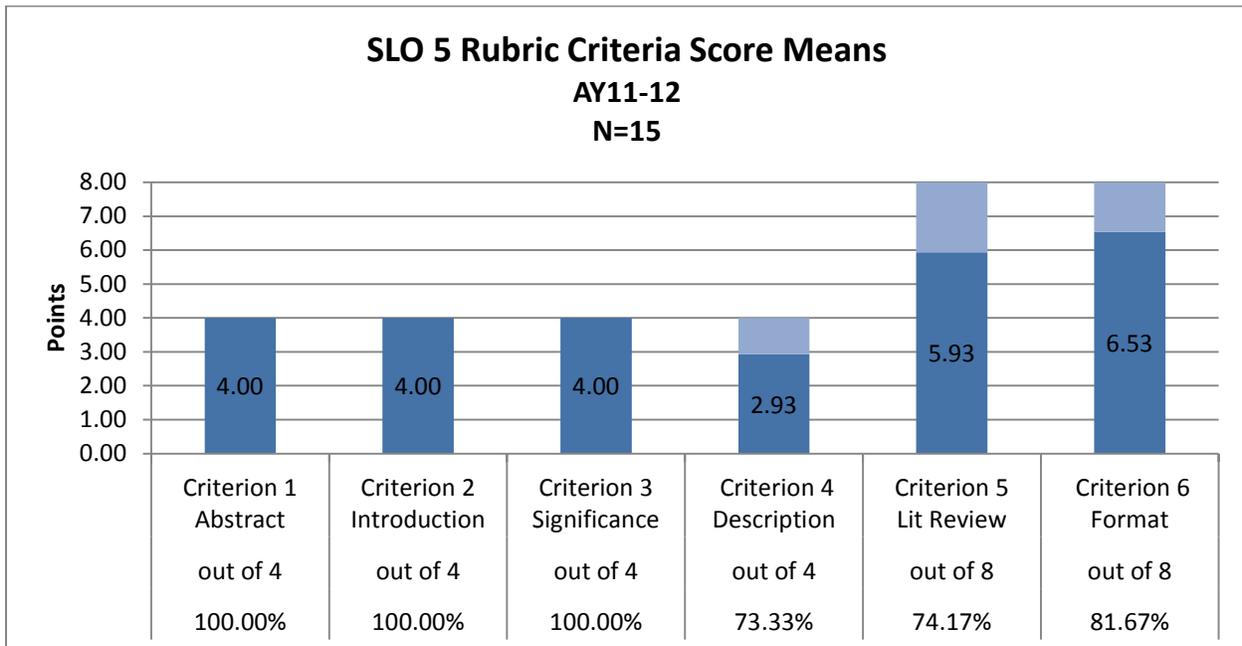
Analysis of Student Learning Outcome (SLO) 7, Figures 11 & 12: Analyze and interpret data to address an action research question.

The professor for this class reports that students' format for the assignment is not as developed as the findings and the interpretation sections. More connections/alignments need to be made among the research questions, methodology, and findings. Nonetheless, students scored well on all of the criteria for the assignment.

Figure 11

AY11-12 Score Distribution-SLO 7

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 7	73.33	20.00	6.67	0.00	0.00
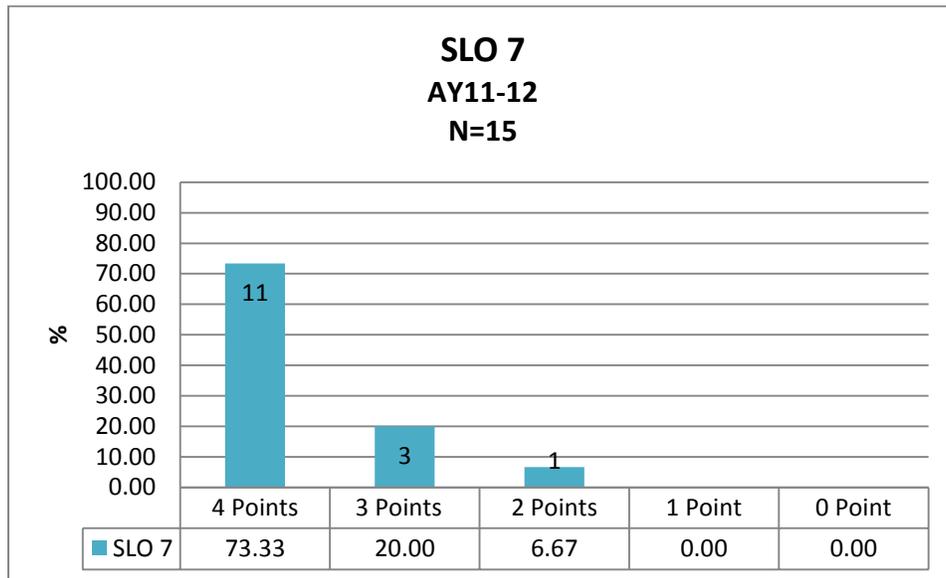
Figure 12

AY11-12 Criteria Score Means-SLO 7

SLO 7 Rubric Criteria Score Means (0-8)
AY11-12
N=15

| Criterion 1 Format	Criterion 2 Findings	Criterion 3 Interpretation
6.67	7.40	7.40
83.33%	92.50%	92.50%
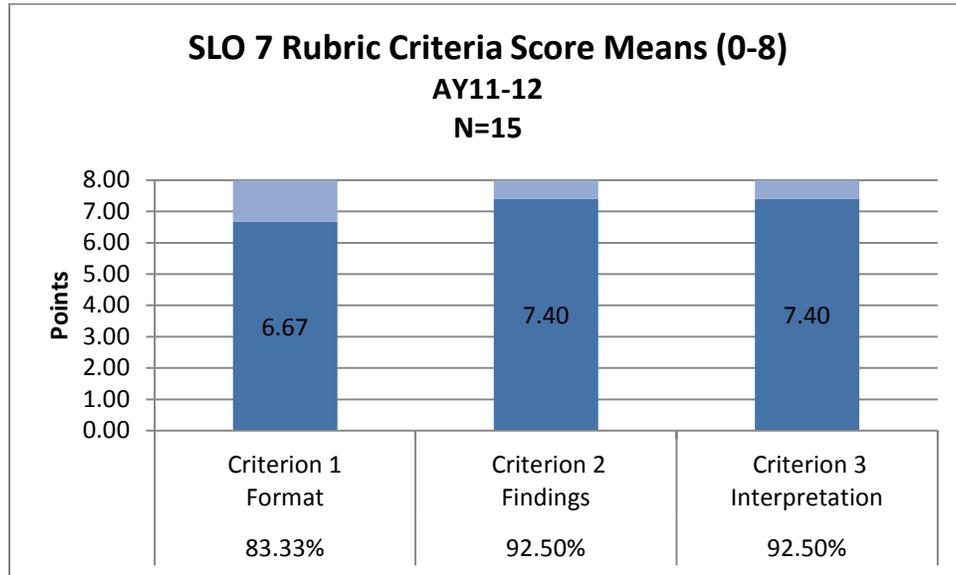
Figure 13

AY11-12 Narrative Data -SLO 8

Below are quotes from four students' reflections which exemplify their understanding of SLO 8 in relation to the role action research.

*Student 1: In all my graduate courses, I have learned how to conduct my own research and, most importantly, how my research can impact my own classroom and community. As a professional in the field of education, what issues interest me the most and directly affect me as a teacher? How can I improve classroom/school practices by doing research***? How can my research help build a stronger community through education? These are questions which I can ask myself now, but had never done so in the past. I feel that research has helped me grow professionally because now I can look beyond the school setting and see how outside influences can affect what happens inside my classroom.**

Student 2: Knowing that research provides the content to help make decisions and conclusions, consolidating information and comparing and contrasting research can lead to various solutions to the issue being addressed. Decision-makers of a city, a district, or a school may utilize research to create new policies. For example, **research has proven that facility of one's first language helps in learning a second language. Therefore, in areas where Filipino is a student's first language, language support is necessary. However, due to the lack of compiled research regarding Filipino language classes in California and its community response in preserving the language, these efforts to fill an educational gap remain hidden. It becomes important to relay this research to the decision-makers responsible for selecting which languages are taught in schools.** *Research also adds support to the recommendations educators, myself included, may give to parents or students. In order to improve professionally,* **I need to make**

conclusions not based on feelings or intuition alone, but rather through a variety of supporting information and evidence. It was through research that I discovered that students who speak Filipino have few resources to foster development of their heritage language.

*Student 3: **Being an effective teacher is a teacher that is involved with learning research and using it appropriately to ensure learning for all. My learning will continue throughout my career to help students' needs as our world changes culturally.** I hope that many teachers realize the impact research has on professional growth and the role they play on student learning.*

*Student 4: As an educator, **I learned the importance of researching the people who write our nation's textbooks since their biases or political views play a significant role on how they write and interpret** the subject they write about.*

The findings related to SLO 8 also support similar findings about the value of research from the survey data results of the previous cohort.

b. <u>Program Effectiveness Data</u>: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness. Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome.

An exit survey (2012 Advanced Program Exit Survey) was provided to DLD graduates; however the response rate was very low. We received 5 surveys back from 16 students with a return rate of 31.25%. The DLD program faculty are working towards preparing an Alumni Survey that will assess the program effectiveness of our graduates. However, we are interested in seeing the CED Alumni Survey first, before we disseminate our DLD Alumni Survey so that there isn't an overlap of questions items, or information.

Nonetheless, the limited respondents did provide some useful survey data for suggesting program effectiveness, and which needs to be further examined in future surveys

For example, the majority of the responses to the questions were in the satisfied range and the others were in the very satisfied range. No responses were in the dissatisfied or very dissatisfied categories. Additionally, several survey question items yielded 100% in the category of a great deal when responding to what degree the program contributed to the students' ability to (1) use research and evidence-based practices in professional work; (2) read, understand, interpret and apply high quality research in professional work; (3) to engage in an ongoing process of inquiry to support and improve practice; (4) to facilitate reflection on professional values and dispositions; (5) to reflect on learning in a way that enhanced growth and development; (6) to facilitate the development of my critical thinking skills   Question item #4 in particular also relates to SLO 8 which has been moved from a course SLO to an overall program SLO, since it is embedded throughout our program course sequence. The majority of the students also indicated they had the opportunity to work collaboratively with the faculty.

It is also interesting to note that the respondents valued research/evidenced-based practices in professional work; to read, understand interpret and apply high quality research in professional work; and to collaborate with colleagues and community organizations to support school/program improvement. The categories for these items were ranked by 75% of the respondents as very important and by 25% of the respondents as important.

Analysis and Actions

4. What do the data for each outcome say regarding candidate performance and program effectiveness? Please note particular areas of strength or in need of improvement.

   The DLD faculty believe that we are continuing to improve our assignments to meet students' needs. It's a continual process. Areas that we will continue to address include interpretation of research results and formatting work according to APA style, analytic reflection and evaluation.

   Particular areas of strength according to SLO data include description criteria related to SLO 1 and SLO 2; significance of the findings for SLO 5 and SLO 7, as evidenced by the 4 points the majority of the students earned. (Please note: There is no breakdown of criteria data provided for SL0 4 from the Assessment Office for this report; however, we anticipate such results will be provided to us in future reports.)

5. How do these findings compare to past assessment findings?

   We earnestly review the assessment findings form previous reports to address concerns and to identify new needs of interest for our program. Given this process, the findings change from year-to-year.

6. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes, etc. based on these findings in Questions 5 and 6? Please link proposed changes to data discussed in Q5.

   We will revise the rubric for SLO 5 to reflect an emphasis on data collection for completing an action research project. We will also continue to work with students on data analysis and hope to offer a winter intersession course to facilitate this goal. We offered such a course in a previous academic year and students found it very beneficial. We will also continue to encourage students to take a summer course to complete their literature review so that they will be better positioned to engage in data collection and preliminary data analysis associated with SLO 5.

Action Plan

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?	CTC Standard (If Applicable)
1	Revise SLO 5 Rubric	Trini Lewis	Fall 2013	
2	Encourage students to take summer elective	Trini Lewis Olga Rubio	Spring 2013	
3	Offer Winter Intersession Course as a Special Topic on Data Analysis	Trini Lewis Olga Rubio	Fall 2013	