



College of Education and Affiliated Programs

Annual Assessment Report – Fall 2011

Master of Arts in Education-Dual Language Development

Note: this report presents and analyzes data from the 2010-2011 academic year.

Background

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

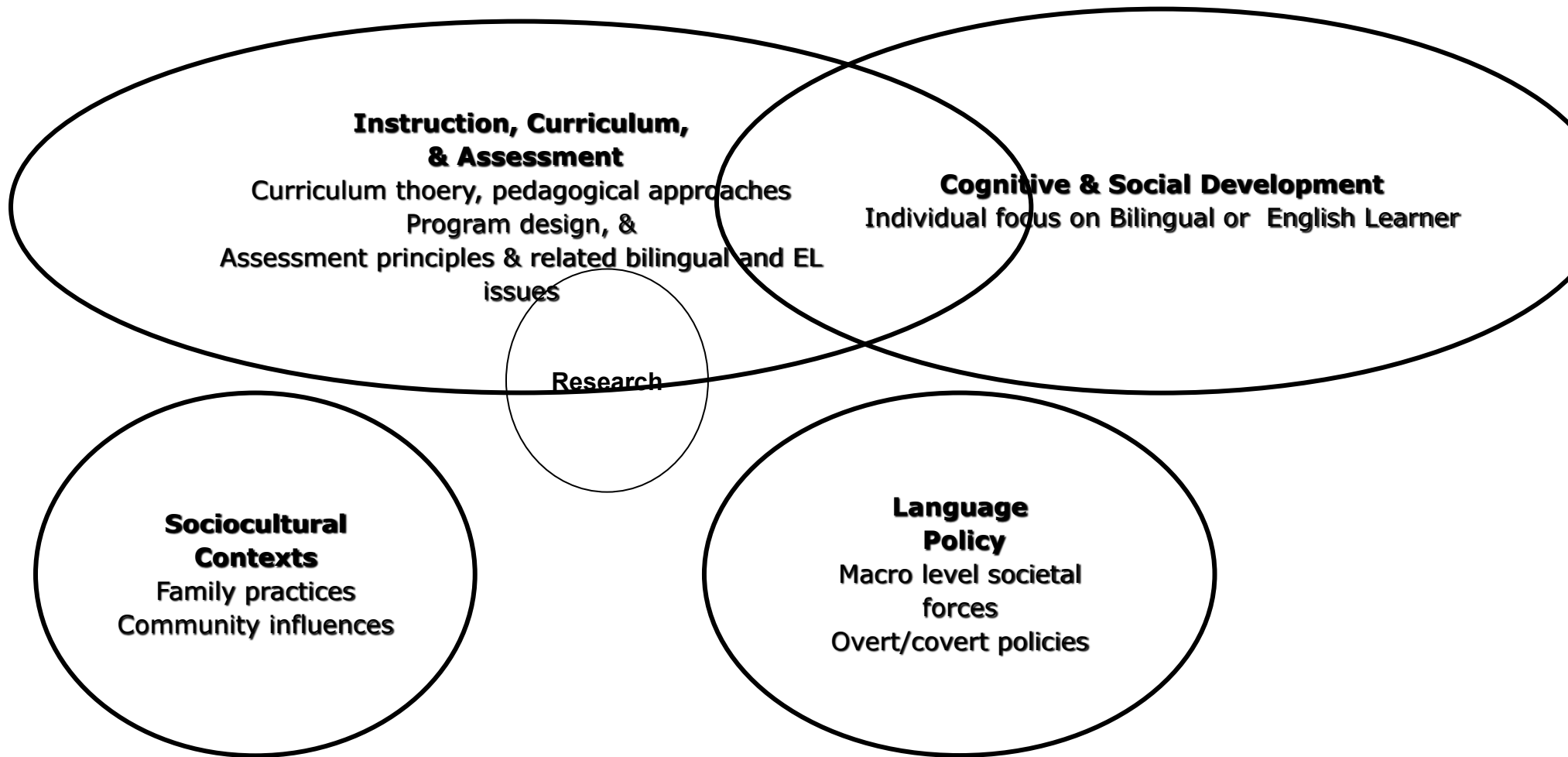
Program Description

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 Figure 1.

Figure 1

Dual Language Development



The program course sequence in Figure 2 illustrates the specific DLD classes which target our work on instruction, curriculum, etc. The components are also embedded in the DLD program goals and SLOs discussed on pps. 3-4 and throughout this document.

Figure 2

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

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

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, and Vietnamese either as their heritage and/or second language. The majority of our DLD graduate candidates are also first generation college students whose heritage language is other than English.

The applicant pool for the DLD program consists of full-time classroom teachers, substitute teachers, returning students, and recent baccalaureates. Additionally, CSULB teaching credential candidates in the Asian and Spanish BCLAD 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, six (6) units of elective semester credit are applied from the BCLAD 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 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 2011 and cohort 2 completed will complete their second and final year during spring 2012.

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, and for providing leadership in public school and policy related contexts.

Our DLD program faculty demonstrate an earnest commitment to program outreach for making an impact on bilingual and English learners' educational progress. 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. During winter 2011, DLD graduate candidates, Erika Garcia, Young Hee Lee, Rachel Rockway, Esmeralda Rosas, Andrea Crawford, and Dr. Olga Rubio presented at the 32nd Ethnography Forum at the University of Pennsylvania in Philadelphia, Pennsylvania. In spring 2011, DLD graduate candidates from cohort 2, Lucero Chavez, Anamay Delreal, and Georgina Perez presented at the California Association of Bilingual Education (CABE) with Dr. Trini Lewis on March 25, 2011. Additionally, two recent spring 2011 DLD graduates, May Bui and Huong Nguyen presented with Dr. Trini Lewis at the National Association of Asian and Asian Pacific Educators (NAAPE), in Long Beach California on October 7, 2011.

In addition, to our outreach efforts in researcher and practitioner forums, our graduates impact the teaching profession as classroom teachers, curriculum specialists, staff developers, consultants, or hold related positions in the private sector. During spring 2011, several of our DLD graduates obtained teaching positions in southern California and abroad. For example, Erika Garcia, Rachel Rockway and Maria Martinez were highly sought for filling positions in dual language immersion settings. Erika obtained a position in Escondido, California; Rachel Rockway obtained a position in Santa Ana, California; and Maria Martinez obtained a position in El Ejido, Spain. Other graduates have assumed leadership positions as English Language Development or bilingual program coordinators.

Program Goals

The DLD program also has eight distinct, yet inter-related program goals that are represented as course standard learning objectives (SLOs) (see Table 1). 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; (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.

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 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. This alignment can be seen in Table 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.

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. *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.

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.

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.

Research, scholarship and evaluation opportunities are also provided to our DLD graduate candidates 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. (Please refer to p. 3 of this document for a description of recent research, scholarship, and evaluation opportunities.)

DLD Enrollment

During Spring 2011 the year 2 DLD graduating cohort consisted of 17 matriculated students and 15 students graduated. Our recent enrollment trends indicate a dramatic enrollment increase that is discussed in further detail on p. 5 in the section discussing our program changes since our last report.

DLD Faculty

During the period of review from Spring 2010-Spring 2011, the DLD faculty consisted of 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. Dr. John Attinasi teaches one class in the DLD program, EDCI 541, Designing Curriculum and Instruction in Primary and Second Language Settings during the spring semester to the year 1 cohort. Dr. Attinasi was in the CSU FERP program and is 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 currently teaching in the DLD program as part-time faculty. He will teach EDCI 541 in Spring 2012.

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.

Dr. Leslie Reese is the Executive Director for the Center on Language Minority Education Research (CLMER) and is also a professor in the Teacher Education Department. Dr. Reese also served as the DLD program coordinator between 2004-2009. She teaches two 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. After fall 2011, Dr. Reese will no longer teach in the DLD program to devote her full time attention to her duties as the Executive Director for CLMER.

Dr. Olga Rubio is a professor in the Teacher Education Department and serves as the program coordinator for the Bilingual, Cross-Cultural Language and Academic Development emphasis in Spanish language (BCLAD). 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. Please refer to Table 5 for data on DLD faculty.

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 has increased dramatically since 2009. For example, in Fall 2010, we received 23 applications and 19 students were accepted. A total of 17 students matriculated and will graduate in Spring 2012. Our enrollment continues to soar and we currently have 27 DLD graduate candidates.

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. 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. We are analyzing the data using qualitative measures and will include the data in our next annual report. In addition, we are experimenting with an online survey to obtain additional data for enhancing measures for SLO 8 and will also report the findings in our next annual report.

Table 1*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	Literacy assessment portfolio	Curriculum audit	Home & school events report	Research plan	Review of literature	Action research study	Final reflection
Conceptual Framework	Values Diversity, Prepares Leaders	Values Diversity, Promotes Growth, Research and Evaluation	Values Diversity, Service and Collaboration, School Improvement, Prepares Leaders	Values Diversity, Promotes Growth, Research and Evaluation, Prepares Leaders	Values Diversity, School Improvement, Research and Evaluation	Values Diversity, Promotes Growth, Research and Evaluation	Values Diversity, Promotes Growth, Research and Evaluation, Prepares Leaders, Service and Collaboration, School Improvement	Values Diversity, Prepares Leaders
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

Table 2

Program Specific Candidate Information, 2010-2011 (snapshot taken F10) – Transition Point 1 (Admission to Program)

	Number Applied	Number Accepted	Number Matriculated
TOTAL	23	19	17

Table 3

Program Specific Candidate Information, 2010-2011 (snapshot taken F10) – Transition Point 2 (Advancement to Culminating Experience)

	Number
Thesis (698)¹	-
Comps²	14
Project (695)³	-

Table 4

Program Specific Candidate Information, 2010-2011 (snapshot taken F10) – Transition Point 3 (Exit)

	Number
Degree	15

Table 5

Faculty Profile 2010-2011

Status	Number
Full-time Lecturer/TT	
Part-time Lecturer	0
Total:	3

¹ This is data on students who were enrolled in thesis work during Fall 2010 and Spring 2011. This figure may include students who actually “crossed into” this transition point prior to Fall 2010 and were still making progress on their theses at this time.

² This is data on the number of students who *applied* to take the comprehensive examination in Summer 2010, Fall 2010, or Spring 2011. The data include students who may not have taken or passed the examination(s).

³ This is data on students who were conducting culminating projects during Fall 2010 and Spring 2011. This figure may include students who actually “crossed into” this transition point prior to Fall 2010 and were still making progress on their theses at this time.

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 DLD full-time program faculty reviewed the assessment findings. (Please refer to attached Minutes at the end of this document.)

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 6 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 2010, fall 2011, and spring 2011.

Table 6

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 2009)	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 2009)	DLD candidates analyze pre- and post- formal and informal assessment information from classroom practice and apply such knowledge to inform 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	EDCI 541-Designing Curriculum and Instruction in Primary and Second Language Settings, (Spring 2009)	Based on a needs assessment for English Language Learners and heritage speakers, DLD candidates interpret the data results for instructional purposes.

Student Learning Outcome	Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
	major theoretical bases for language minority instruction.		
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 (not applicable due to a combined cohort configuration between C & I and DLD—this course was dropped from the program sequence for the cohort. Cohort year 2 took the class in Spring 2010)	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 2009)	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.	LING 650-Seminar in Bilingualism (not applicable, Cohort year 1 took this class in Fall 2008 and cohort year 2 will take the course in Fall 2010)	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 2009)	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	SLO 8 is not assessed in a specific course. (Fall 2011 and Spring 2012)	Pre- and post-reflections collected by DLD program coordinator at the beginning and end of year one and year two from all DLD graduate candidates. Analysis of data utilizes qualitative techniques for determining patterns in data collection for identifying themes and claims about DLD candidates' stances.

Figure 3

Dual Language Development AY10-11 SLOs Comparison

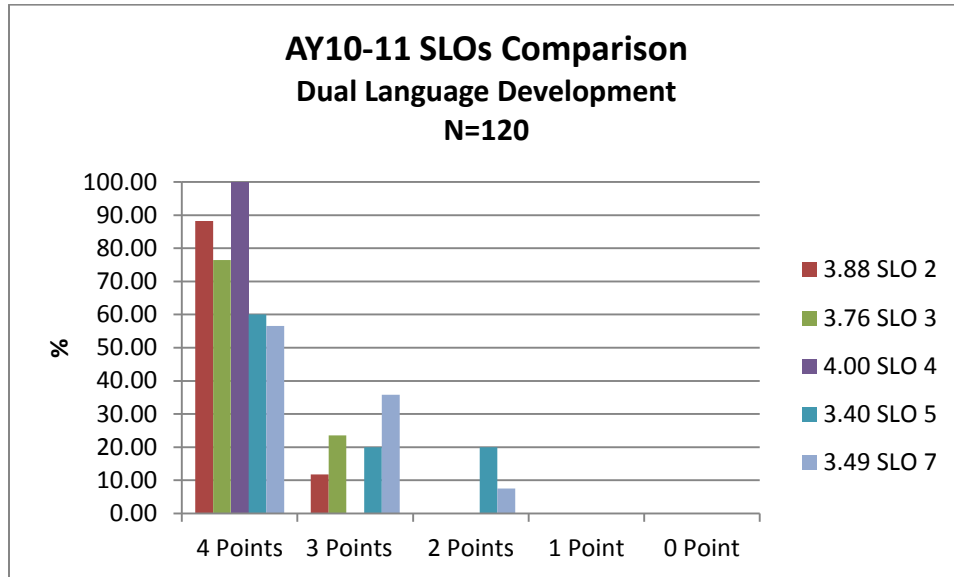
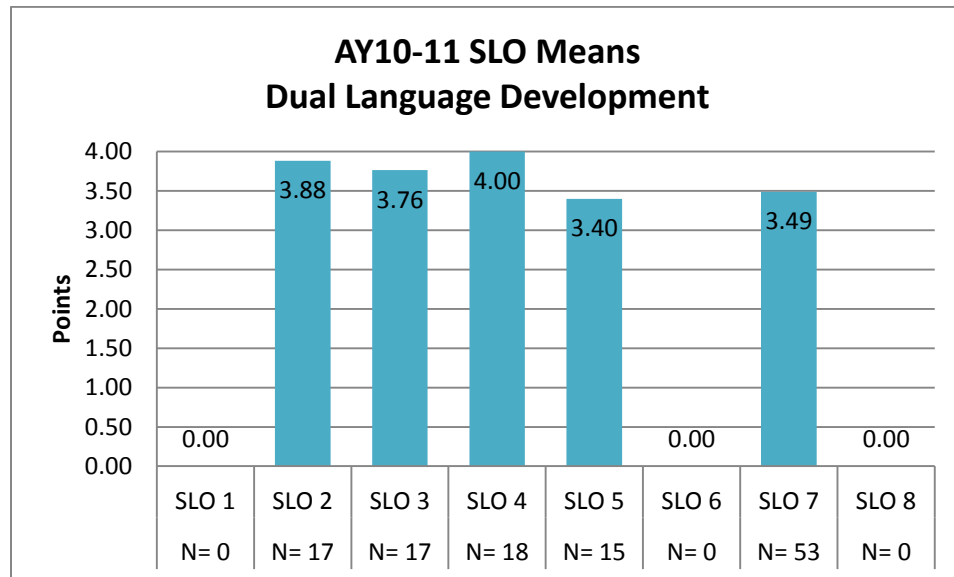


Figure 4

Dual Language Development AY10-11 SLO Means



In Figure 4 above, the rubric scores for SLO 5 and 7 relate to the culminating project, the action research study. They indicate a decrease in rubric points in comparison with all of the other SLO rubric scores. The action research study is a complex signature assignment (connected to SLOs 5 & 7) that requires students to plan a study and to synthesize and to analyze research on various levels. For example, students develop a theoretical framework based on peer-reviewed research for informing

their individual action research projects. This line of work is often challenging for our students because they are shifted away from perceiving their action research project as an assignment to conceptualizing it as a process that includes developing research skills and improving writing proficiencies. DLD faculty are consistently examining ways to improve students skill development for successfully completing their action research projects. One new approach includes the professor for SLO 5 holding individual writing conferences with students to discuss issues and improvements related to their writing skills.

Outcome 2: Evaluate the applicability of informal and formal assessment measures to determine their validity for language minority students.

Figure 5

Dual Language Development AY10-11 Score Distribution-SLO 1

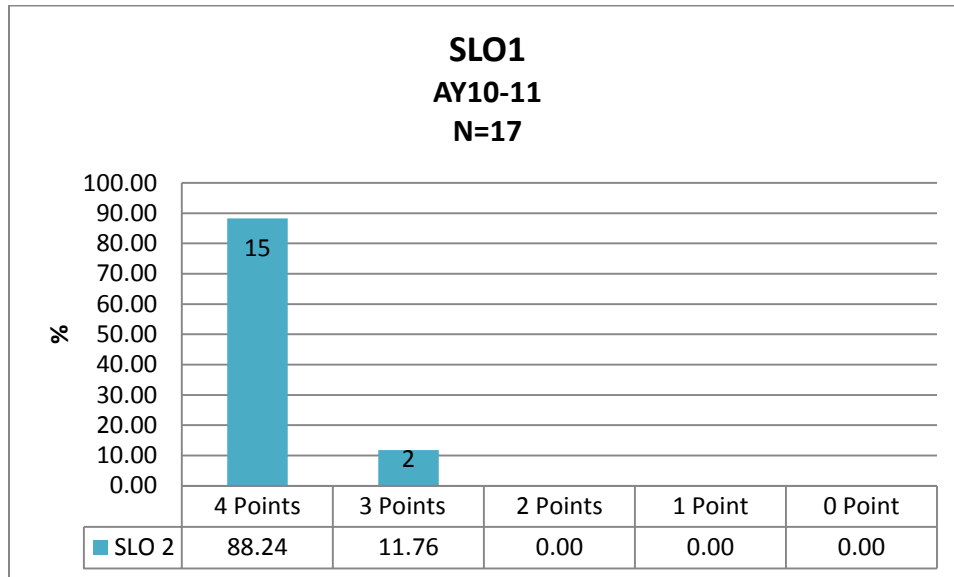
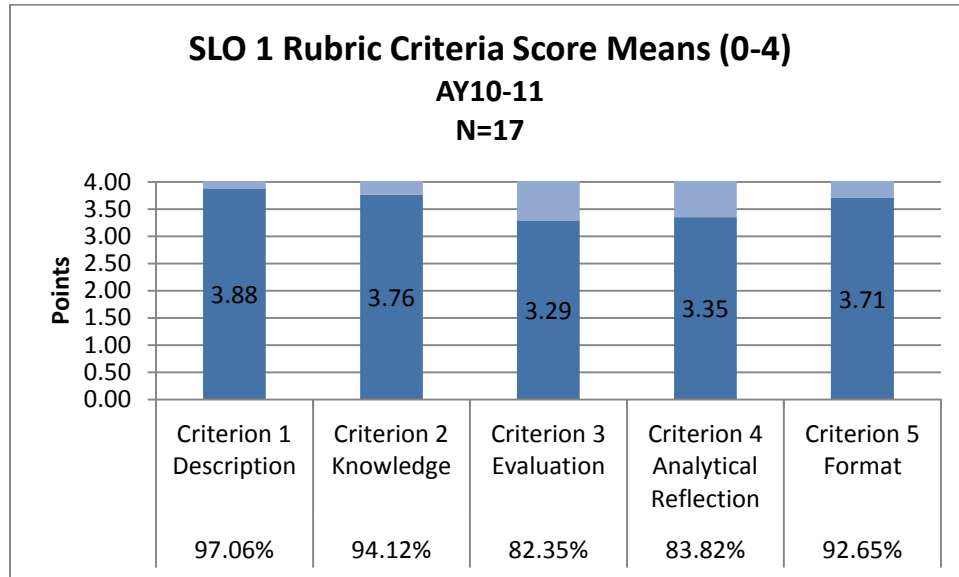


Figure 6

Dual Language Development AY10-11 Criteria Means-SLO 1



Students' rubric scores as illustrated in Figure 6 above indicate good progress in Criteria 1-2, and 5. Students' appear to have mastered well skills related to providing descriptions and demonstrating knowledge about assessment issues related to bilingual and English learners. Students also appear to understand the format for writing their signature assignment which is a case study of a bilingual or English learner. However, in the skill areas of evaluation and analytical reflection the rubric scores are lower than the other rubric scores and indicate more work is needed for improving students' analytical and reflective skills. This improvement can be addressed by the Professor, Trini Lewis, with additional content in the course and opportunities for analyzing and reflecting on assessment data related to bilingual and English learners.

Outcome 3: 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).

Figure 7

Dual Language Development AY10-11 Score Distribution-SLO 3

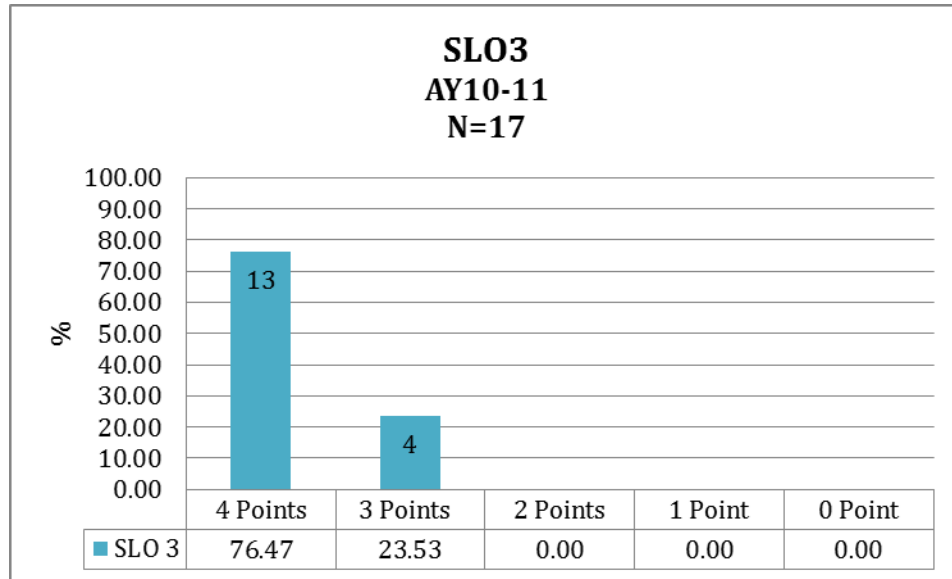
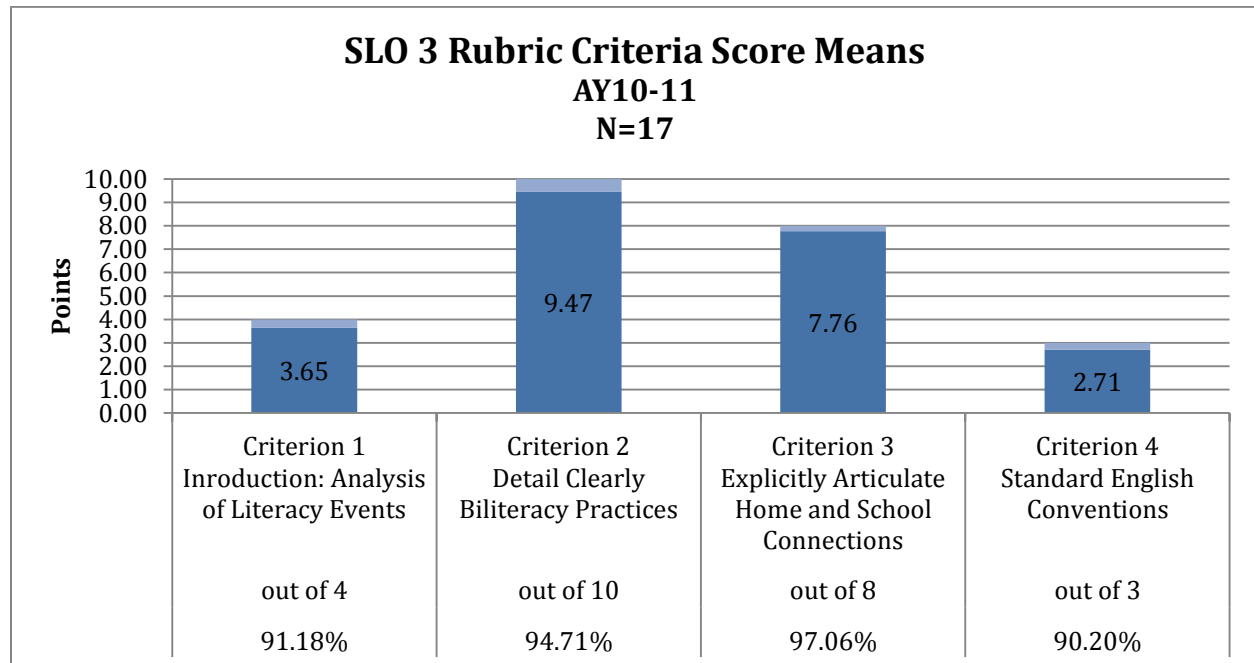


Figure 8

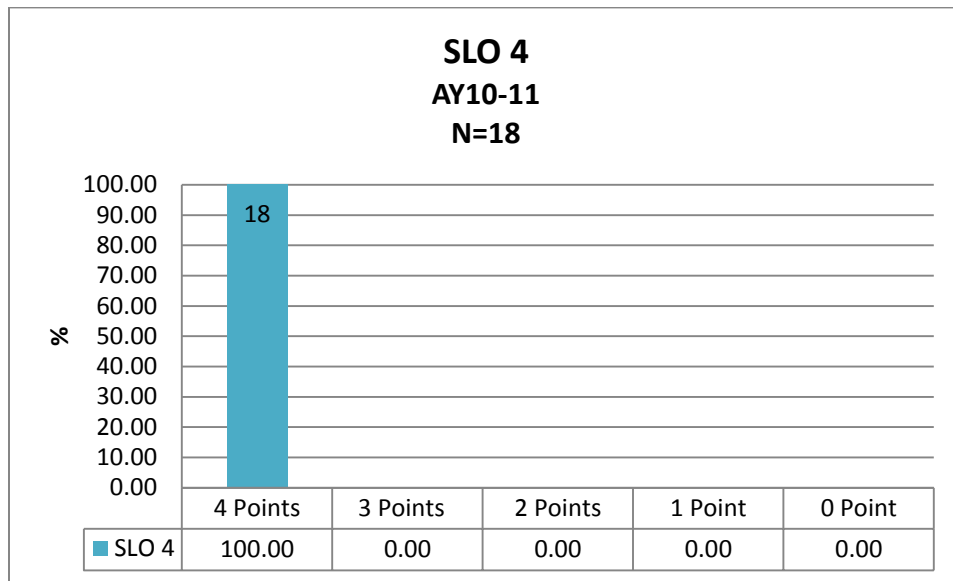
Dual Language Development AY10-11 Criteria Means-SLO 3



Outcome 4: Analyze and apply fieldwork data of students’ home language & literacy practices in a classroom literacy plan to inform instruction.

Figure 9

Dual Language Development AY10-11 Score Distribution-SLO 4



Outcome 5: Synthesize published literature for informing an action research question related to the education of language minority students.

Figure 10

Dual Language Development AY10-11 Score Distribution-SLO 5

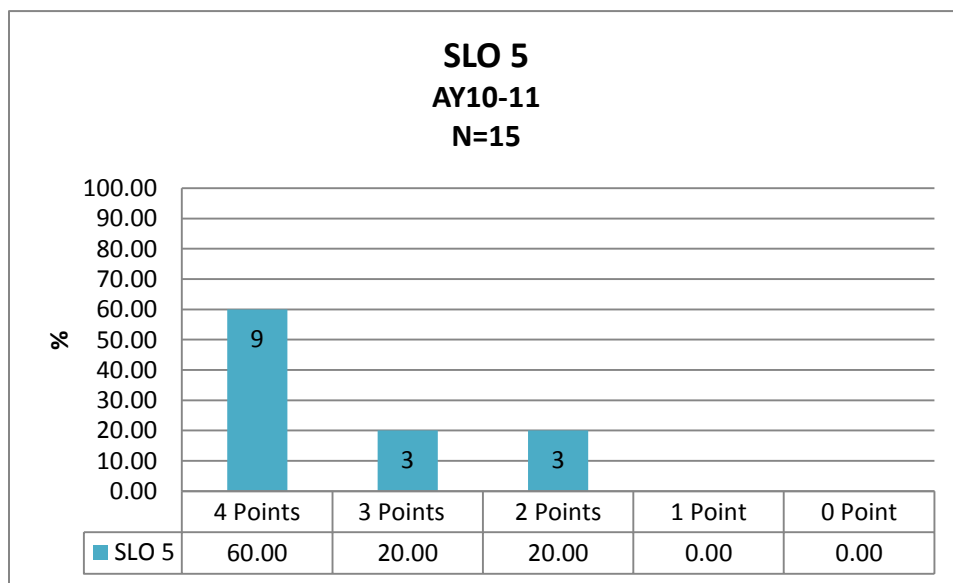
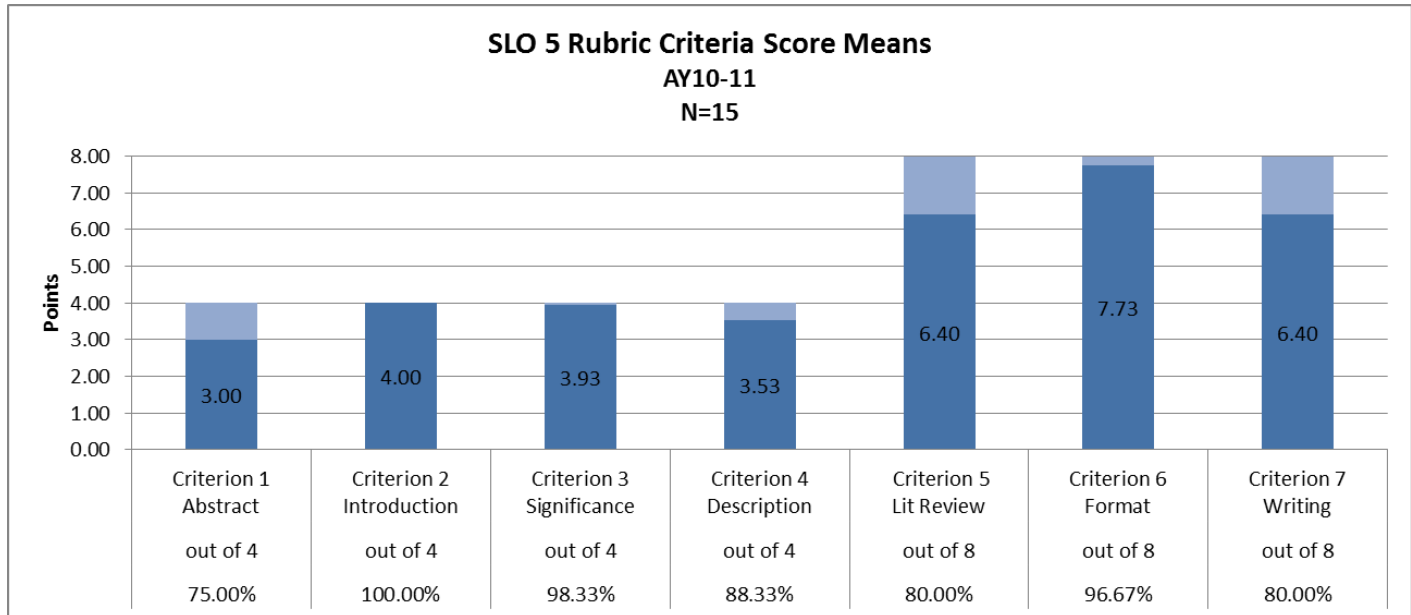


Figure 11

Dual Language Development AY10-11 Criteria Means-SLO 5



The data for SLO 5 as illustrated in Figure 11 above indicates that students' strengths are evident for Criterion 2, writing an introduction, Criterion 3, explaining the significance of their action research question and overall proposal, and in adhering to format guidelines, including APA style.

However, students' appeared to struggle with Criterion 1, writing an effective abstract, Criterion 5, writing an effective review of the literature, and Criterion 7, demonstrating effective writing skills. The students' difficulty with writing the abstract might be related to knowing how to edit information and writing in a succinct manner. Such skills are also important for writing an effective literature review and for effective writing, in general. Thus, the results for Criterion 1, Criterion, 5, and Criterion 7 appear to be inter-related given the common skills sets needed for succeeding on those components of the assignment.

Outcome 7: Analyze and interpret data to address an action research question.

Figure 12

Dual Language Development AY10-11 Score Distribution-SLO 7

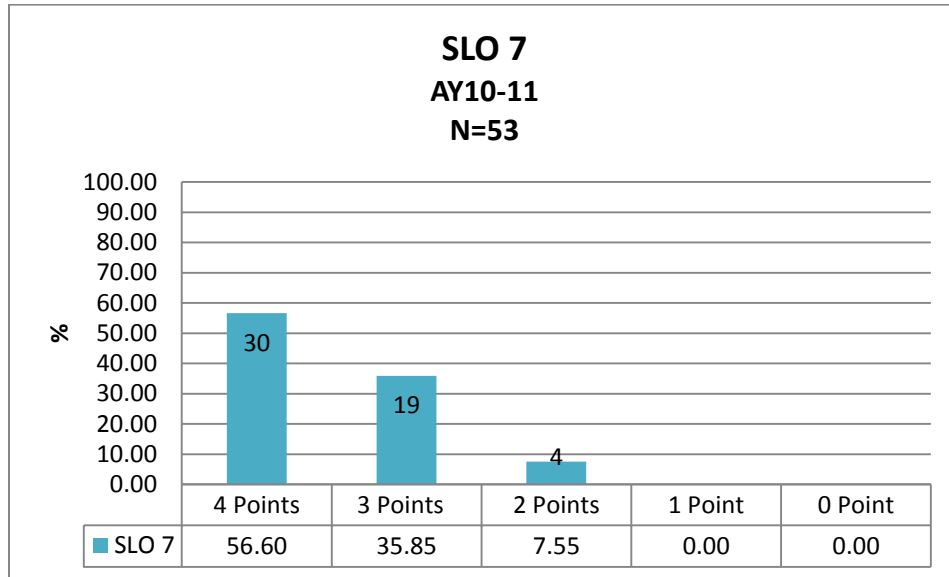
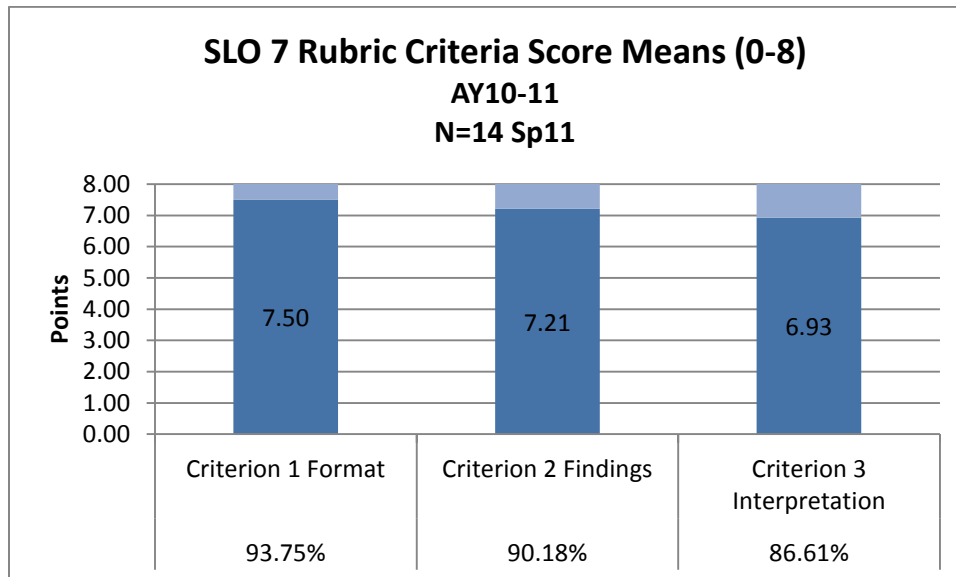


Figure 13

Dual Language Development AY10-11 Criteria Means-SLO 7

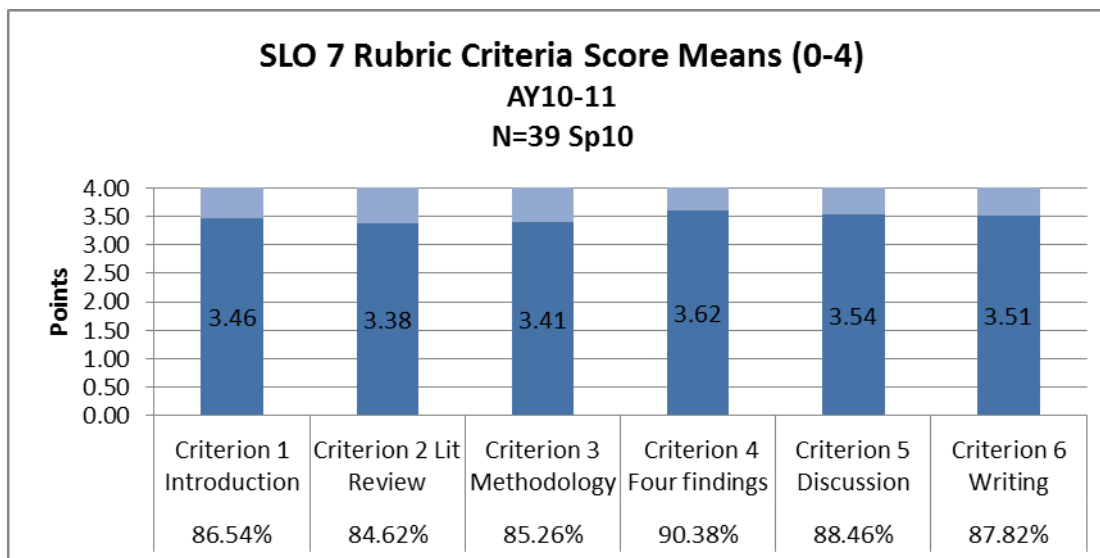


The instructor did not find it easy to get an overall picture of how students' are performing because the criteria has been dissassociated. Rubric findings are too general and a comparison is difficult to ascertain because of the limitations of measurement by only a rubric. Nonetheless, according to the rubric data above in Figure 13, interpretation of research data and findings appears to be the area of

greatest need. The instructor will continue to address writing an effective interpretation for an action research study.

Figure 14

Dual Language Development AY10-11 Criteria Means-SLO 7



Student performance indicates that writing an introduction, literature review, methodology, discussion, and writing in general are areas for improvement. Students appeared to do well in identifying four meaningful findings from their action research studies. The instructor will address the areas targeted for improvement in future cohorts, if such needs emerge.

- b) Program Effectiveness Data: 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.

One of the outstanding determiners of our program effectiveness is evident in our high enrollment trends. In Fall 2009 we had only 9 students enrolled in the DLD program. However, since 2009, our enrollment has dramatically increased. As this report indicates in Table 4 we had 15 graduate candidates. As previously mentioned, our current DLD cohort has 27 students which reflects student satisfaction with our program.

- 4. OPTIONAL: You may provide *additional* information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data sources.

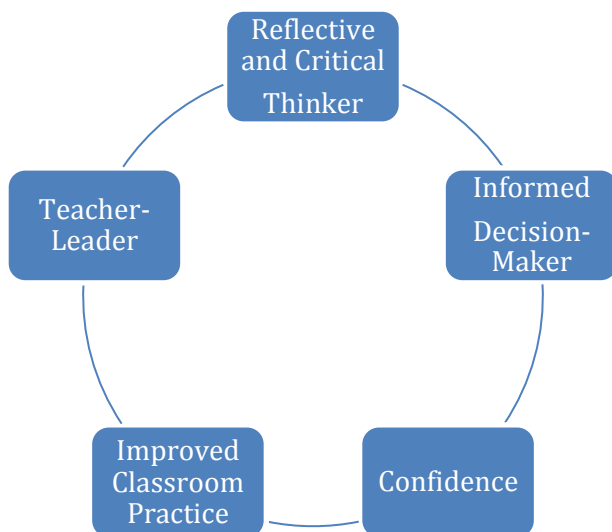
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In addition, to our outreach efforts in researcher and practitioner forums, our graduates impact the teaching profession as classroom teachers, curriculum specialists, staff developers, consultants, or hold related positions in the private sector. During spring 2011, several of our DLD graduates obtained teaching positions in southern California and abroad. For example, Erika Garcia, Rachel Rockway and Maria Martinez were highly sought for filling positions in dual language immersion settings. Erika obtained a position in Escondido, California; Rachel Rockway obtained a position in Santa Ana, California; and Maria Martinez obtained a position in El Ejido, Spain. Other graduates have assumed leadership positions as English Language Development or bilingual program coordinators.

Student reflections also provide rich descriptive data regarding our DLD program effectiveness in five thematic areas; developing reflective and critical thinkers, informed decision makers, teacher leaders, improved classroom practice, and confidence as illustrated in Figure 15. The themes were drawn from 15 students’ reflections about our program effectiveness and the role of research. They were submitted electronically to the DLD coordinator, Trini Lewis.

Figure 15



For the purposes of this report it is not practical to review and discuss all of the data we have about our program effectiveness; however, the excerpts from three students’ reflections are provided below as data supporting the effectiveness of the DLD program for improving classroom practice.

Throughout the two years of the programs the various assignments pushed me to look beyond my classroom, to step outside of my comfort zone and into a world of scholarly research. I was no longer

allowed to use strategies that came from common sense or basic classroom knowledge; instead the strategies we were taught to use ideas, strategies and methods from actual research and educational theories.

*Completing my MA allowed me to bring in all of the new knowledge into my classroom. I strongly believe that this program has made me a better teacher and a better asset for my school. I was able to implement a stronger Spanish Language Arts curriculum in the Middle School. I have learned how to analyze current research, and implement the findings into my practice. Additionally, I was also able to advocate for Bilingual Education to many of the parents that had doubts about their choice of placing their child in our Dual Immersion Program. **(Student 1)***

*As an educator it has changed my approach on how I teach. I learned that my students are all different and that there is more to a child than the eye could see. Learning about bi-literacy and its practices has allowed me to become a better teacher and a better person. Learning and conducting research has allowed me to put into practice techniques and strategies that will shape my students lives. **(Student 2)***

*The process of action research has helped me to understand that research is equally important for examining and guiding practice in individual classrooms and schools. It was exciting to be able to conduct a very specialized study that didn't necessarily need to be generalizable to the larger field. Instead, we were able to focus on one setting and population and examine that unique situation. This allowed for a nuanced understanding of what was going on in a specific school program and it allowed for the development of very specific and specialized implications. In a sense, this is what teachers need to do constantly in their own classrooms. While they may not always go through a formal process of study, teachers must constantly ask questions about their own practice, collect and analyze data, think of implications, etc. I feel that the action research process has helped me develop the analytical skills that will help it feel natural for me to undergo a similar process of examination, analysis, and planning based on the implications once I finally begin working in my own classroom. **(Student 3)***

Other indicators of student satisfaction with our DLD program are the connections our students have shared with us about their travel experiences abroad and our program course content. For example, additional anecdotal data expressed in our DLD newsletter supports the students' program satisfaction and more importantly ways that DLD students are connecting their graduate experiences with global learning opportunities. **Student 4** wrote, "*While in Syria, I asked my friend deeper questions about her language learning experience, the challenges and the perks. I aimed to understand her acquisition of language as I had recently learned about the different theories in Dr. Malcolm Finney's course, LING 650.*"

Another DLD graduate candidate, **Student 5**, traveled to South Africa and noted connections between his travel experiences and course content from Dr. John Attinasi's class related to Paulo Freire's work, "*So here, it seems (as well as it was in Zambia) to be an example of how the indigenous peoples have been oppressed (Freire)*".

Analysis and Actions

5. 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.

Overall, the data indicates that our candidates need continued work on writing skills in general, and with learning more about research genres, i.e., the literature review. Students struggle with academic writing skills and need additional opportunities for improving their writing. Other CED graduate programs also indicate writing as an area for improvement and the CED graduate office has responded with a writing course opportunity for Spring 2012. Conducting research and writing an action research study has been challenging for some of our DLD students and to assist them with the rigor of the assignment, we are now advising students to take EDCI 500 as a summer elective to focus only on writing their review of the literature. We are hoping that by having identified a research topic and to have completed a literature review, will assist students with focusing more on the action research components of conducting research and writing effective, abstracts and interpretations of findings.

No data was reported for SLO 3. Data on SLO 3 needs to be collected by John Attinasi in future semesters.

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

The findings reflect some of our past concerns regarding writing and the action research study.

7. 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.

Action Plan

Priority	Action or Proposed Changes To Be Made	Focus Area	By Whom?	By When?
Literature Review	Advise students to take EDCI 500 in summer	Literature Review	Trini Lewis	Summer Session
SLO 1	Continued discussions with the instructor of EDCI 541 about the importance of collecting data for SLO 3	SLO3, EDCI 541	John Attinasi and Trini Lewis	Spring 2012
Writing	Encourage targeted students with demonstrated weaknesses in writing skills to seek further assistance from the Writing Lab and to enroll in the CED writing course	Writing	Trini Lewis	Ongoing