College of Education and Affiliated Programs
Annual Assessment Report Template – Fall 2012
Educational Leadership

Background

1. Describe your program (enrollment, number of faculty, general goals). Have there been any major changes since your last report? (Maps to CTC Biennial Report Q1)

Our Vision

To build a dynamic, rigorous, and inclusive doctoral program that prepares leaders to make remarkable differences in the educational lives of others.

Our Mission

To support dynamic, transformative, socially responsible leaders who engage others, value diversity, operate with academic integrity, and believe in people and their educational futures.

Services

Full support of students to facilitate a high quality experience within a graduate culture where timely graduation is balanced with rigorous course and dissertation work. Design and implementation of structures to assist faculty in their work with doctoral students.

Program

The EDD program is in its 4th year in academic year 2011-12, serving 73 students who are in all phases of doctoral education. The program is structured in two specializations; 39 students are in the Community College/Higher Education Specialization and 34 students are in the PK-12 Specialization. Students write their qualifying exam after the 4th semester in the program. The program is designed for students to complete courses and their dissertations within 3 years. Ten core faculty serve as the primary instructors and dissertation chairs. However, 18 affiliated faculty from across the College of Education participate in the program as instructors, dissertation chairs and committee members, and in supporting students' writing, data analysis and IRB applications. Table 1 reflects the program's overall assessment plan while Tables 2-5 provide data on the program for the 2011-12 academic year.

Table 1

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
SLOs	Students demonstrate the ability to advocate for all stakeholders, utilizing the knowledge and tools necessary, to create and sustain vibrant educational environments.	Students demonstrate the knowledge and skills to apply organizational theory, management skills, leadership strategies, and data to transform organizations.	Students demonstrate the ability to select, interpret, and apply theory and research to address a variety of compelling problems in urban education.	Students demonstrate the ability to plan and conduct research and evaluation studies with a clear purpose to improve educational lives of others and based on findings make recommendations to improve future educational practices.	Students demonstrate foundational and practical knowledge to incorporate ethical, legal, and professional behaviors to increase equitable educational opportunities and academic achievement for all students.
Signature Assignment(s)	Critical Reflection Essay Grassroots Policy Investigation	Organizational Study, Case Application Paper, Bridging Curriculum Theories & Practice	Qualifying Exam	Research Projects	Proposal for New Legislation or Policy, Leading for Social Justice
National Standards: UCE23A Leadership Core Rec.	Ed. Leadership, Accountability, Learning & Curriculum, Leadership & Inst. Improvement, Org. Behavior & Change in Ed.	Ed. Leadership, Accountability, Public School Fin. & Bus., Mngmnt. of HR, Leadership & Inst. Improvement, Org. Behavior & Change in Ed.	Ed. Leadership, Accountability, Leadership & Inst. Improvement, Org. Behavior & Change in Ed.	Ed. Leadership, Accountability, Diversity & Culture, Leadership & Inst. Improvement	Diversity & Culture, Law & Politics of Ed.
National Standards: AACC Competencies for Comm. Coll. Leaders	Org. Mngmnt., Resource Mngmnt., Comm. Coll. Advocacy, Professionalism	Org. Mngmnt., Resource Mngmnt., Communication, Collaboration, Professionalism	Org. Mngmnt., Resource Mngmnt., Communication, Collaboration, Professionalism	Communication, Collaboration, Comm. Coll. Advocacy, Professionalism	Org. Mngmnt., Resource Mngmnt., Communication, Collaboration, Comm. Coll. Advocacy, Professionalism
State Standards (EO 991)	LC – 1, 2, 5, 6, 7 LS – 1, 2, 3, 4, 5, 6 RM – 1, 4, 5	LC – 1, 2, 3, 4, 7 LS - 2, 6 RM – 1, 2, 3, 4, 5	LC – 3, 7 LS – 2, 4, 6	LC – 7 LS – 1, 2, 4 RM – 1, 2, 3,4 , 5	LC – 2, 6 LS – 1, 4, 5, 6
Conceptual Framework	Advocacy	Leadership	Scholarship	Evidence-based Practices	Collaboration
CSULB Learning Outcomes	Knowledge and respect for diversity	Well-prepared	Collaborative problem solving	Integrating liberal education	Engaged in global and local issues
NCATE Elements	Knowledge and skills - other	Knowledge and skills - other	Knowledge and skills - other	Student learning - other	Professional dispositions

Table 2

Program Specific Candidate Information, 2011-2012 (snapshot taken Su11) – Transition Point 1 (Admission to Program)

	Number Applied	Number Accepted	Number Matriculated
TOTAL	67	34	29

Table 3

Program Specific Candidate Information, 2011-2012 (snapshot taken Fa11) – Transition Point 2 (Advancement to Culminating Experience)

	Number
Dissertation[1]	24

Table 4

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

	Number
Degree	17

Table 5

Faculty Profile 2011-12[2]

Status	Number
Full-time TT/lect.	17
Part-time Lecturer	1
Total:	18

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[1] This is data on students who were enrolled in dissertation work during Fall 2011 and Spring 2012. 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] 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. Faculty numbers also include add dissertation chairs.

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. (Maps to campus criteria for assessment reports)

12 Members of the Educational Leadership Department participated in the discussion of this report and it's findings. The discussion centered around 3 issues:

a. the need to align signature assignments for EDLD 743 and 754 as those classes now address Program SLO#2

   i. Action: Instructors of these courses need to develop common/complementary assignments to assess Program SLO #3. We plan to accomplish this in Summer 2013.

b. student performance in the qualifying exam continues to indicate that further instruction on writing literature reviews is needed.

   i. Action: Invite Education Librarian into Proseminar 721b to explain the literature review and search process.

c. Doctoral students need mental health assistance to address the stressful demands of the program.

   i. Action: provide faculty development on referring students to CAPs, use a large dissertation group session to review campus resources and provide stress management information.

Data

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

   1. 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. (Maps to CTC Biennial Report Q2a)

Data Collection

The College of Education Assessment Office provided a data collection template to the program coordinator of the Ed.D. Program. This template included a collection sheet for each signature assignment that was prefilled with the names of students currently enrolled in the course. It also included columns for collection of the 0-4 score, total points earned, and the score for each criterion included on the rubric for the signature assignment. The program coordinator provided each instructor with the template specific to their course for collection of the criterion scores. The completed data collection template was returned to the program coordinator. The program coordinator calculated the 0-4 score and checked for completion of all data points and then forwarded it to the Assessment Office.

Table 6
Program Student Learning Outcomes and Signature Assignments

Student Learning Outcome				
1	**2**	**3**	**4**	**5**
Students demonstrate the ability to advocate for all stakeholders, utilizing the knowledge and tools necessary, to create and sustain vibrant educational environments.	Students demonstrate the knowledge and skills to apply organizational theory, management skills, leadership strategies, and data to transform organizations	Students demonstrate the ability to select, interpret, and apply theory and research to address a variety of compelling problems in urban education.	Students demonstrate the ability to plan and conduct research and evaluation studies with a clear purpose to improve educational lives of others and based on findings make recommendations to improve future educational practices.	Students demonstrate foundational and practical knowledge to incorporate ethical, legal, and professional behaviors to increase equitable educational opportunities and academic achievement for all students.
Signature Assignments				
EDLD 724: Critical Reflection Essay EDLD 726: Grassroots Policy Investigation	EDLD 725: Organizational Study* EDLD 743: Case Application Paper EDLD 754:	Qualifying Exam: Final paper scored via rubric	EDLD 731: Qualitative Research Project EDLD 732A: Quantitative Research Project*	EDLD 723: Proposal for New Legislation or Policy Paper EDLD 726: Leading for Social Justice Moral & Ethical Considerations Paper*
Dissertation				

*Due to a Program of Study change, data from 2011-2012 is not available for these signature assignments.
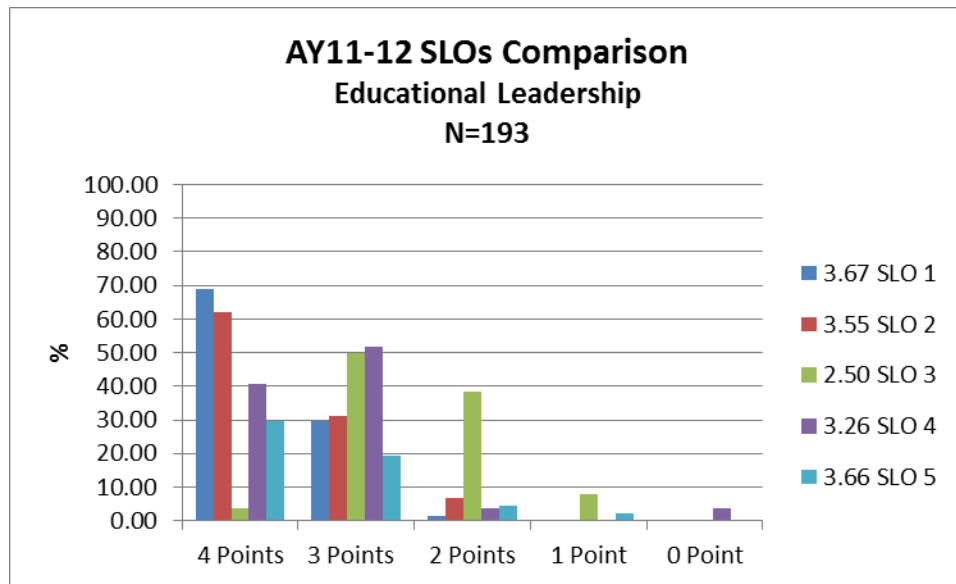
Figure 1

AY11-12 SLO Comparison

AY11-12 SLOs Comparison
Educational Leadership
N=193

Legend:
- 3.67 SLO 1
- 3.55 SLO 2
- 2.50 SLO 3
- 3.26 SLO 4
- 3.66 SLO 5

Figure 2

AY11-12 SLO Means

AY11-12 SLO Means
Educational Leadership

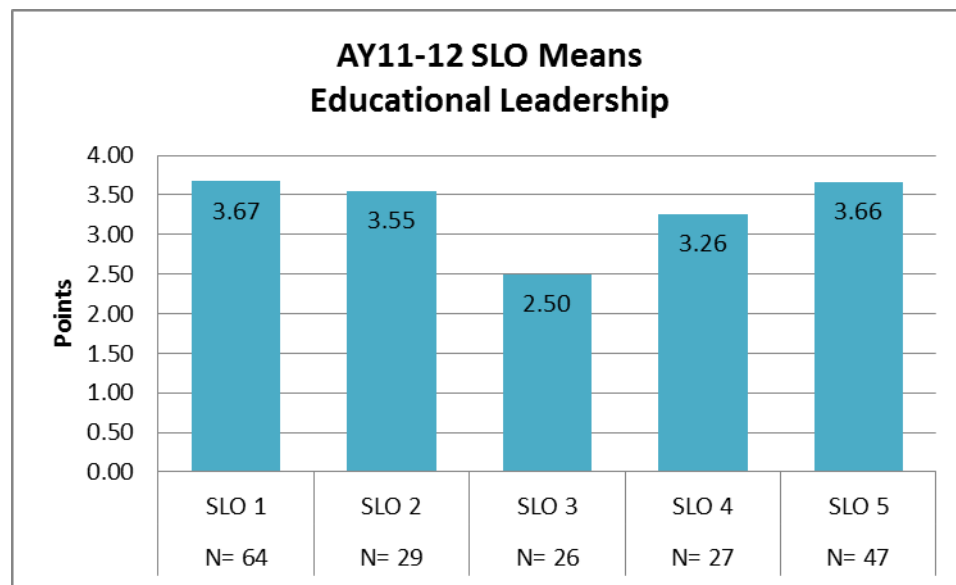|	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
Mean	3.67	3.55	2.50	3.26	3.66
	N= 64	N= 29	N= 26	N= 27	N= 47

Figure 1 reports the average score for each SLO and the percentage of assessments (N=193) within each SLO broken down by score achieved on the 0-4 scale. Figure 2 repeats the means for each SLO in bar graph format. Students received the highest average score on SLO 1, with an average score of 3.67 (advocacy), with SLO 5 (foundational knowledge and practice) following closely with an average score of 3.66. Over 60% of the students received a score of 4.00 on SLO 2 (organizational transformation). SLO 3 had the lowest average with 2.5, which reflected the scores on the Qualifying Exam where they apply theory and literature, critique research and apply those insights to issues in education. SLO 4, research and evaluation had the second lowest mean with 3.26, showing early competency in developing

research skills as the signature assignments for this SLO are in the qualitative and quantitative inquiry courses.

Outcome 1: Students demonstrate the ability to advocate for all stakeholders, utilizing the knowledge and tools necessary, to create and sustain vibrant educational environments.

SLO 1 is measured in two courses, 726 (Policy, Politics and Power) with the Grassroots Policy Investigation and in 724 (U.S. Education and Diversity) with the Critical Reflection Essay. Figure one averages the overal scores on these two assignments.

Figure 3

AY11-12 Score Distribution-SLO 1

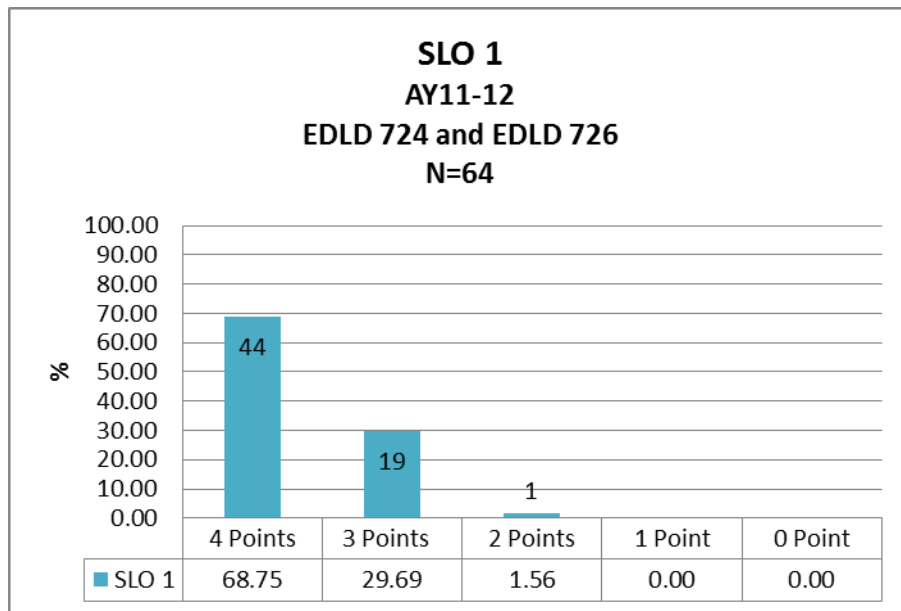|	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 1	68.75	29.69	1.56	0.00	0.00

Figure 4 displays the critierion scores for the Critical Reflection Essay that is completed in 724. Critera scores are fairly consistent with the exception of students' ability to operationalize critical theories in the essays, which falls to an average score of 3.06. Grammar, spelling and punctuation is also a lower rated criteria, with a mean of 3.11.

Figure 4

AY11-12 Criteria Score Means-SLO 1 EDLD 724

SLO 1 Rubric Criteria Score Means (0-4)
AY 11-12
EDLD 724 (Critical Reflection Essay)
N=41

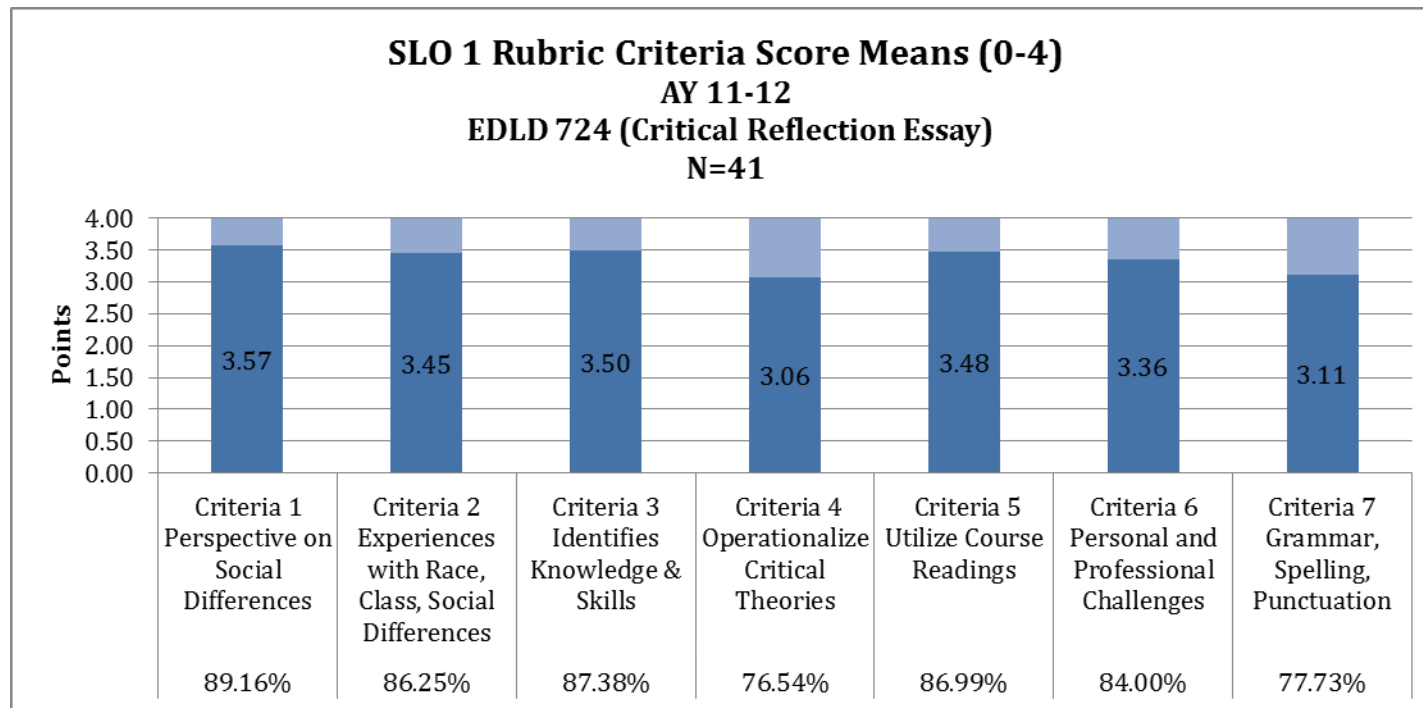| Points	Criteria 1 Perspective on Social Differences	Criteria 2 Experiences with Race, Class, Social Differences	Criteria 3 Identifies Knowledge & Skills	Criteria 4 Operationalize Critical Theories	Criteria 5 Utilize Course Readings	Criteria 6 Personal and Professional Challenges	Criteria 7 Grammar, Spelling, Punctuation
Mean	3.57	3.45	3.50	3.06	3.48	3.36	3.11
%	89.16%	86.25%	87.38%	76.54%	86.99%	84.00%	77.73%

Figure 5 displays the criterion scores for the Grassroots Policy Investigation that is required in 726. Students performed very well in nearly all criteria. The implementation of the policy and its connection to practice was the exception with an average score of 3.22.

Figure 5

AY11-12 Criteria Score Means-SLO 1 EDLD 726

SLO 1 Rubric Criteria Score Means (0-4)
AY 11-12
EDLD 726 (Policy Investigation)
N=23
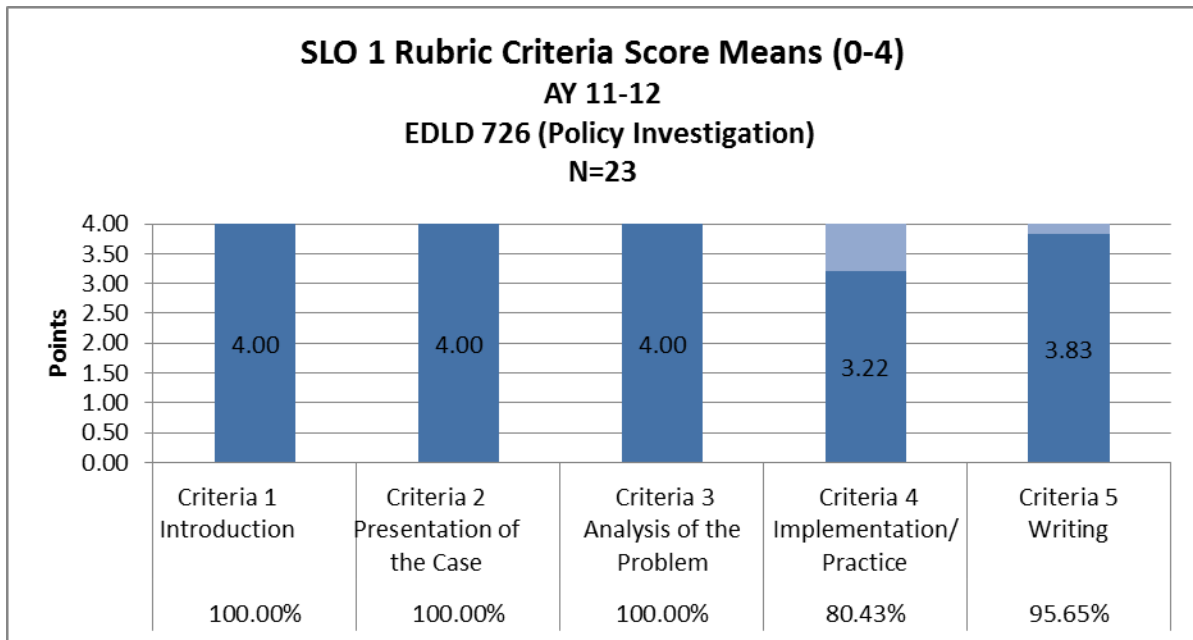
Outcome 2: Students demonstrate the knowledge and skills to apply organizational theory, management skills, leadership strategies, and data to transform organizations.

SLO 2 is measured by 3 assignments. Two specialization classes measure this outcome (743 and 754) though the Case Application Paper (743) and a complementary assignment in 754 that will be designed in summer 2013. In 725, the Organizational Study is used as a signature assignment; however due to changes in the timing of courses this course was not offered in 2011-2012. Also, due to curriculum changes, 754 is a new course in PK-12 Leadership, whose signature assignment and rubrics are being developed.

Figures 6 and 7 display the scores for 743 Case Study Application in the CCHE Leadership Course. Almost two thirds of the students achieved an overall score of 4.0 and did well on all the criterion scores. The lowest of the scores was on recommendations (Figure 7, criteria 4), which is consistent with findings from other assignments.
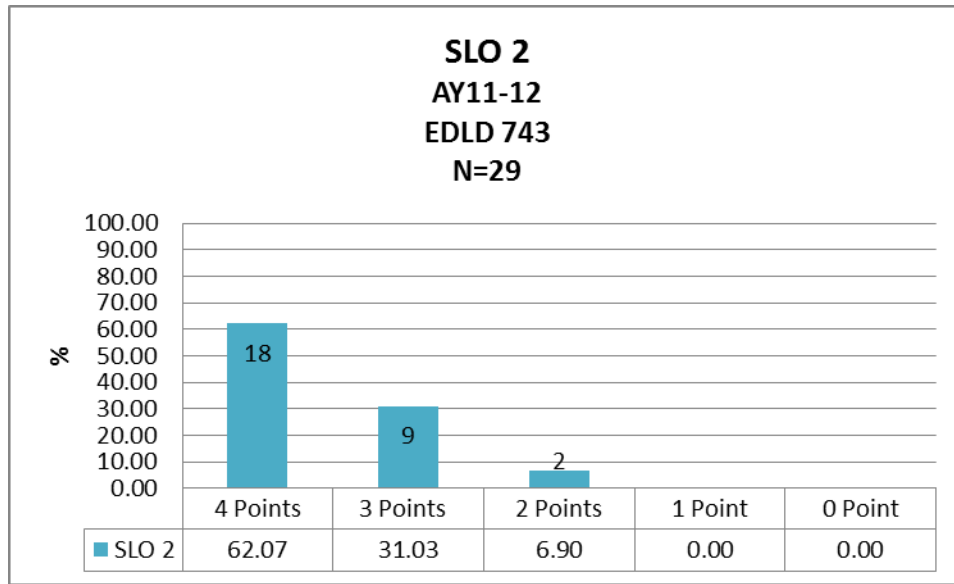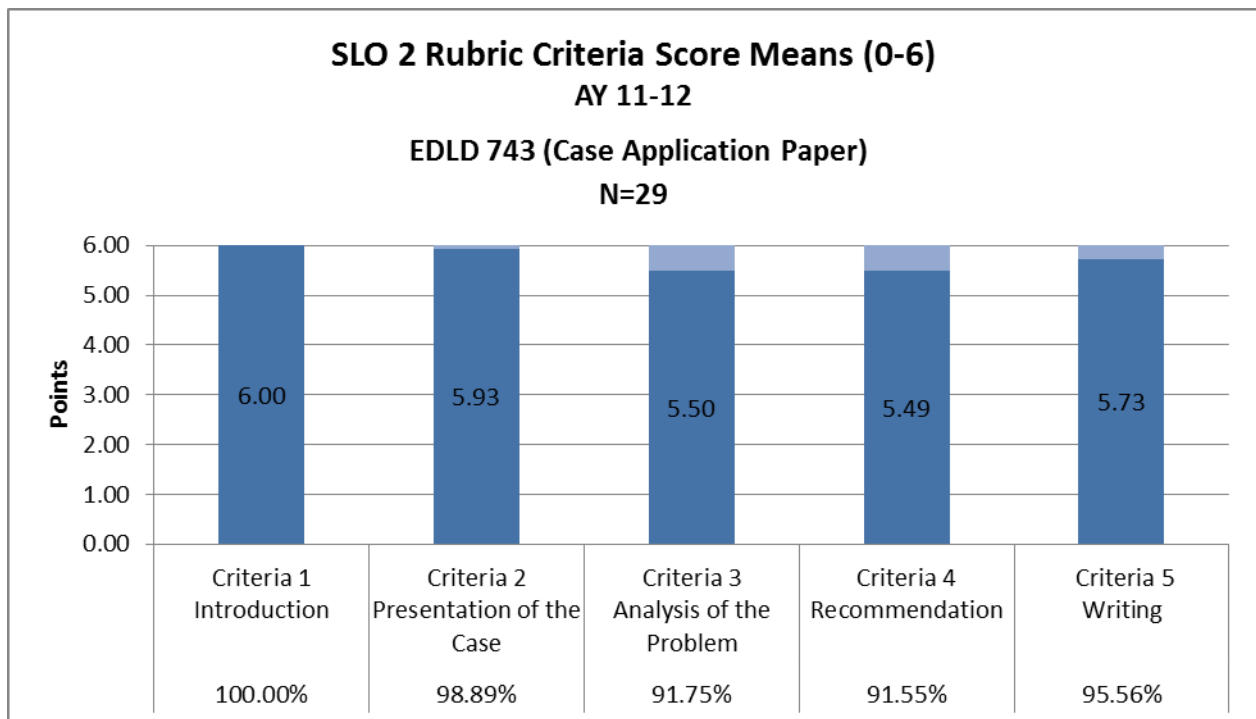
Figure 6

AY11-12 Score Distribution-SLO 2

SLO 2
AY11-12
EDLD 743
N=29

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 2	62.07	31.03	6.90	0.00	0.00

(Bar values shown on chart: 18, 9, 2)

Figure 7

AY11-12 Criteria Score Means-SLO 2

SLO 2 Rubric Criteria Score Means (0-6)
AY 11-12
EDLD 743 (Case Application Paper)
N=29

	Criteria 1 Introduction	Criteria 2 Presentation of the Case	Criteria 3 Analysis of the Problem	Criteria 4 Recommendation	Criteria 5 Writing
Points	6.00	5.93	5.50	5.49	5.73
	100.00%	98.89%	91.75%	91.55%	95.56%

Outcome 3: Students demonstrate the ability to select, interpret, and apply theory and research to address a variety of compelling problems in urban education.

SLO 3 is measured only by the Qualifying Paper Examination that students complete after their first year of study. In 2011-12 half the students achieved scores of 3.0, with 2 failing to achieve a 2.0, meaning that they needed to revise their QP Exams. Note that all averages in Figure 8 are rounded up or down to the nearest whole number. Figure 9 displays the criterion scores for the elements of the Qualifying Paper. Because the exam is administered one third of the way in the program and is in early preparation for the dissertation, criterion scores tend to be lower than those of other assessments where mastery or competence is designed and expected to be achieved in one semester. Nearly all students struggle with the Qualifying Paper, but find the theoretical framework, literature review and discussion especially problematic. Writing and research support throughout the first year has helped students reach the highest averages in source selection, writing and APA format.

Figure 8
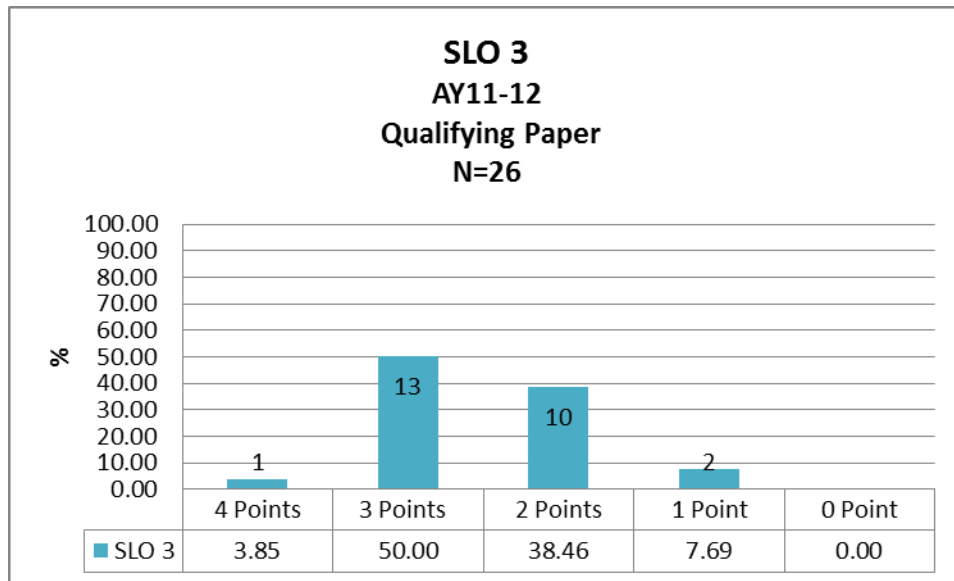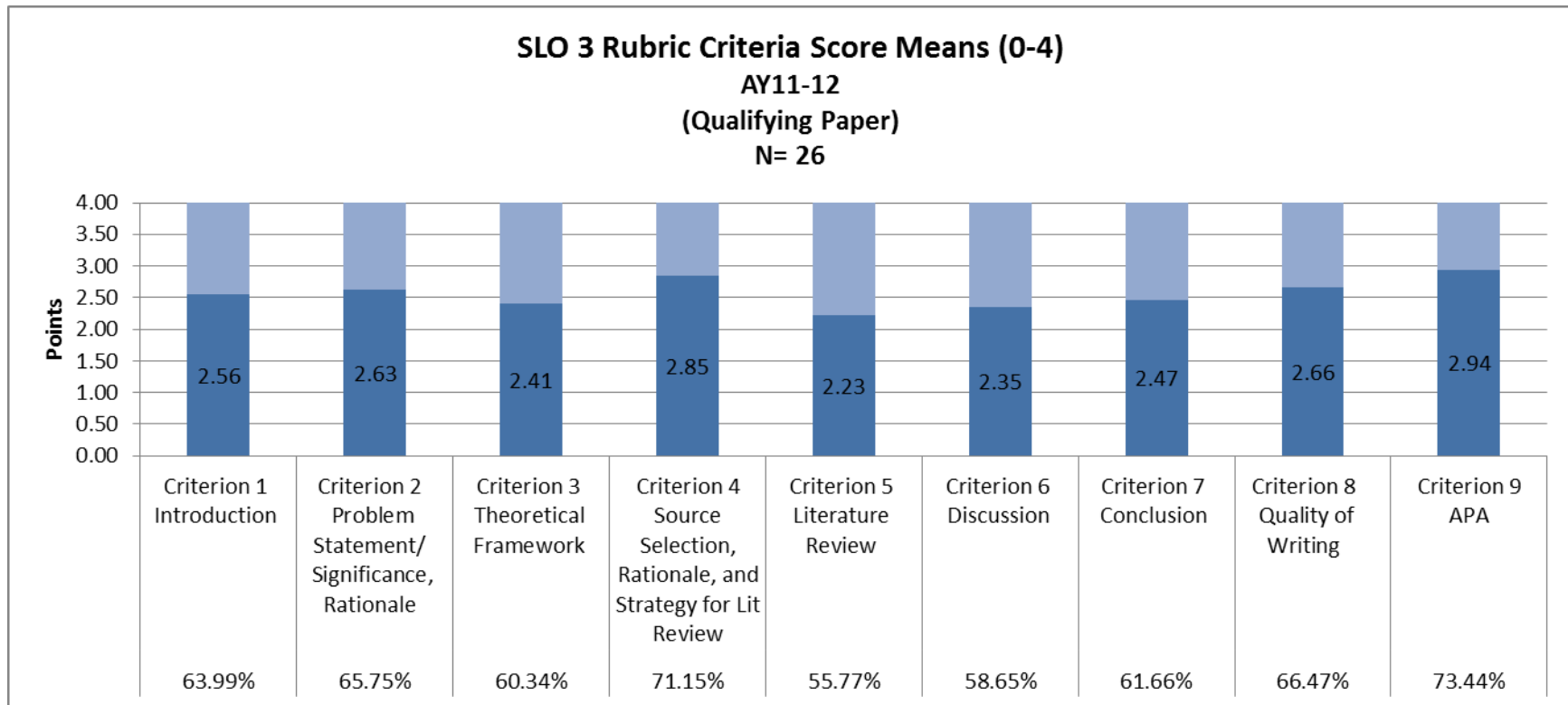
AY11-12 Score Distribution-SLO 3

SLO 3
AY11-12
Qualifying Paper
N=26

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 3	3.85	50.00	38.46	7.69	0.00

Figure 9

AY11-12 Criteria Score Means-SLO 3

SLO 3 Rubric Criteria Score Means (0-4)
AY11-12
(Qualifying Paper)
N= 26

	Criterion 1 Introduction	Criterion 2 Problem Statement/ Significance, Rationale	Criterion 3 Theoretical Framework	Criterion 4 Source Selection, Rationale, and Strategy for Lit Review	Criterion 5 Literature Review	Criterion 6 Discussion	Criterion 7 Conclusion	Criterion 8 Quality of Writing	Criterion 9 APA
Score	2.56	2.63	2.41	2.85	2.23	2.35	2.47	2.66	2.94
Percent	63.99%	65.75%	60.34%	71.15%	55.77%	58.65%	61.66%	66.47%	73.44%

Outcome 4: Students demonstrate the ability to plan and conduct research and evaluation studies with a clear purpose to improve educational lives of others and based on findings make recommendations to improve future educational practices.

SLO 4 is measured by the signature assignments in the primary methods courses, 731 (qualitative) and 732 (quantitative). In the research projects students use primary data (731) and secondary data from existing educational data bases (732). Note that 732 was not offered in 2011-12 due to a change in the program of study. This course is now offered in the second year, with the intent of moving quantitative methods closer to the dissertation study. In 731 most students achieved an average score of 3.0 (Figure 10). Criterion scores (Figure 11)show that students do the best on the introduction, where the small literature review is located and in presenting the findings. Students are challenged the most by describing and defending the methods for this assignment.
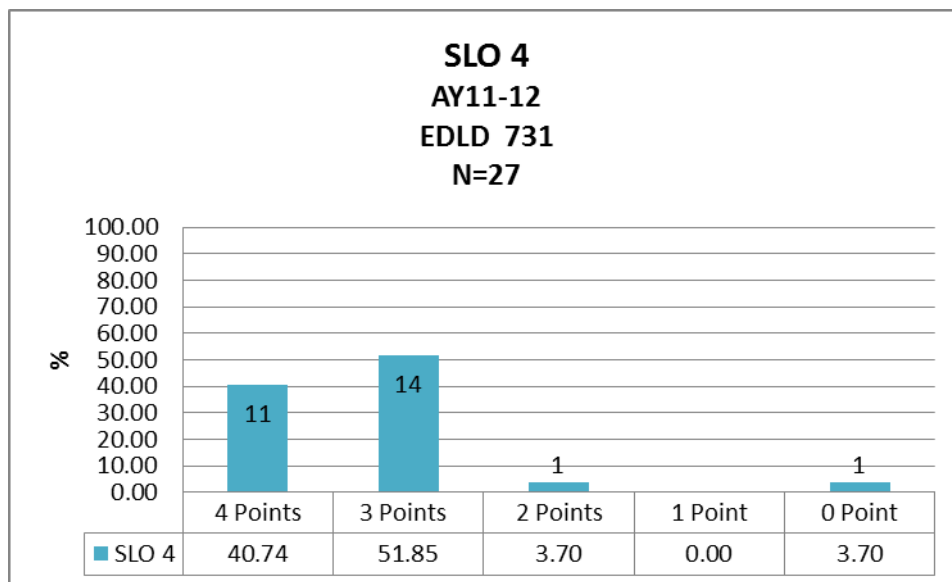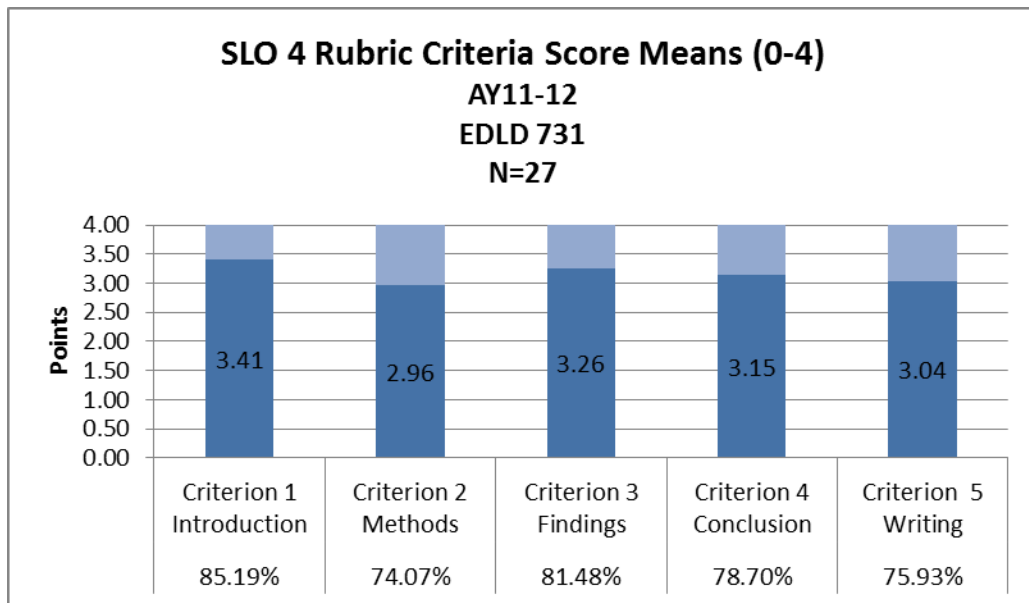
Figure 10

AY11-12 Score Distribution-SLO 4

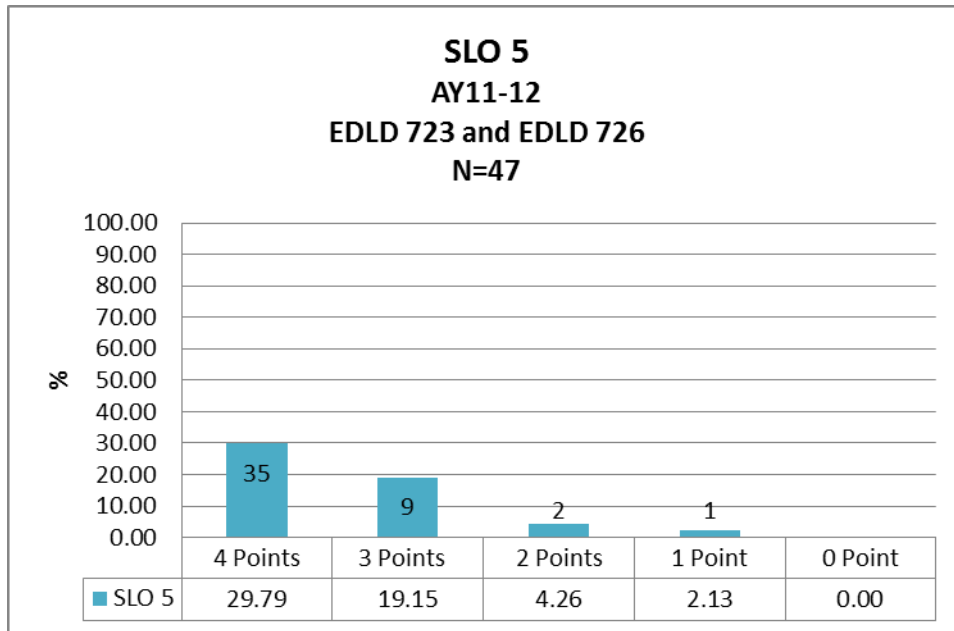**Figure 11**

AY11-12 Criteria Score Means-SLO 4

SLO 4 Rubric Criteria Score Means (0-4)
AY11-12
EDLD 731
N=27

Criterion 1 Introduction	Criterion 2 Methods	Criterion 3 Findings	Criterion 4 Conclusion	Criterion 5 Writing
3.41	2.96	3.26	3.15	3.04
85.19%	74.07%	81.48%	78.70%	75.93%

Outcome 5: Students demonstrate foundational and practical knowledge to incorporate ethical, legal, and professional behaviors to increase equitable educational opportunities and academic achievement for all students.

SLO 5 is measured by 2 assignments. The average scores Proposal for New Legislation or Policy (723) and the Moral and Ethical Consideration Paper (726) are combined in Figure 12 to give a composite score for the outcome (Figure 12), where almost 30% of student score an average of 4.0 on both assignments.

Figure 12

AY11-12 Score Distribution-SLO 5

Criteria scores for the Legislation/Policy Paper (Figure 13) show that students achieve over 90% of the points available on all criteria. The strongest being the overview of the laws and the associated presentation. The area where they perform less well, but still achieving 90% is the conclusion, where connections are made between the analysis and practice.

Figure 13

AY11-12 Criteria Score Means-SLO 5 EDLD 723
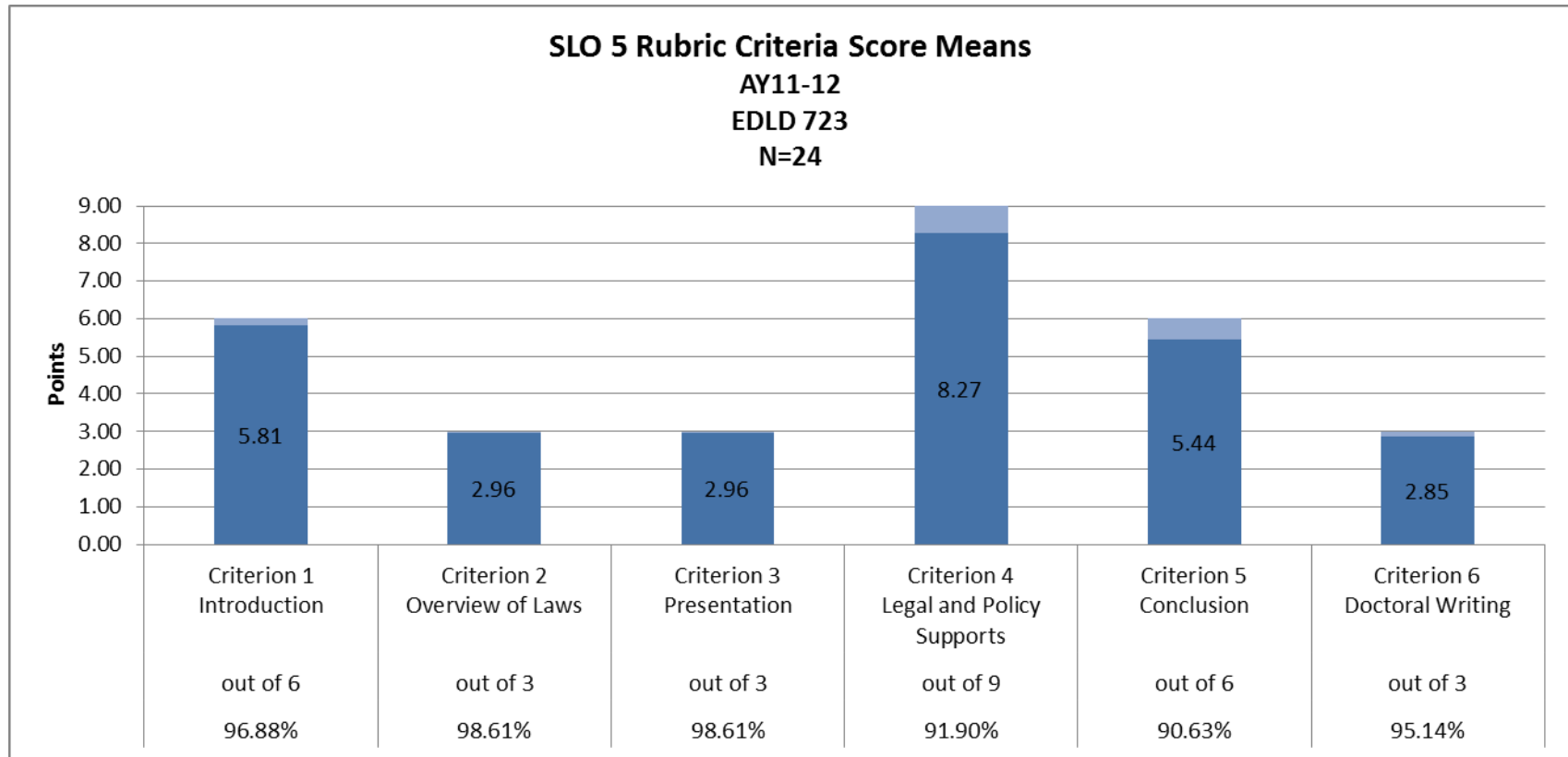
Performance on SLO 5 critera from the Moral and Ethical Considerations Paper in 726 show relative stability across the criteria, with nearly all hovering around means of 3.4. Students demonstrate foundational knowledge, but have slightly more difficulty with demonstrating comprehension of philosophical theory.

Figure 14

AY11-12 Criteria Score Means-SLO 5 EDLD 726
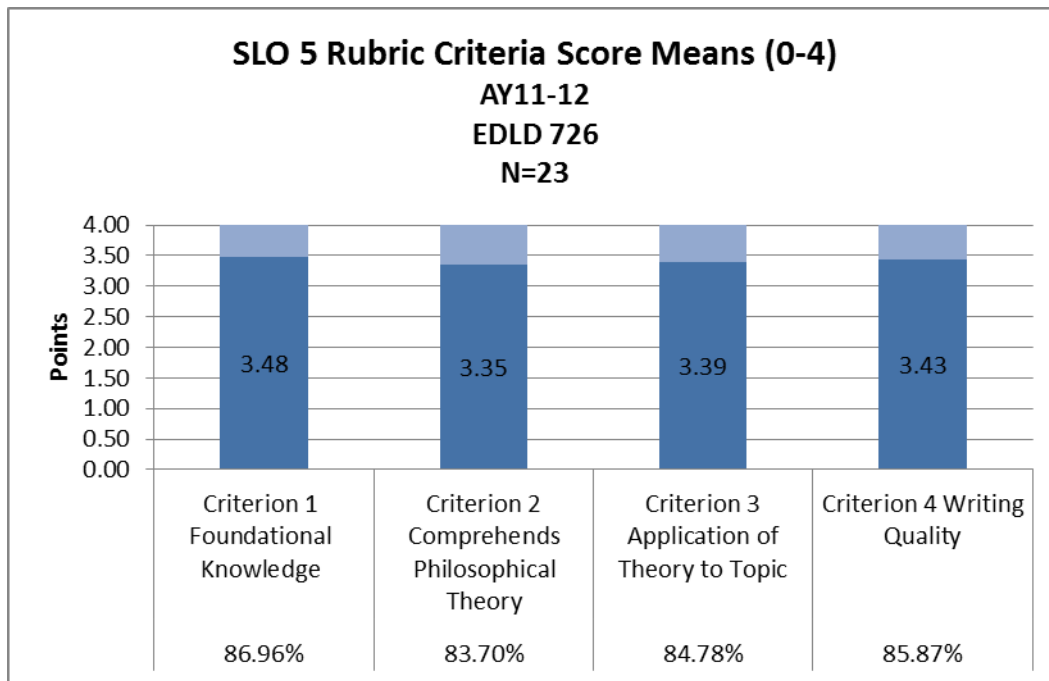
The Dissertation

The dissertation reflects achievement on all 5 student learning outcomes, as the cumulating project for the doctoral degree. Students perform very well on the dissertation with all but 2 students achieving average scores that round up to 4.0 (Figure 15). The criteria scores reflect variability in performance on different chapters of the dissertation (Figure 16). Again, students are performing well on all aspects of the dissertation with each criterion score averaging over 3.5. The literature review received the highest average on the dissertation (as compared to one of the lowest criterion on the QP). The discussion received the lowest average score of 3.53, but shows improvement over the previous year's graduates who scored a 3.39 average on this item.
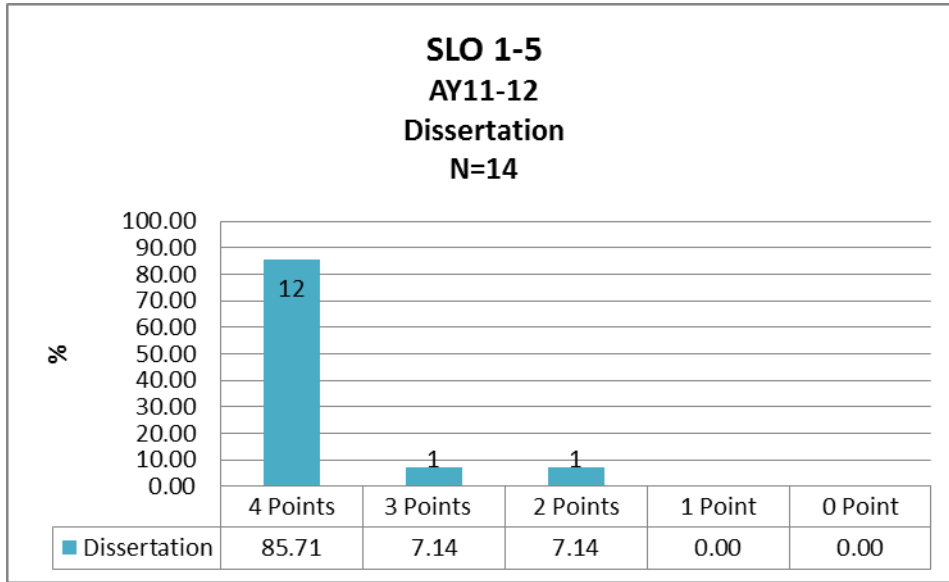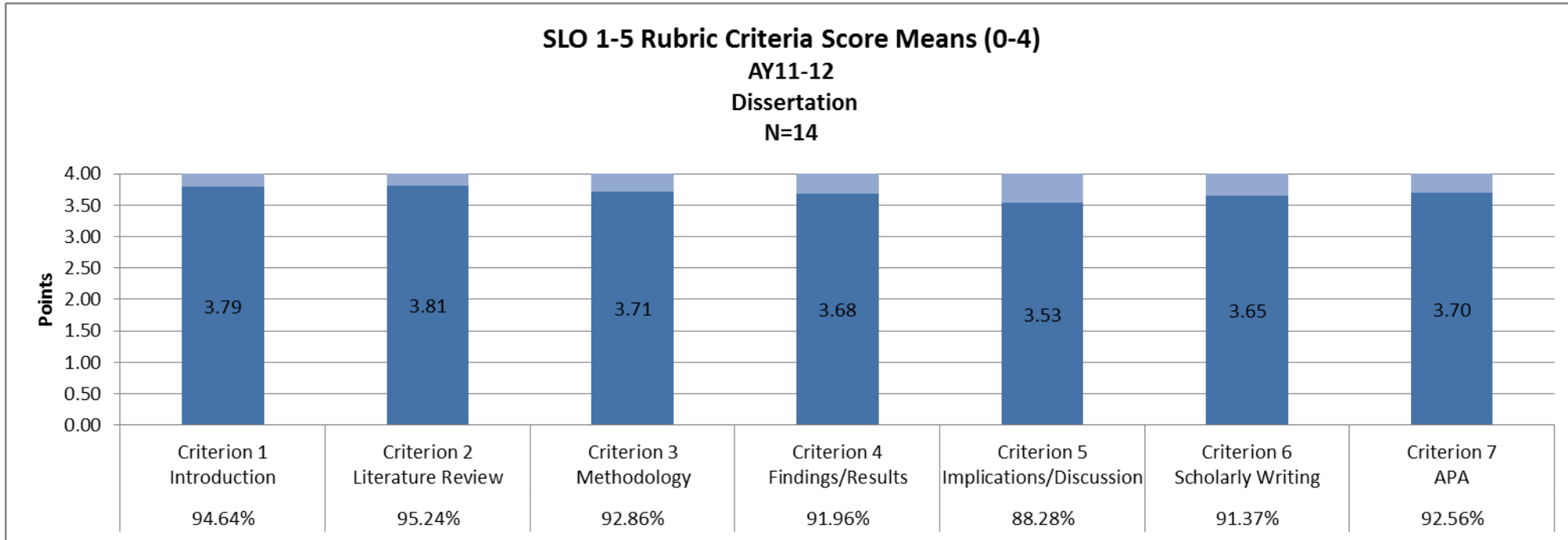
Figure 15

AY11-12 Score Distribution-SLOs 1-5

SLO 1-5
AY11-12
Dissertation
N=14

	4 Points	3 Points	2 Points	1 Point	0 Point
■ Dissertation	85.71	7.14	7.14	0.00	0.00

Figure 16

AY11-12 Criteria Score Means-SLOs 1-5

SLO 1-5 Rubric Criteria Score Means (0-4)
AY11-12
Dissertation
N=14

	Criterion 1 Introduction	Criterion 2 Literature Review	Criterion 3 Methodology	Criterion 4 Findings/Results	Criterion 5 Implications/Discussion	Criterion 6 Scholarly Writing	Criterion 7 APA
Mean	3.79	3.81	3.71	3.68	3.53	3.65	3.70
Percent	94.64%	95.24%	92.86%	91.96%	88.28%	91.37%	92.56%

2. 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.

In Spring 2012, the program conducted it's first employee survey, adapting the survey develop by CSU Fullerton. Emails with the electronic link to the on-line survey were sent to 66 employers of EDD students and graduates, 31 employers responded, giving a response rate of 46%. Findings indicate that students and graduates are the strongest in analysis and problem solving and collection, analysis and use of data (see Table 7).

Table 7

*Employer Evaluation of Student and Graduate Abilities**

Item	Always	Usually	Some-times	A few times or Not at All	Not at all	Rating Average
Ability to analyze problems and suggest solutions.	83.9% (26)	12.9% (4)	3.2% (1)	0% (0)	0% (0)	1.19
Skilled in collection and analysis of multiple forms of data	74.2% (23)	25.8% (8)	0% (0)	0% (0)	0% (0)	1.26
Is prepared to assume complex leadership roles.	61.3% (19)	32.3% (10)	3.2% (1)	3.2% (1)	0% (0)	1.48
Identifies ideas and concepts from their EDD studies in practice	45.2% (14)	38.7% (12)	9.7% (3)	0% (0)	6.5% (2)	1.84

*5-point likert scale; strongly agree (1)- strongly disagree (5).

Employers were also asked to identify reforms led by students and graduates. Table 8, displays the kinds of reforms enacted.

Table 8

Types of Reforms Conducted by Students and Graduates
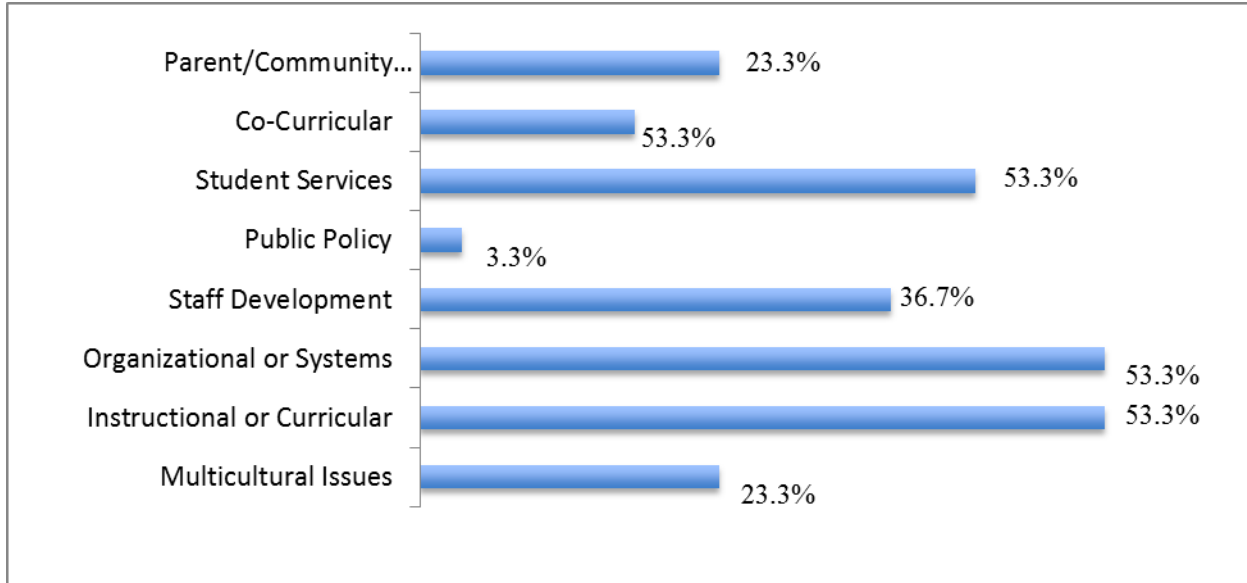
Annual Program Evaluation Survey

A program evaluation survey, specifically designed for each cohort is administered at the conclusion of summer session each year. This timing gives us an opportunity to discover issues the newly admitted cohort may be having with the program, so that changes can be made while students are in progress. In 2011-12, the program performed a factor analysis study to distill the findings of the lengthy survey. This condensed way of viewing the data allows for a comprehensive student evaluation of their own learning and development across cohorts and years in the program (see Table 9). The results indicate students see substantial growth and learning as a result of the program.

Table 9

Student Self-Reported Learning and Development*

Cohort Year	Leadership Development	Leadership Knowledge	Professional Dispositions	Persistence	Learning Outcomes
1-08	3.7	3.9	4.3	4.5	4.4
1-09	3.8	4.1	4.5	5	4.4
1-10	4.2	4.1	4.5	NA	4.3
2-08	4.1	4.2	4.6	4.6	4.3
2-09	4.3	4.5	4.6	4.6	4.5
2-10	4.2	4.3	4.6	4.9	4.2
2-11	4.4	4.4	4.8	NA	4.6
3-09	4.3	4.2	4.6	4.5	4.5
3-10	4.2	4.4	4.6	4.7	4.5
3-11	4.2	4.4	4.6	4.8	4.5
4-10	4.0	3.9	4.1	4.4	4.1
4-11	4.1	4.0	4.5	4.8	4.4
5-11	4.4	4.5	4.6	4.6	4.6

*5-point likert scale; strongly agree (5)- strongly disagree (1).

A substantial part of the program evaluation survey also asks students to evaluate all aspects of the program from alignment of the curriculum to student support. Major changes in the program, outlined earlier in this report, have largely come as a result of the findings of these surveys. As Table 10 shows, steady improvement in student's satisfaction with the program has grown over time.

Table 10

Student Satisfaction w/ Program Components*

Cohort & Year	1 08	1 09	1 10	2 08	2 09	2 10	2 11	3 09	3 10	3 11	4 10	4 11	5 11
Program Expectations	2.6	3.4	4	3.4	3.7	3.6	4.4	3.8	4.3	4	3.8	4.1	4.2
Program Support	3.9	4.2	4.4	4.3	4.2	4.1	4.4	4.4	4.3	4.2	4.2	4.4	4.4
Program Collabora-tion	3.9	4.1	4.2	4.3	4.1	3.9	4.2	4.4	4.4	4.3	3.9	4.2	4
Curriculum	3.3	3.5	3.8	4.2	4.2	4.1	4.3	4.3	4.2	3.9	4.0	4.2	4.4

*5-point likert scale; strongly agree (5)- strongly disagree (1).

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.

Table 11

PK – 12 Specialization Student Job Changes

Current Position	Previous Position
Asst. Principal, Polytechnic High School Long Beach Unified School District	Assistant Principal, Powell Academy Long Beach Unified School District
Program Design Consultant Los Angeles County Office of Education	Disabilities Specialist Los Angeles County Office of Education
District Literacy Specialist Huntington Beach USD	Resource Specialist Fountain Valley School District

Table 12

Community College/Higher Education Specialization Student Job Changes

Current Position	Previous Position
Director, Transfer Center Los Angeles Southwest College	Counselor, EOPS/CARE Los Angeles Southwest College
Senior IRB Administrator Children's Hospital Los Angeles	IRB Administrator Children's Hospital, Los Angeles
Full Time Lecturer, School of Social Work CSU Long Beach	Field Education Consultant, School of Social Work CSU Long Beach
Director, TRIO/STEM Support Services Program Los Angeles Southwest College	Senior Counselor, Student Academic Advising UC Irvine

Conference presentations and publications of students and alumni

Becker, L. (2011). Noncredit to credit transitioning matters for adult ESL learners in a California community college. *New Directions for Community Colleges, 155*, 15-26. DOI: 10.1002/cc.454.
Deegan, A. (2011). Stranger in a strange land: The challenges and benefits of online interviews in the social networking space. In J. Salmons (Ed.), *Cases in online interview research* (pp. 69-90). Thousand Oaks, CA: Sage Publications.
Ha Mai, T. (2011). Instructor's manual (e-book) to *two to tango: Understanding and applying theories of interpersonal communication (2nd Edition).* San Diego, CA: National Social Science Press.
Rodriguez, J. (in press). Somos Iguales…*Pero No Tanto*: Examining the Experience of Belonging among Undocumented Immigrant Latina/o Students. Special Issue: "Educational Opportunity for Immigrant Children: From Preschool to Higher Education."*Association of Mexican American Educators.*

Rodríguez, J. I., Ha Mai, T., & Atler, C. R. (in press). Third Party Interventions for Preventing Sexual Assault, Cultivating Empathy, and Comforting Survivors: Proactive Responses in the Context of Escalating, Intimate Partner Aggression. *National Social Science Journal*.

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. (Maps to CTC Biennial Report Q3, Campus Q3)

Our best performing SLOs are SLOs #1 and #5. These assess students' ability to advocate for all educational stakeholders using the knowledge and tools they are learning in the program, and their ability to apply ethical, legal and professional knowledge and behaviors to work in educational environments. We were pleased with these results as they reflect the philosophical foundations of the program. SLO #3 was our lowest performing SLO. The ability of students to select, interpret, and apply theory and research to educational problems is assessed through the qualifying examination paper. The findings for this SLO are uniformly lower than all others. This may reflect the blind review nature of the assessment where faculty tend to be more critical in their assessments than course assignments or may also reflect students' early development of the skills needed to conduct independent work leading to the dissertation. We do see two patterns that are of concern. Across many of our assessments, students' ability to demonstrate the application of their work in recommendations for practice is among the lower rates items (see Figures 7, 8, 9 and 14). The quality of writing was noted as a concern during the faculty discussion of finding, although in the analysis of the assessment data, quality of writing was only a lower rated item in Figures 4 and 13.

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

Our data is consistent from year to year. We are proud of the outstanding performance on SLOs # 1 & 5. We continue to be concerned about students' ability to contextualize course content and research findings in the field of practice and their writing ability demonstrated on the Qualifying Examination Paper. We have increased the level of practice-based assignments and instruction regarding using data to make recommendations for practice. Thus we have seen an increase in students' ability to apply and contextualize materials, but the increases are minimal and show that we need to continue to be vigilant regarding this important skill. We have also increased our writing support to a year-round endeavor. We are hopeful that assessment data from 2012-13 show improvement in students' writing skills.

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.

Table 13

Action Plan

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?	CTC Standard (If Applicable)
1	need to align signature assignments for EDLD 743 and 754 as those classes now address Program SLO#2	Jim Scott Bill Vega Heidi Gilligan	Summer 2013	
2	student performance in the qualifying exam continues to indicate that further instruction on writing literature reviews is needed	Jim Scott Don Haviland	Spring 2014	
3	Doctoral students need mental health assistance to address the stressful demands of the program	Anna Ortiz	Fall 2013	