College of Education and Affiliated Programs
Biennial Assessment Report – Fall 2014
Social and Cultural Analysis of Education

Note: this report presents and analyzes data from Summer 2012 through Spring 2014.

Background

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

   Program Overview, Student Learning Outcomes, and Goals. The Social and Cultural Analysis of Education (SCAE) program's mission is to: "provide students with an intellectually rigorous interdisciplinary experience that emphasizes critical approaches to educational analysis. The Social and Cultural Analysis of Education program aims to prepare graduates to envision and effect transformative practices in a broad range of educational contexts, both domestically and internationally." The program incorporates study of K-12 and higher education, adult education, and community-based education at local, national, and international levels.

   Through core courses, regular advising appointments, program orientations, retreats and other events, the program offers candidates the opportunity to engage in an active teaching and learning community in order to grow and develop academically, professionally, and personally. The program's core and capstone courses provide candidates with opportunities for reflection on academic, professional, and personal growth.

   The Social and Cultural Analysis of Education program supports the mission of the College of Education. The program is aligned to all seven aspects of the College conceptual framework (effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy). Table 1 displays the SCAE program's six Student Learning Outcomes (SLOs), and indicates their alignment with specific aspects of the College conceptual framework.

   SCAE's SLOs are developmental in nature. All six program SLOs are introduced in SCAE 550 (the core course all candidates take in the first semester of enrollment) and assessed in SCAE 551 (the second core course, offered during the second semester of candidates' enrollment) and SCAE 695 (the capstone course, offered during candidates' final year of enrollment). SLOs are assessed through signature assignments in SCAE 551 and 695. SLOs 1-4 are assessed in SCAE 551 through the Praxis in Critical Pedagogy Project and in SCAE 695 through the Theory into Practice Project. SLOs 5-6 are assessed in both SCAE 551 and SCAE 695 through the Assessment of Sophisticated Academic Writing rubric (SLO 5) and the Assessment of Engagement in Critical Dialogue rubric (SLO 6).

   Table 1 (below) displays the Student Learning Outcomes for the SCAE program. In addition to these SLOs, the SCAE program has five goals: 1) Graduates understand how social and cultural forces

impact, and are impacted by, educational policies, practices, and pedagogies; 2) Graduates have a critical understanding of the role of education in society--locally, nationally and globally; 3) Graduates have a critical understanding of historical and contemporary struggles for social and educational justice in the United States and around the world; 4) Graduates are committed to envisioning and effecting transformative practices in a variety of educational contexts; 5) Graduates value professional and intellectual growth and development as integral to exercising agency in their spheres of influence.

Table 1

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**	**Outcome 5**	**Outcome 6**
SLOs	Synthesize concepts and ideas in the area of social and cultural analysis of education.	Identify implications of social and cultural theories for educational practice in a variety of settings.	Formulate strategies for effecting social and educational justice.	Construct complex written arguments related to social and cultural issues in education.	Produce sophisticated academic writing related to the social and cultural analysis of education.	Engage in critical dialogue related to educational policies, practices, and pedagogies.
Signature Assignment(s)	Praxis in Critical Pedagogy Project (SCAE 551); Theory into practice Project (SCAE 695)	Praxis in Critical Pedagogy Project (SCAE 551); Theory into practice Project (SCAE 695)	Praxis in Critical Pedagogy Project (SCAE 551); Theory into practice Project (SCAE 695)	Praxis in Critical Pedagogy Project (SCAE 551); Theory into practice Project (SCAE 695)	Assessment of Sophisticated Academic Writing	Assessment of Engagement in Critical Dialogue
Conceptual Framework	Effective pedagogy, evidence-based practices	Collaboration, innovation	Advocacy, evidence-based practices, innovation	Scholarship, leadership	Scholarship, effective pedagogy	Leadership, advocacy, innovation
CSULB Learning Outcomes	Knowledge and respect for diversity	Engaged in global and local issues; Knowledge and respect for diversity	Engaged in global and local issues; Integrating liberal education; Collaborative problem solving	Well-prepared; Integrating liberal education	Well-prepared; Integrating liberal education; Collaborative problem solving	Well-prepared
NCATE Elements	N/A					

Candidate Information. As displayed in Table 2 below, 20 candidates matriculated into the SCAE program in Fall 2012 while 22 candidates matriculated in Fall 2013. In addition, 26 candidates advanced to the culminating activity in 2012-13 and 16 advanced in 2013-14 (see Table 3 below). Table 4 demonstrates that 22 candidates passed the comprehensive examination in Spring 2013 and 10 in Spring 2014, which put them on target to graduate. Table 5 indicates that 22 candidates successfully transitioned to the exit point of the program by 2012-13 and 14 by 2013-14. The varying statistics between the 2012-13 and 2013-14 data in Tables 3-5 reflect the fact that some SCAE candidates complete a two-year full-time program while others complete a three-year part-time program; the number of candidates pursuing full- or part-time study varies from year to year and candidates often switch enrollment status during the program based on their changing employment situations and personal circumstances.

Table 2

Program Specific Candidate Information, 2012-2014 – Transition Point 1 (Admission to Program)

	2012-2013			2013-2014		
	Applied	**Accepted**	**Matriculated**	**Applied**	**Accepted**	**Matriculated**
Total:	38	36	20	36	31	22

Table 3

Program Specific Candidate Information, 2012-2014 – Transition Point 2 (Advancement to Culminating Experience)

	2012-2013	2013-2014
Thesis (698)[1]	3	6
Comps[2]	23	10

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[1] This is data on all stude**n**ts who were enrolled in thesis work from Summer 2012 to Spring 2014. This figure may include students who actually "crossed into" this transition point prior to Fall 2012 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 from Summer 2012 to Spring 2014. The data include students who may not have taken or passed the examination(s).

Table 4

Comprehensive Exam Results, 2012-2014

	2012-2013	**2013-2014**
Passed	22	10
Failed	0	0
Total[3]	22	10

Table 5

Program Specific Candidate Information, 2012-2014 – Transition Point 3 (Exit)

	2012-2013	**2013-2014**
Degree	22	14

Table 6

Faculty Profile 2012[4]

Status	**2012-2013**	**2013-2014**
Full-time Faculty/Lecturer	2	2
Part-time Lecturer	1	1
Total:	3	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.**

   Both full-time faculty members participated in a data discussion meeting to review and discuss the findings presented in this document. Minutes of this meeting are attached at the conclusion of this document.

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[3] 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 from Summer 2012 to Spring 2014. Individuals who failed all or part of the exam and chose to retake it during AY 12-14 may be accounted for twice.

[4] 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.

Data

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

    The Social and Cultural Analysis of Education program draws upon data from a variety of sources for its ongoing program improvement processes, and for this biennial report in particular. Data informing this report include:

    - **Enrollment and Headcount Data:** Enrollment and headcount data are provided by the department office (faculty headcounts) and the Graduate Office/TPAC. These data are reflected in Tables 2-6 above. The data are shared with the Assessment Office on an annual basis and reviewed in alternating years for the biennial report.

    - **Signature Assignment Data:** Signature assignments are faculty-designed assessments, typically embedded in courses, that assess candidate learning on program-level outcomes. Assessment scoring is guided by rubrics to ensure consistency and fairness. These data are collected each time the relevant course is offered and are then forwarded to the Assessment Office for analysis. Analysis includes calculating the mean and standard deviation for overall and criteria scores. Signature assignments are outlined in Table 1 (above). Relevant data for these assignments are reported in the figures below, with additional signature assignment data reported in Appendix A.

    - **College of Education Student Success Survey:** Starting in spring 2013, the college administered a web-based student success survey to capture the experiences of candidates currently enrolled in the college. This survey is administered every 3 years. A selection of relevant data for the program are reported in Appendix B.

    - **Exit Survey for Advanced Programs:** Each spring, the Assessment Office administers a web-based survey to those who have completed their programs and/or filed for a credential the prior summer or fall, or anticipate doing so that spring. Findings from the SCAE program's review of Exit Survey data are discussed in section 3b (below). Additionally, a selection of relevant survey response data for the program are reported in Appendix B.

    - **Alumni Survey for Advanced Programs:** Starting in fall 2013, the college administered a web-based survey of alumni of advanced programs. This survey is administered every 3 years. Findings based on the program's review of Alumni Survey data are discussed in section 3b (below). Additionally, a selection of relevant data for the program are reported in Appendix B.

    - **Focus Groups:** The SCAE program held a specialized set of two focus groups in Spring 2014, focusing on the SCAE 550 core course. Each focus group included 7-12 candidates and was led by a faculty member from another program; the facilitators drafted a brief report on their findings. Selected findings from the focus groups are reported below in Question 3b.

    Additional information, including each program's assessment plan and signature assignments, can be found at: http://www.ced.csulb.edu/assessment.

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).**

The figures below display evidence of candidate performance for SLOs 1-6 during the period covered by this report. For more detailed data on specific SLOs and related criteria (as available) please go to **Appendix A**.

Figure 1

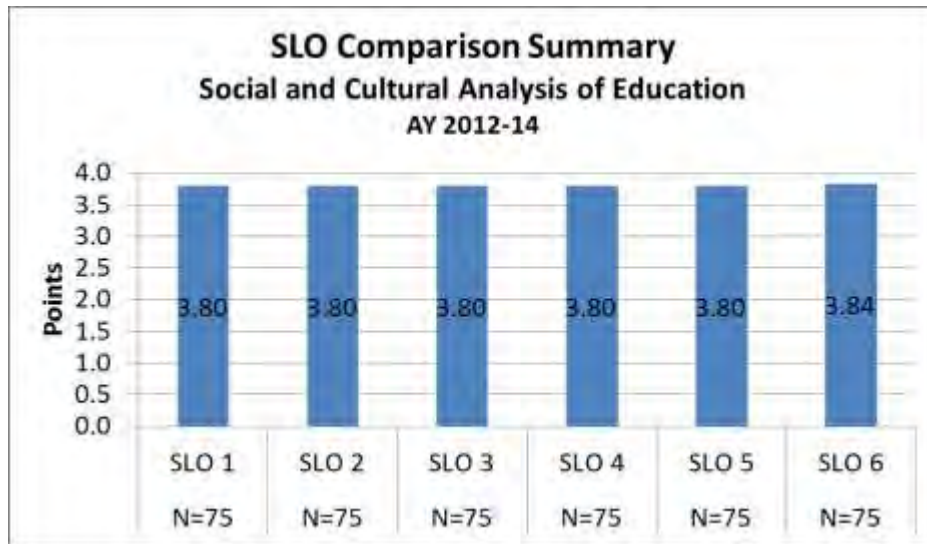*Figure 1 compares aggregate data by SLO for a two-year period based on points earned.*

Figure 2

Figure 2 compares aggregate data by SLO and course number (SCAE 551/SCAE 695) for a two-year period based on points earned.
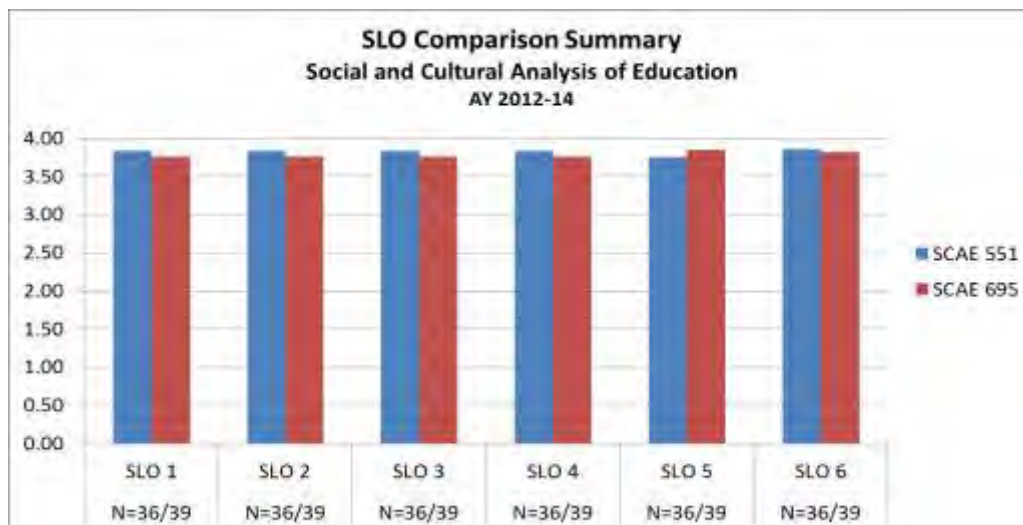
Figure 3

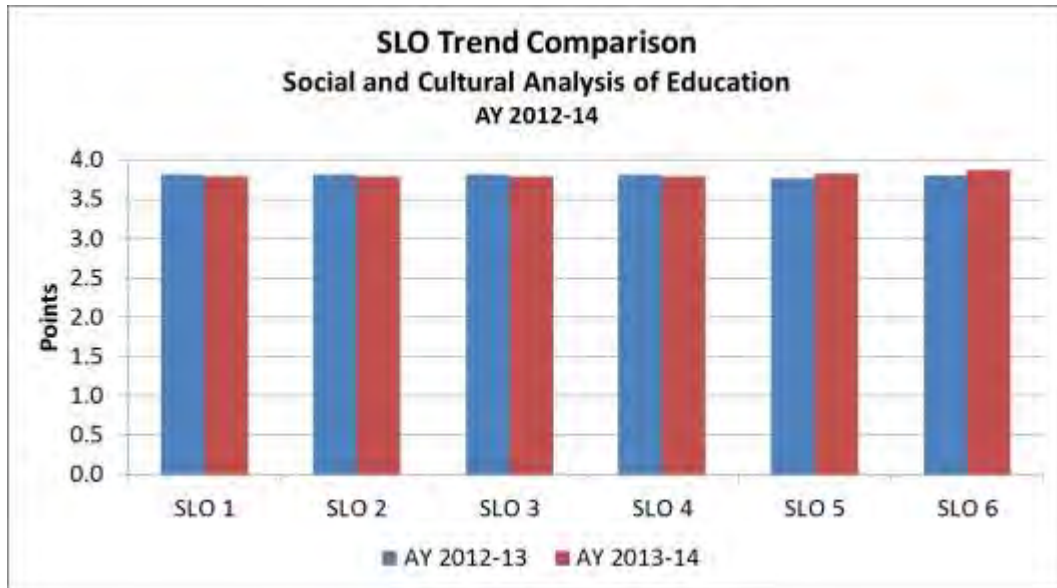*Figure 3 shows trends in SLO data across two years based on points earned.*

Figure 4

Figure 4 compares trends in SLO data across two years based on points earned in SCAE 551.
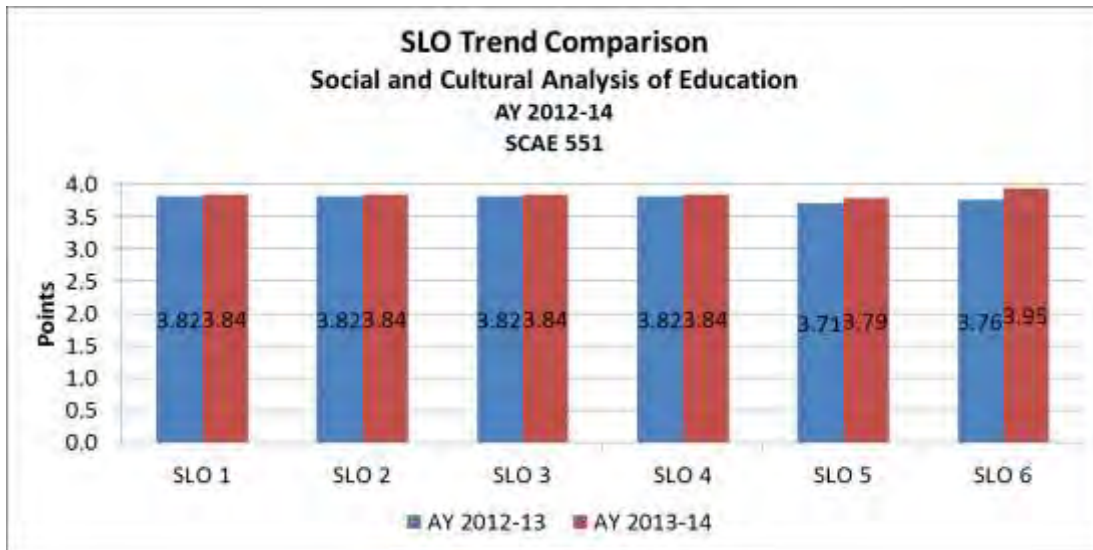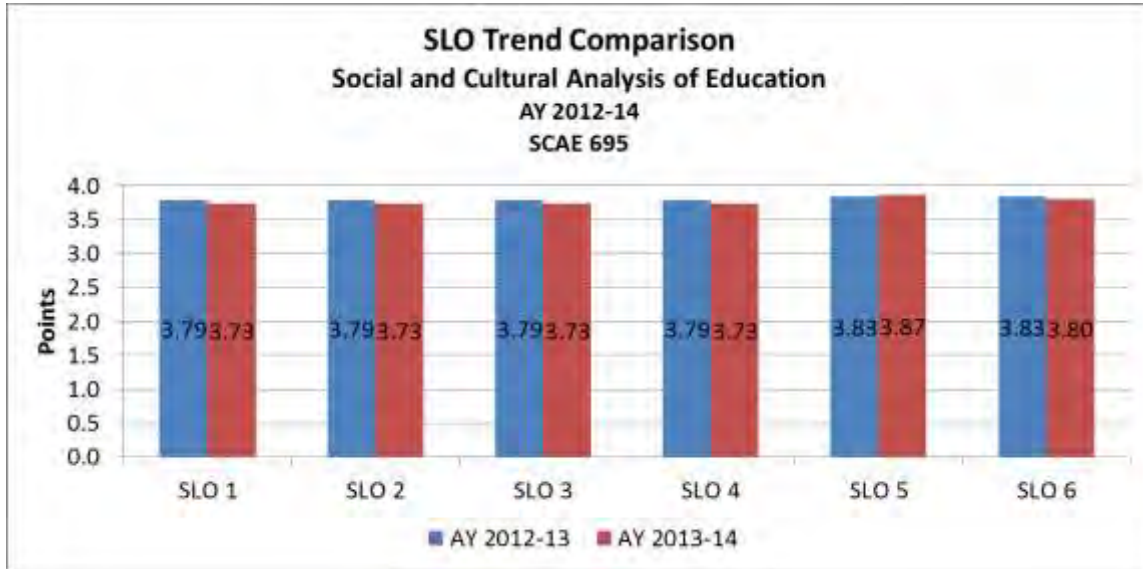
Figure 5

Figure 5 compares trends in SLO data across two years based on points earned in SCAE 695.

SLO Trend Comparison
Social and Cultural Analysis of Education
AY 2012-14
SCAE 695

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.**

The SCAE program has reviewed and interpreted data from the following survey(s) and items identified below. Relevant survey data can be found in **Appendix B.**

Survey	Items
2013 CED Student Success Survey	2, 10, 17, 18
2013, 2014 CED Exit Surveys	15, 18, 19, comments
2013 Alumni Survey	4, 8, 9, 20, comments

College of Education Student Success Survey (2013):
This survey had 8 respondents out of an estimated sample of 26. 100% of the respondents indicated that their program advisor has a strong knowledge of program requirements and is responsive to their questions, and 100% indicated that they would choose the SCAE program if they had to start all over again. 100% also indicated that the program emphasizes respect for students from all racial, ethnic, social and economic backgrounds. Open-ended comments revealed 1) that candidates experience a strong sense of community in the program (e.g., "The members of my cohort and program have proven invaluable as I progress through my program. I feel we have developed a sense of community and genuine support as we challenge and push each other academically. It's the first time in my academic career that I have felt a true sense of belonging in an educative space.") and 2) that candidates' minds are broadened through the program (e.g., "My program pushes me

academically, emotionally, mentally, spiritually and beyond. Essentially, my program is not preparing me for the world of education; it is preparing me for life.").

Exit Survey for Advanced Programs (2013 and 2014):
The 2013 Exit Survey had 12 respondents out of a potential sample of 27, while the 2014 Exit Survey had 7 respondents out of a potential sample of 15. Several questions in the surveys are generic to the College of Education. Salient results in this section of the surveys include: 100% noted in 2013 that they are able to locate online resources in the field (this question was not included in 2014), 100% in both years indicated that it is either "important" or "very important" to act as a change agent and engage in an ongoing process of inquiry to support and improve practice, and 91% in 2013 indicated that they "strongly agree" or "agree" that their coursework reflected sensitivity to all aspects of diversity while 100% indicated that they "strongly agree" or "agree" in 2014. The Exit Survey also contains three program-specific questions. The first asks graduates whether they agree that the SCAE program has helped them to develop their knowledge/understanding of: 1) social and cultural theories related to education, 2) the complex relationship between education and society, 3) educational inequalities and injustices at the local, national and global levels and 4) critical pedagogies aimed at alleviating these inequities. In 2013, an average of 72% indicated "strongly agree" to these items, while by 2014 the "strongly agree" category was 100% across all items. Similarly, for the second program-specific question that pertains to how well the program has helped students attain each SLO, 63% indicated "strongly agree" in 2013 while 100% indicated "strongly agree" in 2014. Additionally, nearly 100% of the respondents in both 2013 and 2014 indicated that they "strongly agree" or "agree" that the SCAE program was intellectually rigorous and that it helps students grow academically, professionally and personally. Open-ended questions regarding the program indicated that candidates 1) appreciated the dialogue (e.g., "One of the most valuable aspects of the program has been critical dialogue with my cohort"), 2) developed a sharper ability to "name" injustices and to be comfortable in confronting them in their spheres of influence and 3) valued the challenging environment that encourages growth and development. Open-ended comments also pointed to areas for improvement, including 1) adding an additional faculty member for greater diversity and student support, 2) more professional development for independent research (highlighted in 2013 but not 2014) and 3) highlighting gender and sexuality issues more in SCAE coursework.

Alumni Survey for Advanced Programs (2013):
The data collected from 33 respondents reflect that over 90% are employed in a field related to their degree. 75% of the respondents responded "completely" or "a great deal" when asked to what extent their program prepared them for their careers, and 98% found the time and money invested in the program to be worth it. 100% of the respondents indicated that they "strongly agree" or "agree" that they consider themselves to be reflective practitioners and that they are committed to exercising agency to promote change in their professional, academic and personal spheres of influence. Alumni had strong professional accomplishments as well, with 48% receiving a promotion and 64% attending a professional conference within the past 3 years. Open-ended comments in the survey indicated the following: 1) positive experiences (e.g., "I am extremely grateful for my time spent in the SCAE program at CSULB"), 2) strong connections to professional development (e.g., "The Social and Cultural Analysis program at CSULB helped shape me into a more effective educator by understanding the social and historical context of education to foster a more inclusive and rigorous learning environment for my students."), 3) some concern about the need for greater research exposure (e.g., "The only thing that was missing was a focus on conducting our own research as graduate students [including presenting at conferences]"), 4) strong faculty and faculty-

student connections and mentorship (e.g., "I am grateful for the extraordinary faculty in the SCAE program."), 5) broadening of the mind (e.g., "I now have a much more critical lens at the cross-sections that affect my world. I am able to deeply analyze situations and think creatively about the solutions to problems that I see."), 6) having more faculty would be beneficial (e.g., "I would add another professor to the program…I feel another professor will add a dynamic to the program that will only enhance the experience of others.") and 7) impactful experiences (e.g., "It has been a life-changing event…SCAE gave me the words (tools) to express what I was feeling as a student of color and to describe injustice that I was feeling."

Focus Groups on SCAE 550 Course (2014):
A number of key findings arose that carried across both focus groups. Several of these findings were with regard to positive aspects of the SCAE 550 course. Overall, candidates found that having a core course such as SCAE 550 at the beginning of the program was beneficial because it helped them adjust to graduate life and to the cohort. Additionally, the findings demonstrated that dialogue is an integral, positive component of the course (e.g., "The dialogue is the best part of the course"). Candidates also enjoyed the opportunities for professional development that are built into the course, including academic writing support. The structure and content of the writing assignments was also highlighted as a positive aspect of the course because they allow candidates to develop key skills for graduate papers. Candidates also highlighted their appreciation for the program and its faculty. Focus group participants had several suggestions for improving the SCAE 550 course. First, candidates indicated that they need more practice and scaffolding in dialogue, particularly at the beginning, especially because they come from undergraduate programs that were faculty-centered (e.g., one candidate indicated that they need a "more gradual transition"). Second, candidates also expressed that they wished that there were clearer connections between SCAE 550 and 551. Third, candidates also wished to meet fewer times in joint sessions combining SCAE 550 and 695 candidates so that they could focus on the material in 550 and discussions with their cohort members. Fourth, candidates noted that they would like to see greater attention to different forms of oppression, particularly related to Lesbian, Gay, Bisexual, Transgender, Queer and Intersex (LGBTQI) individuals. Finally, candidates indicated that they would like to see more of a focus on global/international issues given that the core course is for students who pursue both Urban Contexts and International Contexts emphases within the 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**

Analysis and Actions

5. **Please use the table below to report the major interpretations based on your review of the data for this reporting cycle. Consider signature assignment data on candidate performance *as well as* any survey and other data. Be sure to make note of how these new findings compare to *past* findings on the data and discuss *why* you believe the results have changed. (Note: While it is possible that you have both strengths and weaknesses for a single topic, it is also possible you might identify *only* strengths or *only* weakness for a topic.)**

Table 7

Interpretations and Discussion of Program Strengths and/or Areas of Needed Improvement

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings *and why*
1	Professional Development	Student Success Surveys, Exit Surveys, Alumni Surveys, Focus Groups	Strong opportunities offered throughout the program		No major changes from prior data
2	Research Support	Student Success Surveys, Exit Surveys, Alumni Surveys	Increasing opportunities for research support within the program, including in-class assignments, external advising and group meetings (e.g., thesis groups)	A subset of SCAE students request more support for research, particularly thesis students	Findings from more recent surveys (e.g., the 2013 student success survey) show that research has become an increasingly positive factor in the program, compared to the alumni survey where respondents indicated a greater desire for a focus on research, which indicates that gains have been made recently in this area.

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings and why
3	Faculty support	Student Success Surveys, Exit Surveys, Alumni Surveys	Faculty provide individualized support and consistently offer support outside of classes for all levels of development—academic, professional and personal	Candidates wish that there were more than two full-time faculty to provide greater support and variety	No major changes from prior data
4	Broadening of the mind	Student Success Surveys, Exit Surveys, Alumni Surveys	The SCAE program allows students to grow and develop academically, professionally and personally		No major changes from prior data
5	Dialogue	Student Success Surveys, Exit Surveys, Alumni Surveys, Focus Groups	Candidates continually emphasize engagement in dialogue as a critical and positive component of their SCAE experiences	Candidates would like more direction for and practice with dialogue, particularly at the beginning of the program	No major changes from prior data
6	Reflection	Student Success Surveys, Exit Surveys, Alumni Surveys	Candidates regularly comment on how the SCAE program allows for reflection, both regarding professional practice and regarding their personal realms		No major changes from prior data

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings *and why*
7	SLO 1-4 score comparisons between SCAE 551/695 students	SLO data	Students regularly perform well on all four SLOS, and scores generally improve from 551 to 695	The data in the tables above reflect 695 students scored slightly lower than 551 students for most SLOs (although the same students are not tracked in these tables)	This finding represents a change from past years in which the data consistently show progress from 551 to 695 (as would be expected with developmental SLOs). The program faculty believe this may be due to a group in 551 who were stronger overall than their prior counterparts.
8	SCAE 550	Focus groups	Candidates find this core course helpful in their graduate school experiences, particularly the writing assignments and professional development. They also see dialogue as a critical and positive aspect of the course.	Candidates sought more emphasis on LGBTQI issues and well as international content. They also wanted to have fewer joint meetings with students in the 695 capstone course, and some expressed concern about the connection between SCAE 550 and the second core course, SCAE 551. Candidates also sought more scaffolding on using dialogue.	n/a

6. **Please outline the steps the program will take (e.g., revise curriculum, programs, practices, assessment processes) to address areas in need of improvement outlined in Question 5.**

Table 8
Action Items

Topic #	Action to Address Areas for Improvement	By Whom?	By When?	Update on Actions (If Applicable)
2	Faculty will revise the SCAE program thesis guidelines and will develop more structured timelines and procedures for completing theses. Faculty will hold a thesis orientation for candidates who have had a thesis application accepted for the next academic year.	Full-time faculty	Spring 2015	
3	At this time, it is not possible to address this issue with full-time faculty. However, SCAE has hired a part-time faculty member to consistently teach several courses over the past 3 semesters, which has added an important third faculty presence.	n/a	n/a	
5	Faculty will spend more time in courses, especially core courses, focusing on dialogue and how it may be improved. Additionally, a greater emphasis will be placed on dialogue at the retreat for new students that takes place prior to the start of the academic year.	Full-time faculty in conjunction with candidates	Fall 2015	
7	This finding occurred for the first time in the data displayed above. At this time, no direct action will be taken, but faculty will continue to monitor SLO performance data to ensure that this does not become a trend. Faculty will take action if this finding is indeed a trend.	Full-time faculty	Next biennial reporting cycle	
8	Actions have already been taken to address issues raised in the Fall 2014 syllabus for SCAE 550, including adding more LGBTQI content, reducing the number of joint sessions with SCAE 695, as well as making it clear how SCAE 550 and 551 fit together. Faculty will review the SCAE 550-551 sequence further for alignment and to address concerns about the lack of international content within the series. Additionally, faculty will also continue to add content regarding additional forms of diversity (e.g., LGBTQI individuals) into courses in Urban and International Contexts beyond the core courses.	Full-time faculty	Fall 2015	

7. **Will you be making any changes to signature assignments or rubrics as a result of your review of data for this report?**

    ☐ Yes (see below)

    ☑ No (no further action is required)

Table 10

[Insert Table Name Here]

Course #	Signature Assignment Name	Nature of Changes (BRIEF)	Reasons for Changes (BRIEF)

Please remember to submit revised rubrics to the Assessment Office when they are completed to ensure we can help you collect the correct data.

Data Discussion
Social and Cultural Analysis of Education Master's Program
Meeting Minutes
September 15, 2014
Faculty Present: Lindsay Pérez Huber and Laura Portnoi

Full-time SCAE faculty met to discuss the following data: 1) SLO data for 2012-14, 2) the 2013 Alumni Survey, 3) the 2013 Student Success Survey, 4) the 2013 Exit Survey, 5) the 2014 Exit Survey and 6) the 2014 SCAE 550 focus group reports. Faculty reviewed each set of data for evidence of strengths and weaknesses. We then considered what actions we might need to take based on this data.

Data Points

SLO Data, 2012-14

The SLO data for our six developmental student learning outcomes indicates that all students continue to perform well on the program SLOs. This set of data shows that students in SCAE 551 performed higher on most SLOs than SCAE 695 students, which is atypical. With developmental outcomes that are introduced early in the program, assessed in SCAE 551 and then again one to two years later (depending on whether students are full- or part-time), the expected trend is an increase in scores from SCAE 551 to SCAE 695. This trend has been the norm for several years. This current set of SLO data may be an anomaly, particularly because the same students are not being tracked across 551 and 695. This data is concerning, but only if this atypical result continues. We should continue monitoring the SLO data to ensure that the typical trend returns in the future. If it does not, we will need to take action.

2013 Alumni Survey

The data collected from 33 respondents reflect that over 90% are employed in a field related to their degree. 75% of the respondents responded "completely" or "a great deal" when asked to what extent their program prepared them for their careers, and 98% found the time and money invested in the program to be worth it. 100% of the respondents indicated that they "strongly agree" or "agree" that they consider themselves to be reflective practitioners and that they are committed to exercising agency to promote change in their professional, academic and personal spheres of influence. Alumni had strong professional accomplishments as well, with 48% receiving a promotion and 64% attending a professional conference within the past 3 years. Open-ended comments in the survey indicated the following: 1) a positive experience (e.g., "I am extremely grateful for my time spent in the SCAE program at CSULB"), 2) strong connections to professional development (e.g., "The Social and Cultural Analysis program at CSULB helped shape me into a more effective educator by understanding the social and historical context of education to foster a more inclusive and rigorous learning environment for my students."), 3) some concern about the need for greater research exposure (e.g., "The only thing that was missing was a focus on conducting our own research as graduate students [including presenting at conferences]"), 4) strong faculty and faculty-student connections and mentorship (e.g., "I am grateful for the extraordinary faculty in the SCAE program."), 5) broadening of the mind (e.g., "I now have a much more critical lens at the cross-sections that affect my world. I am able to deeply analyze situations and think creatively about the solutions to problems that I see."), 6) having more faculty would be beneficial (e.g., "I would add another professor to the program…I feel another professor will add a dynamic to the program that will only enhance the experience of others.") and 7) impactful experiences (e.g., "It has been a life-changing

event…SCAE gave me the words (tools) to express what I was feeling as a student of color and to describe injustice that I was feeling."

2013 Student Success Survey

Because this survey had only 9 respondents out of an estimated sample of 26, we reviewed the survey data with caution. 100% of the respondents indicated that their program advisor has a strong knowledge of program requirements and is responsive to their questions, and 100% indicated that they would choose the SCAE program if they had to start all over again. 100% also indicated that the program emphasizes respect for students from all racial, ethnic, social and economic backgrounds. Open-ended comments revealed 1) that students experience a strong sense of community in the program (e.g., "The members of my cohort and program have proven invaluable as I progress through my program. I feel we have developed a sense of community and genuine support as we challenge and push each other academically. It's the first time in my academic career that I have felt a true sense of belonging in an educative space.") and 2) that students' minds are broadened through the program (e.g., "My program pushes me academically, emotionally, mentally, spiritually and beyond. Essentially, my program is not preparing me for the world of education; it is preparing me for life.").

2013 and 2014 Exit Surveys

The 2013 Exit Survey had 12 respondents out of a potential sample of 27, while the 2014 Exit Survey had 7 respondents out of a potential sample of 15. Several questions in the surveys are generic to the College of Education. Salient results in this section of the surveys include: 100% noted in 2013 that they are able to locate online resources in the field (this question was not included in 2014), 100% in both years indicated that it is either "important" or "very important" to act as a change agent and engage in an ongoing process of inquiry to support and improve practice, and 91% in 2013 indicated that they "strongly agree" or "agree" that their coursework reflected sensitivity to all aspects of diversity while 100% indicated that they "strongly agree" or "agree" in 2014. The Exit Survey also contains three program-specific questions. The first asks graduates whether they agree that the SCAE program has helped them to develop their knowledge/understanding of: 1) social and cultural theories related to education, 2) the complex relationship between education and society, 3) educational inequalities and injustices at the local, national and global levels and 4) critical pedagogies aimed at alleviating these inequities. In 2013, an average of 72% indicated "strongly agree" to these items, while by 2014 the "strongly agree" category was 100% across all items. Similarly, for the second program-specific question that pertains to how well the program has helped students attain each SLO, 63% indicated "strongly agree" in 2013 while 100% indicated "strongly agree" in 2014. Additionally, nearly 100% of the respondents in both 2013 and 2014 indicated that they "strongly agree" or "agree" that the SCAE program was intellectually rigorous and that it helps students grow academically, professionally and personally. Open-ended questions regarding the program indicated that students appreciated the dialogue (e.g., "One of the most valuable aspects of the program has been critical dialogue with my cohort"), developed a sharper ability to "name" injustices and to be comfortable in confronting them in their spheres of influence and the challenging environment that encourages growth and development. Open-ended comments also pointed to areas for improvement, including adding an additional faculty member for greater diversity and student support, more professional development for independent research (highlighted in 2013 but not 2014) and highlighting gender and sexuality issues more.

2014 Focus Groups

The reports that two faculty facilitators provided for the two focus groups revealed a number of key findings that carried across both focus groups. Several of these findings were with regard to positive aspects of the course. Overall, students found that having a core course such as SCAE 550 at the beginning of the program was beneficial because it helped them adjust to graduate life and to the cohort. Additionally, the findings demonstrated that dialogue is an integral, positive component of the course (e.g., "The dialogue is the best part of the course"). Students also enjoyed the opportunities for professional development that are built into the course, including academic writing support. The structure and content of the writing assignments was also highlighted as a positive aspect of the course because they allow students to develop key skills for graduate papers. Students also highlighted their appreciation for the program and its faculty. Focus group participants also had several suggestions for improving the SCAE 550 course. First, students indicated that they need more practice and scaffolding in dialogue, particularly at the beginning, especially because they come from undergraduate programs that were faculty-centered (e.g., one student indicated that they need a "more gradual transition). Second, students also indicated that they wished that there were clearer connections between SCAE 550 and 551. Third, students also wished to meet fewer times in joint sessions combining SCAE 550 and 695 students so that they could focus on the material in 550 and discussions with their cohort members. Fourth, students noted that they would like to see greater attention to different forms of oppression, particularly related to Lesbian, Gay, Bisexual, Transgender, Queer and Intersex (LGBTQI) individuals. Finally, students indicated that they would like to see more of a focus on global/international issues given that the core course is for students who purpose both Urban Contexts and International Contexts in the program.

Potential Areas to Strengthen for Future

1. Although the emphasis the program places on student research seems to have improved, based on students' perceptions, greater resources could be provided for students who wish to pursue independent research, especially thesis students. We may need to revise the SCAE Thesis Guidelines again and provide for even greater structure than we have in the past.
2. Given the importance of dialogue for the SCAE program, we need to better scaffold the dialogical learning process for our students, especially as they begin the program and are getting used to this form of pedagogy, which often contradicts the teaching styles they have encountered in the past.
3. We should continue to review the SCAE 550/551 courses to ensure better alignment and sequencing of material and assignments.
4. The SLO data that show the 551 students outperforming the 695 students on most SLOs should be reviewed closely in the future to ensure that this data point is an anomaly rather than a trend. If it is a trend, it should be addressed more fully in the future.

APPENDIX A:

Candidate Performance Data

Social and Cultural Analysis of Education
Signature Assignment Data Report
AY 2012-14

Figure Description:

- **SLO Comparison Summary Graph:** compares aggregate data by SLO for a two-year period based on points earned.

- **SLO Trend Comparison Graph:** displays trends in SLO data across two years based on points earned.

- **SLO Score Distribution Graph:** displays score distribution trends for SLOs across two years based on the percentage of students who earned a particular score

Student Learning Outcomes

Outcome 1: Synthesize concepts and ideas in the area of social and cultural analysis of education.

Outcome 2: Identify implications of social and cultural theories for educational practice in a variety of settings.

Outcome 3: Formulate strategies for effecting social and educational justice.

Outcome 4: Construct complex written arguments related to social and cultural issues in education.

Outcome 5: Produce sophisticated academic writing related to the social and cultural analysis of education.

Outcome 6: Engage in critical dialogue related to educational policies, practices, and pedagogies.

Figure 1

SLO Comparison Summary
Social and Cultural Analysis of Education
AY 2012-14

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
Points	3.80	3.80	3.80	3.80	3.80	3.84
	N=75	N=75	N=75	N=75	N=75	N=75

Figure 2

SLO Trend Comparison
Social and Cultural Analysis of Education
AY 2012-14

■ AY 2012-13   ■ AY 2013-14

Figure 3

Figure 4

Figure 5

SLO Trend Comparison
Social and Cultural Analysis of Education
AY 2012-14
SCAE 695

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
AY 2012-13	3.79	3.79	3.79	3.79	3.83	3.83
AY 2013-14	3.73	3.73	3.73	3.73	3.87	3.80

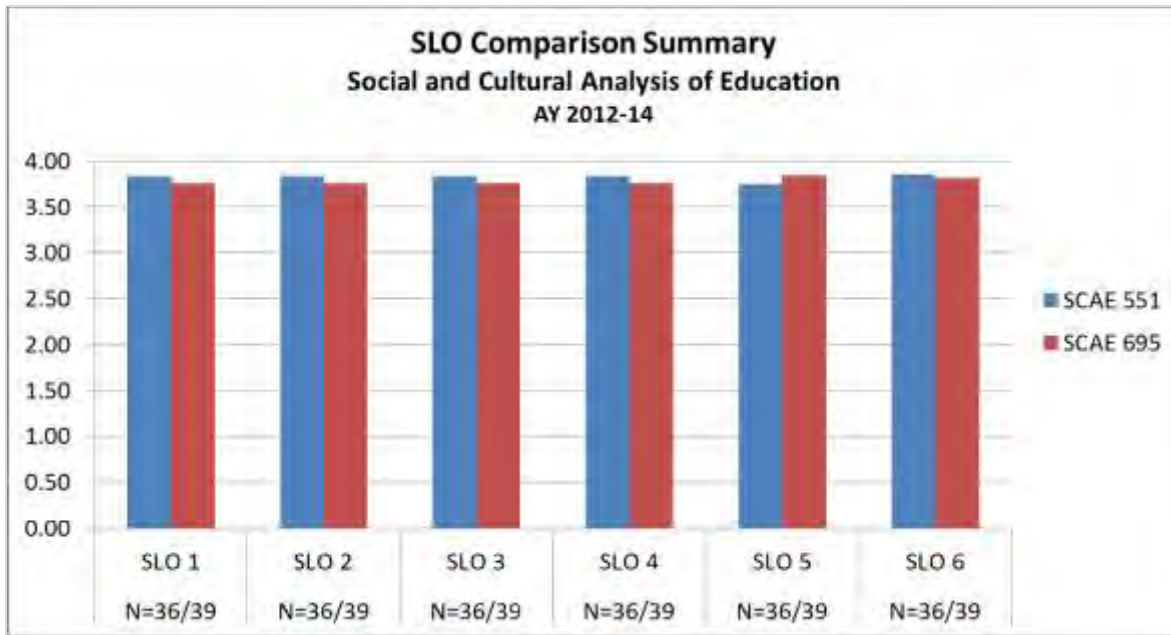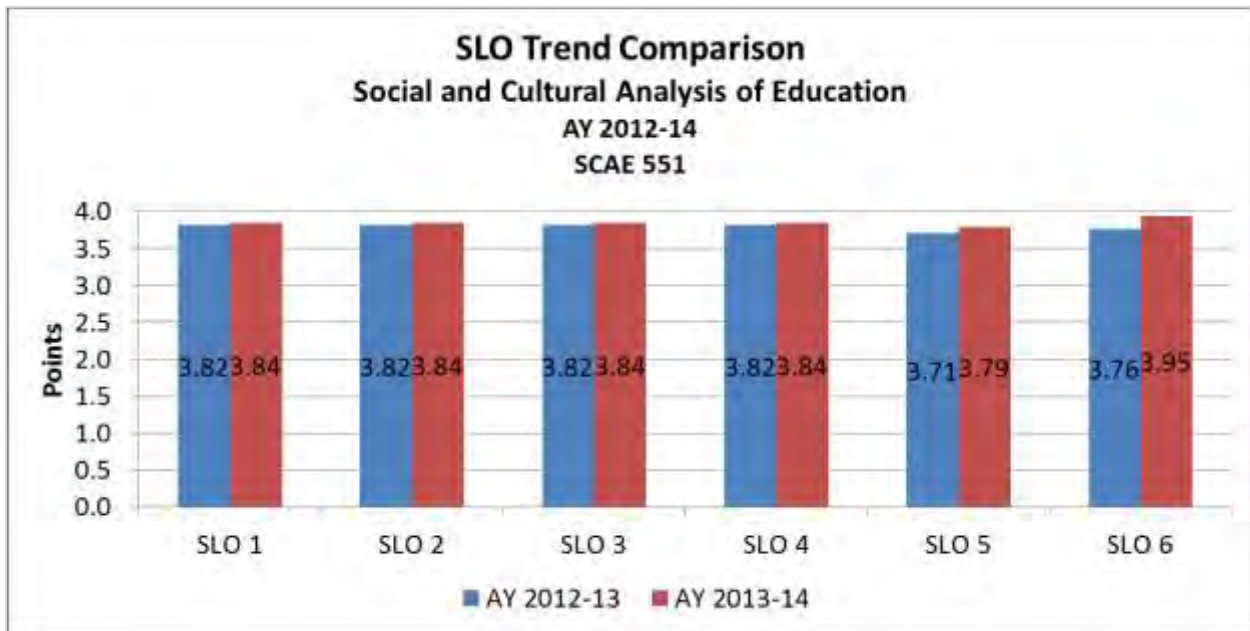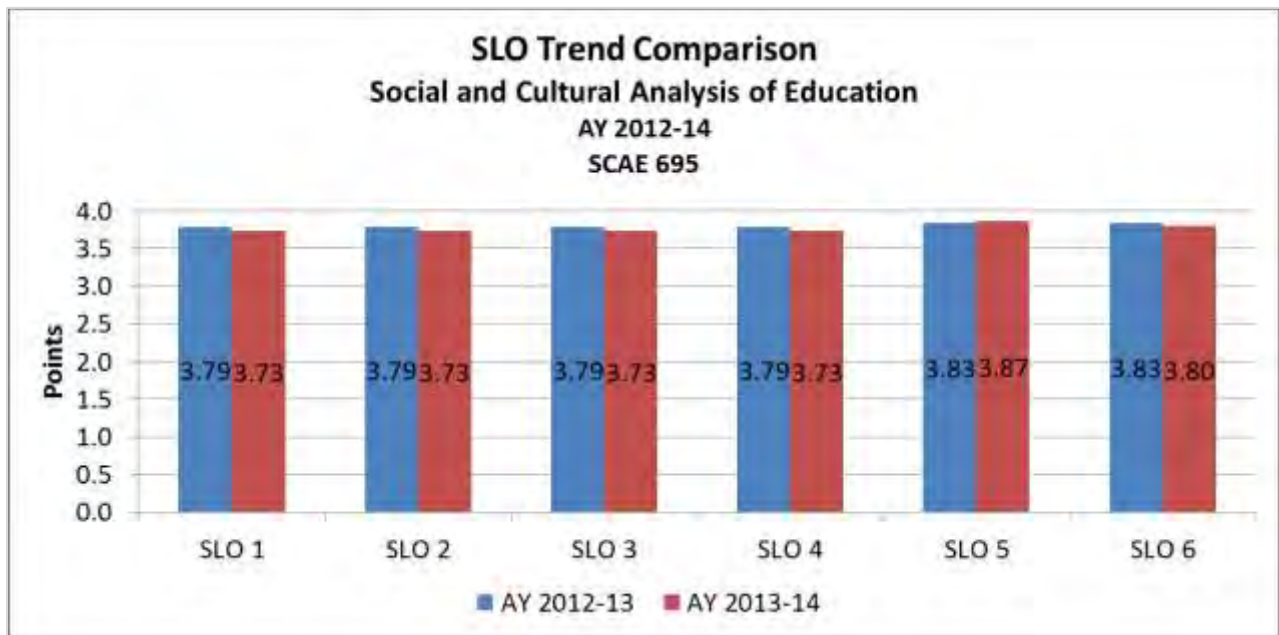**Outcome 1:** Synthesize concepts and ideas in the area of social and cultural analysis of education.

Outcome 2: Identify implications of social and cultural theories for educational practice in a variety of settings.

Outcome 3: Formulate strategies for effecting social and educational justice.

Outcome 4: Construct complex written arguments related to social and cultural issues in education.

NOTE: Criterion scores were not reported for SLOs 1-4 during AY 2012-14

Figure 6

SLO 1-4 Score Distribution
Social and Cultural Analysis of Education
SCAE 695/551
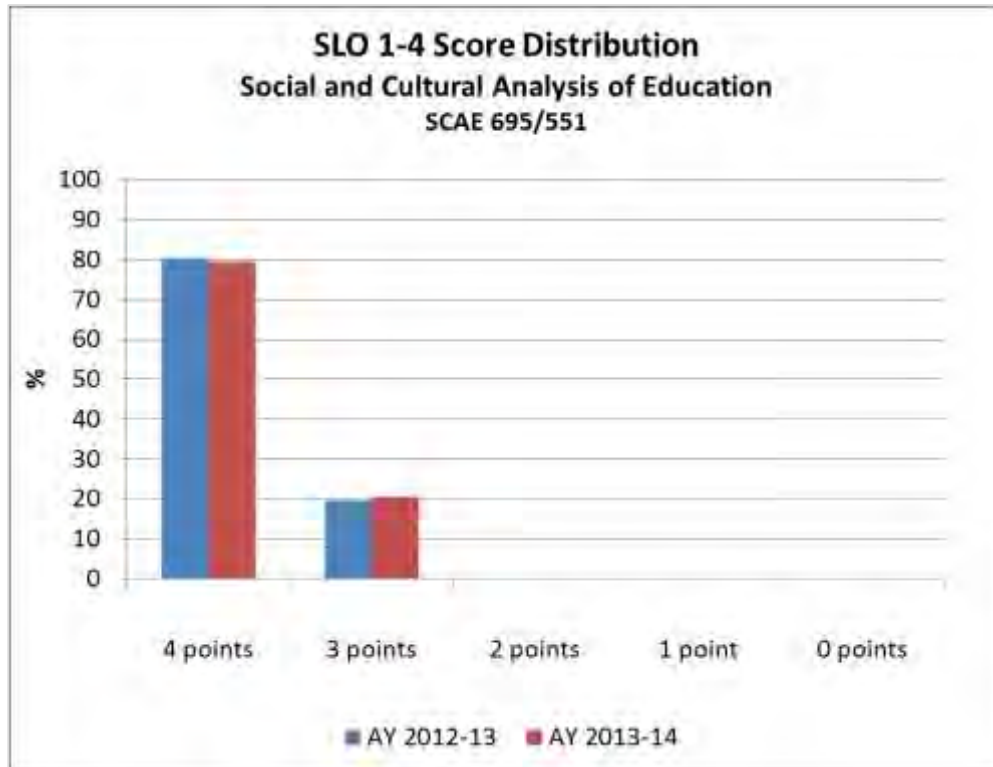
AY	N	Mean	SD
AY 2012-13	41	3.81	0.39
AY 2013-14	34	3.79	0.40

Outcome 5: Produce sophisticated academic writing related to the social and cultural analysis of education.

- *NOTE: Criterion scores were not reported for SLO 5 during AY 2012-14*

Figure 7

SLO 5 Score Distribution
Social and Cultural Analysis of Education
SCAE 695/551
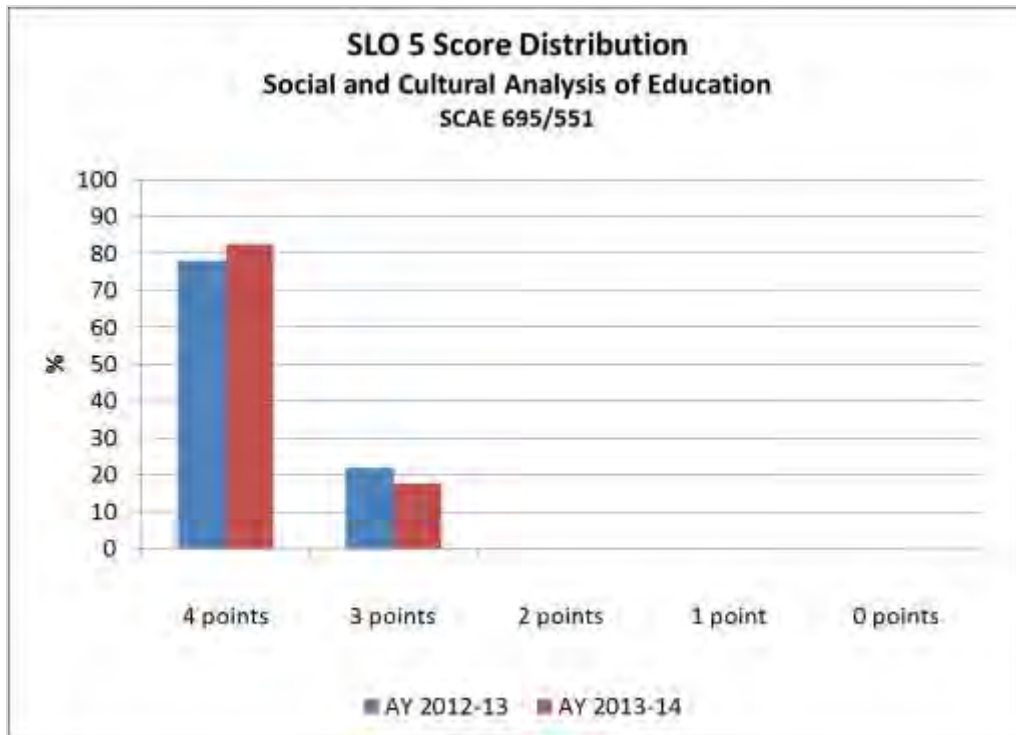
AY	N	Mean	SD
AY 2012-13	41	3.77	0.41
AY 2013-14	34	3.83	0.37

Outcome 6: Engage in critical dialogue related to educational policies, practices, and pedagogies.

- *NOTE: Criterion scores were not reported for SLO 6 during AY 2012-14*

Figure 8

SLO 6 Score Distribution
Social and Cultural Analysis of Education
SCAE 695/551

AY	N	Mean	SD
AY 2012-13	41	3.80	0.40
AY 2013-14	34	3.87	0.31

APPENDIX B:
Program Effectiveness Data

Social Cultural Analysis of Education
CED Student Success Survey
2013

2. Please rate your level of agreement with the following statements about the academic environment.

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N	Mean
2	My program emphasizes respect for students from all racial, ethnic, social and economic backgrounds.	8	0	0	0	8	1.00
3	My program advisor has strong knowledge of program requirements.	8	0	0	0	8	1.00
4	My program advisor is responsive to my questions.	8	0	0	0	8	1.00

10. Comments on the academic environment and support:

Text Response
The members of my cohort and program (SCAE) have proven invaluable as I progress through my program. I feel we have developed a sense of community and genuine support as we challenge and push each other academically. It's the first time, in my academic career, that I have felt a true sense of belonging in an educative space. It is unfortunate, however, that I do not feel the same camaraderie with members of other programs.

17. If you could start over again, would you enroll in the same program you're now attending?

#	Answer		N	%
1	Yes		8	100%
2	No		0	0%
	Total		8	100%

18. Why?

Text Response

I feel like this program really focuses on striving for equitable education for all. There is a strong focus on improving education for different cultures and minorities. I also feel like the faculty paints a very realistic picture of the teaching world which will ease the stress or at least prepare us for realities of the first few years on the job.

My program provides the lenses that are necessary to confront the world of injustices that lie before us. My program pushes me academically, emotionally, mentally, spiritually, and beyond. Essentially, my program is not preparing me for the world of education; it is preparing me for life.

The ideas we cover in SCAE are essential for all people working in academic spaces. The only bad thing is that the people who need it most, those in the credential program (that I also completed at CSULB) are not even beginning to touch the surface of what is needed to provide transformative, meaningful educational experiences for the diverse learners in California.

Social Cultural Analysis of Education
CED Exit Survey
2013

Please indicate which of the following statements apply to you as a result of your program: (check all that apply)

#	Answer	Bar	N	%
1	I am able to locate online resources in my field		11	100.00%

How important do you think it is to:

#	Question	Very Important	Important	Somewhat Important	Not That Important	N	Mean
1	Use research- and evidence-based practices (pedagogy, counseling, etc.) in your professional work?	8	3	-	-	11	1.27
2	Read, understand, interpret and apply high quality research in your professional work?	8	3	-	-	11	1.27
3	Collaborate with colleagues and community organizations to support school/program improvement?	11	-	-	-	11	1.00
4	Act as a leader, whatever your role, to promote learning and success for all students/clients?	10	1	-	-	11	1.09
5	Act as a change agent to support innovative practices?	9	2	-	-	11	1.18
6	Engage in an ongoing process of inquiry to support and improve your practice?	10	1	-	-	11	1.09
7	Act as an advocate both for those you serve and yourself?	11	-	-	-	11	1.00

Please rate your level of agreement with the following questions regarding how well the coursework in your degree/credential program did the following. My coursework...

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N	Mean
1	... reflected sensitivity to all aspects of diversity.	6	4	1	-	11	1.55

The SCA program has helped me develop my knowledge/understanding of:

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N	Mean
1	Social and cultural theories related to education	8	3	-	-	11	1.27
2	The complex relationship between education and society	9	2	-	-	11	1.18
3	Educational inequalities and injustices at the local, national and global levels	9	2	-	-	11	1.18
4	Critical pedagogies aimed at alleviating these inequalities	7	3	1	-	11	1.45

Please indicate your agreement with the following statements:

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N	Mean
1	My SCA program courses have been intellectually rigorous	8	3	-	-	11	1.27
2	My SCA courses have challenged me to grow and develop academically	9	2	-	-	11	1.18
3	My SCA courses have challenged me to grow and develop professionally	6	5	-	-	11	1.45
4	My SCA courses have challenged me to grow and develop personally	8	3	-	-	11	1.27

What would you say have been the most valuable aspects (personal, professional and/or academic) of the SCA program?

Text Entry
Learning to expect high quality work both written and academically through class sessions. This program pushed me to think outside my comfort zone and contribute to dialogue that has impacted the ways in which I engage in a professional setting.
The most valuable aspect of the SCA program is its use of critical dialogue. The weekly discussions about educational injustices really pushed me to to critically think at a different level.
The network connections and opportunities with peers and colleagues who have different strengths and abilities on personal, professional, and/or academic levels.
Understanding the complexities of the Educational System has extremely shifted the direction of my profession. I am forever grateful to the program for supporting my educational growth that has deeply influenced my professional trajectory.
knowledge gained about current educational issues and increased confidence with engaging in conversations, academic writing improvement
One of the most valuable aspects of the program has been critical dialogue with my cohort. It is very hard to find an enviroment in public where you can be open to discuss senstive and personal matters such as race, class, and gender. I have developed valuable critical and analetical skills to articulate problems in society better.
Academic value.
Learning about social injustices in the world an becoming a better academic writer.
a feeling of consciousness & the ability to place a "name" to things that affect the personal, professional, & academic realms
I really have enjoyed creating so many personal and professional relationships with my colleagues in the SCAE program. The discussions that we have had both in and out of class have challenged me to be a better educator, and I appreciate all of the skills and knowledge that I have acquired while being in this program.

What suggestions would you provide to SCA regarding improving students' experience in the program?

Text Entry

Variety of course options and an additional instructor to allow for a wider variety in perspectives around issues of race, gender, class, and other intersectionalities of identity in education.

The SCAE campus club needs to organize meaningful activities for its students to come together outside of class.

To incorporate a stronger emphasis on a global perspectives and include a practicum or fieldwork requirement to complete the program.

I would suggest more relationship building with the students. The faculty is extremely limited and the capacity to provide mentorship for all the students is nearly impossible. I urge the department to consider growing the program so as to properly support student development. The program is extremely academically, and emotionally rigorous. Out of classroom support is therefore necessary.

I think it would be helpful for students to form regular study/discussion groups because there are so many topics that cannot be covered in each class time. Also, that would enhance ties with their fellow classmates, and would be beneficial when they work on thier team projects too.

Too theoretical with limited practical real world experience infused by current instructors. Too sterile in the approach to progressive and revolutionary pedagogy. Program declined significantly when Dr Dumas left

More professional development such as grant proposal writing, presenting at educational conferences, etc.

N/A

I know we have always talked about trying to be more practice oriented, and I do think that that would be amazing, but I understand the difficulty in making that happen with everyone being interested in different topics.

15. Please rate your level of agreement with the following questions regarding how well the coursework in your degree/credential program did the following.
My coursework…

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Mean
1	… reflected sensitivity to all aspects of diversity.	6	1	0	0	7	1.14
2	…prepared me to connect professional standards to the latest developments in the field and my practice.	3	2	2	0	7	1.86
3	… facilitated my reflection on my professional values and dispositions.	6	1	0	0	7	1.14
4	… facilitated my reflection on my learning in a way that enhanced my growth and development.	5	2	0	0	7	1.29
5	… allowed me to interact with a wide range of faculty and professionals in the field.	2	2	3	0	7	2.14
6	… gave me the opportunity to work with other candidates from a wide range of diverse groups.	4	0	3	0	7	1.86
7	… facilitated the active participation of individuals from diverse groups.	4	1	2	0	7	1.71

18. Please rate your level of agreement with the following questions regarding general outcomes of your degree/credential program:

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Mean
1	My program facilitated the development of my critical thinking skills.	5	2	0	0	7	1.29
2	My program facilitated the development of my problem-solving skills.	4	3	0	0	7	1.43
3	My program prepared me for professional practice.	3	2	1	1	7	2.00
4	My program helped me develop or refine my professional dispositions in a way that will allow me to serve all students/clients.	5	0	2	0	7	1.57
5	My program helped me develop the ability to link my lesson content to students' experiences and cultures.	4	3	0	0	7	1.43
6	My program prepared me to teach and engage all students, including English language learners and those with special needs.	3	3	0	1	7	1.86
7	My program prepared me to use technology and other innovative approaches to work collaboratively with others and to both receive and give feedback on practice during my coursework.	2	3	1	0	6	1.83

19. To what degree has your program contributed to your ability to:

#	Question	A Great Deal	Somewhat	Not At All	Total	Mean
1	Use research- and evidence-based practices (pedagogy, counseling, etc.) in your professional work?	5	2	0	7	1.29
2	Read, understand, interpret and apply high quality research in your professional work?	6	1	0	7	1.14
3	Collaborate with colleagues and community organizations to support school/program improvement?	3	4	0	7	1.57
4	Act as a leader, whatever your role, to promote learning and success for all students/clients?	4	3	0	7	1.43
5	Act as a change agent to support innovative practices?	5	2	0	7	1.29
6	Engage in an ongoing process of inquiry to support and improve your practice?	4	3	0	7	1.43
7	Act as an advocate both for those you serve and yourself?	5	2	0	7	1.29

Social Cultural Analysis of Education
CED Alumni Survey
2014

4.

Are you employed in a field related to your CSULB degree and/or credential?

#	Answer	Bar	N	%
1	Yes		28	90.32%
2	No		3	9.68%
	Total		31	100.00%

8.

Given your work experiences, to what extent did your program prepare you for your career?

#	Answer	Bar	N	%
1	Completely		4	12.50%
2	A great deal		20	62.50%
3	Somewhat		7	21.88%
4	Not at all		1	3.13%
5	Not applicable		0	0.00%
	Total		32	100.00%

9.

The educational experiences were worth the time and money invested in my educational program.

#	Answer	Bar	N	%
1	Strongly Agree		24	75.00%
2	Agree		7	21.88%
3	Disagree		1	3.13%
4	Strongly Disagree		0	0.00%
	Total		32	100.00%

14.

Please check all of the professional accomplishments (within the last 3 years) that apply:

#	Answer	Bar	N	%
1	Leadership position in a professional association		7	28.00%
2	Recipient of an award related to your profession		7	28.00%
3	Job promotion		12	48.00%
4	Attendance at a professional conference		16	64.00%
5	Presentation at a professional conference		9	36.00%
6	Publication		5	20.00%
7	Other (Specify)		4	16.00%
	Total		60	100.00%

20.

As a result of completing the SCAE/SMF program:

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N	Average Value
1	I can take what I learned and apply it to my professional, academic, and/or personal life.	21	8	-	-	29	3.72
2	I am committed to exercising agency to promote change in my professional, academic, and personal spheres of influence.	22	7	-	-	29	3.76
3	I consider myself to be a reflective practitioner.	21	8	-	-	29	3.72

Please type your comments and suggestions regarding your program and/or experience at the College of Education at CSULB.

Text Entry

I had a great experience at CSULB. I had a wonderful graduate advisor Dr. Portnoi. However I've been feeling as if my degree is of no value. I've applied to numerous jobs in the higher education field and I have been denied from all of them so far. I have even applied to a couple of student advisor positions at CSULB and no luck. I've had my resume looked over dozens of times by professionals and I've received helpful tips for interviews but I have yet to hear back from companies. However, I do not blame my program for the denial in job opportunities, I believe our economy is still adjusting. I will say this job searching experience has really been frustrating, exhausting and a little depressing but I am not going to stop looking until a door opens. I do feel like I would have a better opportunity getting a job if I had a teaching credential and lately I have been entertaining the thought of going back to school to obtain one.

The SCAE program has helped me to stand firm in my beliefs about working in environments that can be oppresive to a point but in the bigger picture, I am working towards that goal of providing children and families equal access to quality early childhood education. This was a goal of mine in the program and I feel like I am getting there. Not without resistance, but with the tools I need to succeed.

Great Professors!! Great Program!

Maintain the small cohorts of incoming cohorts so the program remains personal. I firmly believe that had I enrolled in any other school, my advisors would not have accommodated my personal issues which almost forced me to drop out. Instead, my csulb advisors responded with professional courtesy and allowed me to maintain my class status as well as my dignity. THEY made the difference and I am forever grateful to them.

My experience at CSULB was remarkable; I would like to continue to learn/discover/explore.

The Social and Cultural Analysis Program at CSULB helped shape me in to a more effective educator by understanding the social and historical context of education to foster a more inclusive and rigorous learning environment for my students.

Dr. Leslie Reese was my mentor and my thesis chair in the Social and Multicultural Foundations Masters Program at CSULB. I received a far above average preparation in the program under her guidance, and felt very prepared for my Doctoral studies at la Universidad Iberoamericana in México City. In 2009, one month after completing my Masters Degree at CSULB, Sylvia Schmelkes del Valle, the President of INEE (Instituto Nacional para la Evaluación de la Educación) in Mexico, the highest educational authority in Mexico and member of the President´s Cabinet, read my master´s thesis online, and invited me to be her student in the Doctoral Program at la Universidad Iberoamericana. I am currently conducting research related to bilingual education in indigenous communities in the Mexican states of Puebla and Guerrero. Leslie has continued to mentor me, has visited me in México, and has participated in my work with more than 230 indigenous teachers in Guerrero, developing a version of "Dual Immersion" for primary schools in marginalized indigenous communities. My learning experiences with Dr. Leslie Reese went far beyond the classroom walls at CSULB. I accompanied her twice in visits to Guatemala, to conduct research and provide professional development for bilingual teachers in Nebaj, Guatemala, and she visited me in my classroom when I was a bilingual elementary school teacher, always providing excellent feedback about how I could improve my practice. She taught me how to conduct high-quality, high-impact qualitative research, and she taught me how to be an "academic" writer. All of these experiences have helped me to successfully complete a doctoral program at a very reputable university in Mexico, and to provide professional development in dual language development to hundreds of bilingual teachers in Mexico.

I had a wonderful experience in the Master's program at CSULB. I felt prepared to pursue a Ph.D. in Education given my exposure to empirical and theoretical research, research methods, and accomplished faculty members and mentors. The only thing that was missing was a focus on conducting our own research as graduate students (including presenting at conferences). Over the years the program has changed and it seems that more students are being guided to produce their own research which is especially helpful for those who want to pursue a doctoral degree at a research university.

i loved it and miss being in school

My experience was great. I learned many things regarding education and how to empower students.

The SCAE program really was an amazing experience that in so many ways helped shape me for my future career. Working with youth would not be the same had I not been a part of this program.

Completing the SCAE program was a life changing event for me. I made excellent connections with my colleagues that will last a lifetime. I think our classes are the most valuable at CSULB College of Education because race and power are a part of every educational experience in Southern California. All future and current educators need to be familiar with power and institutional racism. Without this information they will continue to perpetuate the system and we will continue to swim upstream without paddles battling the waves of failures.

I am grateful for the extraordinary faculty in the SCA program.

I am extremely grateful for my time spent in the SMF program at CSULB. I constantly make efforts to put much of what i learned into practice and to help colleagues do the same.

Reflecting back on your experience in the SCAE/SMF program, what impact has being part of the program had on you? In other words, what does the experience mean to you? (Examples of impact are welcome.)

Text Entry

I now I have a much more critical lens at the cross-sections that affect my world. I am able to deeply analyze situations and to think creatively about the solutions to problems that I see.

Taught me how to relate to students and their background better. As well as how to advocate for their position in society.

Meeting people in my field. Learning how to write academically.

Shift in my worldview and framework. A huge benefit was the close and intimate support with my writing skills. I think about and reflect on my profession with regards to the theories and information I received through the program.

The Program has challenged me to rethink look the way we generally look at problems in society as they are reflected in our educational and what the ways in which I can help address them in my everyday life and in the classroom. Additionally, through my travels in Study Abroad courses via other programs, but always through the lens of SCAE, I was afforded a unique opportunity to see the world. This impacted me to the point that I moved to South America for a short time after my graduation so I can teach abroad and further my life/professional experience. I have been teaching for 10 years now in an Alternative School setting and MY education from SCAE comes into play everyday I step into the classroom.

As a teacher, the program has had a tremendous impact on my self personally as well as a teacher. I see myself as well as my students through a much broader lens. Every the critical thinking skills that I have gained help me to examine and reflect on every actions that I take with my students on a daily basis. I have also learned to educate more through collective dialogue in hopes of giving my students a voice in their learning.

It has made me want to learn more.

This experience means that now I possess the language and research skills to advocate for my students so that they have access to a just and equitable education. I also feel empowered to fight for educational reform by being part of various organizations and voicing my views be in in print or speech.

The exposure to critical research and literature that was a part of the SMF program helped me to reflect upon my own postionality within the world. This led me to be committed to educational research that will hopefully amplify the voices of marginalized communities who are striving for educational and social transformation towards a systems of equity, inclusion, and social justice.

It gave me the oppertunity to think critically and to apply my skills in an increasingly changing environment . I will never look at the world the same way because of this program.

I loved the content and critical thinking i developed through the program. I am able to utilize the tools learned through the program to assist the families i work with.

The program prepared me to think about, analyze, and write about educational issues through the lens of social justice. The critical conversations centered on academic articles exposed me to important concepts in education, globalization and education, the sociology of education, and race and education. It was very useful to take classes in both qualitative and quantitative research methods considering that I aspired to be a future researcher and professor. The professors were extremely dedicated, responsive, and supportive. The curriculum was relevant and exposed us to key researchers/scholars in education and beyond. Professors from the program met with me to offer advice and guidance in regards to applying to Ph.D. programs. This last point is especially important considering I am a first-generation college student and needed guidance from those who had been through the process.

I learned that action research is a way to exercise agency in the classroom; it improves pedagogical practice and it improves student learning. I learned that teachers have the power of human agency, and do not have to view inequitable conditions in their schools as roadblocks to their students' learning. My experiences in the SMF program prepared me for challenges that I never imagined I would face just a few years later. I learned how to position myself as a bilingual educator, as a researcher and as a life-long learner.

The experience gave me the knowledge to think critically of curriculums and the way minority is educated.

The SCAE program profoundly umpacted the ways in which I was able to learn specifically in the field of education. I owe a lot to SCAE specifically in the growth I had as a researcher. Because of the SCAE program I do plan to pursue a doctoral degree sometime in the future.

It has been a life changing event. I began the program as a scared young woman but excited to learn. I came out of the program as a mover and shaker. I knew these feelings of wanting to right the wrongs in the world were in me, but I never thought I would be the one on the front lines. SCAE gave me the words (tools) to express what I was feeling as a student of color and to describe the injustice that I was feeling. I no longer back down when I am challenged. My walk has changed because my head is no longer down. It was one of the hardest things I have every done physically and mentally, but I would not trade it for the world and I would do it again at the drop of a hat. I recruited two of the Fall 2012 students because I wanted them to experience what I had.

Learning how to see things from a different perspective, consider all benefits and negative impacts to everyone involved, especially in study abroad.

After reflecting on the program, if there was one change you could make to the SCAE/SMF program, what would that be?

Text Entry
I would probably make it a dual program (Credential/MA) program just to increase chances of job opportunities.
teching experience opportunities college level
A required service component.
More full time professor. More advisors.
More field work
Community engagement/interaction, internship, or some participatory work to take the material to the next level.
I honestly can not think of one.
I would like to see more project base learning through connecting with the community. Also, as a graduate of the program it would be nice to have some type of continual connection for the graduates .
Promote more opportunities for students to share research projects beyond/outside of CSULB.
I would provide students with more information on how to present their work at conferences.
First, for those on the comparative education/ global track there should be a second language component. Second, study abroad trips connected to course material would bring more global insight into future teachers and scholars. Third, more opportunities to conduct research should be included.
Have a internship requirement and push more students into doctoral programs
none. i would love to do it all over again.
One change I would make would be the inattention to supporting or guiding student research. Our professors would mention that they had to leave town to present at an education conference but no one ever explained the purpose of conferences or encouraged us, as students, to produce our own research. When I entered the Ph.D. program I felt that I was really lacking in research experience in comparison to my peers. I know that part of the reason is that CSULB is a teaching university and the professors already had a lot on their hands. Also, it seems that the program has changed since I was enrolled and there is now student support for research.
I think it is important for students to understand the difference between a "theoretical framework" and a "review of literature". Separating the two was very important for my doctoral work.
Have more evening classes.
Additional faculty support would have been ideal.
I would add another professor to the program. I feel having two does not keep the program fresh, especially when one of them is the supervisor of the other. I feel this set up is not suitable for a gathering of the minds. Instead it is a one-way street. Also, I feel another professor will add a dynamic to the program that will only enhance the experience of the students.
Discuss how we can use what we learned in every day life
I would replace or redesign the reading logs.