College of Education and Affiliated Programs
Annual Assessment Report – Fall 2012
Curriculum & Instruction

Background

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

The Master of Arts Degree in Education, Curriculum and Instruction Options in Elementary and Secondary education are based in the Department of Teacher Education in the College of Education. It is the mission of the program to develop and support a community of life-long learners who are actively engaged in reflection, research and scholarly activities that contribute to their personal and professional growth. Professional growth in turn helps graduates to improve the schools, agencies, and communities they serve. The C & I program serves two distinct types of students. One type of student is the new teacher. Many of the teachers beginning this program continue directly from the basic credential programs; they seek continuing and ongoing professional development during their first years of teaching. A second type is the experienced teacher. These students have already obtained a sense of confidence and efficacy in their teaching abilities and seek greater intellectual challenges in understanding educational problems that are manifested in their professional experiences, mostly in urban education. The curriculum has been broadly designed with these two types of students in mind.

The C & I curriculum is designed to support educators who are caring, effective, reflective, and committed to improving their schools. Coursework prepares teachers to apply theoretical insights and research findings to the practical problems they encounter in their work in curriculum and instruction. In addition to preparing graduate students to make useful connections among theory, research, and practice, the program also sets the goal of strengthening students' ability to effectively communicate their knowledge and understanding of current educational problems to diverse audiences (i.e., students, parents, colleagues, school and district administrators, and policymakers). Teachers who expand their knowledge base and who augment their professional competency through graduate level studies are able to help K-12 students from all segments of society achieve their fullest potential and contribute to the building of a vibrant democracy.

Program goals, expectations, curriculum and experiences for students are consistent with the College of Education mission, which is to foster a learning and teaching community committed to educational excellence that promotes intellectual, personal, and interpersonal growth for all students; prepares socially responsible leaders for a rapidly changing, technologically-rich world; values diversity and prepares students for a diverse world; serves and collaborates with other educators and the community; promotes school improvement; and engages in research, scholarly activity, and ongoing evaluation. The learning outcomes listed below in Table 1 form the foundation of the C & I program. These learning outcomes were developed and/or refined in Spring 2008 as part of the College of Education assessment system. The data presented in this report are related to these outcomes.

C & I Program Faculty

During the period of review, the C & I faculty consisted of Dr. Xin Li and Dr. Corinne Martinez. Dr. Xin Li taught the following core courses in the program: EDCI 530, Intercultural Education: US and Global Perspectives, and EDCI 533, Action Research Methods, and EDCI 695, Seminar in Curriculum and Instruction. Dr. Corinne Martinez taught the following core courses in the program: EDCI 500, Studies in Curriculum & Instruction, EDCI 625: Analysis of Curriculum and Instruction and EDCI 695, Seminar in Curriculum and Instruction. Additional faculty included Dr. Bill Jeynes, who taught EDCI 505, History of U.S. Education, and Dr. Linda Whitney, who taught EDCI 625, Analysis of Curriculum & Instruction.

It is important to note that during the AY 2011-2012 year we saw a reduction in enrollment in the C & I program. During this academic year, enrollment in the program included 1 cohort of 18 students. For the purpose of this report, the following program SLOs will be reviewed: SLO 1, 2 and 3. In the fall of 2013, SLO 4, 5 and 6 will be reviewed as part of this assessment report.

Table 1

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
SLOs	Develop and apply theoretical insights and research findings to curriculum, instruction, and assessment in K-12 schools.	Analyze how the major philosophical and historical paradigms of elementary and secondary education have influenced contemporary reform movements, curricula, and instructional practices.	Identify and analyze current multicultural issues and policies in education in the U.S. and globally from a critical perspective.	Analyze how knowledge in their subject area is conceptualized, created, organized, and assessed by analyzing a curriculum and assessment system.	Design and conduct an action research study, using appropriate data gathering and analysis techniques.	Collect and analyze data appropriate for their action research questions and goals, utilizing academic research that informs the study.
Signature Assignment(s)	Literature review	Historical synthesis paper	Position Paper	Curriculum analysis report	Action research proposal	Action research study
Conceptual Framework	Scholarship	Effective Pedagogy	Advocacy	Evidence-based Practices	Evidence-based Practices; Innovation; Collaboration	Leadership; Innovation; Collaboration
CSULB Learning Outcomes	Well-prepared	Well-prepared	Engaged in global & local issues Knowledge & respect for diversity	Integrating Liberal Education	Collaborative Problem Solving	Collaborative Problem Solving
NCATE Elements	Professional Knowledge and Skills	Content Knowledge	Professional knowledge and skills;	Professional knowledge and skills;	Professional Knowledge and Skills,	Professional Dispositions

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
			Professional Dispositions	Pedagogical Content Knowledge	Student Learning	

Table 2

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

	Number Applied	Number Accepted	Number Matriculated
Secondary	13	12	10
Elementary	11	10	8

Table 3

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

	Number of Secondary	Number of Elementary
Thesis (698)[1]	0	1
Comps[2]	21	16

Table 4

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

	Number of Secondary	Number of Elementary
Passed	25	14
Failed	0	0
Total[3]	25	14

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[1] This is data on students who were enrolled in thesis work during Fall 2011 and Spring 2012. This figure may include students who actually "crossed into" this transition point prior to Fall 2008 and were still making progress on their theses at this time.

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

[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 in Summer 2011, Fall 2011, or Spring 2012. Individuals who failed all or part of the exam and chose to retake it during AY 11-12 may be accounted for twice.

Table 5

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

	Number of Secondary	Number of Elementary
Degree	27	16

Table 6

Faculty Profile 2011-12[4]

Status	Number
Full-time TT/Lect	4
Part-time Lecturer	0
Total:	4

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.

Faculty who reviewed and discussed the assessment findings included Xin Li and Corinne Martinez. Xin and I met to discuss the data on November 26, 2012.

Data

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

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

For the period under review we had two main sources of candidate performance data: signature assignments related to SLOs and comprehensive exam data. Table 7 shows the program student learning outcomes and signature assignments for all six program SLOs. However, as noted above this report will focus on SLO 1, 2 & 3. Figure 1 provides the overall range of scores across 6 program SLOs for AY 11-12. Figure 2 provides mean scores for each of the six signature assignments related to program SLOs for AY 11-12.

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[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.

Table 7

Program Student Learning Outcomes and Signature Assignments

Student Learning Outcome	Student Learning Outcome Description	Signature Assignment(s)	Description of the Assignment
1	Develop and apply theoretical insights and research findings to curriculum, instruction, and assessment in K-12 schools.	EDCI 500	Prepare literature review on a topic within the field of curriculum studies.
2	Analyze how the major philosophical and historical paradigms of elementary and secondary education have influenced contemporary reform movements, curricula, and instructional practices.	EDCI 505	Synthesize how historical and philosophical perspectives inform contemporary trends in curricula, instructional practices, policy, leadership, and institutions.
3	Identify and analyze current multicultural issues and policies in education in the U.S. and globally from a critical perspective.	EDCI 530	Narrative inquiry paper synthesizing present, past and future social cultural and policy issues.
4	Analyze how knowledge in their subject area is conceptualized, created, organized, and assessed by analyzing a curriculum and assessment system.	EDCI 625	Candidates evaluate the appropriateness, effectiveness and efficiency of a school curriculum program.
5	Design and conduct an action research study, using appropriate data gathering and analysis techniques	EDCI 533	Pilot study examining the goals and features of action research, demonstrating mastery of skills in research design, data collection, and analysis sufficient to conduct sustained action research in classroom settings.
6	Collect and analyze data appropriate for their action research questions and goals, utilizing academic research that informs the study.	EDCI 695	Identify problem, review and synthesize related research, conduct study to extend current understanding of the problem, present in the chapter form.

Figure 1, below demonstrates the overall range of scores across 5 program SLOs. A majority of scores fall in the 4-point range, with some falling in the 3-point and a few falling in the 2-point range. Overall, students performed well on the various signature assignments. This comparison data for AY 11-12 does not follow trends in the data from AY 10-11. For example, mean score earned for SLO 1 in AY 10-11 was 3.79, significantly higher than the mean score for the same SLO in AY 11-12. The mean score for SLO 4 in AY 10-11 was 3.92 whereas the mean score for the same SLO in AY 11-12 was 3.58. The mean score for SLO 5 increased from 3.69 in AY 10-11 to 3.91 in AY 11-12.
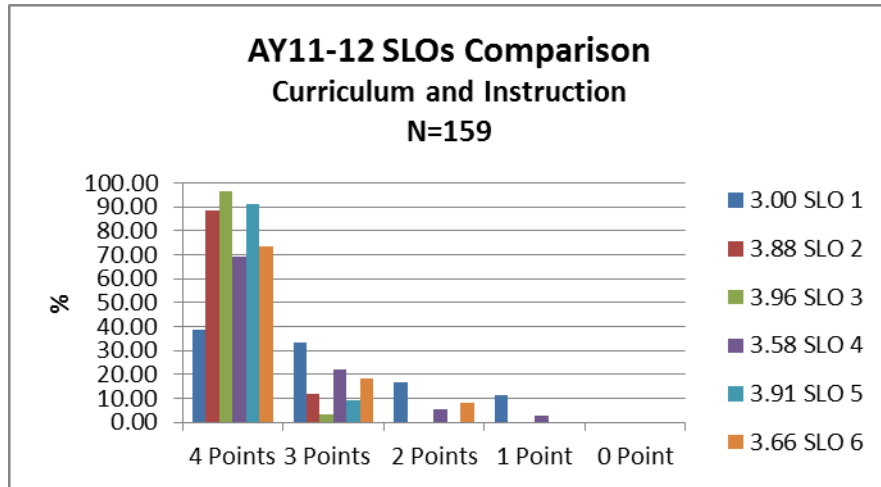
Figure 1

AY11-12 SLO Comparison

Figure 2, below shows mean scores for all 6 program SLOs. A greater number of students had higher mean scores for SLOs 3 and 5 than SLOs 1, 2, 4 and 6. The overall comparison across all SLOs indicates that SLO 3 demonstrates the highest mean scores at 3.96. The second highest score is SLO 5 at 3.91. In contrast, SLO 1 and 4 demonstrate the lowest mean scores at 3.00 and 3.58 respectively.
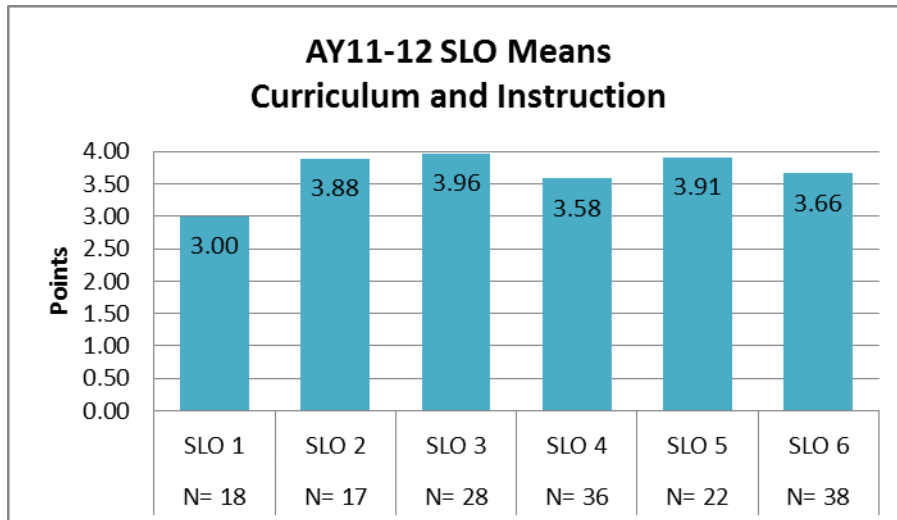
Figure 2

AY11-12 SLO Means

Figure 3 below notes the percentage of C & I candidate's rubric scores, 0-4 points for SLO 1, which is related to EDCI 500, Studies in curriculum and instruction. The signature assignment for SLO1 requires candidates to select a current issue in education, gather information specific to the issue and view points of researchers/writers and prepare a literature review. Included in the literature review should be the various points of view on the particular topic and a historical look at the issue. The data indicates that 40% of the C & I candidates received a score of 4 points for SLO 1 and 33% scored in the 3-point range. A small percentage of students earned a score of 2 and/or 1 on one or more criteria but not on the overall assignment. Criteria level data, included in Figure 4, indicate a range of mean scores between 3.72 and 3.28. Candidates completing the LIterature Review assignment scored lowest in Criteria 3, the component of the assignment related to summarizing and providing an overall interpretation and understanding of a given topic or area of study. Candidates also scored lower on the criteria related to clarity, coherence and organization in writing.

Outcome 1: Develop and apply theoretical insights and research findings to curriculum, instruction, and assessment in K-12 schools.
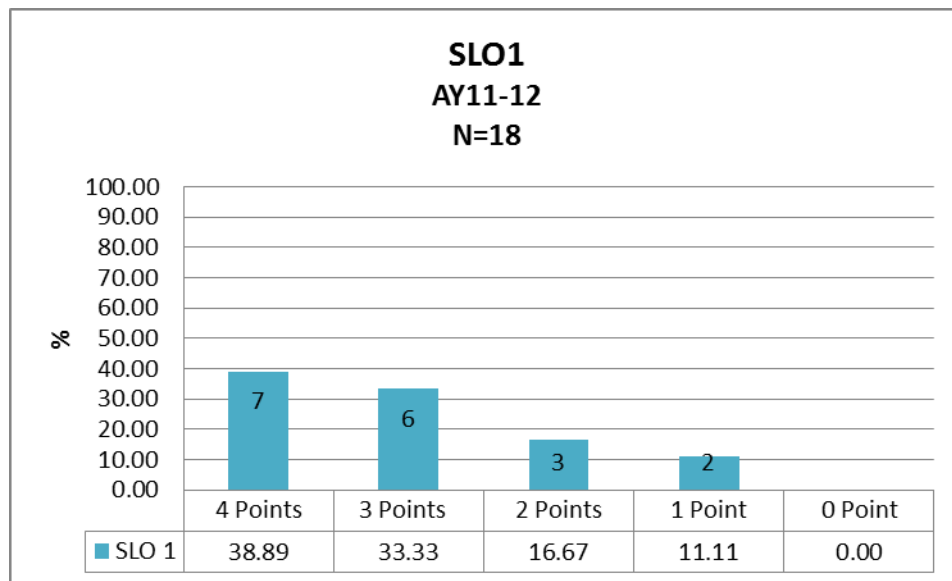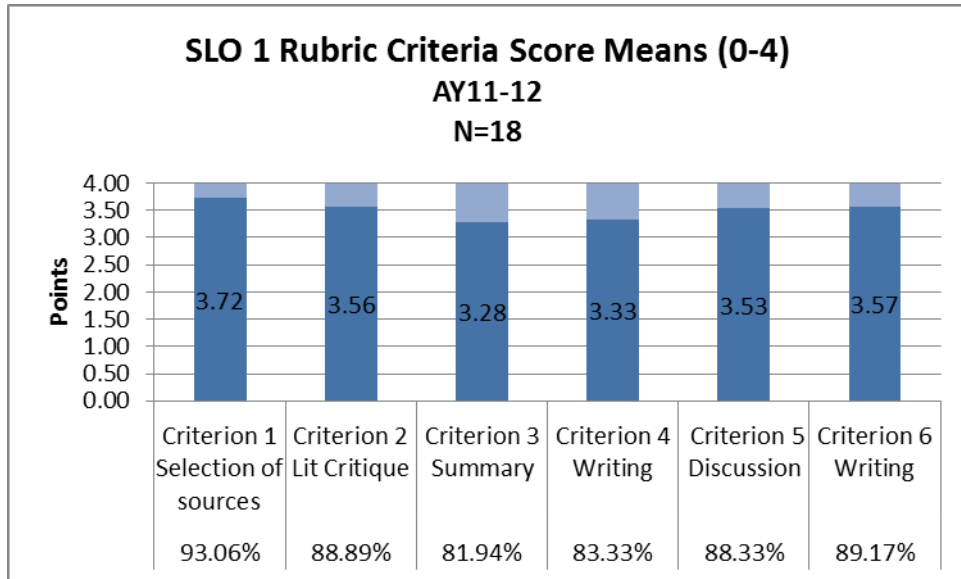
Figure 3

AY11-12 Score Distribution-SLO 1

SLO1 AY11-12 N=18				
	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 1	38.89	33.33	16.67	11.11	0.00

Figure 4

AY11-12 Criteria Score Means-SLO 1

SLO 1 Rubric Criteria Score Means (0-4)
AY11-12
N=18

| Criterion 1 Selection of sources	Criterion 2 Lit Critique	Criterion 3 Summary	Criterion 4 Writing	Criterion 5 Discussion	Criterion 6 Writing
3.72	3.56	3.28	3.33	3.53	3.57
93.06%	88.89%	81.94%	83.33%	88.33%	89.17%

In Figure 5 below, candidates had a mean score of 3.88 with 15 candidates scoring a 4 and 2 scoring a 3. The data for SLO 2 indicates candidates performed well in conducting an analysis of a curriculum and assessment system. Please note, criteria level data were not collected and therefore are not available for the purpose of analysis.

Outcome 2: Analyze how the major philosophical and historical paradigms of elementary and secondary education have influenced contemporary reform movements, curricula, and instructional practices.

Figure 5

AY11-12 Score Distribution-SLO 2

SLO2
AY11-12
N=17

|	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 2	88.24	11.76	0.00	0.00	0.00
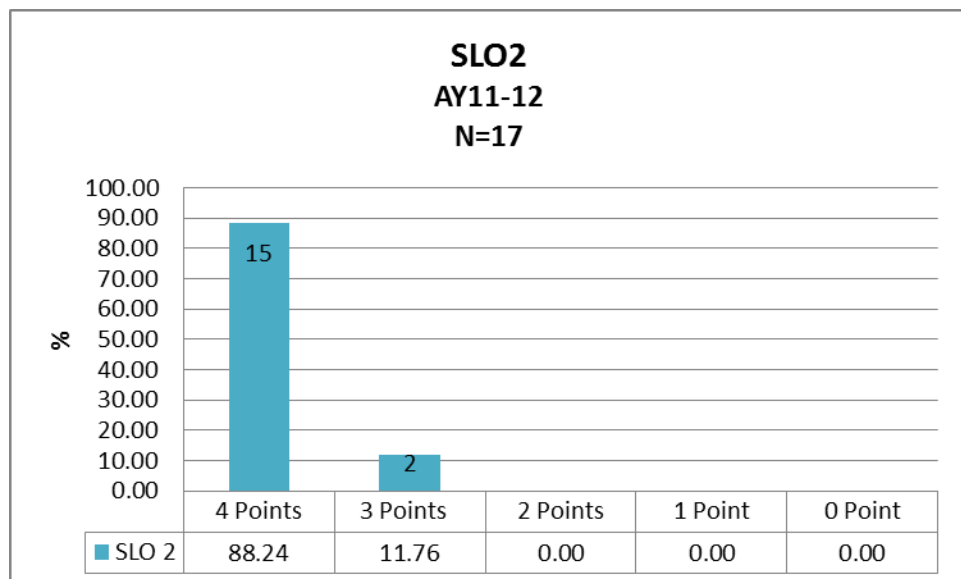
In Figure 6 below, data indicates candidates performed well in analyzing and synthesizing present, past and future social cultural and policy issues. A total of 27 candidates scored a 4, and 1 candidate scored a 1. The data indicates that students performed well on this assessment, however, criteria level data were not collected and therefore are not available for the purpose of analysis.

Outcome 3: Identify and analyze current multicultural issues and policies in education in the U.S. and globally from a critical perspective.

Figure 6

AY11-12 Score Distribution-SLO 3

SLO3
AY11-12
N=28

	4 Points	3 Points	2 Points	1 Point	0 Point
■ SLO 3	96.43	3.57	0.00	0.00	0.00
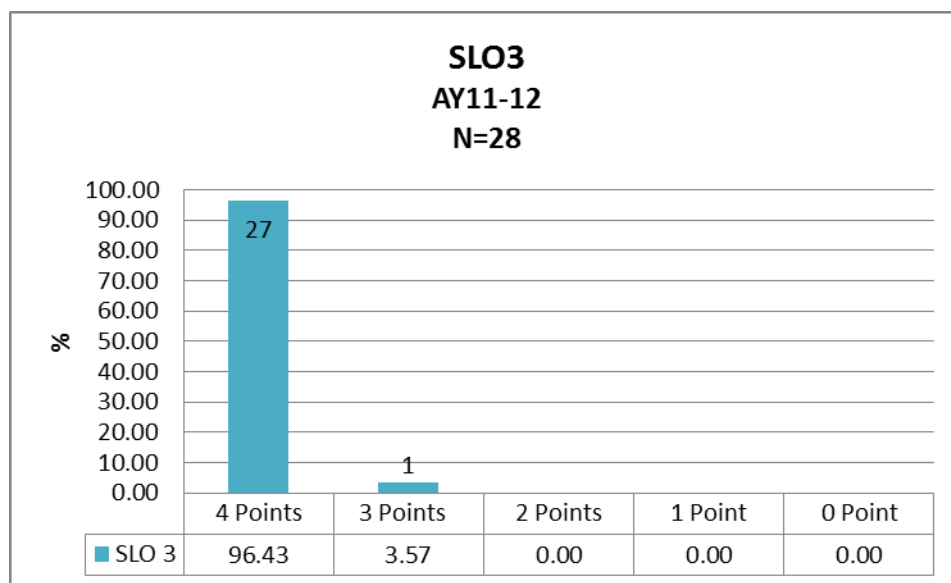
a. Program Effectiveness Data: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness. Describe 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 an exit survey was distributed to candidates in the last semester of program coursework. A total of 16 candidates responded to the survey, with a majority representing the elementary option and only 3 respondents from the secondary option.

The survey data provided candidate responses across four distinct areas: Program effectiveness, advising, use of research, and general outcomes. Program effectiveness data (see Figure 7 below) indicate that candidates felt the program provided advanced skills that increased their expertise in the classroom, as well as improved their knowledge related to educational research and policy issues. Overall, candidates felt the C & I program courses challenged them to grow academically, professionally and personally. Although a couple of candidates indicated that the C & I program did little to challenge them academically, professionally or personally there is no data indicating why candidates felt this way.

Figure 7

AY 11-12 C&I Exit Survey Results – Program Effectiveness

	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
My program of study provided me with advanced skills that increased my expertise in the classroom.	12.5% (2)	**62.5% (10)**	25.0% (4)	0.0% (0)	2.13	16
My program of study required me to use reflective and critical thinking to identify my strengths and areas for growth.	18.8% (3)	**68.8% (11)**	12.5% (2)	0.0% (0)	1.94	16
My program of study provided me with advanced knowledge, skills, and practice in analyzing and applying educational research and best practices to impact student learning.	18.8% (3)	**62.5% (10)**	12.5% (2)	6.3% (1)	2.06	16
My program of study provided me with advanced knowledge, skills, and practice in analyzing and applying current educational policy.	12.5% (2)	**68.8% (11)**	18.8% (3)	0.0% (0)	2.06	16
My C & I courses have challenged me to grow and develop academically.	18.8% (3)	**68.8% (11)**	0.0% (0)	12.5% (2)	2.06	16
My C & I courses have challenged me to grow and develop professionally.	18.8% (3)	**62.5% (10)**	12.5% (2)	6.3% (1)	2.06	16
My C & I courses have challenged me to grow and develop personally.	18.8% (3)	**68.8% (11)**	6.3% (1)	6.3% (1)	2.00	16
					answered question	16
					skipped question	1

In general, candidates felt satisfied with program advisement from faculty and the quality of advising provided from the Graduate Office (see Figure 8 below). Over 80% of candidates indicated that they were satisfied with ongoing advisement and program information received from faculty/program advisor. Most candidates felt satisfied with advisor's availability and knowledge related to program requirements. More than 80% of candidates indicated that they

were satisfied with the quality of service and advising provided by the Graduate Studies Office. Overall, candidates felt satisfied with the accuracy of information provided on the College and Program website.

Figure 8

AY 11-12 C&I Exit Survey Results – Satisfaction with Advising

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Rating Average	Response Count
The ongoing advisement and program information I have received from my faculty/program advisor.	31.3% (5)	**56.3% (9)**	12.5% (2)	0.0% (0)	1.81	16
My advisor's knowledge of my program requirements.	37.5% (6)	**50.0% (8)**	6.3% (1)	6.3% (1)	1.81	16
My advisor's availability to meet at times that are convenient for me.	**62.5% (10)**	37.5% (6)	0.0% (0)	0.0% (0)	1.38	16
The quality of service/advising provided by the Graduate Office.	31.3% (5)	**50.0% (8)**	18.8% (3)	0.0% (0)	1.88	16
The accuracy and thoroughness of the information provided on the program web site.	25.0% (4)	**62.5% (10)**	12.5% (2)	0.0% (0)	1.88	16
The accuracy and thoroughness of the information provided on the college web site.	25.0% (4)	**62.5% (10)**	12.5% (2)	0.0% (0)	1.88	16
The orientation provided by the department/program.	18.8% (3)	**68.8% (11)**	6.3% (1)	6.3% (1)	2.00	16
The resources and services in the university library.	37.5% (6)	**62.5% (10)**	0.0% (0)	0.0% (0)	1.63	16
					answered question	16
					skipped question	1

When asked about the use of research (see Figure 9 below), a majority of candidates felt the program contributed to their ability to read interpret, apply and use research in their professional practice. However, candidates were less likely to believe that the program contributed to their ability to collaborate with collegues and engage in an ongoing processs of inquiry to improve their practice. More than 50% of candidates believed the program only somewhat contributed to their ability to collaborate with colleagues to support the improvement of schools. Lastly, a majority of candidates indicated that the program only somewhat contributed to their ability to act as a leader, advocate and change agent.

Figure 9

AY 11-12 C&I Exit Survey Results – Use of Research

	A great deal	Somewhat	Not at all	Rating Average	Response Count
Use research- and evidence-based practices (pedagogy, counseling, etc.) in your professional work?	**66.7% (10)**	33.3% (5)	0.0% (0)	1.33	15
Read, understand, interpret and apply high quality research in your professional work?	**73.3% (11)**	26.7% (4)	0.0% (0)	1.27	15
Collaborate with colleagues and community organizations to support school/program improvement?	40.0% (6)	**60.0% (9)**	0.0% (0)	1.60	15
Act as a leader, whatever your role, to promote learning and success for all students/clients?	40.0% (6)	**53.3% (8)**	6.7% (1)	1.67	15
Act as a change agent to support innovative practices?	33.3% (5)	**66.7% (10)**	0.0% (0)	1.67	15
Engage in an ongoing process of inquiry to support and improve your practice?	46.7% (7)	**53.3% (8)**	0.0% (0)	1.53	15
Act as an advocate both for those you serve and yourself?	40.0% (6)	**60.0% (9)**	0.0% (0)	1.60	15
				answered question	15
				skipped question	2

When asked regarding the genereal outcomes of the program, a majority of C & I candidates agreed that the program facilitated their development of critical thinking skills as well as problem solving skills (See Figure 10 below). However, more than a quarter of the candidates disgreed with this satement. When asked regarding the ability to address the needs of diverse students, more than 80% of candidates strongly agreed or agreed that the program facilitatd their ability to teach English Learners and link lesson content to student's experiences.

Figure 10

AY 11-12 C&I Exit Survey Results – General Outcomes

	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
My program facilitated the development of my critical thinking skills.	20.0% (3)	**53.3% (8)**	26.7% (4)	0.0% (0)	2.07	15
My program facilitated the development of my problem-solving skills	20.0% (3)	**46.7% (7)**	33.3% (5)	0.0% (0)	2.13	15
My program prepared me for professional practice.	13.3% (2)	**60.0% (9)**	26.7% (4)	0.0% (0)	2.13	15
My program helped me develop or refine my professional dispositions in a way that will allow me to serve all students/clients.	13.3% (2)	**60.0% (9)**	26.7% (4)	0.0% (0)	2.13	15
My program helped me develop the ability to link my lesson content or treatment/intervention plan to students' experiences and cultures.	13.3% (2)	**66.7% (10)**	13.3% (2)	6.7% (1)	2.13	15
My program prepared me to teach and engage all students, including English language learners and those with special needs.	20.0% (3)	**66.7% (10)**	6.7% (1)	6.7% (1)	2.00	15
I had the opportunity to work collaboratively with others (faculty, supervisors, peers) to both receive and give feedback on practice during my fieldwork/clinical experiences.	13.3% (2)	**86.7% (13)**	0.0% (0)	0.0% (0)	1.87	15
					answered question	15
					skipped question	2

Analysis and Actions

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

Performance data analyzed includes signature assignments as described in Table 7. A summary of candidate scores is displayed in Figure 1 and Figure 2.

For each of the signature assignments, 90% of candidates scored a 3 or 4. For two signature assignments, the historical synthesis paper and narrative inquiry, 100% of the candidates scored a 3 or above.

In examining trends in the data, we found that means scores for all SLOs ranged from 3.0-3.96. A greater number of students had higher mean scores for SLOs 3 and 5 than SLOs 1, 2, 4 and 6. A comparison across all SLOs, indicates that SLO 3 demonstrates the highest mean scores at 3.96. The second highest score is SLO 5 at 3.91. In contrast, SLO 1 and 4 demonstrate the lowest mean scores at 3.00 and 3.58 respectively.

The rubric scores for SLO 1 indicate a range of mean scores between 3.72 and 3.28. Candidates completing the Literature Review assignment scored lowest in Criteria 3, the component of the assignment related to summarizing and providing an overall interpretation and understanding of a given topic or area of study. Candidates also scored lower on the criteria related to clarity, coherence and organization in writing. It is clear that the content in EDCI 500 must be realigned to improve candidate's skills in organizing and writing a literature review. Steps will be taken to add course content related to the development of a literature review.

The rubric scores for SLO 2 indicate a mean score of 3.88 with 15 candidates scoring a 4 and 2 scoring a 3. Candidates performed well in conducting an analysis of a curriculum and assessment system. Unfortunately, criterion level data were not collected and therefore we are unable to identify the areas of wekness and strgneth. Steps will be taken to inform C & I affiliated faculty of the importance of collecting and documenting criterion level data for all signature assignments.

The overall scores related to SLO 3 indicate candidates performed well in analyzing and synthesizing present, past and future social cultural and policy issues. A total of 27 candidates scored a 4, and 1 candidate scored a 1. The data indicates that students performed well on this assessment, however, criteria level data were not collected and therefore are not available for the purpose of analysis.

More than 90% of candidates in our Master's program take the comprehensive exam option and are given a take home exam in which each candidate provides a response to two comprehensive exam questions selected from a list of five questions. The 4-point rubric was revised in Fall 2012. In addition, in Fall 2012 it was decided that a score of 3 or 4 on each comp exam question was required to pass the exam. Faculty members, who serve as readers for the comprehensive exam, score individual candidate responses and then provide an overall score for the exam. For the period under review, comprehensive exam data indicate that all of our candidates passed the comprehensive exam. This included 25 C & I candidates in the Secondary option and 14 candidates in the Elementary option.

The exit survey data related to program effectiveness indicates that candidates believe the program contributed to their expertise in the classroom, as well as improved their knowledge related to educational research and policy issues. Overall, candidates felt the C & I program courses challenged them to grow academically, professionally and personally. Although a couple of candidates indicated that the C & I program did little to challenge them academically, professionally or personally there is no data indicating why candidates felt this way.

Overall, candidates provided positive feedback related to academic advising provided by program faculty as well as the Graduate Studies Office.

The exit survey data related to how well the program prepared candidates to use research, is less positive. This seems to indicate that more must be done to help candidate's link educational theory with their everyday practice. In the coming semesters, EDCI 625 will be revised to include a more practical approach to curriculum design and evaluation. In addition, plans are in place to add a core course to the program that focuses on the design and use of classroom-based assessments.

In terms of general outcomes, a majority of C & I candidates agreed that the program facilitated their development of critical thinking skills as well as problem solving skills. However, more than a quarter of the candidates disgreed with this satement. Targeted improvemnts in EDCI 625 will be made to allow candidates opportunites to devlop problem solving skills. In addition, the new course on classroom-based assessment will provide candidates with more practical experience in addressing the learning needs of diverse students including those who are English learners and those with special needs.

Although exit survey data provided positive feedback, there is room for improvement. In particular, it is important that candidates feel strongly that the program contributes to improvements in their ability to collaborate with colleagues, as well as improvements in their professional practice. In the future, courses will be updated to better link theory with practice.

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

The comparison data for AY 11-12 does not follow trends in the data from AY 10-11. For example, mean score earned for SLO 1 in AY 10-11 was 3.79, significantly higher than the mean score of 3.00 for the same SLO in AY 11-12. In contrast, the mean score for SLO 2 was 3.90 in AY 10-11 and 3.88 for AY 11-12 – representing a slight decrease in mean score. The mean score for SLO 3 in AY 12-11 was missing and therefore comparison could not be made. The mean score for SLO 4 in AY 10-11 was 3.92 where as the mean score for the same SLO in AY 11-12 was 3.58. The mean score for SLO 5 increased from 3.69 in AY 10-11 to 3.91 in AY 11-12.

In some cases, mean scores decreased whereas in other cases they increased. However, all mean scores remained at or above a score of 3. Because the scores represent different cohorts it is difficult to determine any patterns of performance within a cohort or comment related to the significance of this change in mean scores. In the future it may be beneficial to report signature assignment data based on cohorts rather than individual courses taken by different cohort candidates.

6. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes, etc. based on these findings in Questions 4 and 5? Please link proposed changes to data discussed in Q5.

This question was address in number 5, however the table below provides a list of anticipated improvements to the program, curriculum and assessment practices.

Table 8

Action Plan

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?	CTC Standard (If Applicable)
1	Review and revise content for courses aligned with SLO 1, SLO 2 and SLO3	Corinne Martinez XIn LI	Fall 2013	
2	Communicate with C & I affiliated faculty the importance of collecting and reporting criterion level data.	Corinne Martinez	On going – each semester as new faculty teach C & I courses	
3	Update and revise the comp exam questions	Corinne Martinez Xin LI	Fall 2013	