

## **Dual Language and English Learner Education (MA) – EDU**

**Director/Chair: Dr. Sera Hernandez**

**Assessment Lead: Dr. Tamara Collins-Park**

### **Step 1: Student Learning Outcome**

**DLO 6: Research for the transformational change in education:** Addresses research skills, knowledge and ability to design and implement research and change from a stakeholder and social justice perspective. Demonstration of knowledge; expertise and ability to implement research skills including, but not limited to qualitative and quantitative data collection, focus groups, interviews, historical data review and ethnographic processes.

### **Step 2: Assessment Methods and Measures**

**Qualitative:** Spring mid-semester feedback. Spring DLE MA Student Survey for feedback on (a) Program: what is working and how we can improve and (b) Literature Reviews (targeted area): strengths and needs. This is part of our larger midterm survey:

[https://docs.google.com/forms/d/e/1FAIpQLSc-INL5LFPY8HQMUIjU0OMzH\\_5QVSS\\_cJck84ZZk7Fk0JcQg/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSc-INL5LFPY8HQMUIjU0OMzH_5QVSS_cJck84ZZk7Fk0JcQg/viewform?usp=sf_link)

### **Step 3: Criteria for Success**

**Literature reviews:** Students are able to search, organize, analyze and present literature review info that is relevant to their research question or topic with confidence and clarity. Survey: Students are able to identify strengths and provide thoughtful ideas for improvement.

### **Step 4: Summary of Results**

All students were able to identify things that were working and things that could be improved for lit review (meeting survey standard) but it is best categorized as inconclusive re: standard 6 as it relates to support rather than outcomes. For strengths, student found it helpful how the task was broken into steps, the

guidance provided, and both peer and faculty conferencing and feedback. They also found the articulation between courses helpful (this is strategic on our part). For needs, students indicated help finding and evaluating sources relevant to their research questions, help organizing, and early/repeated access to tips like scanning the abstract first. They would also like repeated exposure to samples and examples, with perhaps a video guide.

Faculty agree that literature reviews are an area of need (Focus Group, May 9th, 2024).

Attachment starts with notes from Focus Group on student needs for literature review with DLE MA faculty, followed by student survey responses.

### **Step 5: Action Plan**

Confirmed Literature Review as a focus for program improvement in 2024-2025.

1. Continue to track support across the program via the research sequence and revisit it yearly (last review was 3/14/2024):

[https://docs.google.com/document/d/1-bHfAKNoFVtirBJ0uZLpSD\\_69gwRRj4y\\_mbjqSMlx9I/edit?usp=sharing](https://docs.google.com/document/d/1-bHfAKNoFVtirBJ0uZLpSD_69gwRRj4y_mbjqSMlx9I/edit?usp=sharing)

2. Share resources with instructors to share with students -- each year (e.g., library resources on research, what an empirical is, etc.) -- I just added these to the DLE MA faculty letter sent out in August.
3. Writing Support: The SDSU Writing Center is an important source of support. However, there are some difficulties that go along with receiving feedback from multiple sources. One student noted "The writing center was not always helpful because I got varied feedback that sometimes contradicted each other and made me confused." **Action Plan:** DLE will note that it is normal to get different feedback from different people but ask students to contact the instructor and/or the MA coordinator if they receive contradictory advice. Instructors will review what to expect from the Writing Center. Across courses, we will continue with peer support (identified as a strength) and increase it for literature reviews. We will also explore the possibility of in-house writing support for our students. One important source of support for on-campus students is LING 505 Writing for Graduate Students. We would like to extend this support to online students. Although Linguistics cannot currently support an online section of LING 505, we will continue to make the request with the

hope that it may be possible at a later date.

4. From start and at repeated intervals, provide tips (like reading abstracts) and review strategies for tracking readings/research (e.g. just read abstract, track references): By semester through the two-year program: DLE 600, DLE 650, ED 690, ED 795A.