



**College of Education and Affiliated Programs
Biennial Assessment Report – Fall 2014**

Master of Arts in Education-Dual Language Development

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?

The DLD program is a 30 unit (10 classes) program designed for those who have a Bachelor of Arts degree, a teaching credential, or are pursuing a CSULB teaching credential. The program is interdisciplinary and examines the literacy and language development of native English speakers, bilingual speakers, English language learners (ELLs), and/or speakers of non-standard English in grades K-12, including adult education. Program courses are drawn from several departments, including the Department of Linguistics in the College of Liberal Arts, the Department of Teacher Education, and the Department of Advanced Studies in Education and Counseling in the College of Education.

The DLD program infuses theory, research, policy, and instructional strategies in its course work for improving our DLD candidates' knowledge about bilingual and English language learners. Four integral program components specifically address instruction, curriculum and assessment, cognitive and social development, sociocultural contexts, and language policy with links to seminal and current research studies as illustrated below in our conceptual map (Figure 1).

The program course sequence in Table 1 illustrates the specific DLD classes which target our work in instruction, curriculum, assessment, etc. The components are also embedded in the DLD program goals and SLOs discussed in Tables 2 and 3 located on the pages that follow.

Table 1

Master of Arts in Education, Option in Dual Language Development, Initial Program Course Sequence

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

<p>SCAE 541 L. Reese Fall/Yr. 1</p> <p>Language Policy</p> <p>3 units</p> <p>&</p> <p>EDRG 551B T Lewis Fall/Yr. 1</p> <p>Biliteracy Assessment</p>	MATRICULATION	<p>EDCI 532 O. Rubio Spring/Yr. 1</p> <p>Socialization of Literacy</p> <p>3 units</p> <p>&</p> <p>EDCI 541 J. Attinasi Spring/Yr. 1</p> <p>Multicultural Methods</p> <p>3 units</p>	<p>EDP 400 Summer Session/Yr. 1</p> <p>(offered during 1 of 3 summer sessions)</p> <p>Social Science Educational Measure and Statistics</p> <p>3 units and if needed, 1 or two electives</p>	<p>EDCI 533 T. Lewis Fall/Yr.2</p> <p>Social Science Action Research</p> <p>3 units</p> <p>&</p> <p>LING 650 Fall Yr. 2 Program Faculty</p> <p>3 units</p>	<p>Electives Spring or Summer Yr. 1 Or Yr.2 If Needed</p> <p>6 units</p> <p>Determined through Advisement</p>	<p>EDCI 695 L. Reese Spring/Yr. 2 (Capstone)</p> <p>&</p> <p>Comp Exam</p> <p>3 units</p> <p>And if needed 1 elective</p>	DLD SYMPOSIUM
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In Spring 2014, our program faculty changed the semester offering of two of our classes. The change was necessary because the classes compliment one another better if they are offered in the same semester. Thus, we now offer in the same semester, EDRG 551b, Biliteracy Assessment with EDCI 541, Designing Curriculum and Instruction in Primary and Second Language Settings. Offering the two courses during the same semester provides students with a better understanding of the links between curriculum and assessment, for improving classroom practice. Please refer to the program course sequence below in Table 2.

Table 2*Master of Arts in Education, Option in Dual Language Development, Revised Course Program Sequence*

Fall/Yr. 1	Spring/Yr. 1	Summer Session 1/Yr. 1	Fall/Yr. 2	Electives Spring or Summer Yr. 1 or Yr. 2 (If Needed)	Spring/Yr. 2	DLD SYMPOSIUM
EDRG 551b T. Lewis Biliteracy Assessment (3 units) & EDCI 541 L. Reese Designing Curriculum & Instruction Primary & Secondary Language Settings 3 units	EDCI 532 O. Rubio Socialization of literacy (3 units) & LING 650 M. Finney Fall Yr. 2 Program Faculty 3units	EDP 400 Social Science Educational Measure and Statistics (3 units) & EDCI 500 T. Lewis 3 units	EDCI 533 T. Lewis Action Research (3 units) & SCAE 564 Language and Ed. Policies 3 Units	(3-6 units) Determined through Advisement	EDCI 695 L. Reese (3 units) & Comp Exam	

Over the years, we had a number of inquiries from prospective applicants about a spring admission cycle. The DLD program only admitted in the fall semester; however, in response to the increased interest in spring admissions, we implemented a spring admission cycle for Spring 2014. This new admission cycle has been successful for increasing the number of students in our courses, and we intend to continue admitting applicants in both the fall and spring semesters.

Description of Applicants

Our graduate candidates demonstrate a second language proficiency, or have completed 6 units of language study, or equivalent, and speak a variety of languages including Arabic, French, Italian, Spanish, Mandarin, Cantonese, Tagalog, Thai, and Vietnamese either as their heritage or second language. In some instances, candidates are admitted who do not have a second language proficiency, but have extensive experiences working with bilingual/English language learners. The decision to admit such students is made by the DLD coordinator and the DLD program faculty after personal interviews and a review of the applicants' application documents.

The majority of our DLD graduate candidates are also first generation Hispanic or Latino college students whose heritage language is Spanish. We also attract a number of international students from China and Taiwan. Our Asian population seems to increase each year; we currently have approximately 25% of our students who are foreign born and from Asian countries. Our remaining student population consists of native English speakers who are European-Americans.

The applicant pool for the DLD program consists of full-time classroom teachers, substitute teachers, returning CSULB students, and recent CSULB baccalaureates. The program also attracts other post-baccalaureate students from the surrounding southern California region, as well as across the United

States. Additionally, CSULB teaching credential candidates in the Asian and Spanish Bilingual Authorization (BILA) programs have the opportunity to pursue their teaching credential and the DLD master's degree simultaneously with all of the requirements for the two programs completed within a two-year period. To this end, three (3) units of elective semester credit are applied from the BILA credential programs towards the required 30 units, thus only 8 classes are typically needed for our BCLAD credential students.

Program Outreach and Impact

The DLD Master's degree is unique and one of the few within the United States, as well as within the southern California region. Given its uniqueness, the DLD program stands to provide an important role in preparing graduate candidates for improving the educational outcomes of bilingual and English learners in the region. Candidates are also knowledgeable about public school and legal policies affecting bilingual and English learners and can provide leadership in public and private agencies.

Our DLD program faculty demonstrate an earnest commitment to program outreach. For example, a number of our DLD students have co-authored work and presented with our DLD faculty at state, national, and international conferences intended for researcher and practitioner audiences. In spring 2013, DLD graduate candidates from year 2, Veronica Zendejas and Ann Bui, will present at the California Association of Bilingual Education (CABE) with Dr. Trini Lewis on February 14, 2013. Additionally, recent spring 2012 DLD graduates, Blanca Rojas, Lucero Chavez, and Gabriela Cook will present with Dr. Leslie Reese at a conference in Guatemala in February 2013.

In addition, to our outreach efforts in researcher and practitioner forums, our graduates impact the teaching profession as classroom teachers, curriculum specialists, staff developers, and consultants, in their school districts. During spring 2011-12, several of our DLD graduates also obtained teaching credentials simultaneously while completing their DLD master degree program. Some of our graduates also obtained teaching positions in the southern California region in public and private schools. We also had one graduate, Alexi Daher from the 2012 graduating class, obtain a teaching position at Occidental College teaching Arabic. Still other graduates have obtained employment abroad in Spain and Japan teaching in bilingual settings, or ESL to adults.

An additional subset of DLD graduates pursue higher education at the doctorate level. One of our previous DLD graduates, Shirley Parry, graduated with a Ph.D from USC in Spring 2014. Another DLD graduate, Erica Garcia, also gained admission at USC in Spring 2014 as an Ed.D candidate.

Program Goals

The DLD program also has eight distinct, yet inter-related program goals that are represented as course standard learning objectives (SLOs). The emphasis of the program goals/SLOs is to prepare graduate candidates with theoretical and research-based knowledge for improving the educational outcomes of culturally and linguistically students in an equitable manner. The program goals/SLOs focus on pedagogy, instruction and assessment and include a range of critical thinking skills for learning to synthesize, apply, analyze, and evaluate the professional literature with current research and practical classroom applications. The program goals/SLOs include (1) identify and analyze current multicultural and language issues and policies in the United States and globally; (2) evaluate the applicability of informal and formal assessment measures to determine their validity for language minority students; (3) demonstrate knowledge of major theoretical bases for language minority students in a curriculum module; (4) analyze and apply fieldwork data of students' home language & literacy practices in a classroom literacy plan to inform instruction; (5) synthesize published literature for informing an action research question related to the education of the language minority students (7) analyze and interpret

data to address an action research question and (8) evaluate personal and professional stances with respect to language minority education in an ethically and socially responsible manner.

Initially, we had an SLO 6, to apply knowledge of cognitive and societal bilingualism to a contemporary issue. However, we have deleted this SLO because it is related to a course in the Linguistics Dept. that does not have an assessment system such as ours.

Program Goals and Connection to CED Conceptual Framework

Since the DLD program aims at advancing graduate candidates' knowledge and skills for working with culturally and linguistically diverse students in an equitable manner, the eight program goals/SLOs also reflect the College's key ideas contained in the conceptual framework. This alignment can be seen in Table 2 below.

DLD Enrollment

During Spring 2012, the year 1 DLD graduating cohort consisted of 29 matriculated students and 17 students graduated from the year 2 cohort. Our recent enrollment indicated a dramatic increase in 2011-2012 from previous years. However, due to the economic downturn, our enrollment dropped in 2012. We lost a number of students who entered the program during the first year due to gaining employment. Thus, during 2014 the number of our graduate candidates dwindled as evidenced in Tables 5 & 6. The good news though is that our enrollment improved with the addition of a spring admission cycle.

DLD Faculty

During the period of review from Spring 2011-Spring 2014, the DLD faculty consisted of Dr. Olga Rubio, Dr. John Attinasi, Dr. Trini Lewis, and Dr. Leslie Reese. All of the faculty members traditionally teach several of the required courses in the DLD program course sequence and specialize in literacy, linguistics, language development, second language acquisition, and English language learners. In Spring 2011, Dr. John Attinasi taught one class in the DLD program, EDCI 541, Designing Curriculum and Instruction in Primary and Second Language Settings to the year 1 cohort. Dr. Attinasi was in the CSU FERP program and was a professor with a joint appointment in the Linguistics Department and in the Teacher Education Department. He retired at the end of Spring 2011, but remains teaching in the DLD program, from time-to-time. For example, he is teaching a course in Spring 2015.

Dr. Trini Lewis is an associate professor in the Teacher Education Department and has assumed duties as the DLD program coordinator since Fall 2009. She teaches two classes in the DLD program, EDRG 551b, Assessment of Literacy with Bilingual Students and EDCI 533, Action Research Methods: Teachers as Inquirers. Dr. Lewis teaches both classes in the fall semester for two distinct cohorts. She teaches EDRG 551b to the year 1 cohort and EDCI 533 to the year 2 cohort who complete their final year in the program. Occasionally, Dr. Lewis also teaches EDCI 500, an elective course offered during the first summer session.

Dr. Leslie Reese is also a professor in the Teacher Education Department. She teaches three classes in the DLD program, SCAE 564 (formerly EDP 672), Language and Educational Policies during the fall semester to the year 1 cohort and EDCI 695, Seminar in Curriculum and Instruction during the spring semester as the last class taken by the year 2 cohort. Due to the retirement of Dr. John Attinasi, Dr. Reese is now teaching EDCI 541 to the year 1 cohort in the spring semester of each academic year.

Dr. Olga Rubio is a professor in the Teacher Education Department and serves as the program coordinator for the Bilingual Authorization program with an emphasis in Spanish language (BILA). She is also part of the DLD faculty. Dr. Rubio teaches one class for the DLD program, EDCI 532, Socialization of Literacy in More than One Language during the spring semester to the year 1 cohort.

Program Changes Since our Last CED Annual Report: Program Applicants, Spring Admissions, and Student Characteristics

The most significant program change for the DLD Master degree program was the increase in the number of applicants. Our enrollment increased dramatically. A total of 17 students matriculated and graduated in Spring 2012. Our enrollment continued to soar and the year 2 cohort currently has 29 DLD graduate candidates who will graduate in Spring 2013. However, the number of DLD students also shifted downward with the economic downturn and the cohort that graduated in Spring 2014 was much smaller, consisting of approximately 12 students.

Given the economic downturn we experienced in recent years, the characteristics of our DLD students also shifted from those who were classroom teachers to the inclusion of candidates with limited full-time teaching experiences. The shift appeared to reflect employment issues related to our nation's economic downturn and describes at least half of our current graduate candidates. Nonetheless, all of our candidates have rich classroom experiences, working as paraprofessionals, substitute teachers, tutors, or volunteers in classroom settings.

However, since the recent economic upswing, our applicant pool is increasing, particularly with our new spring admission cycle. The number of classroom teachers admitted into the DLD program has also increased and appears to be a trend back to attracting classroom teachers. Although we faced challenges during the recent 'lean years', the composition of our cohorts has been enriched. We now attract approximately 25% international students from Asia, 30% classroom teachers, and 45% pre-service and credentialed students awaiting full-time employment opportunities.

Appropriate Tools for Effectively Measuring SLO 8

Another program change since our last report is related to SLO 8. SLO 8 evaluates students' personal and professional stances with respect to language minority education in an ethically and socially responsible manner.

Initially, SLO 8 was conceptualized as a course SLO and embedded in EDP 695. However, no data was ever collected due to faculty concerns about whether or not the SLO was a course or program learning objective. Faculty also had concerns about identifying an appropriate and effective measurement tool for measuring attitudinal shifts in DLD graduate candidates dispositions. After thoughtful discussion and careful consideration, the DLD Faculty decided that SLO 8 was a program SLO and not merely an SLO for one specific course. Thus, a pre- and post- program reflection will be given at the beginning and end of each academic year for the year 1 and year 2 cohorts beginning in Fall 2014 .

Figure 1
Conceptual Map of DLD Program

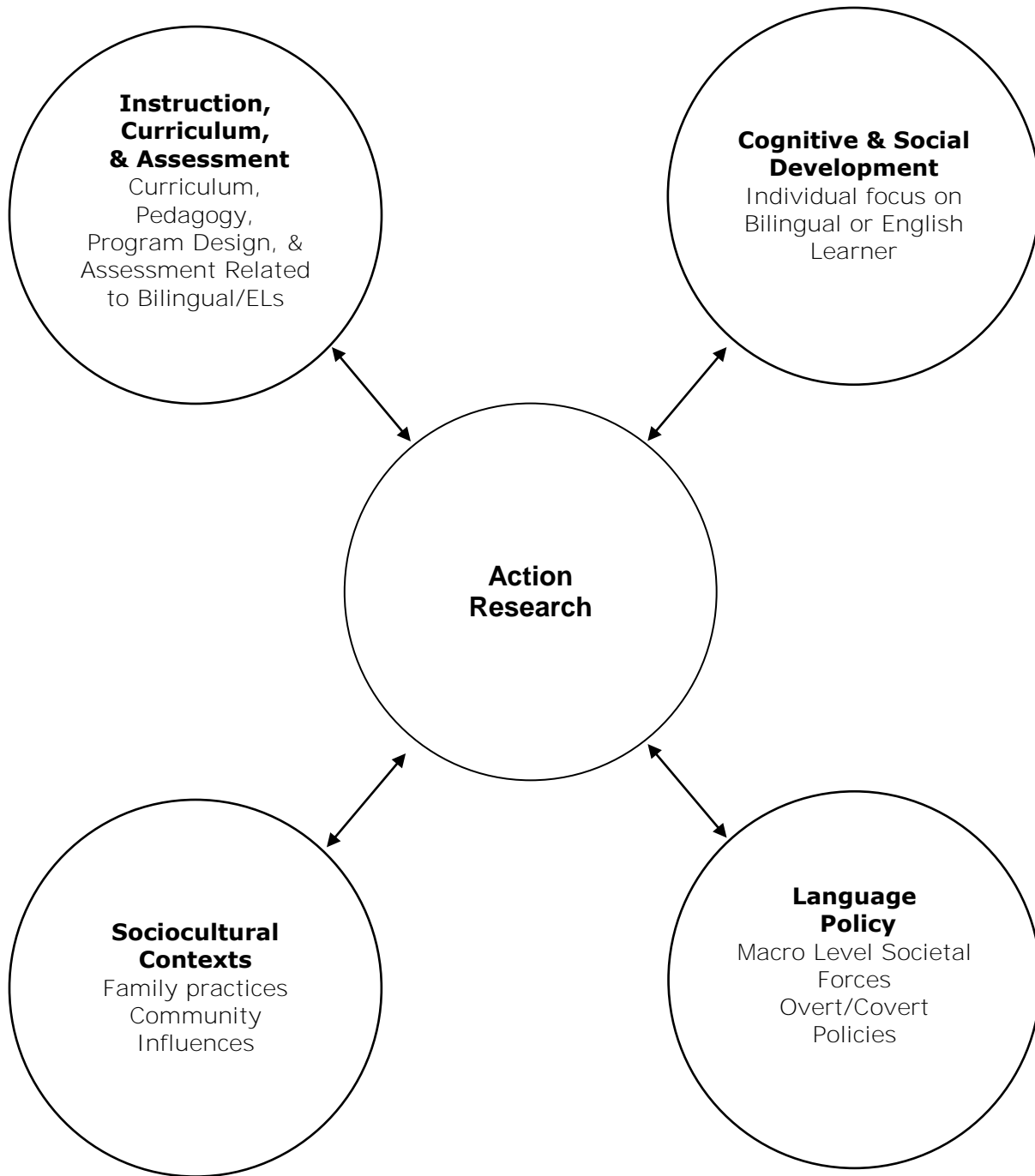


Table 3

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8
SLOs	Identify and analyze current multicultural and language issues and policies in the U.S. and globally.	Evaluate the applicability of informal and formal assessment measures to determine their validity for language minority students.	Demonstrate knowledge of major theoretical bases for language minority students in a curriculum module (related to the teaching of reading/language arts and/or critical literacy).	Analyze and apply fieldwork data of students' home language & literacy practices in a classroom literacy plan to inform instruction.	Synthesize published literature for informing an action research question related to the education of language minority students.	Apply knowledge of cognitive and societal bilingualism to a contemporary educational issue.	Analyze and interpret data to address an action research question.	Evaluate personal and professional stances with respect to language minority education in an ethically and socially responsible manner.
Signature Assignment	International case study	Case Study Evaluation of Classroom Assessments	Curriculum audit	Home & school events report	Research plan	Review of literature	Action research study	Comps Final Program Reflection
National Standards	N/A							
State Standards	N/A							
Conceptual Framework	Scholarship, Advocacy	Effective Pedagogy	Scholarship, Effective Pedagogy	Collaboration	Scholarship	Leadership, Innovation	Evidence-based Practice	Advocacy
CSULB Learning Outcomes	Engaged in global and local issues, Knowledge and respect for diversity	Well-prepared	Integrating liberal education	Knowledge and respect for diversity, Collaborative problem solving	Integrating liberal education	Collaborative Problem solving, Well-prepared	Collaborative problem solving	Knowledge and respect for diversity, Collaborative problem solving
NCATE Elements	Content Knowledge	Professional Knowledge and Skills, Pedagogical Content Knowledge, Student Learning	Professional Knowledge and Skills, Pedagogical Content Knowledge, Student Learning	Professional Knowledge and Skills, Pedagogical Content Knowledge, Student Learning	Professional Knowledge and Skills, Pedagogical Content Knowledge	Pedagogical Content Knowledge	Professional Knowledge and Skills, Pedagogical Content Knowledge	Professional Dispositions, Student Learning

Table 4*Program Specific Candidate Information, 2012-2014 – Transition Point 1 (Admission to Program)*

	2012-2013			2013-2014		
	Applied	Accepted	Matriculated	Applied	Accepted	Matriculated
Total:	23	23	18	20	20	18

Table 5*Program Specific Candidate Information, 2012-2014 – Transition Point 2 (Advancement to Culminating Experience)*

	2012-2013	2013-2014
Comps¹	26	7

Table 6*Comprehensive Exam Results, 2012-2014*

	2012-2013	2013-2014
Passed	26	7
Failed	0	0
Total²	26	7

¹ 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).

² 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 12-13 may be accounted for twice.

Table 7*Program Specific Candidate Information, 2012-2014 – Transition Point 3 (Exit)*

	2012-2013	2013-2014
Degree	25	8

Table 8*Faculty Profile 2012-2014³*

Status	2012-2013	2013-2014
Full-time TT/Lecturer	4	2
Part-time Lecturer	0	0
Total:	4	2

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.**

Two faculty members, Dr. Olga Rubio and Dr. Trini Lewis reviewed and discussed the data in this report. The discussion focused on enrollment figures, signature assignment, final reflections, and comprehensive exam data.

³ 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 Dual Language Development 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). Data related to program signature assignments are reported in Appendix A.
- **Final Program Reflection:** The Final Program Reflection is a capstone assignment that our program uses to qualitatively assess both candidate performance and program effectiveness. Data collected with the final reflection provide program faculty the opportunity to look holistically at student discussion patterns related to prominent themes illustrating our SLOs. Students' final reflections gathered at the end of their time in the program have proven to be very helpful for informing us about students' research skill development, improved confidence, and overall program satisfaction, as well as information about how the skills learned in the DLD program might be applied in their current or future professional settings. A copy of the Final Reflection assignment rubric is included in Appendix C of this report.
- **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. Relevant 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. Relevant data for the program are reported in Appendix B.

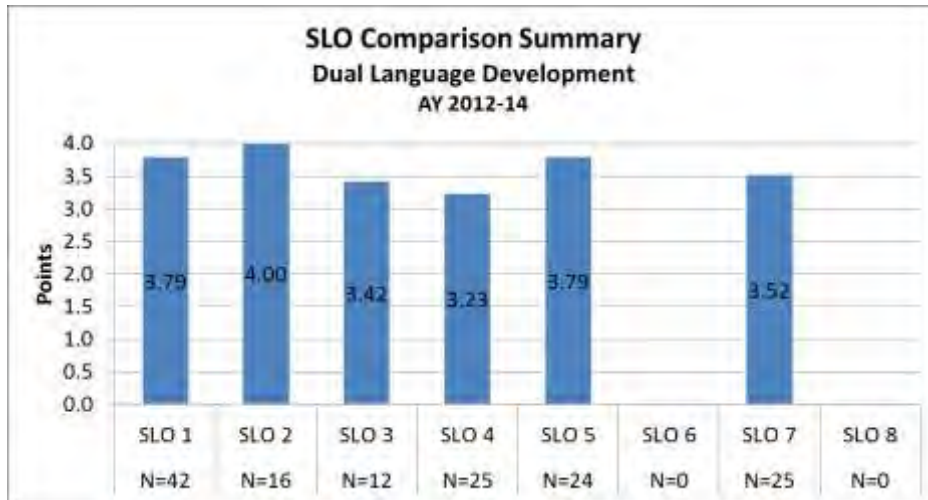
Additional information, including each program's assessment plan and signature assignments, can be found at: <http://www.ced.csulb.edu/assessment>.

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 present an overview of SLO data for the period covered by this report. For more detailed data on specific SLOs and related criteria (as available) please go to Appendix A. For program pathways with fewer than 10 students, we do not disaggregate data.

Figure 2

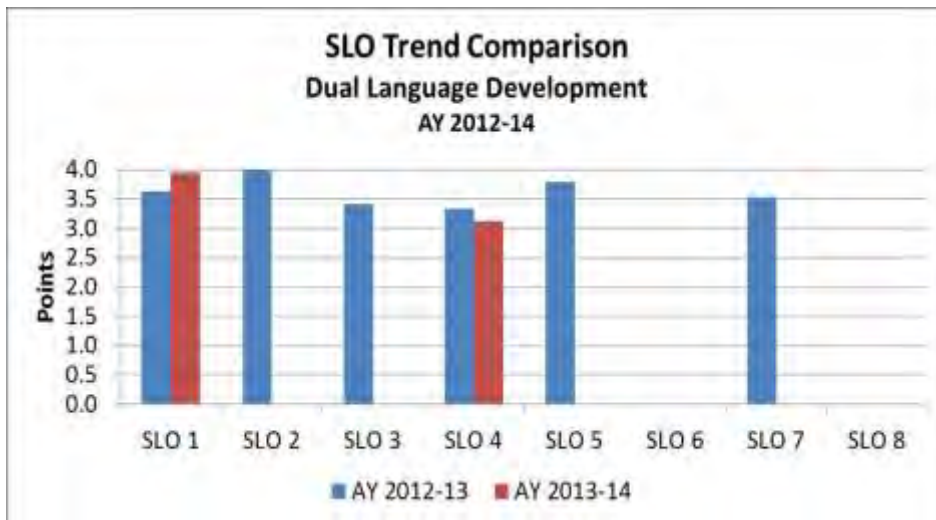
Figure 2 shows aggregate data by SLO for a two-year period based on points earned.



Note: DLD candidate performance on SLOs 1-7 are assessed with task specific analytic rubrics associated with either our signature assignments, or the comprehensive exam. SLO 8, however, is assessed more holistically, yielding qualitative data through students’ responses in their final program reflection. As such, 0-4 scores are not reported for this outcome/assignment.

Figure 3

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



- b. **Program Effectiveness Data:** What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness.

The Dual Language Development program has reviewed and interpreted data from the following survey items (identified below). These surveys can be found in **Appendix B**.

<u>Survey</u>	<u>Items</u>
CED Exit Survey, 2014	Advising & College Services #5; Tech, Library & Other Resources #6, #7; CED Conceptual Framework #8, #9; Learning Experiences & Outcomes #10, #11, #12; General Outcomes #13-19, #24

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.

The DLD program relies on qualitative data provided through student reflections that are collected at the end of candidate’s experience in the program. Due to concerns for candidate confidentiality, qualitative data samples are not included, however an example of the Final Reflection assignment description and rubric are provided for reference. Please see Appendix C of this report.

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.)

Please refer to Tables 9 and 10 on the following pages for discussion related to key findings based on analysis and interpretation of program data.

Table 9*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	Signature assignments/ Comp exam	CED Exit Survey Reflections Signature assignments	Signature assignments and comprehensive exams are working well as evidenced by high rate of student achievement.	N/A	N/A
2	Advisement	CED Exit Survey	Majority of the students reported being very satisfied/satisfied with advisement provided through the program.	Some students report being unable to attend advisement sessions due to work/school scheduling conflicts.	
3	General Program Outcomes	CED Exit Survey	Majority of students strongly agreed/agreed satisfied with general program outcomes.	N/A	N/A
4	Research Skills and Confidence	Final Program Reflections	Majority of students report increased research knowledge about ELs and improved confidence.	N/A	N/A
5	Survey response rates	CED Exit Survey, Alumni Survey		Need to improve number of respondents—only 8 students for 2013 and only 4 students for 2014.	Survey data was not previously available

#	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
6	Opportunities provided by instructors to revise work	Signature Assignments (SLO 2 & SLO 4)	<p>As evidenced by the consistently high mean score for this assignment (SLO 2), students clearly benefit from having the opportunity to submit revisions along the way to improve their skills in assessing bilingual and EL students.</p> <p>Similarly, strong scores on the assignment mapped to SLO 4 are also reflective of students' opportunities to revise their work. The signature assignment for SLO4 is an action research project/report that is written in close consultation with a peer writing partner and the instructor.</p>	N/A	N/A
7	Program effectiveness in preparing candidates to work with Bilingual and EL students	Signature Assignments (SLO 8)	<p>The final reflection data informed us about the affective nature of our program that isn't easily captured in formal assessments. Students' final reflections noted increased confidence in knowledge about topics and issues pertaining to bilingual and English language learners. This evidence notes the close links between students' experiences and our program effectiveness.</p>	N/A	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 10

Program Action Items

Topic #	Action to Address Areas for Improvement	By Whom?	By When?	Update on Actions (If Applicable)
2	Better outreach to students with challenging schedules for maintaining advisement appointments.	Program Faculty	Spring 2015/Ongoing	N/A
5	Administer open-ended questionnaire at end of each semester to assess student satisfaction and to obtain timely feedback about the program. Also, provide students with reminders about responding to exit survey.	Program Faculty	End of each semester	N/A

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)

If YES, please document planned changes below:

Table 11

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.

APPENDIX A:
Candidate Performance Data

Dual Language Development 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
- **SLO Criteria Score Means Graph:** displays aggregate criteria data for SLOs for a two-year period based on the average percentage of points earned.

Student Learning Outcomes

Outcome 1: Identify and analyze current multicultural and language issues and policies in the U.S. and globally.

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

Outcome 3: Demonstrate knowledge of major theoretical bases for language minority students in a curriculum module (related to the teaching of reading/language arts and/or critical literacy).

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

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

Outcome 6: Apply knowledge of cognitive and societal bilingualism to a contemporary educational issue.

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

Outcome 8: Evaluate personal and professional stances with respect to language minority education in an ethically and socially responsible manner.

Figure 1

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

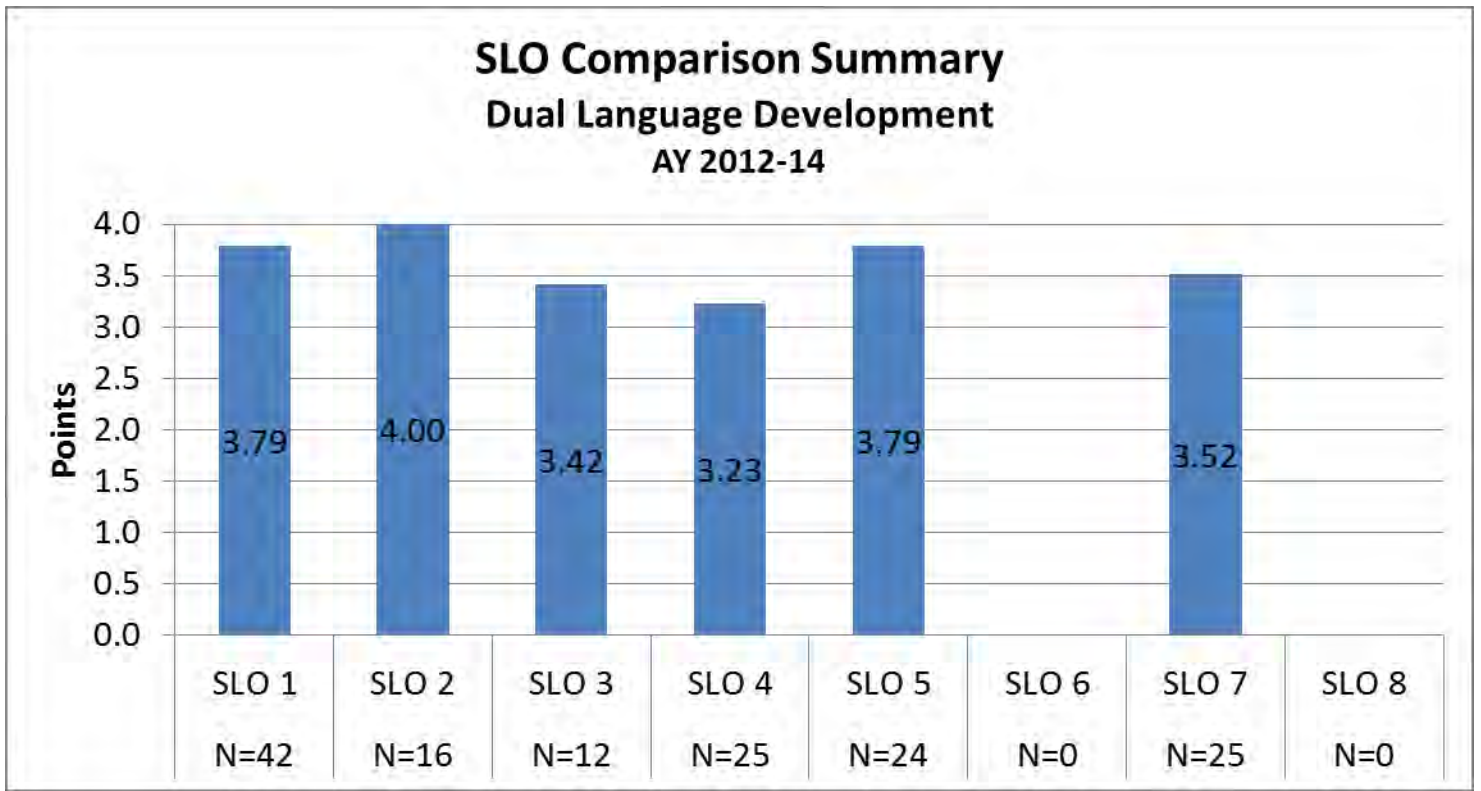
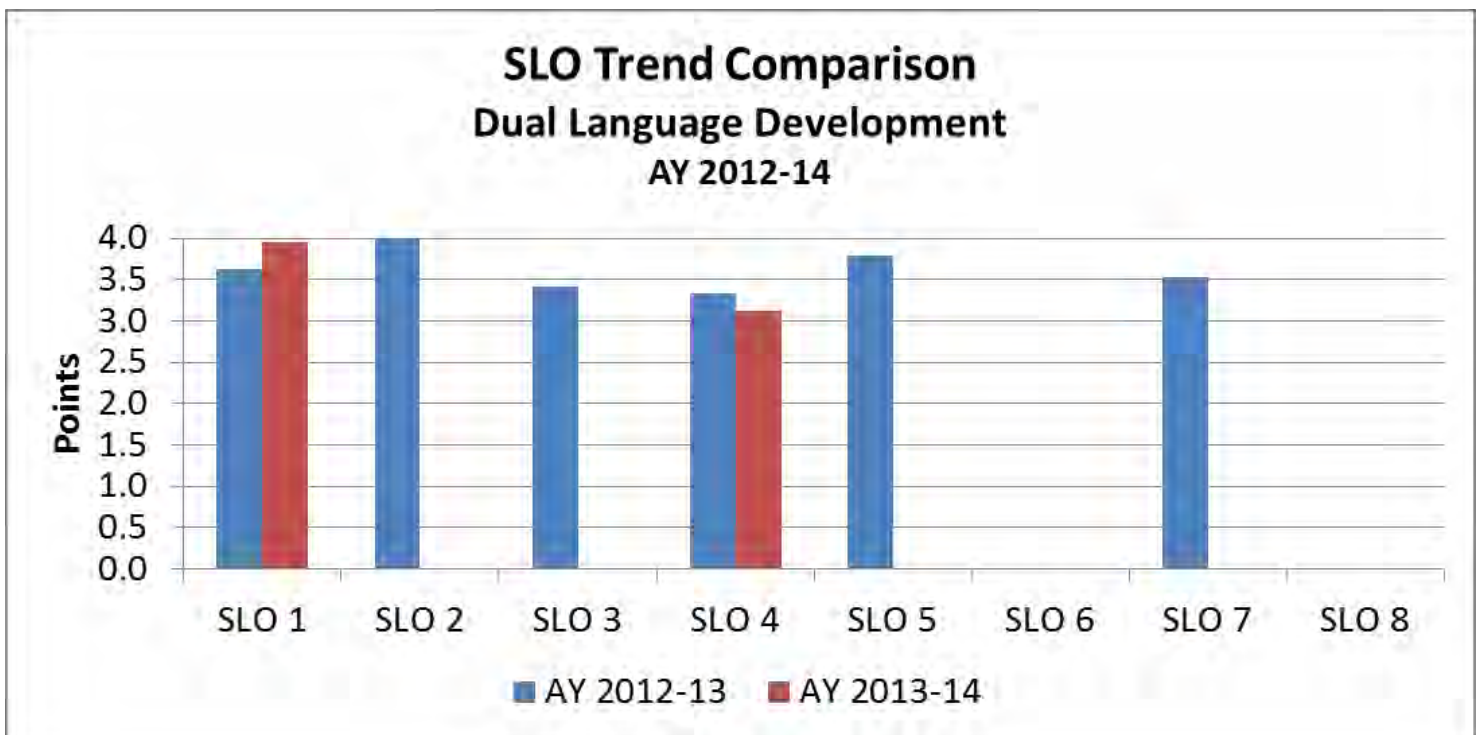


Figure 2

Figure 2 shows trends in SLO data across two years based on points earned.



Outcome 6: Apply knowledge of cognitive and societal bilingualism to a contemporary educational issue.

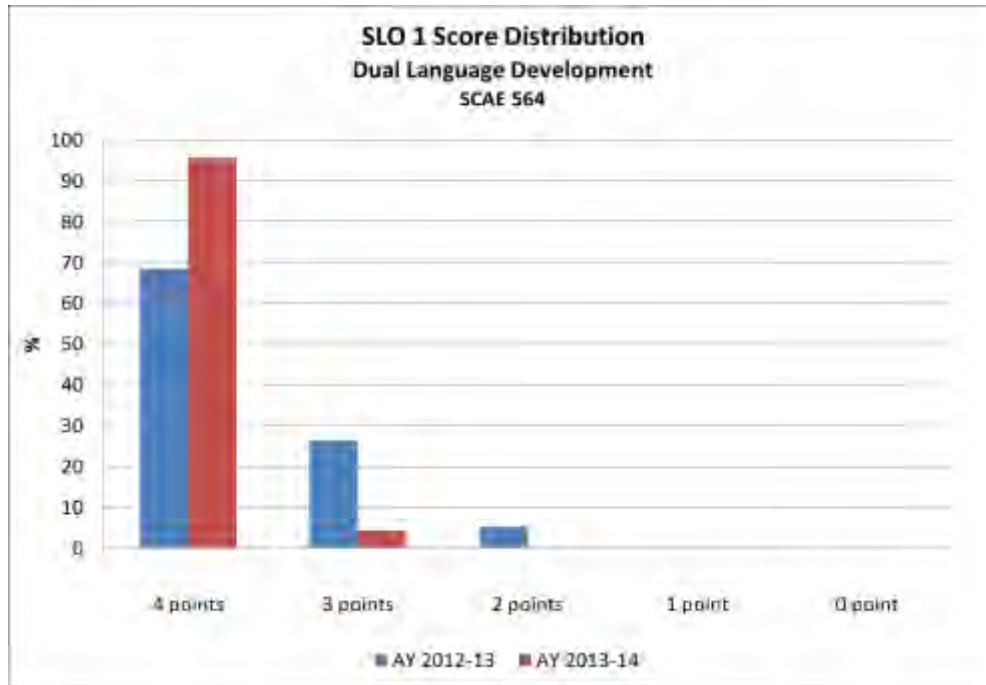
Note: No data given for AY 2012-2013

Outcome 8: Evaluate personal and professional stances with respect to language minority education in an ethically and socially responsible manner.

Note: No data given for AY 2012-2013

Outcome 1: Identify and analyze current multicultural and language issues and policies in the U.S. and globally.

Figure 3



AY	N	Mean	SD
AY 2012-13	19	3.63	0.58
AY 2013-14	23	3.96	0.20

Figure 4



AY	Max N
AY 2012-13	19
AY 2013-14	23

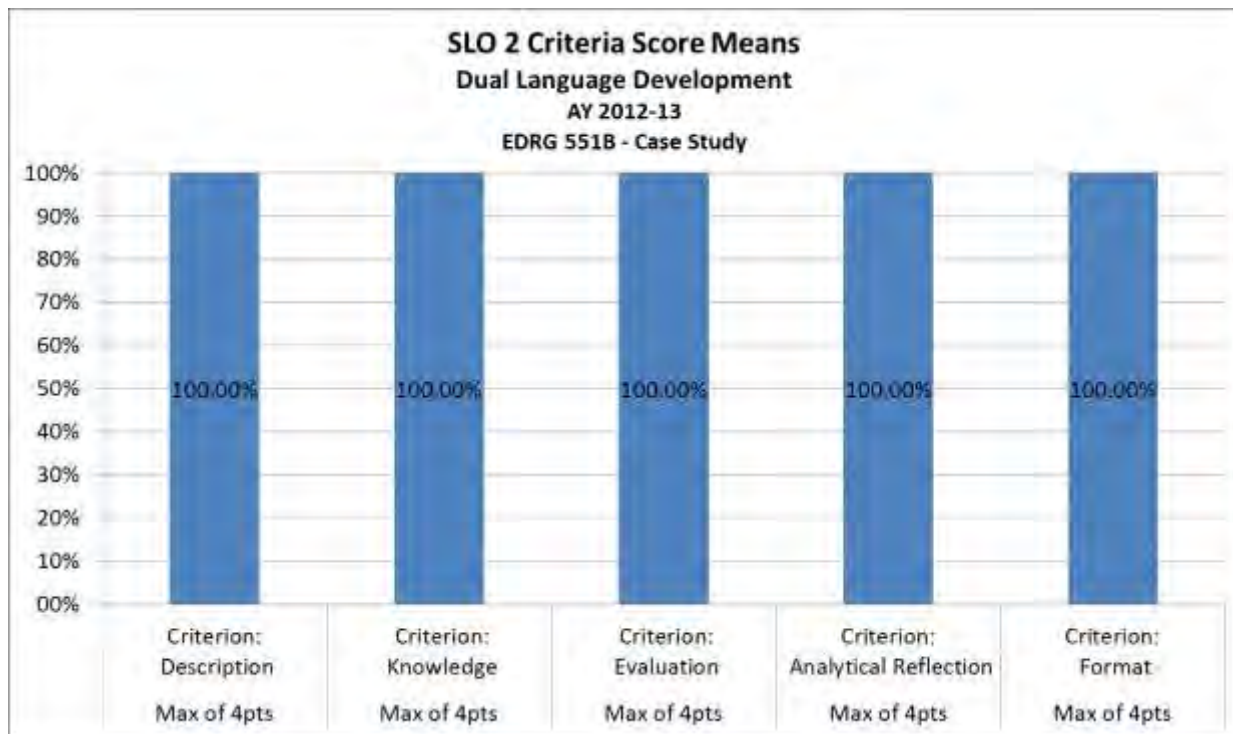
Outcome 2: Evaluate the applicability of informal and formal assessment measures to determine their validity for language minority students.

Figure 5



AY	N	Mean	SD
AY 2012-13	16	4.00	0.00

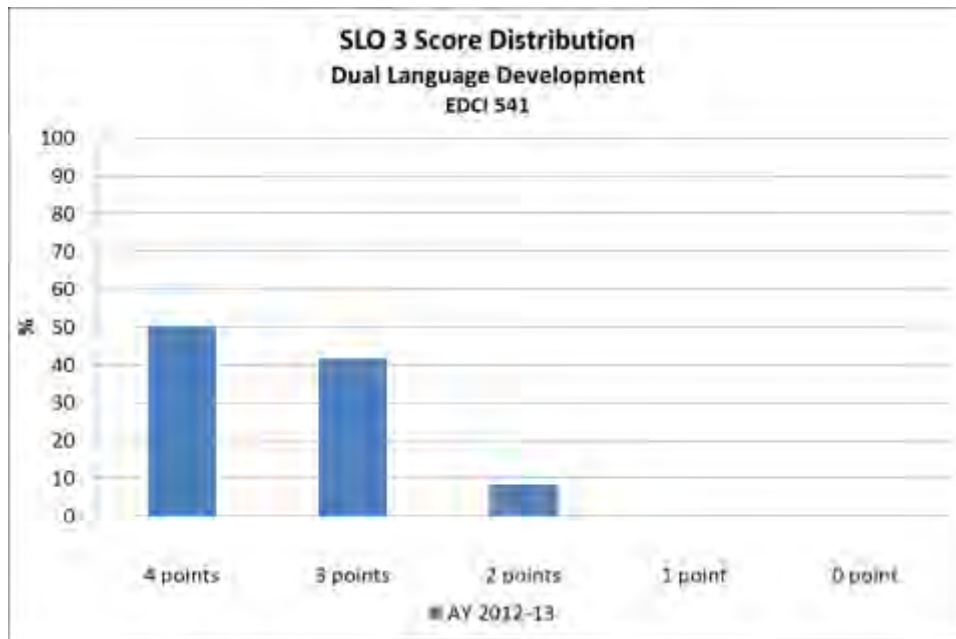
Figure 6



AY	Max N
AY 2012-13	16

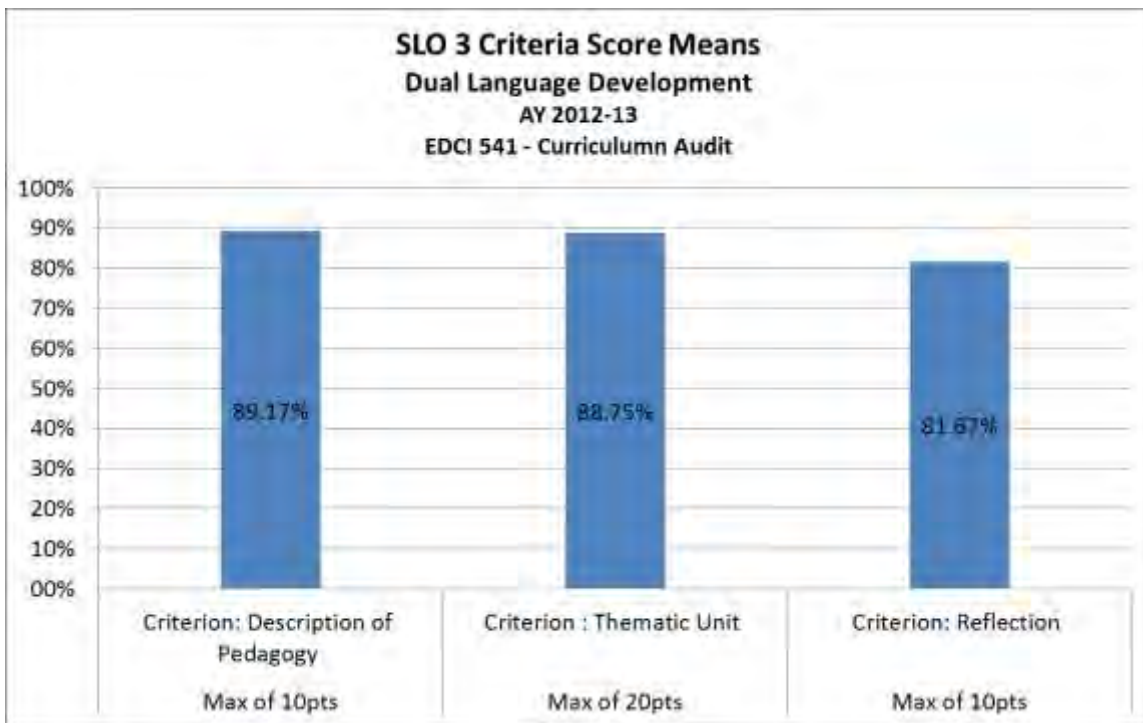
Outcome 3: Demonstrate knowledge of major theoretical bases for language minority students in a curriculum module (related to the teaching of reading/language arts and/or critical literacy).

Figure 7



AY	N	Mean	SD
AY 2012-13	12	3.42	0.64

Figure 8



AY	Max N
AY 2012-13	12

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

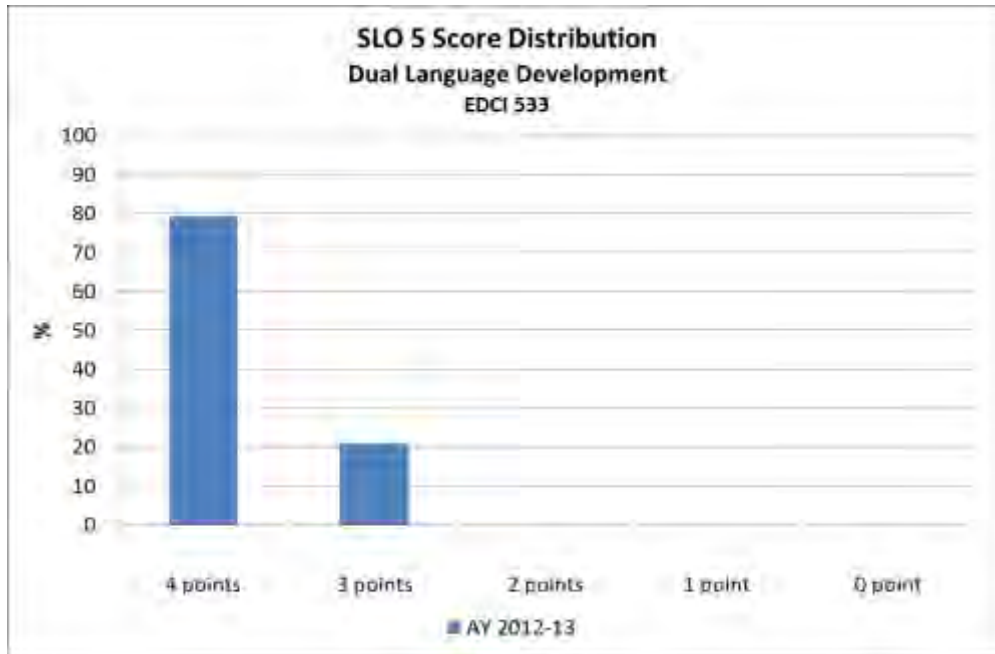
Figure 9



AY	N	Mean	SD
AY 2012-13	9	3.33	0.94
AY 2013-14	16	3.13	1.45

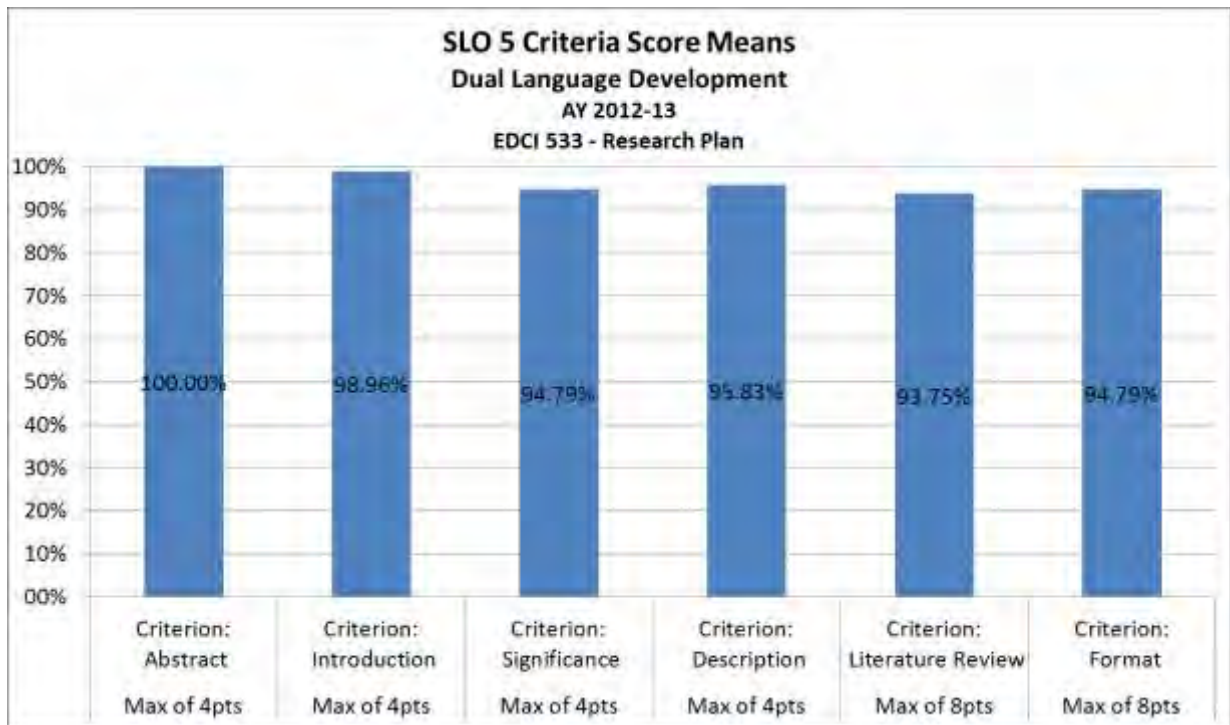
Outcome 5: Synthesize published literature for informing an action research question related to the education of language minority students.

Figure 10



AY	N	Mean	SD
AY 2012-13	24	3.79	0.41

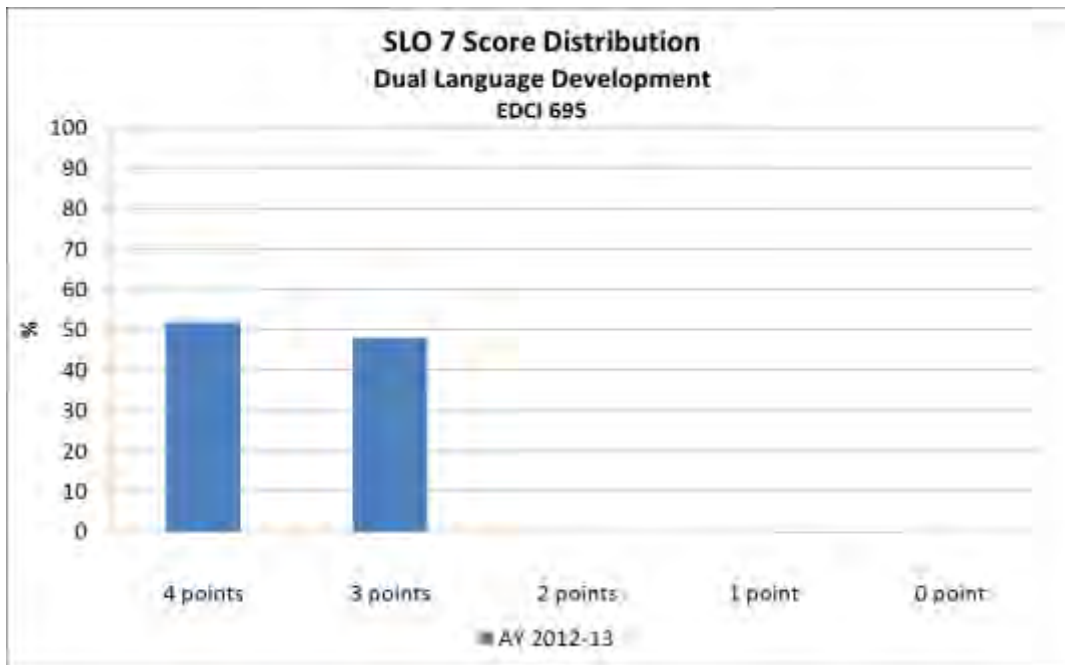
Figure 11



AY	Max N
AY 2012-13	24

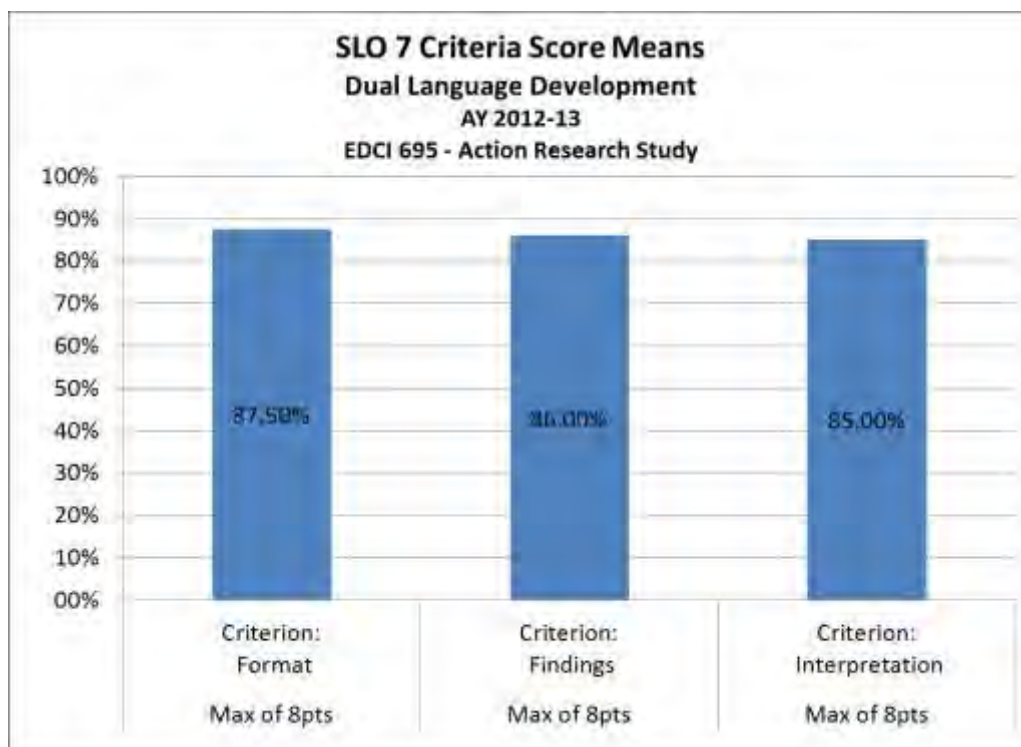
Outcome 7: Analyze and interpret data to address an action research question.

Figure 12



AY	N	Mean	SD
AY 2012-13	25	3.52	0.50

Figure 13



AY	Max N
AY 2012-13	25

APPENDIX B: Program Effectiveness Data

Dual Language Development Exit Survey Response Summary AY 2014

About Your Program

1. Tell Us About Your Program **What program(s) are you currently completing or have you recently completed? Select all that apply.**

#	Answer		N	%
6	Dual Language Development Master's Degree		4	100%

Master's Programs

ms

2. For the purposes of this survey, please select one program from the list below that you will have in mind as you complete the rest of this survey.

#	Answer		N	%
6	Dual Language Development Master's Degree		4	100%

3. In what term and year did you or will you complete your program?

Term/Year	Spring 2014	Fall 2012	Total
N	1	1	2

4. How many years did it take you to complete the program? (Please include any educational leaves, time off from study, etc.)

#	Answer		N	%
1	Fewer than 2 years		0	0%
2	Between 2 and 3 years		4	100%
3	More than 3 years		0	0%
	Total		4	100%

Advising and College Services

5. Please rate your level of agreement with the following statements about the academic environment and services.

#	Question	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Total	Mean
1	I had access to the support I needed to succeed academically.	0	3	1	0	4	2.25
2	My program advisor was helpful and supportive.	0	3	0	0	3	2.00
3	At least one college staff member took an interest in my development.	1	2	1	0	4	2.00
4	At least one faculty member took an interest in my development.	1	3	0	0	4	1.75
5	Staff in the college were helpful and supportive.	1	2	0	0	3	1.67
6	The physical classroom space was conducive to learning.	1	2	1	0	4	2.00
7	I felt the college and my program were sensitive to non-academic responsibilities (e.g., work, family, etc.)	0	4	0	0	4	2.00
8	The quality of service/advising provided by the Graduate Studies Office was high.	0	4	0	0	4	2.00
9	The information on the college web site was accurate and thorough.	0	2	2	0	4	2.50

Technology, Library, and Other Resources

6. Please rate your level of satisfaction with the quality of each of the following:

#	Question	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Total	Mean
1	Library resources in my field.	1	2	1	0	4	2.00
2	Support for writing.	0	3	1	0	4	2.25
3	Accuracy and timely availability of information relevant to my academic progress	0	4	0	0	4	2.00
4	Availability of the technology necessary for my academic program	0	4	0	0	4	2.00
5	Availability of the courses I need to make academic progress	0	3	1	0	4	2.25

Technology, Library, and Other Resources (cont.)

7. Please rate your level of agreement with each of the following:

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Mean
1	My instructors frequently used technology and media to effectively promote learning.	1	3	0	0	4	1.75
2	My instructors expected us to use instructional technology and media in completing our assignments.	1	3	0	0	4	1.75
3	In my program, I had sufficient opportunities to learn about using computer technology to enhance my academic and professional work.	1	0	2	0	3	2.33
4	I am able to locate online resources in my field.	1	3	0	0	4	1.75
5	I use technology ethically and responsibly (accessibility, fair use, security, safety, etc.).	0	4	0	0	4	2.00
6	I am able to locate high-quality online resources in my field.	0	4	0	0	4	2.00
7	My academic and professional work is enhanced by the use of technology.	1	3	0	0	4	1.75
8	I am able to integrate technology to improve my teaching and learning.	1	3	0	0	4	1.75

8. How important do you think it is to:

#	Question	Very Important	Important	Somewhat Important	Not That Important	Total	Mean
1	Develop the content knowledge and skills needed to be successful in your profession.	2	2	0	0	4	1.50
2	Understand how to collect and use assessment data to inform your practice.	3	1	0	0	4	1.25
3	Develop competence in working collaboratively within school, family, and/or community contexts.	3	1	0	0	4	1.25
4	Accept leadership roles in your profession in responsible and ethical ways.	3	1	0	0	4	1.25
5	Understand how to use technology and other innovative processes in appropriate ways within your profession.	2	2	0	0	4	1.50
6	Understand and appreciate the role of research in your profession and use scholarship in a continuous learning and inquiry manner.	2	2	0	0	4	1.50
7	See it as part of your professional responsibility to advocate for the interests of your students/clients.	2	2	0	0	4	1.50

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

#	Question	A Great Deal	Somewhat	Very Little	Not At All	Total	Mean
1	Develop the content knowledge and skills needed to be successful in your profession.	1	3	0	0	4	1.75
2	Understand how to collect and use assessment data to inform your practice.	2	2	0	0	4	1.50
3	Develop competence in working collaboratively within school, family, and/or community contexts.	3	1	0	0	4	1.25
4	Accept leadership roles in your profession in responsible and ethical ways.	2	2	0	0	4	1.50
5	Understand how to use technology and other innovative processes in appropriate ways within your profession.	2	1	0	1	4	2.00
6	Understand and appreciate the role of research in your profession and use scholarship in a continuous learning and inquiry manner.	3	1	0	0	4	1.25
7	See it as part of your professional responsibility to advocate for the interests of your students/clients.	3	1	0	0	4	1.25

Learning Experiences and Outcomes

10. In your experiences in the College of Education during the current academic year, how often have you:

#	Question	Very Often	Often	Sometimes	Never	Total	Mean
1	Participated in a meaningful and productive group discussion on an educational issue/topic.	2	1	1	0	4	1.75
2	Participated in small or large group activities in class.	2	1	1	0	4	1.75
3	Discussed ideas from readings or class with a faculty member outside of class.	2	1	1	0	4	1.75
4	Received prompt, detailed, and useful written or oral feedback from a professor about your academic performance.	1	3	0	0	4	1.75
5	Had serious conversations with students who are very different from you in terms of race, religious beliefs, political views, personal values, etc.	1	3	0	0	4	1.75

**11. 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.	2	2	0	0	4	1.50
2	...prepared me to connect professional standards to the latest developments in the field and my practice.	0	4	0	0	4	2.00
3	... facilitated my reflection on my professional values and dispositions.	1	3	0	0	4	1.75
4	... facilitated my reflection on my learning in a way that enhanced my growth and development.	0	3	1	0	4	2.25
5	... allowed me to interact with a wide range of faculty and professionals in the field.	0	2	2	0	4	2.50
6	... gave me the opportunity to work with other candidates from a wide range of diverse groups.	1	3	0	0	4	1.75
7	... facilitated the active participation of individuals from diverse groups.	1	3	0	0	4	1.75

12. Learning Outcomes: Fieldwork

My program...

#	Answer		N	%
1	Offers a fieldwork or clinical component.		0	0%
2	Does not offer a fieldwork or clinical component.		4	100%
	Total		4	100%

General Outcomes

13. 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.	1	3	0	0	4	1.75
2	My program facilitated the development of my problem-solving skills.	1	3	0	0	4	1.75
3	My program prepared me for professional practice.	0	4	0	0	4	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.	1	3	0	0	4	1.75
5	My program helped me develop the ability to link my lesson content to students' experiences and cultures.	2	2	0	0	4	1.50
6	My program prepared me to teach and engage all students, including English language learners and those with special needs.	2	2	0	0	4	1.50
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.	0	3	1	0	4	2.25

14. 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?	2	2	0	4	1.50
2	Read, understand, interpret and apply high quality research in your professional work?	2	2	0	4	1.50
3	Collaborate with colleagues and community organizations to support school/program improvement?	2	2	0	4	1.50
4	Act as a leader, whatever your role, to promote learning and success for all students/clients?	2	2	0	4	1.50
5	Act as a change agent to support innovative practices?	1	3	0	4	1.75
6	Engage in an ongoing process of inquiry to support and improve your practice?	3	1	0	4	1.25
7	Act as an advocate both for those you serve and yourself?	1	3	0	4	1.75

15. What did you choose as your culminating activity?

#	Answer		N	%
1	Project		1	25%
2	Thesis		0	0%
3	Comprehensive Exam		3	75%
	Total		4	100%

16. Why did you choose this culminating activity?

Text Response (N=1)

The program required an Action Research. My specific research focused on what were the effects of strategic use of primary language in first grade fluency development.

17. Have you already taken your comprehensive exam?

#	Answer		N	%
1	Yes		2	67%
2	No		1	33%
	Total		3	100%

18. My comprehensive exam allowed me to show the depth and the breadth of what I have learned.

#	Answer		N	%
1	Strongly Agree		2	100%
2	Agree		0	0%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		2	100%

19. My comprehensive exam covered most of my program's learning outcomes.

#	Answer		N	%
1	Strongly Agree		2	100%
2	Agree		0	0%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		2	100%

24. Your comments and suggestions about general outcomes:

Text Response (N=2)

This program is designed for classroom teachers who teach in a diverse class. This program emphasized on ELL population. I never had any idea before I attended this program

i started the DLD masters program as i was finishing the bilingual credential program. At first i didn't feel i was learning anything new. it wasn't until the 2nd year and we read more articles and other action research that i felt i was learning more about the importance of policy and how history has influences attitudes and perceptions.

APPENDIX C:
Supplemental Program
Information



Dual Language Development Program

Candidate Dispositions towards Serving Culturally and Linguistically Diverse Students – Final Program Reflection

Student Learning Outcome(s) Assessed:

SLO #8: Evaluate personal and professional stances with respect to language minority education in an ethically and socially responsible manner.

Description of the Signature Assignment

Candidates prepare a written reflection of personal and professional stances with respect to serving culturally and linguistically diverse students in an ethically and socially responsible manner.

Directions for Students

Please write a one page, single-spaced reflection on the development of your personal and professional perspectives towards serving culturally and linguistically diverse students in an ethically and socially responsible manner.

Your reflection should describe the developmental process you underwent while a student in the DLD Master's program with reference to research knowledge, specific courses, activities, assignments, etc. that you believe were meaningful for developing SLO 8. Reviewing the rubric for SLO 8 is also highly recommended prior to submitting your reflection to ensure that you have included all of the important criteria for SLO 8.

Additionally, your reflection should be approximately between 500-550 words and written in Times New Roman 12 point font with one inch margins. You need to upload your reflection addressing SLO 8 into the Dropbox on Beachboard for the Master of Arts in Education with an option in Dual Language Development. The DLD link is on your Beachboard home page.

Scoring Rubric:

Criteria	Exceeds expectations (4 points)	Meets expectations (3 points)	Meets some expectations (2 points)	Does not meet expectations (1 point)	Unable to score (0 points)	Final Score
Personal Stance	Clearly articulates needs of culturally and linguistically diverse students and commitment to addressing such needs. Clearly demonstrates strong and consistent commitment to equity and inclusiveness. Consistently demonstrates commitment to promoting inter-cultural connections among students. Clearly and consistently demonstrates respect for multilingualism and heritage language maintenance.	Articulates needs of culturally and linguistically diverse students and commitment to addressing such needs. Demonstrates strong commitment to equity and inclusiveness for culturally and linguistically diverse students. Demonstrates commitment to promoting inter-cultural connections among students. Demonstrates respect for multilingualism and heritage language maintenance.	Articulates some needs of culturally and linguistically diverse students and commitment to addressing such needs. Demonstrates some commitment to equity and inclusiveness. Demonstrates some commitment to promoting inter-cultural connections among students. Demonstrates respect for multilingualism and heritage language maintenance.	Does not sufficiently articulate student needs of culturally and linguistically diverse students. Does not sufficiently demonstrate commitment to equity and inclusiveness. Does not sufficiently demonstrate commitment to promoting inter-cultural connections among students. Does not sufficiently demonstrate respect for multilingualism and heritage language maintenance.	Does not articulate student needs of culturally and linguistically students. Does not demonstrate commitment to equity and inclusiveness. Does not demonstrate commitment to promoting inter-cultural connections among students. Does not demonstrate respect for multilingualism and heritage language maintenance.	
Professional Stance	Clearly and consistently demonstrates commitment to effective engagement with colleagues, parents, students, and community to meet needs of culturally and linguistically diverse student populations. Has taken action to promote quality instruction & programs and/or parent involvement for language minority students.	Demonstrates commitment to effective engagement with colleagues, parents, students, and community to meet needs of culturally and linguistically diverse student populations. Plans to take action to promote quality instruction & programs and/or parent involvement for language minority students.	Demonstrates some commitment to effective engagement with colleagues, parents, students, and community to meet needs of culturally and linguistically diverse student populations. Plans to take some action to promote quality instruction & programs and/or parent involvement for language minority students.	Does not sufficiently demonstrate commitment to effective engagement with colleagues, parents, students, and community to meet needs of culturally and linguistically diverse student populations. Does not sufficiently plan to take some action to promote quality instruction & programs and/or parent involvement for language minority students.	Does not demonstrate commitment to effective engagement with colleagues, parents, students, and community to meet needs of culturally and linguistically diverse student populations. Does not plan to take some action to promote quality instruction & programs and/or parent involvement for language minority students.	
Self-Reflection	Clearly and consistently demonstrates a strong commitment to the development of reflection and action to serve culturally and linguistically diverse student populations. Reflection is richly detailed and refers to research.	Demonstrates a commitment to the development of reflection and action to serve culturally and linguistically diverse student populations. Reflection is sufficiently detailed and refers to research.	Demonstrates some commitment to the development of reflection and action to serve culturally and linguistically diverse student populations. Reflection contains some details and refers to some research.	Does not sufficiently demonstrate commitment to the development of reflection and action to serve culturally and linguistically diverse student populations. Reflection does not contain sufficient details and does not refer sufficiently to research.	Does not demonstrate commitment to the development of reflection and action to serve culturally and linguistically diverse student populations. Reflection does not contain details and does not refer to research.	
Total						/12

Legend

Total Points	College of Education Assessment Scale Equivalent
11-12	4 (Exceeds Expectations)
8-10	3 (Meets Expectations)
6-7	2 (Meets Some Expectations)
3-5	1 (Does Not Meet Expectations)
0-2	0 (Can't Score)