



College of Education and Affiliated Programs

Annual Assessment Report – Spring 2010

Master of Arts in Education-Dual Language Development

Background

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

Program Description

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. 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, and Vietnamese either as their heritage and/or second language. The majority of our DLD graduate candidates are also first generation college students whose heritage language is other than English.

Our graduate candidates enter professions such as classroom teachers, curriculum specialists, staff developers, consultants, or hold related positions in the private sector.

The applicant pool for the DLD program consists of full-time classroom teachers, substitute teachers, returning students, and recent baccalaureates. Additionally, CSULB teaching credential candidates in the Asian and Spanish BCLAD 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, six (6) units of elective semester credit are applied from the BCLAD credential programs towards the required 30 units, thus only 8 classes are typically needed for our BCLAD credential students. Our program recruits on an annual basis and accepts graduate candidates for admission during the fall of each academic year. Currently there are two cohorts; cohort 1 was the most recently admitted during fall 2009 and cohort 2 completed their second year during spring 2009.

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. The program also appears to be an emerging model for other programs, especially within the field of dual immersion, bilingual education, and higher education. For example, the California Association for Bilingual Education (CABE) showcases our DLD Master's program under news and info on their website homepage. Furthermore, an analysis of website data from Google Analytics during 2009 indicates that the website pages of the DLD coordinator, Dr. Trini Lewis were reviewed by several prominent higher education institutions who offer a similar or related DLD master's degree in Texas, Minnesota, and New York. Indeed, a review of the web pages from such institutions indicates that the DLD Master's degree program model might have been used in the program design of the other institutions, given the striking similarities in the content posted on their web sites. Additionally, Dr. Trini Lewis was contacted during spring 2009 by the Culver City School District about the DLD program components for understanding how the Culver City

School District might embed some of the DLD program content into professional development sessions for classroom teachers. Other school districts, such as the Anaheim Unified School district, have sought advice from the DLD coordinator on how to improve parental involvement in dual immersion programs.

Our DLD program faculty continue to seek opportunities for program outreach and for making an impact. For example, several of our DLD students have co-authored work and presented with our program faculty at national and international conferences. Additionally, several of our year 1 cohort DLD students are scheduled to participate in two different presentations with Dr. Leslie Reese and Dr. Trini Lewis at the California Association of Bilingual Education (CABE) in 2011. Dr. Trini Lewis will also present a workshop for parents and teachers in the Anaheim Unified School district during fall 2011 with several of the year 2 cohort DLD graduate candidates who recently graduated in spring 2010.

Program Goals

The DLD program 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; (6) apply knowledge of cognitive and societal bilingualism to a contemporary issue; (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.

Program Goals and Connection to CED Conceptual Framework

Since the DLD program is aimed at advancing teachers' 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 six key ideas contained in the conceptual framework, such as (1) growth and learning; (2) social responsibility; (3) diversity; (4) service and collaboration; (5) school improvement; and (6) research, scholarship and evaluation.

Growth and learning is addressed by general implication throughout our eight program goals/SLOs and is not a key idea which exists independently. The five remaining key ideas from the CED Conceptual Framework are addressed and evident in specific program goals/SLOs associated with our program course work as described in the examples below.

Social responsibility is highlighted in our program goals/SLOs 1, 3, 4, 5, 7, & 8. Students are mentored to value their acquired theoretical knowledge about culturally and linguistically diverse students and to exercise their leadership skills to implement change within their school district, school, classroom and community settings. As a result, our students are actively engaged in sharing ideas that make a qualitative difference in the social lives of their students' families and in their own professional community. *Diversity* is embedded in all eight program goals/SLOs. Diversity is addressed in course readings and materials, classroom lectures and discussions, written assignments and through extra-curricular events. Such activities provide our students with opportunities to learn content related to diversity in multiple ways through various course projects.

Service and collaboration is also highly valued within our program and is evident in goals/SLOs 2, 3, 5, 7 & 8. Our students are encouraged to assume leadership roles as service to their professional community and for fostering collaboration.

School improvement, another key idea is evident in our program goals/SLOs 1, 5, 7, & 8. In both individual classes and our program's culminating experience, students design research investigations and engage in data analysis to affect change within their school communities and their profession at-large. Examples include the curriculum audit

assignment in EDCI 541 and the assessment toolkit assignment in EDRG 551b. The projects are specifically designed to enhance students' understanding of research-based findings and to apply this knowledge in an authentic manner for improving the academic progress of English learners, bi-dialectal, and bilingual students.

Research, scholarship and evaluation opportunities are also provided to our students throughout our program to enhance their understanding of the importance in making professional contributions and is embedded in goals/SLOs 2, 4, 5, 6, 7, & 8. For example, Dr. Leslie Reese is providing professional development to a group of Guatemalan educators during summer 2010 and is working with two former DLD students on the project.

Enrollment

During Spring 2009 the DLD cohort consisted of eight students. Dr. Leslie Reese, the DLD coordinator at that time, reported that recruitment was difficult and the number of applicants was low for 2008-2009. Additionally, the Master's degree program with an option in Curriculum and Instruction experienced trouble recruiting applicants and had an exceedingly low number of applicants. Given the recruitment issues experienced by the two programs, the Coordinators, Dr. Leslie Reese and Dr. Linda Symcox obtained permission to combine the two cohorts. Thus, the Curriculum and Instruction Master's students combined with the Dual Language Development Master's students to complete a program of combined coursework consisting of 13 students in total, but only eight students enrolled as Dual Language Development students. The combined C & I and DLD cohort completed their first year in the DLD program in Spring 2009. During the Fall 2009 semester they began their second year of the combined Master's program and are referred to in this document as the year 2 cohort. Furthermore, a second DLD cohort was recruited by Dr. Trini Lewis for Fall 2009 admission. The applicant pool increased substantially with 26 candidates in the applicant pool and 19 students ultimately enrolled in the DLD program. The 19 DLD students admitted in Fall 2009 are referred herein as the year 1 cohort. See Tables 2-4 for data on enrollment in the program during the 2008-09 academic year.

DLD Faculty

During the period of review from spring 2009-fall 2009, the DLD faculty consisted of 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. The DLD faculty also work with DLD graduate candidates when opportunities to collaborate emerge on professional projects, such as conference presentations, and research/writing projects.

Dr. John Attinasi teaches one class in the DLD program, EDEL 541, Designing Curriculum and Instruction in Primary and Second Language Settings during the spring semester to the year 1 cohort. Dr. Attinasi is in the CSU FERP program and is a professor with a joint appointment in the Linguistics Department and in the Teacher Education Department.

Dr. Trini Lewis is an associate professor in the Teacher Education Department and assumed duties as the DLD program coordinator in 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.

Dr. Leslie Reese is the Executive Director for the Center on Language Minority Education Research and is also a professor in the Teacher Education Department. Dr. Reese also served as the DLD program coordinator between 2004-2009. She teaches two 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.

Dr. Olga Rubio is a professor in the Teacher Education Department and serves as the program coordinator for the Bilingual, Cross-Cultural Language and Academic Development emphasis in Spanish language (BCLAD). She is also part of the DLD faculty, but during the Spring 2009 semester she did not teach in the program. However, she returned as a DLD faculty member during the 2009-2010 academic year. 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. During the period under review, Dr. Rubio did not teach any classes in the DLD program.

See Table 5 for figures on faculty in the DLD program during the 2008-09 academic year.

Program Changes Since our Last CED Annual Report

Program Applicants

The most significant program change for the DLD Master degree program was the increase in the number of applicants who enrolled in the DLD program. The enrollment more than doubled from 8 students representing the year 2 cohort to 19 new students representing the year 1 cohort. The characteristics of the students in the year 1 cohort also represented a shift from those who were classroom teachers to the inclusion of candidates with limited experiences working as classroom teachers. The shift appeared to reflect employment issues related to our nation's economic downturn. Fewer numbers of our graduate candidates in the year 1 cohort were able to obtain full-time classroom positions and sought to obtain a Master's degree to improve their employment and other professionally-related opportunities. Since a number of the assignments in the program course sequence are grounded in classroom practice, some of the graduate candidates completed assignment related tasks in the classrooms of the DLD candidates who were full-time classroom teachers, or needed assistance from the DLD program faculty for identifying an appropriate classroom setting for completing the assignments. Nonetheless, the new year 1 fall cohort of 19 candidates did not experience any negative consequences in developing and mastering SLOs (as noted in Table 1 below) by not being full-time classroom teachers.

Program Course Sequence

Another significant change since our last CED Annual Report was that the 8 students from the year 2 cohort did not have the traditional DLD program course sequence due to the need to combine coursework from the C & I and DLD graduate programs. Thus, three DLD courses were dropped as required courses, but only for the combined cohort. The courses were EDCI 532, Socialization of Literacy in More than One Language; EDP 400 and Ling 650. EDCI 532 is part of our routine DLD assessment process, but EDP 400 and LING 650 are not included in our assessment plan because there is no signature assignment assessed in those classes.

Appropriate Tools Needed for Effectively Measuring SLO 8 in EDCI 695, Seminar in Curriculum and Instruction

Additionally, SLO 8 was initially embedded in EDP 695, but no data was collected for the SLO due to a faculty discussion regarding the appropriateness for measuring the SLO in EDP 695. Faculty are considering developing a pre- and post-survey to measure attitudinal shifts in DLD graduate candidates dispositions as a result of completing the DLD program course sequence. The survey would be administered to the candidates prior to beginning their coursework and at the completion of the DLD Master's degree to obtain and compare baseline and exit data.

Table 1*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	Literacy assessment portfolio	Curriculum audit	Home & school events report	Research plan	Review of literature	Action research study	Final reflection
Conceptual Framework	Values Diversity, Prepares Leaders	Values Diversity, Promotes Growth, Research and Evaluation	Values Diversity, Service and Collaboration, School Improvement, Prepares Leaders	Values Diversity, Promotes Growth, Research and Evaluation, Prepares Leaders	Values Diversity, School Improvement, Research and Evaluation	Values Diversity, Promotes Growth, Research and Evaluation	Values Diversity, Promotes Growth, Research and Evaluation, Prepares Leaders, Service and Collaboration, School Improvement	Values Diversity, Prepares Leaders
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

Table 2*Program Specific Candidate Information, 2008-2009 (snapshot taken F09) – Transition Point 1 (Admission to Program)*

	Number Applied	Number Accepted	Number Matriculated
TOTAL	10	10	8

Table 3*Program Specific Candidate Information, 2008-2009 (snapshot taken F09) – Transition Point 2 (Advancement to Culminating Experience)*

	Number
Thesis (698)¹	0
Comps²	16
Project (695)³	0

Table 4*Program Specific Candidate Information, 2008-2009 (snapshot taken F09) – Transition Point 3 (Exit)*

	Number
Degree	17

Table 5*Faculty Profile 2008-09*

Status	Number
Full-time TT	4
Full-time Lecturer	0
Part-time Lecturer	1
Total:	5

¹ This is data on students who were enrolled in thesis work during Fall 2008 and Spring 2009. 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 2008, Fall 2008, or Spring 2009. The data include students who may not have taken or passed the examination(s).

³ This is data on students who were conducting culminating projects during Fall 2008 and Spring 2009. 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. 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.

During spring 2009, Dr. John Attinasi, Dr. Leslie Reese, and Dr. Trini Lewis reviewed and discussed the assessment results and related information and documents for spring 2009 at a program meeting dated May 26, 2009 (please refer to the attached program meeting agenda for May 26, 2009). During the meeting the faculty discussed the DLD program assessment report for 2007-2008 and evaluated the appropriateness of the DLD program goals/SLOs to identify which ones might have needed revision. Faculty agreed that all 8 DLD SLOs were appropriate for the program course sequence and represented the target skill set DLD graduate candidates should develop as a result of their participation in the DLD Master's degree program. The strengths and challenges our DLD graduate candidates encountered in successfully completing the signature assignments was discussed by an examination of our students' assignment exemplars and rubric scores for spring 2009. Faculty reported that students needed additional resources and assistance for improving writing skills. Thus, program faculty agreed to include a revision/feedback criterion on their rubrics for supporting students' writing improvement. A discussion also began on the need for an additional rubric, or evaluation measure for SLO 8 which measures the dispositional nature of DLD graduate candidates over the two-year period of their enrollment in the DLD program. Survey Gizmo was identified as a possible tool for surveying our DLD graduate candidate's dispositions, as well as for obtaining DLD graduate candidates' responses on a separate DLD exit survey. Discussion will continue among the DLD program faculty members during the academic year 2010-2011 on how best to measure SLO 8.

A second DLD program meeting was held in winter 2009 (please refer to the attached meeting notes for December 14, 2009). Dr. Olga Rubio, Dr. Leslie Reese, Dr. John Attinasi, and Dr. Trini Lewis continued the discussion based on the assessment results on resources and additional support for improving students' writing development. Faculty agreed that our DLD graduate candidates would benefit from attending a Scholarly Writing Institute for graduate students and other strategies for providing additional support and feedback for students was needed.

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.

Table 6 below identifies the direct evidence of the SLOs, course and signature assignments, as well as the description of the assignments for assessing our graduate candidates during spring 2009 and fall 2009.

Table 6*Program Student Learning Outcomes and Signature*

	Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
1	Identify and analyze current multicultural and language issues and policies in the U.S. and globally.	SCAE 564- Language and Educational Policies (Fall 2009)	DLD candidates select a country for further study of its linguistic history, issues, and policies.
2	Evaluate the applicability of informal and formal assessment measures to determine their validity for language minority students.	EDRG 551B-Assessment of Literacy with Bilingual Students (Fall 2009)	DLD candidates analyze pre- and post- formal and informal assessment information from classroom practice and apply such knowledge to inform knowledge about bilingual/English learners' literacy and language development.
3	Design a curriculum module related to the teaching of reading/language arts (including critical literacy across the curriculum) that applies knowledge of the major theoretical bases for language minority instruction.	EDCI 541-Designing Curriculum and Instruction in Primary and Second Language Settings, (Spring 2009)	Based on a needs assessment for English Language Learners and heritage speakers, DLD candidates interpret the data results for instructional purposes.
4	Analyze and apply fieldwork data of students' home language & literacy practices in a classroom literacy plan to inform instruction.	EDCI 532- Socialization of Literacy in More than One Language (not applicable due to a combined cohort configuration between C & I and DLD—this course was dropped from the program sequence for the cohort. Cohort year 2 took the class in Spring 2010)	DLD candidates complete a biliteracy events report that informs language and literacy development practices for students learning another language (L2) and or a primary language (L1) and their implications for instructional planning.
5	Synthesize published literature for informing an action research question related to the education of language minority students.	EDCI 533- Action Research Methods: Teachers as Inquirers. (Fall 2009)	DLD candidates complete a research plan and the foundation for the action research project to be completed in EDEL 695.
6	Apply knowledge of cognitive and societal bilingualism to a contemporary educational issue.	LING 650-Seminar in Bilingualism (not applicable, Cohort year 1 took this class in Fall 2008 and cohort year 2 will take the course in Fall 2010)	DLD candidates review literature on bilingualism as it relates to action research project.
7	Analyze and interpret data to address an action research question	EDCI 695- Seminar in Curriculum and Instruction (Spring 2009)	Using research plan, DLD candidates complete data collection, update lit review, analyze data and interpret findings.
8	Evaluate personal and professional stances with respect to language minority education in an ethically and socially responsible manner	EDCI 695- Seminar in Curriculum and Instruction (not-applicable;no data collected on this SLO during Spring 2009)	

Figures 1 and 2 illustrate descriptive statistical information obtained from holistic rubric scores for SLOs, 2, 3, & 7. SLO 2 represents data collected for the DLD candidate’s ability to evaluate the applicability of informal and formal assessment measures to determine their validity for language minority students in EDCI 533, Action Research Methods. The data which was collected at the end of the Fall 2009 semester by the instructor, Dr. Trini Lewis. SLO 3 is connected to the measurement of our DLD candidate’s skill in designing a curriculum module related to the teaching of reading/language arts (including critical literacy across the curriculum) that applies knowledge of the major theoretical bases for language minority instruction and is evaluated in EDCI 541, Designing Curriculum and Instruction in Primary and Second Language Settings and taught by Dr. John Attinasi. SLO 2 represents data collected at the end of Spring 2009. Finally, SLO 7 is evaluated by examining our DLD candidate’s competencies with analyzing and interpreting data to address an action research question in EDP 695, Seminar in Curriculum and Instruction and is taught by Dr. Leslie Reese. Data for SLO 7 was collected at the end of the Spring 2009 semester and at the conclusion of the year 2 cohort’s Master degree program course sequence.

A greater number of students had higher mean scores for SLOs 2 & 3 than for SLO 7. For example, approximately 85% of the students received the maximum score of 4 points for the signature assignments in comparison with approximately 70% of the students received a mean score of 3.69 for SLO 7 during the period of review. It is difficult to interpret the findings, but one possible explanation for the differences in mean scores might be related to the signature assignments for SLO 2 and 3 are more narrow in scope than the signature assignment of completing an action research study and interpreting the findings which is measured in SLO 7. For example, the action research study is a comprehensive project that requires students to synthesize theoretical understandings learned through the program course sequence with research literature to inform action research for practical application. The skill ability of the students appears to be more variable on the action research project, than for the specific signature assignments leading up to the completion of the action research.

Figure 1

Comparison of SLO 2, 3, & 7 Data for Spring 2009 – Fall 2009

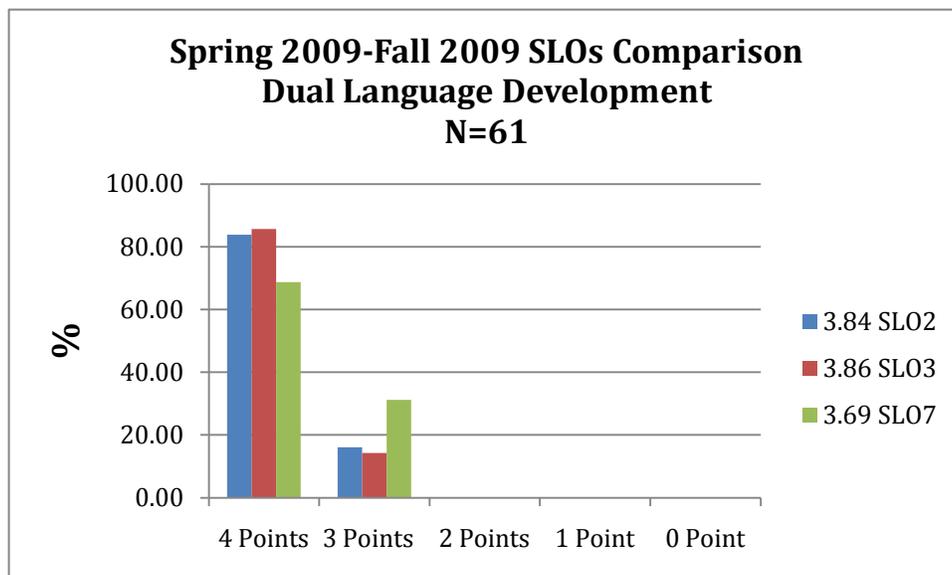


Figure 2

DLD Candidates' Mean Scores for SLOs 2, 3, & 7

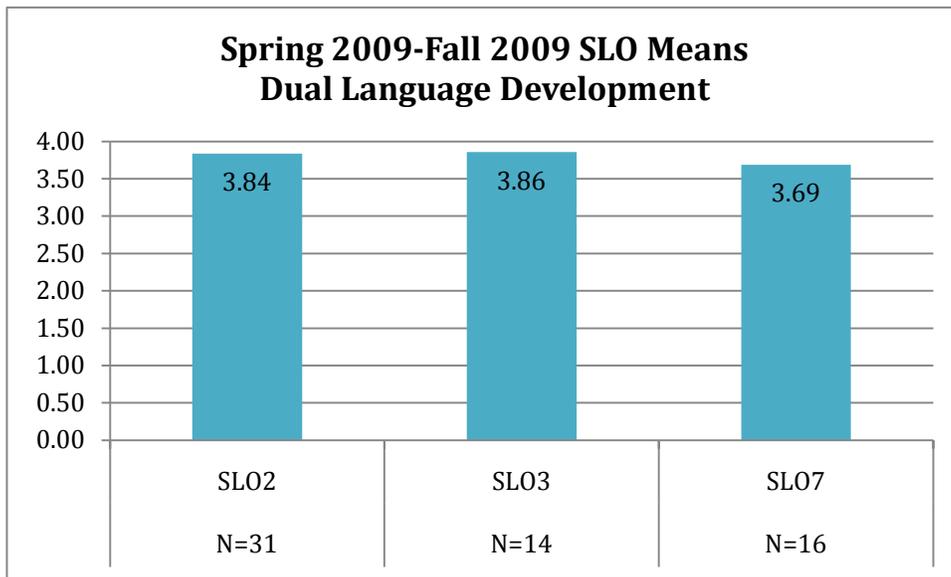
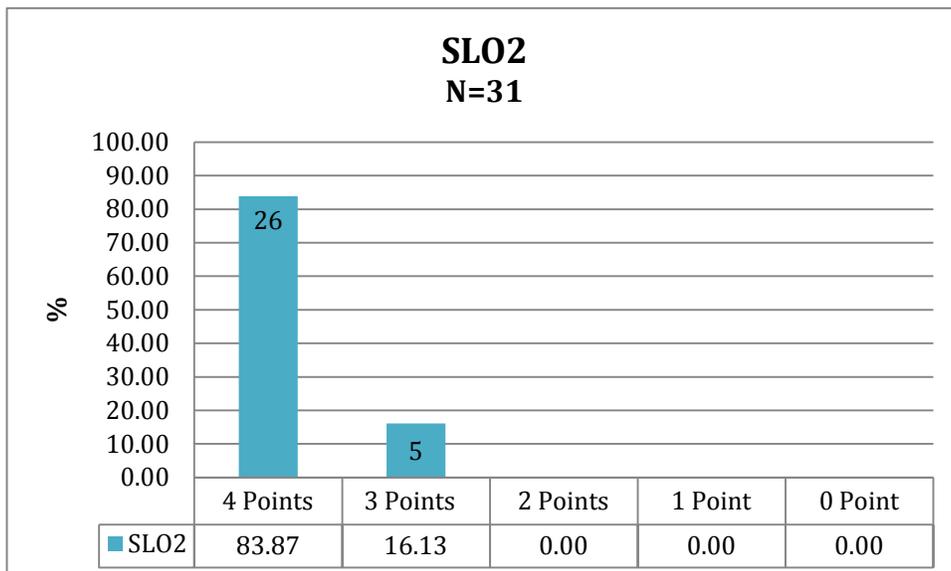


Figure 3 below notes the percentage of DLD graduate candidate's rubric scores, 0-4 points for SLO 2 which is related to EDRG 551b, Assessment of Literacy with Bilingual Students. The signature assignment for SLO2 requires students to evaluate the applicability of informal and formal assessment measures to determine their validity for language minority students. The data reflects that a majority of the DLD graduate candidates received an overall of 4 points for SLO 2 and a smaller number scored in the 3 point range.

Figure 3

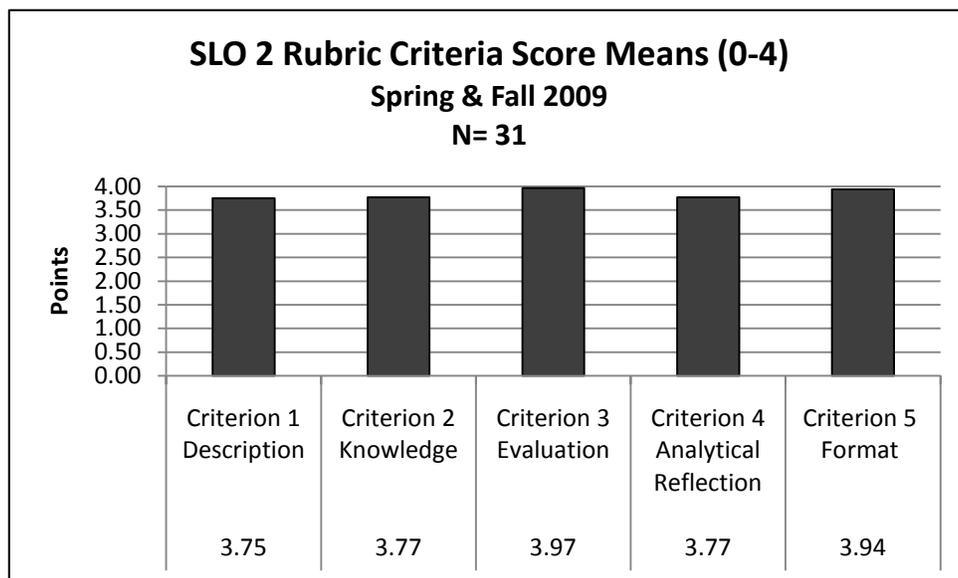
Percentage of DLD Graduate Candidates Rubric Scores for SLO 2



DLD graduate candidates mean scores also ranged from 3.75-3.97. The data as represented in Figure 4 below provides evidence that the students developed and mastered the skills of describing, knowing, evaluating, analyzing and reflecting, as well as providing the evidence for the signature assignment in an appropriate written format. The scores for criteria 3, on evaluation, and criteria 5, on format, were very high and reflect the students' abilities to evaluate formative and summative assessments for English learners and bilingual students, as well as include all of the significant components for the assignment pertaining to organization, writing, and adhering to APA reference standards. Criteria 1, 2, and 4 were a bit lower, but not significantly; nonetheless additional attention needs to be given in the assignment and possibly in the course on identifying and describing important components of formative and summative assessments, knowledge about the purposes of formative and summative assignments and skills related to analytical reflection. For example, criterion 4, analytical reflection, resulted in a mean score of 3.77 which was a bit lower than the highest score of 3.97 for the evaluation of formative and summative assessments for English learners and bilingual students. Additionally, SLO2 has five criteria in comparison with SLO3 and SLO7 which have three criteria for their signature assignments. The additional criteria for SLO2 might also suggest that the rubric provides students with additional information for succeeding on the assignment, as well as meaningful and relevant assessment data for analysis to inform instructional practice.

Figure 4

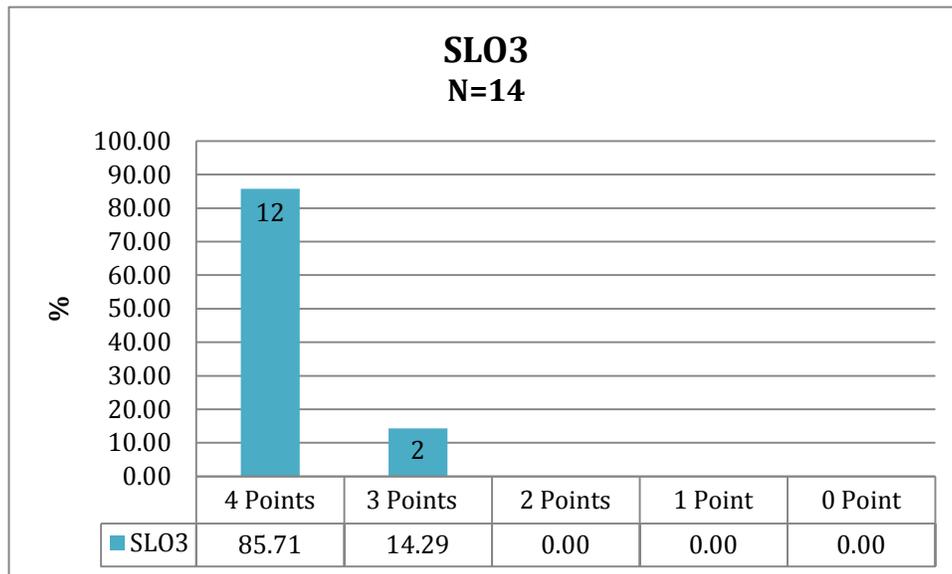
Mean Scores for SLO 2 Criteria



In Figure 5 below students had a mean score of 3.86 with 12 scoring a 4, and only two students scoring 3. This score reflects the dedication and the skill development of the DLD graduate students who have great commitment to the profession and this particular course; all of the students were practicing teachers or at least credentialed graduates. The two students who scored 3 were either taking the course as an elective in another Master’s program, or burdened with outside commitments and limitations which impacted their work and academic performance.

Figure 5

Mean Scores for SLO 3



In Figure 6 below the data indicates that students performed well in identifying professional/social situations than for examining curricular design. Additional attention might need to be given to effective ways for critically reviewing curriculum for strengths and challenge areas. Criterion 1 on analytical approach had the lowest mean score and deserves additional attention in course content and class activities for supporting students’ understanding of analytical approaches. For ensuring meaningful interpretation of the data, additional criterion might need to be considered in a future rubric. The current rubric has three criterion and four or five criterion might provide additional variation for improving the analysis and interpretation of students’ performance on the signature assignment.

On the first criterion: Analytical Approach, most of the students performed well, but less so than on the other criteria. Analytical approach demanded an analysis of critical pedagogy and other theoretical ideas, with application to current educational situations. On the second criterion, professional situations, nearly all of the students achieved a level 4 proficiency, due to the narrative and largely autobiographical nature of that component; it is hard to be ‘wrong’ about the facts of one’s life and experience. The task was to use the situation of one’s education and life path as a background to curricular practice. On the third criterion, Curricular Design, students again achieved a high degree of proficiency, 3.88, thanks to their dedication and clear understanding of the relation of theory to practice. In this criterion, the culmination of the course, a unit of study was created and showcased, incorporating multiple threads of Freirean theory, use of cultural and community resources to craft a program of bilingual development and targeting the content and level to one’s particular (current or projected) employment situation. The course was a success for all of the 14 students, for twelve it resulted in the grade of A; and for all, EDCI 541 accomplished its goal of providing a crucial building block in the DLD Master’s program.

Figure 6

Mean Scores for Criterion for SLO 3

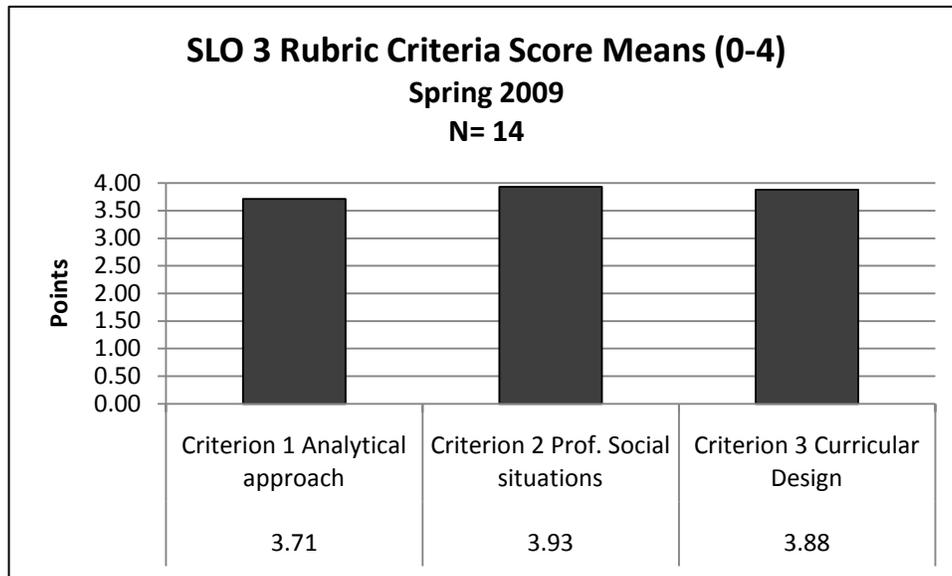


Figure 7 below indicates that all students met expectations for SLO 7; however, one-third of the students passed at the 3 level. A closer examination of the students' actual points received on the assignment indicates that 4 of the 5 students scored in the low end of the 3 range. These were students who struggled throughout the semester with making sense of their data. They had collected a lot of data, but did not have a clear idea of what to do with it. Dr. Leslie Reese has noted that she will be more systematic in the initial weeks of the seminar in addressing the different types of data sources (survey, observation, written assignment) and how they will be analyzed.

Figure 7

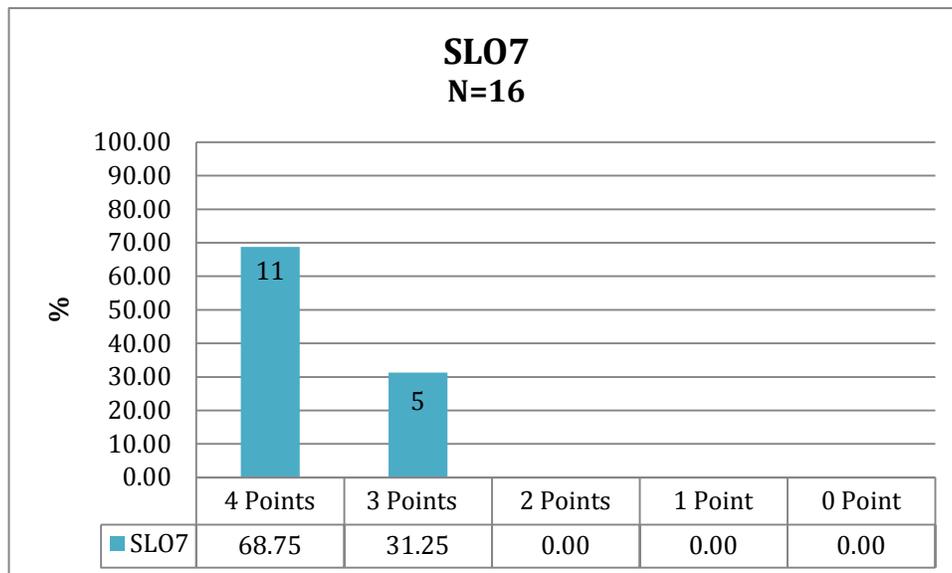
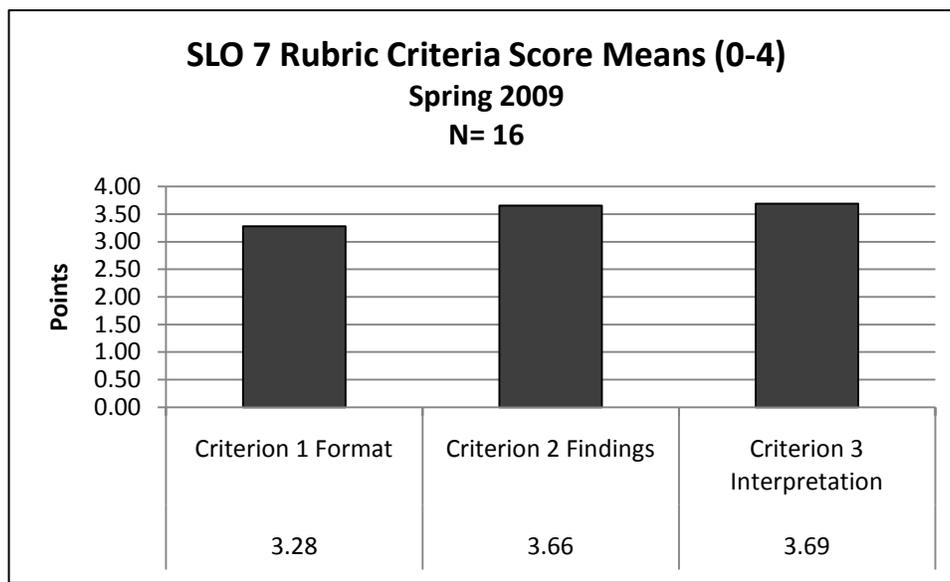


Figure 8 below indicates that students scored somewhat better on the findings and interpretation sections of the assignment than they did on the overall format of the action research study. As discussed in our DLD program meeting, part of this has to do with confusion regarding the review of literature and its place in providing a framework for the study. Dr. Leslie Reese also believes that the findings reflect students' ability to complete isolated tasks and continuing challenges in putting together the components of an action research project. For example, the data appears to suggest that students have difficulty with seeing how each component of the research process is connected to other research components.

Figure 8



- 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 of 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.
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.

Student advisement meetings with the DLD coordinator, Trini Lewis, as well as with other program faculty provide anecdotal information regarding program effectiveness. For example, our DLD graduate candidates have noted that the program course sequence is effective for acquiring the important skills necessary for completing signature assignments. Our graduate candidates have also commented on the usefulness of the 'spiraling' of the curriculum. Students found course content complimentary across the program course sequence and important for advancing knowledge.

Students also reported a preference for our course sessions meeting one day a week, back-to-back, instead of meeting two nights a week as in other Master's programs. They found the one day a week with two additional Saturday sessions as effective in meeting their personal and professional needs.

Additionally, our DLD graduate candidates find our Master's program effective in meeting their personal and professional goals; however we do not currently have a measurement tool for capturing various forms of the data about student satisfaction and experiences beyond the data from the end-of-the-year exit survey. Moreover, the DLD students have not fully participated in the exit survey and this poses a gap in our data collection for analysis and interpretation. For example, the response rate for the 2009 exit survey was low for the DLD graduate candidate population, with only three students responding to the survey items. Program faculty need to identify ways to encourage our DLD graduate candidates to respond to the exit survey. Additionally, the absence of alternative tools limits our ability to analyze and interpret important information related to satisfaction and other indicators of program effectiveness. Nonetheless, an email communication quoted below and directed to the DLD Coordinator, Dr. Trini Lewis, captures some of the predominant trends among the DLD graduate candidates' feelings about their program satisfaction and experiences (a copy of the email is available upon request).

I wanted to take a couple of minutes to thank you, from the bottom of my heart!

Several of years ago I had set my mind in acquiring a Master's Degree and in one day being able to obtain a Doctoral Degree. However, I was hesitant and scared because I was the first one in my family to aspire that high... I came across you and once again you opened the doors for me to reach my goal. Twice, you have helped me meet my goal, and words can't begin to describe how thankful I am for that...I wouldn't be where I am today, nor would I be who I am today if it wasn't for your help and guidance. You are the perfect example of the saying, "To teach is to touch a life forever" because you have truly touched my life.

THANK YOU!!!

Throughout the years of a professional career, faculty have the privilege of receiving such messages and the DLD program faculty are no exception; however, we do need to identify an effective, appropriate and reliable method for capturing such heartfelt sentiments to improve the systematic collection of data for supporting our program effectiveness. To this end, the DLD program faculty are currently undergoing discussions on how best to assess SLO 8 for evaluating personal and professional stances with respect to language minority education in an ethically and socially responsible manner. The evaluation of SLO8 might provide insights about our program effectiveness and the personal connections our graduate candidates make in achieving the DLD program goals.

Analysis and Actions

5. What do the data for each outcome say regarding candidate performance and program effectiveness? Please note particular areas of strength or in need of improvement.
6. How do these findings compare to past assessment findings?

Strengths Regarding DLD Candidate Performance and Program Effectiveness

Signature Assignments, Program Goals/Standard Learning Objectives, and Instructional Practices

Our students are satisfied with our signature assignments and the rubric scores for SLOs 2, 3, and 7 show that students performed well and mastered subject area knowledge for successfully completing requirements in our Master degree program. Our program goals/standard learning objectives (SLOs) are also functioning well as evidenced by our rubric scores. Students are able to internalize the SLOs and apply them to an authentic manner in their classroom practice.

Program faculty also provide multiple scaffolds, such as providing feedback and opportunities for revision on written assignments to enhance instructional practices for ensuring students' success.

Additionally, the data for SLO2 as represented in Figure 4 above provided evidence that the students developed and mastered the skills of describing, knowing, evaluating, analyzing and reflecting, as well as in providing the evidence for the signature assignment in an appropriate written format. The scores for criteria 3, on evaluation, and criteria 5, on format, were the highest and reflected the students' abilities to evaluate formative and summative assessments for English learners and bilingual students, as well as understanding and addressing all of the significant components for the assignment pertaining to organization, writing, and adhering to APA reference standards.

SLO 3

Students performed well in identifying professional/social situations and appear to have an understanding of theoretical works discussed in the course for providing insights about how curriculum reflects or does not reflect professional/social situations.

SLO 7

According to Dr. Leslie Reese's analysis, students scored somewhat better on the findings and interpretation sections of the assignment than on the format. The findings and interpretation sections of the signature assignment were stronger than the format and appear to be a strength, but upon closer examination, Dr. Reese also reported them as an area in need of improvement (please see below). At first glance, this finding might appear contradictory; however, there is a heavy reliance for analytical purposes on rubric data and the rubric for SLO 7 only has 3 criterion. Dr. Leslie Reese based her insights about the findings and interpretation as a challenge on other information gleaned from reading the students' assignments that is not reflected in the rubric data, but might be better captured if other criterion are included in a future rubric. Thus, the findings and interpretation sections for SLO 7 remain strengths, as well as areas in need for improvement.

Overall, the anecdotal information for program effectiveness indicates that the DLD graduate candidates are satisfied with the program course sequence and understand the content connections among the courses for improving knowledge about English learners and bilingual students. The DLD annual assessment report for 2008 noted the signature assignments, program goals/learning objectives, and instructional practices as our program strengths and they also remain as program strengths during the current period of review as described above in this section.

Recruitment.

The applicant pool and student enrollment needed to be increased dramatically. There were only 8 DLD students in the year 2 cohort. The new DLD program coordinator, Trini Lewis, needed to identify strategies and action steps for improving recruitment for all future DLD cohorts. The recruitment for the fall year 1 cohort increased significantly with 19 DLD students entering the program. Recruitment efforts are ongoing and the increase in admits will hopefully be a future trend.

Feedback Criteria

The addition of feedback criteria on our course analytic rubrics where feedback was appropriate and relevant for succeeding on the assignment was a targeted improvement area in our 2009 annual report. Feedback criteria was included in a number of our revised rubrics to support students with incorporating suggestions for revision in drafts and final versions of the signature assignments. Program faculty will continue with this practice because it was found to be helpful for the students and for the course instructors. Program faculty reported that the quality of students' written work improved, as did their final grades in the courses, as a result of providing feedback in a systematic manner on the rubrics.

Mini-research Seminars

In our 2009 report mini-research seminars were noted as an area for improvement to scaffold research design for our students. Knowledge about conducting research needed to be introduced earlier in our program course sequence to provide students with sufficient research experiences prior to their action research course work. Consequently, all DLD students will attend a mini-research seminar on a Saturday during September 2010 and will also hear a guest speaker, Dr. Claude Goldenberg, discuss his research and other research studies pertaining to English learners and bilingual students. Future DLD mini-seminars are also planned for the academic year 2010-2011.

Areas for Improvement Regarding DLD Candidate Performance and Program Effectiveness

For SLO 2 additional attention needs to be given on identifying and describing important components of formative and summative assessments, knowledge about the purposes of formative and summative assignments, and critical and creative thinking skills related to analytical reflection. For such purposes, additional classroom activities and mini-assignments will be incorporated into EDRG 551b to enhance students' opportunities for improvement.

For SLO3

Effective ways for critically reviewing curriculum for strengths and challenge areas might need additional emphasis. Criterion 1, analytical approach, had the lowest mean score and additional attention in course content and class activities for supporting students' understanding of analytical approaches might improve students' outcomes. For ensuring meaningful interpretation of the data, additional criterion might also need to be considered in a future rubric. The current rubric has three criteria and the addition of a fourth or a fifth criterion might provide important data variation for improving the analysis and interpretation of students' performance on the signature assignment

Dr. Leslie Reese reported that the data for SLO 7 indicated that the students struggled with connecting data sources for analysis to enhance the findings and interpretation related to their research questions. A more systematic process will be embedded in EDCI 695 in the initial weeks of the seminar for addressing the different types of data sources (survey, observation, written assignment) and how they need to be analyzed.

The identification and application of measurement tool(s) for SLO 8 will provide additional information for candidate performance and program effectiveness data.

Literature Review.

According to our data, and discussion with program faculty the area which remained in need of improvement since our 2009 annual report was the literature review. The program faculty need to persist with emphasizing the text structure of the literature review assignment in EDCI 533, Action Research and in EDCI 695, Seminar in Curriculum and Instruction. Trini Lewis has included another text in EDCI 533 for writing a literature review and DLD program faculty will place additional emphasis about literature reviews in their courses. Specifically, program faculty will review their course syllabi to determine where they can include information and knowledge for writing literature reviews. Moreover, Dr. Olga Rubio and Dr. Leslie Reese have agreed to meet with Dr. Trini Lewis to continue the discussion about improving students' abilities for writing literature reviews during August 2010. DLD students will have a new requirement to fulfill in the form of a comp exam in Spring 2011 and undoubtedly the literature review will be an important part of the comp exam questions. Thus, it is imperative that the DLD program faculty continue to improve the DLD graduate candidate's knowledge regarding literature reviews. To further support student success, the DLD program faculty will offer a retreat in August 2010 to discuss program expectations for the year 2 cohort.

In sum, several areas of improvement discussed in the 2009 DLD annual report were addressed and were included as strengths in our 2010 annual report; recruitment, feedback criteria and mini-research seminars. In comparing our 2009 annual report with our 2010 annual report, the signature assignments, program goals/standard learning objectives, and instructional practices remain strengths in our program and the literature review remains an area in need of improvement. Particular aspects of the signature assignments related to reflection and analysis are noted above and identified as new areas in need of improvement along with the literature review. Program faculty will continue their efforts to address the areas in need of improvement as described in the above sections and in the action plan, Table 2 below.

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

Action Plan

Action or Proposed Changes To Be Made	Focus Area	By Whom?	By When?
Assignments and activities with a focus on reflective inquiry. Plan mini-seminars and retreat for DLD students to improve familiarity with program expectations, such as utilizing literature reviews to inform research questions and to improve an understanding about conducting research.	Curriculum & Instructional Practice SLO2, EDGR 551b;	Trini Lewis	Fall 2010
Assignments and activities with a focus on analytic approaches	Curriculum & Instructional Practice SLO3, EDCI 541	John Attinasi	Spring 2010
Improve student knowledge concerning data analysis and for identifying connections among data sets for enhancing interpretation of findings.	Curriculum & Instructional Practice SLO 7, EDCI 695	Leslie Reese	Spring 2011
Continue to improve number of applications for fall admission	Program	Trini Lewis	Ongoing 2010-2011
Identify appropriate assessment tool for evaluating SLO 8	Assessment Process & Program	Trini Lewis Leslie Reese Olga Rubio John Attinasi	Spring 2011