

College of Education and Affiliated Programs
Annual Assessment Report Fall 2012
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?

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 standard English in grades K

Figure 1
Conceptual Map of DLD Program

**Instruction,
Curriculum,
& Assessment**
Curriculum
Pedagogy,
Program Design, &
Assessment Related
Bilingual/CLL

**Sociocultural
Contexts**
Family practices
Community
Influences

Table 1
Dual Language Program Course Requirements

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, and Tagalog.

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 master degree 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 2012 and cohort 2 will complete their second and final year during spring 2013

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 candi

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 and Program Course Sequence

The most significant program change for the DLD Master degree program was the increase in the number of applicants. Our enrollment increased dramatically since 2009 total of 17 students matriculated and graduated in Spring 2012. Our enrollment continued to soar and the year 2 cohort of 10 students matriculated in Spring 2013.

Table 2

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 the use of thesaurus and misspellings.					

Table 3

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

	Number Applied	Number Accepted	Number Matriculated
TOTAL	31	29	29

Table 4

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

	Number
Comps ¹	17

Table 5

Comprehensive Exam Results, 2012 (snapshot taken Su12)

	Number
Passed	16
Failed	1
Total ²	17

Table 6

Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Tra()JTJ 0Sf 204.3640 Tw 2.022 004 T.4

Student Learning Outcome	Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
			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 54-Designing Curriculum and Instruction in Primary and Second Language Settings (Spring 2011)	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		

Analysis of Comparison DLD Student Learning Outcome (SLO) Data, Figures 23, Spring 2011-2012

During the reporting period, spring 2012, our students' scores on our signature assignments ranged from 3.07-4.00. Additionally, the SLO score average was 3.57 and the majority of the rubric points for SLOs 1,2,4,5,& 7 are in the 3 and 4 point range.

The first two classes related to SLO 1 and SLO2 are taken in fall year 1 of the DLD program course sequence. The score for SLO2 is the highest due to the students' ample opportunities for revising the assignment with feedback from the professor. T

Figure 3
AY1112 SLO Means

Analysis of Student Learning Outcomes (SLO)

Figure 4
 AY1112 Score Distribution SLO 1s

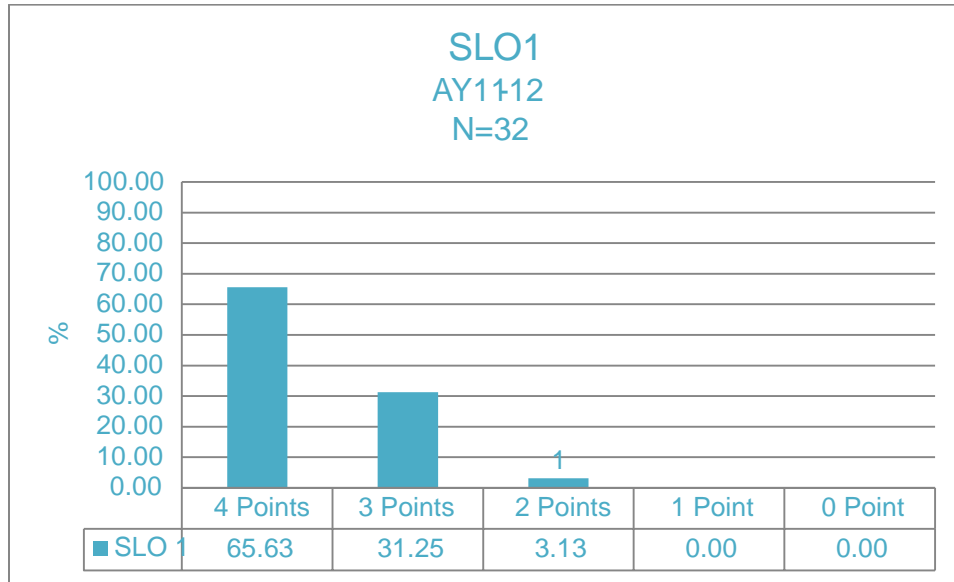
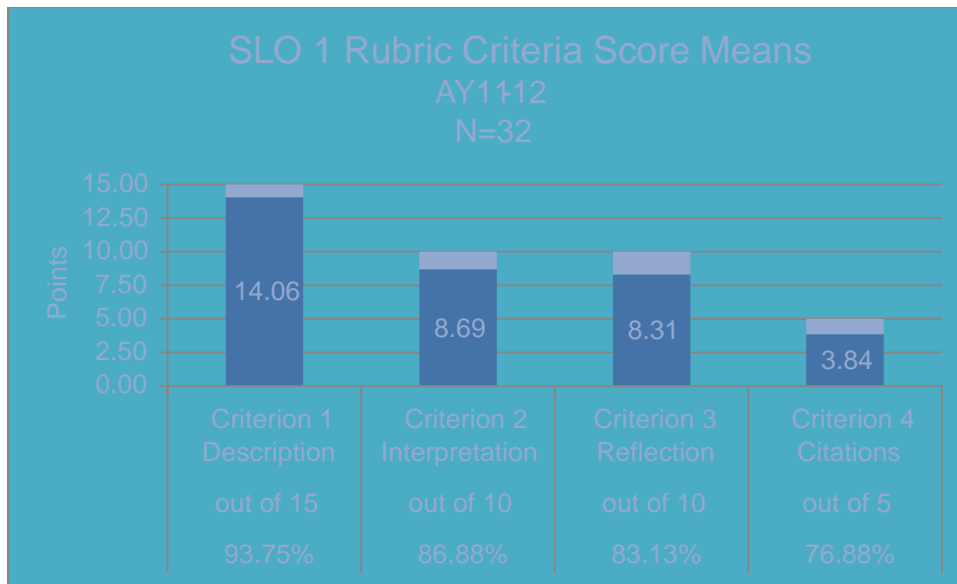


Figure 5
 AY1112 Criteria Score Means SLO 1



Analysis of Student Learning Outcomes (SLOs), Figures 6 & 7: Evaluate the applicability of informal and formal assessment measures to determine their validity for language minority students.

Students have an opportunity to revise the signature assignment until they achieve a level of good mastery which accounts for the high score of 4 on SLO 2 occurs in the first course taken L

Figure 7
AY1112 Criteria Score Means SLO 2



Analysis of Student Learning Outcomes (SLO)

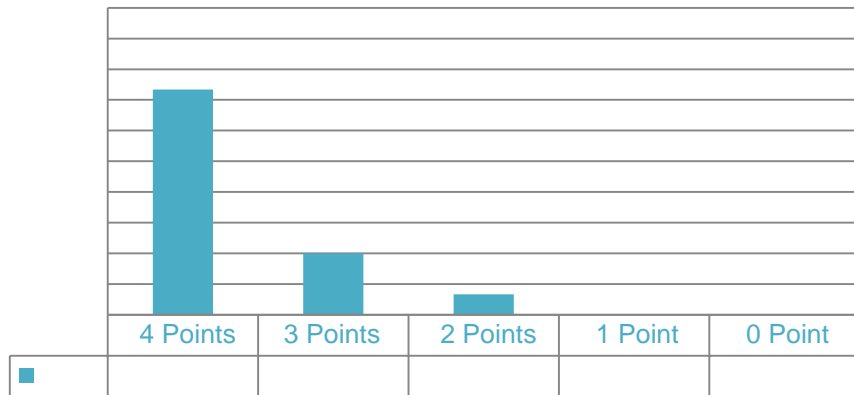
Figure9
AY1112 Score Distribution SLO 5

Figure10
AY1112 Criteria Score Means SLO 5

Analysis of Student Learning Outcomes (SLOs), Figures 11 & 12: Analyze and interpret data to address an action research question.

The professor for this class reports that students' format for the assignment is not as developed as the findings and the interpretation sections. More connections/alignments need to be made among the research questions, methodology, and findings. Nonetheless, students scored well on all of the criteria for the assignment.

Figure 11
AY1112 Score Distribution SLO 7



Student 1: I hope that many teachers realize the impact research has on professional growth and the role they play on student learning.

Student 3: I hope that many teachers realize the impact research has on professional growth and the role they play on student learning.

Student 4: As an educator, I hope that many teachers realize the impact research has on professional growth and the role they play on student learning.

Student 5: As an educator, I hope that many teachers realize the impact research has on professional growth and the role they play on student learning.

The findings related to SLO 8 also support similar findings about the value of research in the survey.

It is also interesting to note that the respondents valued research/evidence-based practices in professional work; to read, understand interpret and apply high quality research in professional work; and to collaborate with colleagues and community organizations to support school/program improvement. The categories for these items were valued by 75% of the respondents as very important and by 25% of the respondents as important.

Analysis and Actions

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

The DLD faculty believe that we are continuing to improve our assignments to meet students' needs. It's a continual p1(b)-1 ()Tj -0.007ID 12(r)1 ()T1t.