



Education: Equity, Diversity, and Language Education Program Review
2023-24

Closing MOU **Date: June 29, 2024**

Overview

Degree/Certificate Programs Reviewed:	Master of Science in Equity and Diversity in Education (Online) Doctor of Philosophy in Education: Equity, Diversity, and Language Education TESOL Graduate Certificate (Online)
Department Chair & Dean:	Dr. Lynda Wiest, Department Chair, & Dr. Donald Easton-Brooks, Dean
External Reviewers & Affiliation:	Dr. Melissa Meisterheim, The University of Iowa, Director of English as a Second Language Dr. Binaya Subedi, The Ohio State University, Associate Chair, Department of Teaching and Learning
Date of External Visit:	April 18-19, 2024

Review Process Summary

Equity, Diversity, and Language Education in Education program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall of 2023 for the Education, Diversity, and Language Education programs. These respective reports were provided to the reviewers before they conducted a visit on April 18-19, 2024. The external reviewers reviewed the program and met with relevant faculty, staff, students, and administrators to determine the department’s accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the review team shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the department and the dean. A final meeting took place on August 29th, 2024. This document represents the final MOU of recommendations and findings from the review.

Signatures

Executive Vice President & Provost:



Date: 10/16/2024

Jeffrey S. Thompson

Vice Provost, Undergraduate Education:



Date: 10.16.24

David Shintani

Vice Provost, Graduate Education & Dean, Graduate School



Date: 10.16.24

Markus Kemmelmeier

Dean, College of Education:

DocuSigned by:
Donald Easton-Brooks
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Date: 16-Oct-2024 | 1:05 PM PDT

Donald Easton-Brooks

Chair, Equity, Diversity and Language in Education

DocuSigned by:
Lynda Wiest
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Date: 16-Oct-2024 | 1:04 PM PDT

Lynda Wiest

Major Findings and Conclusions

The education of individuals with diverse learning and cultural characteristics is an area of intense attention in research and policy today. Schools and various other employers seek personnel who are qualified to work effectively with a broad range of individuals.

The programs in Equity, Diversity, and Language Education (EDLE) offer advanced study on use of inclusive methods to serve diverse learners in the classroom and beyond. Participation in the programs allows educators and those in related fields to enhance their knowledge, skills, and dispositions to work more effectively with individuals from diverse backgrounds. Multiple dimensions of human diversity are addressed through the program's coursework.

The reviewers pointed out many great attributes of the program. For example, the asynchronous online nature of EDLE's program offerings is a strength in terms of course quality, faculty expertise in this teaching mode, and outreach to a greater number and variety of students inside and outside the state than in-person course modes can afford. The reviewers reported that the program has a favorable impact on its students and that the program faculty have good working relationships with each other as well as faculty across programs and departments. They additionally noted the following favorable aspects of the program: historical and anticipated future program growth and in-progress plans for continued program evolution and expansion, such as new course offerings, development of a diversity, equity, and inclusion undergraduate certificate and minor, and a department doctoral program with an EDLE-specific subplan.

Here are some recommendations that the reviewers made.

- The program can collaborate with Department and College leadership and the marketing and communications director to develop a strategic plan to create methods and materials for student recruitment. Include alumni in marketing strategies for the website and social media platforms.
- Conduct program evaluations that seek input from current and past students to consider program revisions. Track data on student success markers, including time-to-degree, job placement of graduates, and a variety of productivity measures.
- Solicit periodic student feedback on online teaching and learning experiences in the program.
- Explore different models for the dissertation.
- Promote the Graduate Certificate in TESOL.
- Seek external grants (state and national).
- Hire additional faculty to support the program's research agenda, teaching capacity, student advising, and curriculum expansion.

Next Steps for this Program/Department (topics will vary)

- The program faculty will consider creating some program specializations, especially for the new doctoral program the department is currently developing.
- The program will seek relevant state-level funding to support various types of work, especially that which might be used to create opportunities for national-level grants and to provide opportunities for graduate students for paid positions, travel support, and involvement in research.
- Program faculty will work with existing college resources to publicize programs locally and nationally and to evaluate their programs, including collecting metrics from alumni (e.g., jobs acquired). They will communicate their needs for these efforts at the college level. [Note: Greater college-level resources are currently being developed for these things.]
- Faculty will discuss ways to seek more Graduate Assistantship (GA) positions, such as writing GA positions into grant applications, as a tool for doctoral student recruitment.
- The Department Chair will consult with the Dean to work towards expanding program faculty to include one additional tenure-track faculty member in the equity and diversity in education subgroup and one teaching assistant professor to span the equity/diversity and language education subgroups in order to support continued program growth.

Vital Statistics on NSHE Reports

Number of students with declared major in the program area:

2023-2024	MA/Ph.D./Ed.D. -----	31
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Number of graduates from the program for the following years:

2021-2022	MA -----	15
	Ph.D./Ed.D. -----	0

2022-2023	MA -----	28
	Ph.D./Ed.D. -----	2

2023-2024	MA -----	16
	Ph.D./Ed.D. -----	2

**Program-level graduation rate using first-time, full-time,
degree-seeking cohort at 150 percent completion time:**

2021-2022	MA -----	80% n=4
	Ph.D. -----	n/a

2022-2023	MA -----	86% n=6
	Ph.D. -----	n/a

2023-2024	MA -----	94% n=15
	Ph.D. -----	n/a

Headcount of students enrolled in any course related to the program (duplicated):

2023-2024	MA -----	157
	Ph.D. -----	