

B.S.E. Educational Studies

May 19, 2021

Annual Academic Assessment Report

Results of analysis of assessment of Student Learning Outcome

- 10 students completed the capstone course.
 - Capstone assessments portfolio for the 10 participants were awarded the following ranks: 7 excellent; 3 standard – passed
- 0 students graduated for Summer 2021
5 students graduated in Fall 2021
5 graduated in Spring 2022
 - EDST program graduation rate for expected graduates: 100%
 - EDST program graduation for 4-year enrollment: unknown
 - EDST program graduation for 5-year enrollment: unknown
- 9 of 10 EDST program graduates (90%) had confirmed post-graduate plans prior to graduation. (Employment or graduate school; some categories may overlap)
 - 1 students took full-time jobs with non-profit education agencies.
 - 3 students were accepted into an alternative licensure program.
 - Arkansas - 1; Texas – 2
 - 1 students were accepted to graduate programs prior to graduation.
 - 4 students accepted non-education/private-sector positions
 - 1 students (10%) did not respond to the inquiry.

Any changes to degree/certificate planned or made on the basis of the assessment and analysis

EDST underwent a major program modification in 2021-2022 to have two program plans: traditional, on-campus EDST-MXED and 100% asynchronous online EDST-PARA. The EDST-PARA will begin course offerings in Fall 2022 and is expected to increase program enrollment significantly over the next three years.

Any changes to the assessment process made or planned.

No assessment changes were made for 2020-2021.

Academic Assessment Plan

Program Goals

The goal of the BSE in Educational Studies program is to provide students the development required to become future educators serving a multitude of formal and informal education roles in a variety of fields including, but not limited to formalized instruction [private, charter, and public (with additional licensure)], informal educational services [community-based, religious-based, or learning-center-based], and future academic graduate development [higher education, counseling education, or public service]. [This will be updated in the 2022-2023 annual report with the program goals for the two program tracts (MXED & PARA)]

The goal of the minor program in Educational Studies is to build connections to future educational linkages from non-education majors to discover inroads to opportunities in a variety of educational related fields and to incorporate an educational perspective into out-of-education fields or areas of employment. Providing non-educators with understanding of concepts of education, both formal and informal forms of education, will help strengthen the development and support of both formal schooling systems and informal educational service providers in student's future communities. Providing a pathway into educationally related services that do not require a traditional education undergraduate degree is also desirable, including but not limited to future employment or graduate work in the following areas: counseling, social work, ministry, community services, library/media services, educational reform, teacher licensure via alternative programs, or higher education.

Student Learning Outcomes

Learning outcomes include the acquisition of knowledge to effectively perform in both formal and informal educational settings; multiple internship experiences to acquire future job/career experience; and a comprehensive understanding of education as a multi-/interdisciplinary field including the study of politics, economics, sociology, psychology, religion, history, and pedagogy.

1. Minor students should demonstrate a knowledge of a) current legal landscapes in public and private sector education with respect to Constitutional (public) or contract (private) issues; b) historical issues in the creation of American public and private schooling that continue to influence or be influenced by contemporary schooling efforts; c) apply ideological and theoretical constructs to contemporary systems of formal education in the United States and informal or non-educational societal structures.
2. Minor students should be able to demonstrate knowledge of and an appreciation for diversity, specifically in formal and informal educational services, as it relates to a wide range of cultures, ethnicities, religions, and/or non-native English language learners.
3. Minor students should be able to analyze, create, and defend arguments surrounding issues involving both public and private schooling.
4. Graduating minor students should be able to present their knowledge to future employers

related to their major in relations to theoretical understanding of learning and how it can benefit their major field.

Process for Assessing each Student Learning Outcome

1. Timeline for assessment and analysis
 - Every May
2. Means of assessment and desired level of student achievement
 - Capstone portfolio outcomes
 - Job placements in and out of major/minor field
3. Reporting of results
 - CIED Head & Dean of COEHP