

B.S.E. Educational Studies

May 2, 2024

Annual Academic Assessment Report

Results of analysis of assessment of Student Learning Outcome

- 14 students (EDST-MXED) attempted to complete the capstone course.
 - Capstone assessments portfolio for the 14 participants were awarded the following ranks: 12 excellent; 2 passing
- 2 students (EDST-PARA) completed the program and completed 3 iterations of EDST 4993.
- 1 students graduated for Summer 2023
6 students graduated in Fall 2023
6 graduated in Spring 2024
 - Terms in degree: 1.88 (OSAI)
 - EDST program graduation rate for expected graduates: unknown
 - Students have not started with EDST designation freshman year; typically COEHP major change, minor -> major change, or transfer.
 - 4th year degree graduation rate (w/major change; non-transfer): 25%
 - 5th year degree graduation rate (w/major change; non-transfer): 25%
 - 6th year degree graduation rate any program: 25%
- 12 of 13 EDST program graduates (92%) had confirmed post-graduate plans prior to graduation. (Employment or graduate school; some categories may overlap)
 - 1 graduate hired to full-time, public teaching (out-of-state).
 - 3 graduates were hired (continued employment) to full-time, non-profit based educational positions.
 - 1 graduate hired for full-time, non-profit, non-education employment.
 - 3 graduates hired to full-time, non-education employment.
 - 1 graduate hired to part-time, education employment & part-time, non-profit employment (previous internship sites).
 - 1 graduate enrolled in graduate school (psychology, out-of-state).
 - 2 graduates pursuing full-time, public education-based employment.

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

Several minor changes were made to the EDST program, mostly in the form of catalog changes. The one major change is not a degree plan change, but the proposed implementation of the EDST-MXED program via online offering. Due to changes brought about by the Arkansas

LEARNS Act, multiple new programs for attaining a Arkansas teaching license have proliferated throughout the state. While no program is specifically directed to para-professionals like the EDST-PARA program, the number of program applicants has decreased. With the courses already developed for online delivery, there were no additional developmental obstacles to rolling out the EDST-MXED program track. This new delivery will allow individuals outside of Arkansas to pursue an online education (non-licensure degree option).

Any changes to the assessment process made or planned.

Assessment for the EDST-MXED (online) program will be considered next year, should the program roll-out on time.

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 was 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. Graduates 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. Graduates 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. Graduates students should be able to analyze, create, and defend arguments surrounding issues involving various types (public, private, etc) and ideological operations of schools.
4. Graduates should be familiar with the processes involving grant applications as pertains to small value grants (>\$5,000).
5. Graduate 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 (EDST-MXED)
 - Completion of three iterations of EDST 4993 (EDST-PARA) and requisite evaluations.
 - Job placements in and out of major/minor field
3. Reporting of results
 - CIED Head & Dean of COEHP