B.S.E. Educational Studies

May 5, 2025

Annual Academic Assessment Report

Results of analysis of assessment of Student Learning Outcome
- 23 students (EDST-MXED) completed the capstone course.
    - Capstone assessments portfolio for the 23 participants were awarded the following ranks: 14 excellent; 14 passing; 0 insufficient/fail
- 5 students (EDST-PARA) completed the program and completed 3 iterations of EDST 49903.
- 5 students completed the EDST minor (this is the first-year completion was possible).
- 0 students graduated for Summer 2024
  5 students graduated in Fall 2024
  23 graduated in Spring 2025
    - Terms in degree: unavailable on Spring 2025 OSAI report*
    - 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): *UNA
    - 5th year degree graduation rate (w/major change; non-transfer): *UNA
    - 6th year degree graduation rate any program: *UNA
- 26 of 28 EDST program graduates (93%) had confirmed post-graduate plans prior to graduation. (Employment or graduate school; some categories may overlap)
    - 9 graduates have/will obtain full-time, public teaching positions
    - 2 graduates have/will obtain full-time, private teaching positions
    - 3 graduates have/will obtain full-time, non-profit, educational positions
    - 1 graduate will continue a full-time, non-teaching, educational position
    - 3 graduates have obtained full-time, non-education positions
    - 1 graduate will work in a full-time ministry-based position
    - 5 graduates have applied/admitted to full-time education graduate studies
    - 1 graduate has applied/admitted to a full-time medical services studies
    - 1 graduate has applied/admitted to full-time non-education graduate studies
    - 4 graduates will being alternative licensure programs.
    - 1 graduate will attend a vocational training program.
    - 2 students did not provide future plan information.

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

Starting August 2025, the EDST-MXED program will be available online to students in and outside of Arkansas. EDST-PARA is still restricted to students working for an Arkansas educational provider. The EDST-MXED online program will not contain internships due to compliance with federal guidelines as advised by Global Campus.

All EDST programs (MXED[Campus/Online] and PARA[online] will undergo some minor program restructuring during Fall 2025. The 8-semester degree plans will be reworked for all three areas.

It is also planned that current internships offered by the EDST-MXED (campus-based) will be re-evaluated and likely restructured to several fixed locations to streamline efficiency and develop better outputs in terms of future employment potentials focusing on: private-based teaching, non-profit work, and inclusive/special education-based services.

Any changes to the assessment process made or planned.

None.

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].

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
   o Every May
2. Means of assessment and desired level of student achievement
   o Capstone portfolio outcomes (EDST-MXED)
   o Completion of three iterations of EDST 49903 (EDST-PARA) and requisite evaluations.
   o Job placements in and out of major/minor field
3. Reporting of results
   o CIED Head & Dean of COEHP