

**College of Education and Affiliated Programs
Annual Assessment Report – Spring 2009
Social and Cultural Analysis (SCA) of Education Program**

Note: this report presents and analyzes data from the 2007-08 academic year and Fall 2008. During 2007-08, the College of Education and Affiliated Programs engaged in extensive efforts to refine and extend their assessment system. In many cases, data collected starting in Fall 2008 and beyond will look substantially different from the data collected before that time.

Background

1. Describe your program (general goals, how these connect to the college conceptual framework, enrollment, and number of faculty). Describe any program changes since your last CED Annual Report.

Due in part to information gleaned through the assessment process, the faculty of the Social and Cultural Analysis of Education (SCA) program [formerly Social and Multicultural Foundations of Education] completely redesigned the program and curriculum over the past 18 months. The program continues to focus on critical social and cultural analysis of education and its relationship to society; however the entire structure of the program was reorganized. Two new core courses were developed to serve as a foundation for all subsequent courses, and to provide an opportunity to introduce program Student Learning Outcomes. A new course with an international focus and a new capstone course were also created. In addition, all existing courses were reviewed and Standard Course Outlines were created for all courses, in order to ensure that the various components of the program align cohesively. Toward this aim, new and existing courses were organized into two areas of emphasis—Urban Contexts and International Contexts. The program and course changes went through departmental, college and university curriculum review during the 2008-09 academic year and all changes were approved.

The newly redesigned Social and Cultural Analysis of Education program’s mission is to: “provide students with an intellectually rigorous interdisciplinary experience that emphasizes critical approaches to educational analysis. The Social and Cultural Analysis of Education program aims to prepare our graduates to envision and effect transformative practices in a broad range of educational contexts, both domestically and internationally.” The program incorporates study of K-12 and higher education, adult education and community-based education at the local, national and international level.

The Social and Cultural Analysis of Education program supports the mission of the College of Education. The program is aligned to all six aspects of the College conceptual framework, and expands the element regarding school improvement to include a variety of educational sites. Table 1 displays the SCA program’s six developmental Student Learning Outcomes, and notes their alignment with specific aspects of the College conceptual framework.

The SCA program currently has two full-time, tenure-track faculty; one full professor retired at the conclusion of Fall 2008. Additionally, part-time instructors and professors from Teacher Education teach SCA courses on occasion. The program has approximately 60 active students, and 30 new students were admitted to the program for Fall 2008 (see Table 2).

Table 1
Program Student Learning Outcomes and Relevant Standards

SLOs	Outcome 1 Synthesize concepts and ideas in the area of social and cultural analysis of education.	Outcome 2 Identify implications of social and cultural theories for educational practice in a variety of settings.	Outcome 3 Formulate strategies for effecting social and educational justice.	Outcome 4 Construct complex written arguments related to social and cultural issues in education.	Outcome 5 Produce sophisticated academic writing related to the social and cultural analysis of education.	Outcome 6 Engage in critical dialogue related to educational policies, practices, and pedagogies.
Signature Assignment(s)	Praxis in critical pedagogy project	Praxis in critical pedagogy project	Praxis in critical pedagogy project	Praxis in critical pedagogy project	Assessment of sophisticated academic writing	Assessment of critical engagement in dialogue
National Standards						
State Standards						
Conceptual Framework	Values Diversity	Service and Collaboration	Prepares Leaders, School Improvement	Promotes Growth	Promotes Growth, Research and Evaluation	Promotes Growth, Service and Collaboration
NCATE Elements	NA	NA	NA	NA	NA	NA

Table 2
Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

	Transition Point 1		
	Admission to Program		
	Applied	Accepted	Matriculated
	#	#	#
TOTAL	39	32	30

Table 3
Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

	Transition Point 2
	Advancement to Culminating Experience
	#
Thesis (698) ¹	5
Comps ²	11

Table 4
Program Specific Candidate Information, 2007-2008 (snapshot taken F08)

	Transition Point 3
	Exit
	#
Degree	13

Table 5
Faculty Profile 2007-08

Status	Number
Full-time TT	3
Part-time Lecturer	1
Total:	4

- How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting.

Due to the program changes underway, former Social and Multicultural Foundations Student Learning Outcomes were not assessed or reviewed during the 2008-09 academic year. Instead, the program faculty (two tenure-track faculty and one professor participating in the Faculty Early Retirement Program) engaged in a process of program development over the past year and a half. The program faculty met weekly or bi-

¹ This is data on students who were enrolled in thesis work during Fall 2007 and Spring 2008. This figure may include students who actually “crossed into” this transition point prior to Fall 2007 and were still making progress on their theses at this time.

² This is data on the number of students who *applied* to take the comprehensive examination in Fall 2007, Spring 2008, or Summer 2008. The data include students who may not have taken or passed the examination(s).

weekly while creating the new curriculum and assessment documents, including an assessment plan, Student Learning Outcomes, rubrics for signature assignments and a new curriculum map for the program. In addition, the program faculty consulted with faculty throughout the college and university regarding program and course development and assessment planning, as part of the curriculum process.

Data

3. Question 3 is in two parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:

- a. **Candidate Performance Data:** Provide *direct* evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used). Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, percentage passing as appropriate for each outcome.

As described above, due to the changes underway, the program did not collect evidence related to the program's former Student Learning Outcomes this year.

- b. **Program Effectiveness Data:** What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness. Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome.

Data were not collected during the 2008-09 year that directly address program effectiveness, as the program was undergoing significant changes. Data collected during the 2007-08 academic year, along with prior years, were used to inform the curriculum changes.

4. **Complementary Data:** You may summarize *additional* information about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data related to things such as student perceptions, community views of the program, or general faculty observations. If you elect not to respond to this prompt, please write "N/A."

- The program completed its self-study during the 2008-09 academic year, and external reviewer Susan Roberta Katz of the University of San Francisco complimented faculty on their work with program development. In her report, Dr. Katz wrote, "I have rated the Social & Cultural Analysis of Education program as 'Excellent.' I was deeply impressed and inspired by the thoughtfulness evident in the curriculum development and document preparation, the intellectual rigor, the cutting-edge courses, academic support provided for students, and attention to assessment of student learning outcomes. This quality of work is especially noteworthy given the years of flux from faculty turnover in the recent past. Drs. Michael Dumas and Laura Portnoj, with the support of Emeritus Professor Dr. Elaine Haglund, deserve praise for their exemplary effort and commitment to academic excellence at CSULB."
- SCA (or SMF) students have been one of eight students selected for the Dean's List for the past four years consecutively.
- SCA student Ana Lima was awarded a Graduate Research Fellowship for the 2008-09 academic year.

- Numerous SCA graduates have gone on to doctoral programs, including those at prestigious institutions, such as University of California, Los Angeles and University of California, Berkeley.

Analysis and Actions

5. What do the data for each outcome say regarding: a) candidate performance and, b) program effectiveness? Please note particular areas of strength and particular areas in need of improvement.

Due to the fact that the program did not collect assessment data during 2008-09, faculty cannot directly address the strengths and weakness of the program using data. However, based on the external reviewer’s assessment of the revised program, the strengths of the program include: 1) strong assessment planning, 2) developmental student learning outcomes for the program that align with the college mission and conceptual framework, 3) faculty dedication to student learning and growth, 4) solid curriculum planning for a cohesive program, and 5) high quality syllabi and rubrics.

The program faculty have identified areas where additional program development is necessary, such as: 1) revising and redesigning all program materials and documents; 2) creating program evaluation mechanisms (a survey and focus groups) with college support to measure early progress and satisfaction with the program at the conclusion of the two-part core course series; 3) developing project and thesis guidelines and procedures; 4) reassessing the comprehensive examination procedures; and 5) monitoring the transition of the program and courses.

6. How do these findings compare to past assessment findings regarding: a) candidate performance and, b) program effectiveness?

N/A

7. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes, etc. based on these findings in Questions 5 and 6? Please link proposed changes to data discussed in Q5 and prioritize the action items.

Table 6
Action Items

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
High	Revise program documents	Faculty	Fall 2009
High	Early program evaluation mechanisms	Faculty	Spring 2010
Medium	Project and thesis guidelines	Faculty	Fall 2009
Medium	Comprehensive exam revisions	Faculty	Spring 2010
High	Monitoring transition	Faculty	AY 2009-10