College of Education and Affiliated Programs
Annual Report Spring 2010
Social and Cultural Analysis of Education

Note: This report includes information from the 2008-09 academic year and the Fall 2009 semester.

Background

1. Describe your program (enrollment, number of faculty, general goals). Have there been any major changes since your last report?

The revised Social and Cultural Analysis (SCA) of Education program (formerly Social and Multicultural Foundations of Education) took effect Fall 2009. 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 indicates their alignment with specific aspects of the College conceptual framework. Each outcome is assessed through a signature assignment, both in the second core course (SCAE 551, with the Praxis in Critical Pedagogy Project) and in the capstone course (SCAE 695, with the Theory into Practice Project). The program began piloting the two new core courses (SCAE 550 and 551) during the 2008-09 academic year. The new SCA capstone course was not offered during the period to which this report applies. The information in Table 1 remains the same as with last year's report.

The SCA program currently has two full-time, tenure-track faculty members (see Table 5). Additionally, part-time instructors and professors from Teacher Education teach SCA courses or the two undergraduate courses managed through the program (EDP 432 and EDP 485) on occasion. The program has approximately 60 active master's students, and 25 new students were admitted to the program for Fall 2009 (see Table 2). In addition, 18 students moved to Transition Point 3 (see Table 4) by Fall 2009.

Table 1

Program Student Learning Outcomes and Relevant Standards

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

Table 2

Program Specific Candidate Information, 2008-2009 (snapshot taken F09) – Transition Point 1 (Admission to Program)

	Number Applied	Number Accepted	Number Matriculated
TOTAL	29	25	20

Table 3

Program Specific Candidate Information, 2008-2009 (snapshot taken F09) – Transition Point 2 (Advancement to Culminating Experience)

	Number
Thesis (698)[1]	3
Comps[2]	16
Project (695)[3]	0

Table 4

Program Specific Candidate Information, 2008-2009 (snapshot taken F09) – Transition Point 3 (Exit)

	Number
Degree	18

Table 5

Faculty Profile 2008-09

Status	Number
Full-time TT	2
Part-time Lecturer	0
Total:	2

2. 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.

Both full-time, tenure-track faculty members (Dr. Michael Dumas and Dr. Laura Portnoi, who serves as the program coordinator) participated in assessment activities during the period summarized in this report.

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[1] This is data on students who were enrolled in thesis work during Fall 2008 and Spring 2009. This figure may include students who actually "crossed into" this transition point prior to Fall 2008 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 Summer 2008, Fall 2008, or Spring 2009. The data include students who may not have taken or passed the examination(s).

[3] This is data on students who were conducting culminating projects during Fall 2008 and Spring 2009. This figure may include students who actually "crossed into" this transition point prior to Fall 2008 and were still making progress on their theses at this time.

Data

3. Question 3 is in 2 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.

During the period from Fall 2008-Fall 2009, faculty collected SLO assessment data during the pilot of the second core course (SCAE 551, which was offered under EDP 573 during Spring 2009). Learning for SLOs 1-4 listed in Table 1 above was assessed through the Praxis in Critical Pedagogy Project. Learning for SLO 5 was assessed through the Assessment of Sophisticated Academic Writing rubric. Learning of SLO 6 was assessed using the Assessment of Critical Engagement in Dialogue rubric. The assignment description and rubric for each of the three assignments conducted in the pilot course for SCAE 551 are contained in the Appendices at the conclusion of this report. Below is a presentation of descriptive statistics regarding the assessment of SLOs 1-6 in the pilot course for SCAE 551 during Spring 2009.

Figure 1

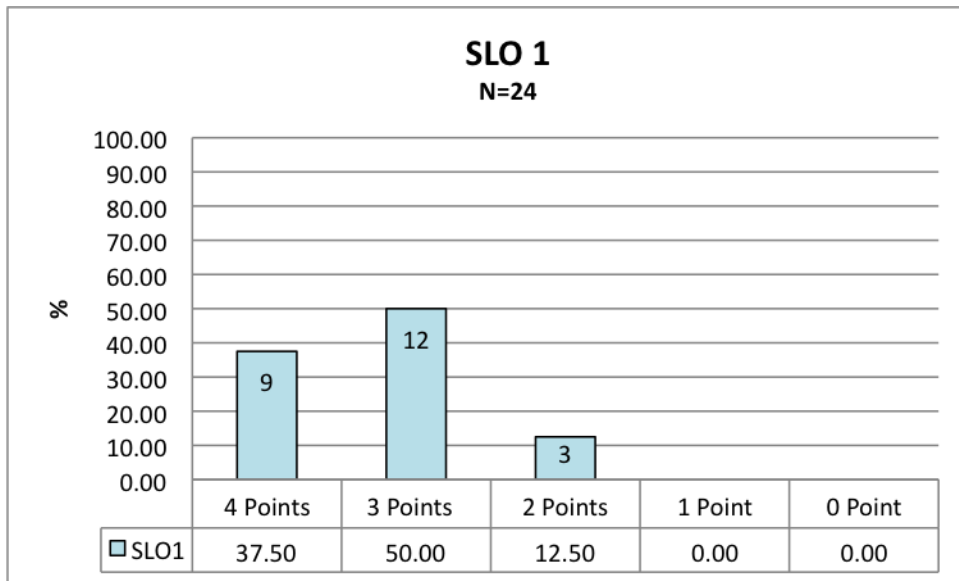*SCAE 551 Pilot Assessment Data (EDP 573), Spring 2009[4]*

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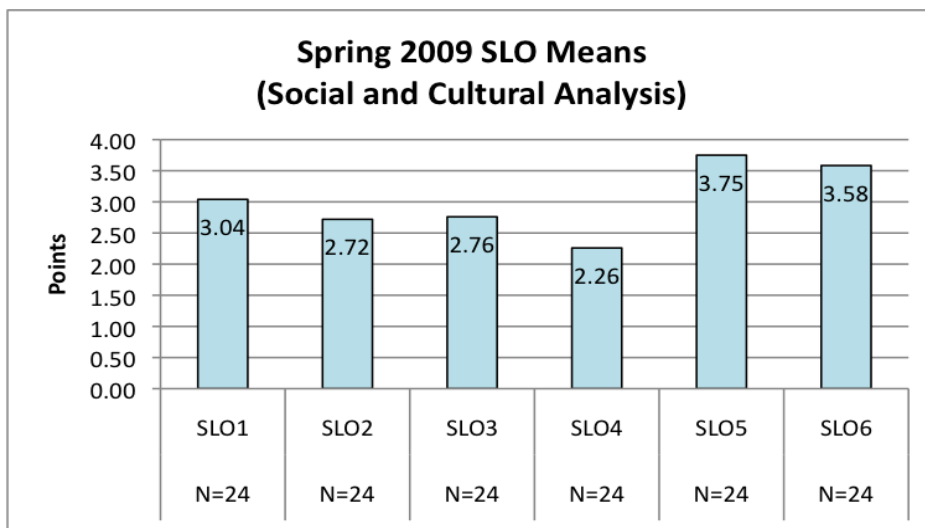
[4] In SLOs 1-4, the overall SLO mean is the average of its respective criteria. The 0-4 score for each student is the rounded average of each SLO's individual criteria.

Outcome 1: Synthesize concepts and ideas in the area of social and cultural analysis of education.
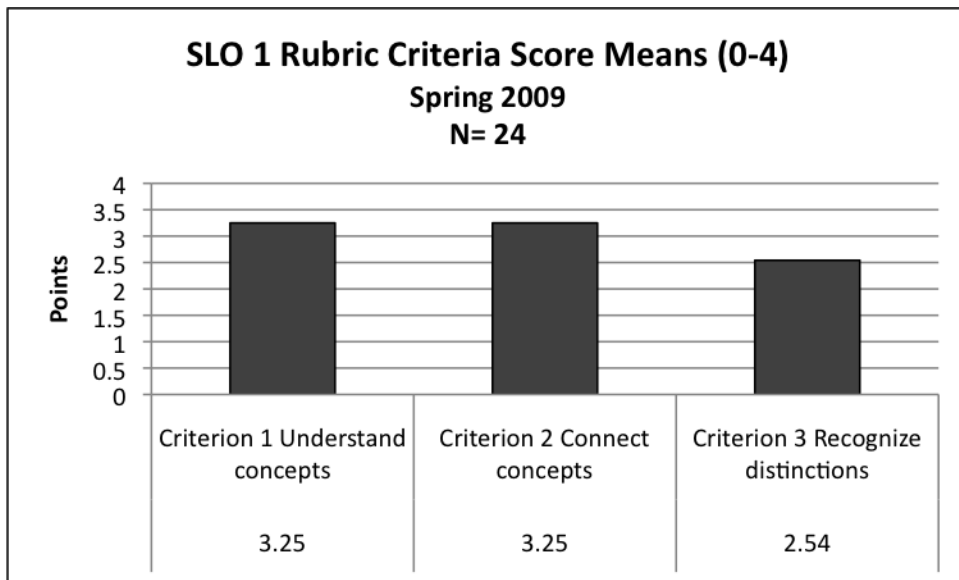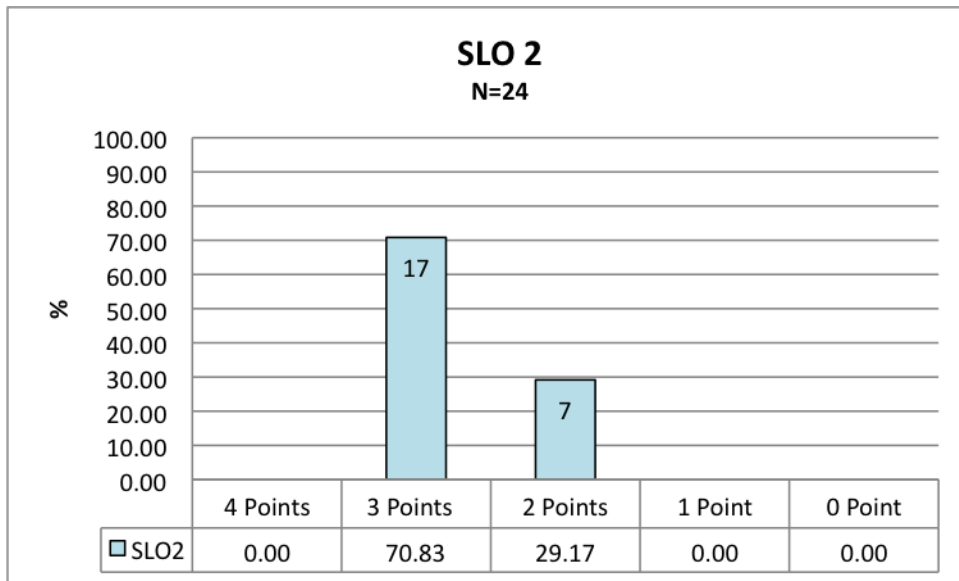
Figure 2

SLO 1

Figure 3

SLO 1 Rubric Criteria Score Means (0-4), Spring 2009

Outcome 2: Identify implications of social and cultural theories for educational practice in a variety of settings.

Figure 4

SLO 2

SLO 2
N=24

	4 Points	3 Points	2 Points	1 Point	0 Point
☐ SLO2	0.00	70.83	29.17	0.00	0.00

Figure 5

SLO 2 Rubric Criteria Score Means (0-4), Spring 2009

SLO 2 Rubric Criteria Score Means (0-4)
Spring 2009
N= 24

Criterion 4 Describes implications	Criterion 5 Articulate dialogic	Criterion 6 Identify implications
3.08	2.50	2.58
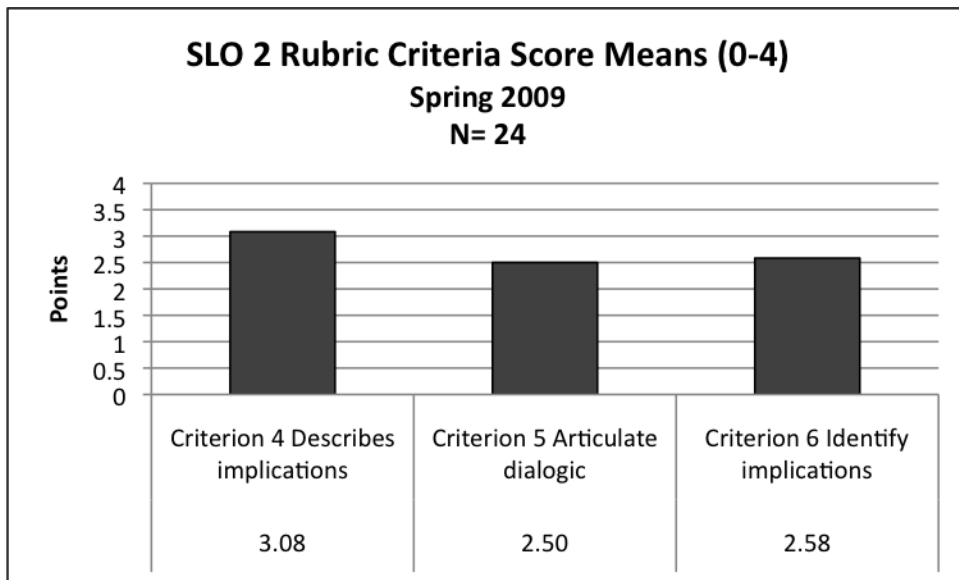
Outcome 3: Formulate strategies for effecting social and educational justice.

Figure 6

SLO 3

SLO 3
N=24

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO3	0.00	87.50	12.50	0.00	0.00
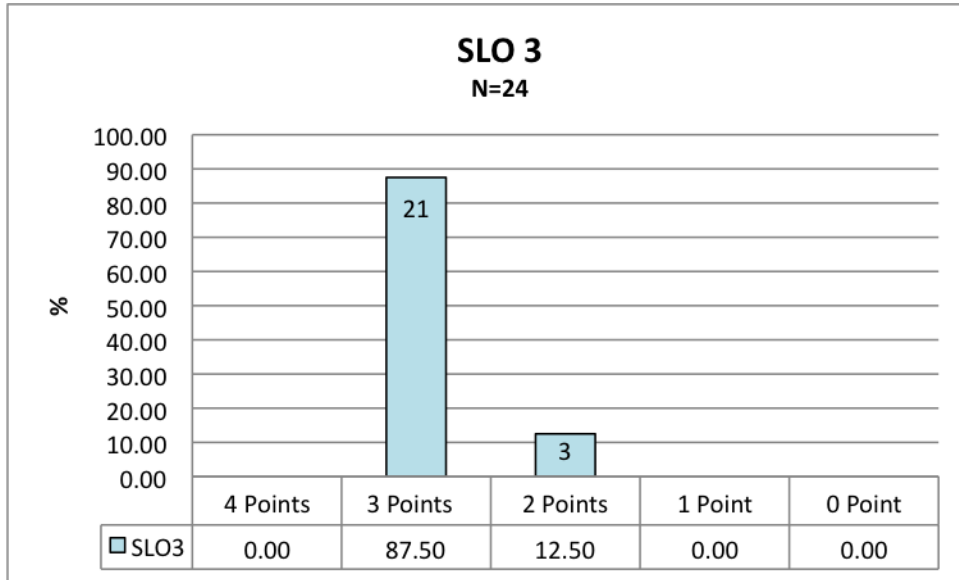
Figure 7

SLO 3 Rubric Criteria Score Means (0-4)

SLO 3 Rubric Criteria Score Means (0-4)
Spring 2009
N= 24

Criterion 7 Describe strategies	Criterion 8 Assess context	Criterion 9 Develop proposals
2.54	2.67	3.08
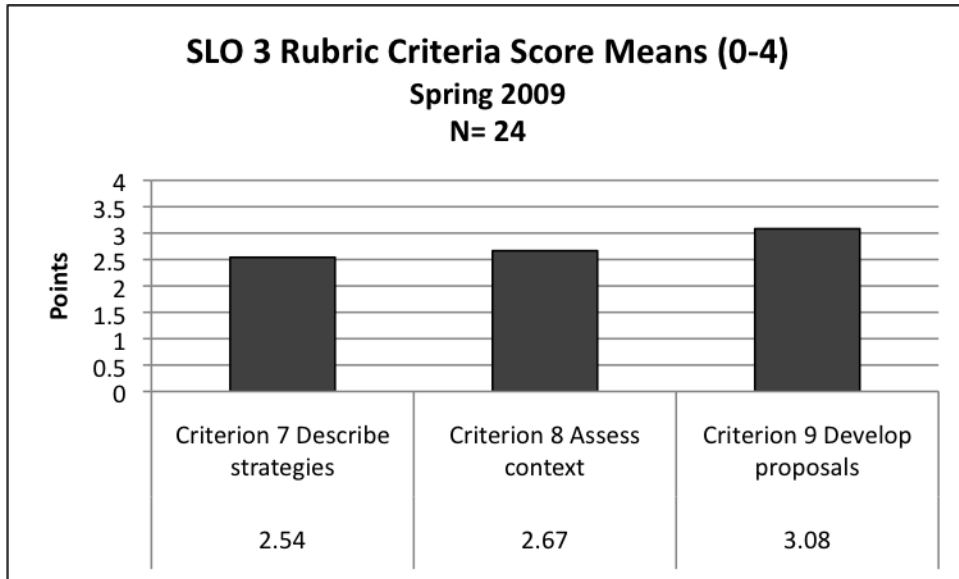
Outcome 4: Construct complex written arguments related to social and cultural issues in education.

Figure 8

SLO 4
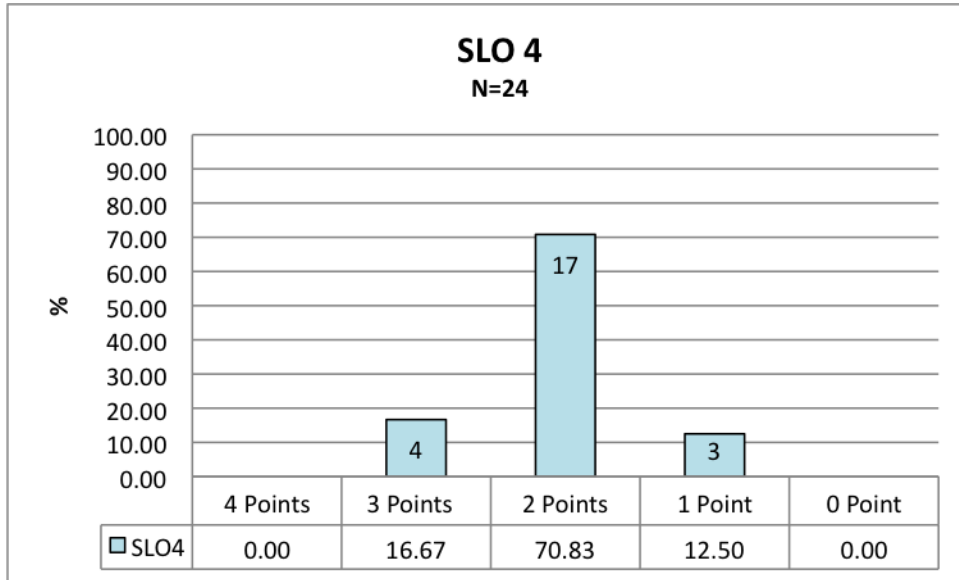
Figure 9

SLO 4 Rubric Criteria Score Means (0-4), Spring 2009

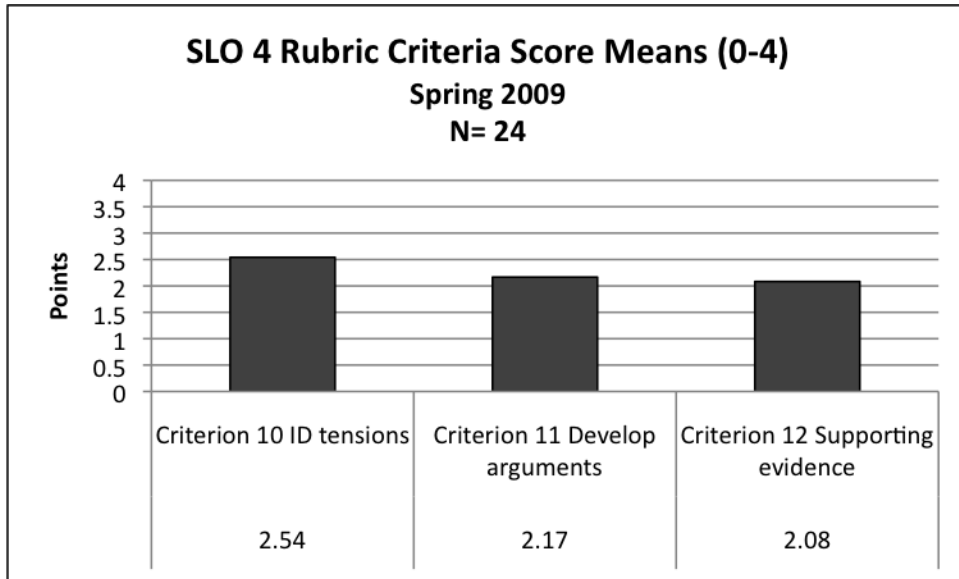**Outcome 5:** Produce sophisticated academic writing related to the social and cultural analysis of education.

Figure 10

SLO 5

SLO 5
N=24

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO5	75.00	25.00	0.00	0.00	0.00
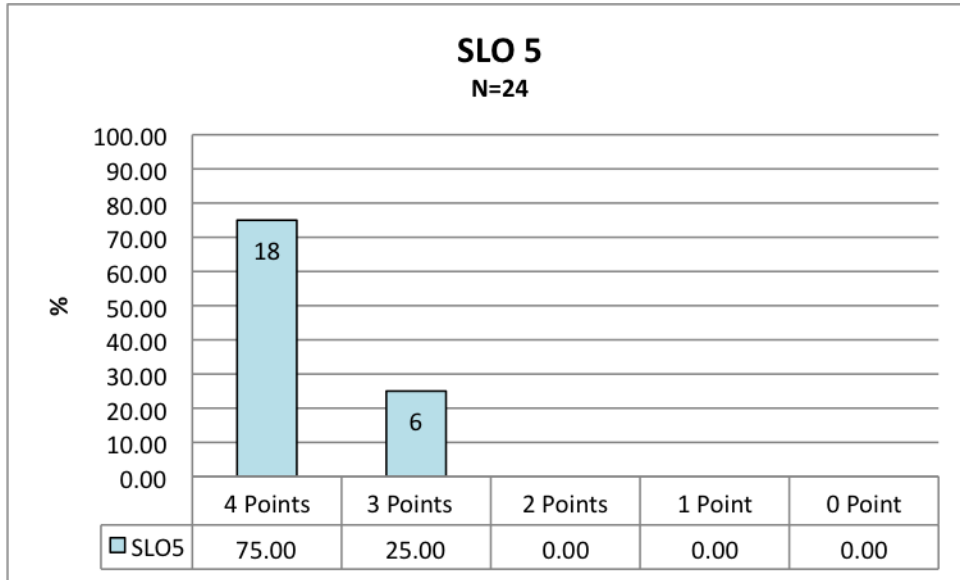
Figure 11

SLO 5 Rubric Criteria Score Means (0-4), Spring 2009

SLO 5 Rubric Criteria Score Means (0-4)
Spring 2009
N= 24

	Criterion 1 Thesis Orig	Criterion 2 Thesis Clarity	Criterion 3 Organiz	Criterion 4 Evidence	Criterion 5 Analysis	Criterion 6 Document	Criterion 7 Grammar
	4.00	3.58	3.54	3.88	3.79	3.71	3.63
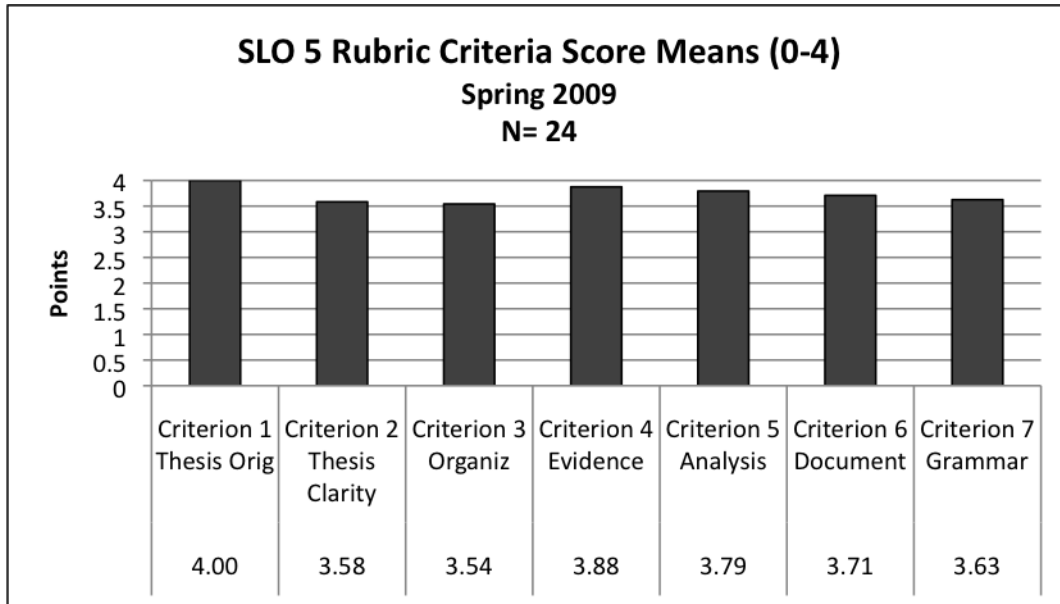
Outcome 6: Engage in critical dialogue related to educational policies, practices, and pedagogies.

Figure 12

SLO 6

SLO 6
N=24

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO6	62.50	33.33	4.17	0.00	0.00
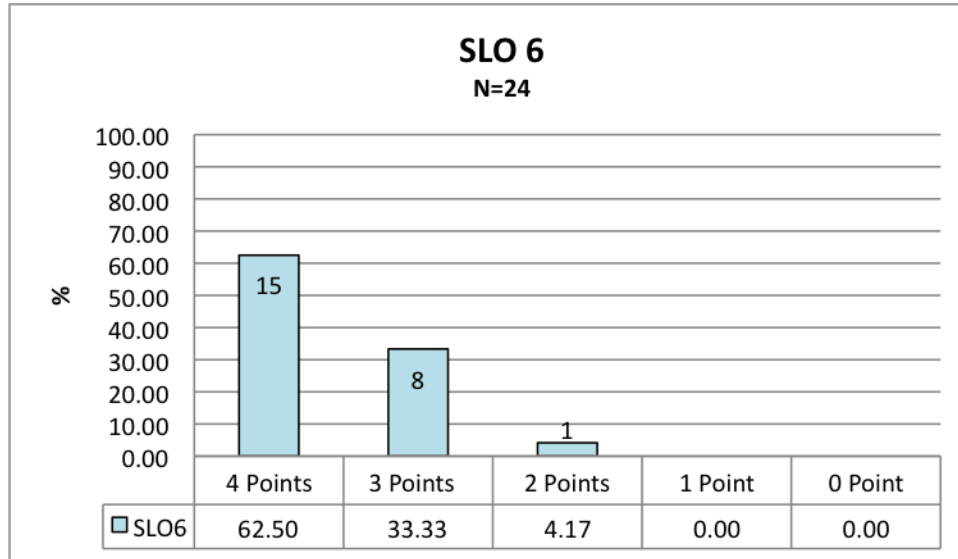
Figure 13

SLO 6 Rubric Criteria Score Means (0-4), Spring 2009

SLO 6 Rubric Criteria Score Means (0-4)
Spring 2009
N= 24

Criterion 1 ID connections	Criterion 2 References	Criterion 3 Posed problems	Criterion 4 Listened actively	Criterion 5 Contribute to development	Criterion 6 Responsible for learning
3.83	3.67	3.71	4.00	3.63	3.67
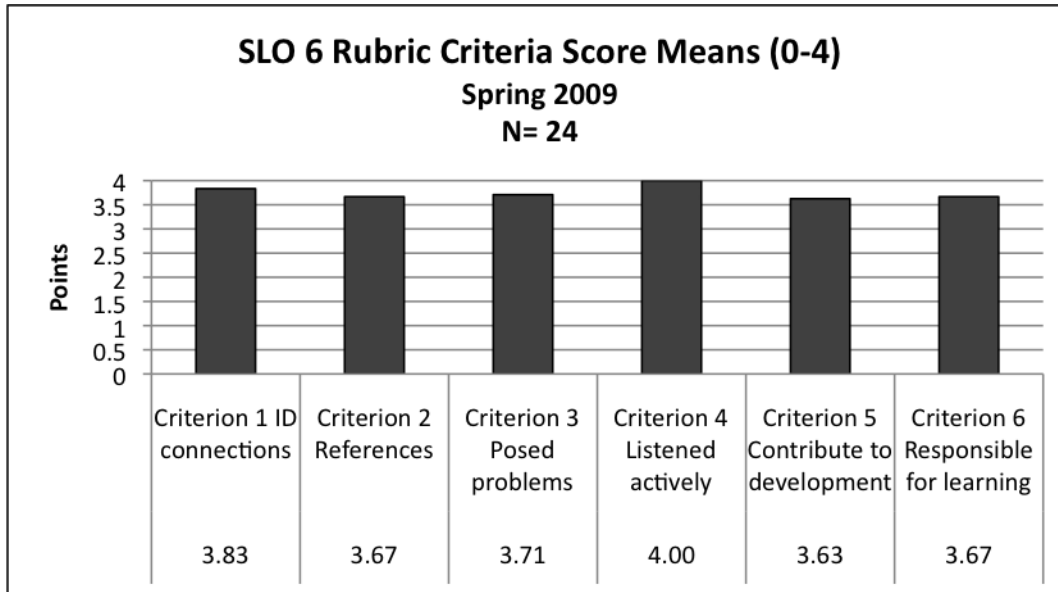
    b.   <u>Program Effectiveness Data</u>: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness. Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome.

During the period covered in this report, the program faculty conducted a pilot exit survey through the College Assessment office (at the conclusion of Spring 2009). However, the graduates who completed the exit survey in Spring 2009 completed the former Social and Multicultural Foundations of Education program, not the new Social and Cultural Analysis of Education program. Therefore, faculty did not incorporate this data when reviewing the program's effectiveness. From the Spring 2011 data collection point, data on outcomes should reflect mainly the new program, after students have completed the entire program.

4. OPTIONAL: You may provide *additional* information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data sources.

n/a

Analysis and Actions

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

At this point, the data program faculty have at their disposal is very limited, particularly because the revised program is new. As noted above, data has only been collected on SLOs in one course through a pilot phase thus far (in Spring 2009). Given that the students were in the first year of their program when the data was collected and that the SLOs are all developmental, we would expect that students would show need for improvement in these areas. Therefore, while the data does provide suggestions regarding areas of focus for instruction in the future in this particular course, the program faculty have not made any assessments of strengths or weaknesses of the program based on the data collected. In addition, because the students who completed the exit survey in Spring 2009 did not complete the revised SCA program, the data collected through this survey cannot be readily applied to current program improvement. Despite the lack of relevant data at this stage, based on an external reviewer's assessment of the revised program in Spring 2009, 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 assessment tools, such as rubrics.

In last year's annual report, the program faculty identified areas where additional program development was necessary, including: 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. Each of these areas has been completed, with the exception of the second item. Given the current fiscal context and recent furloughs, the program faculty decided to scale back their plans to assess the two-part core course series, and expect that they will conduct focus groups only. In addition, they had originally planned to carry out this assessment during Spring 2010. However, they decided through their program assessment meetings that the results of this assessment of SCAE 550 and 551 would be more beneficial for improving the program if they were to wait to collect data until Fall 2010, once the first

group of students has fully completed both core courses rather than while they are in the midst of completing the second one during Spring 2010.

Though the program faculty decided to postpone assessing SCAE 550 and 551, they have completely redesigned all program materials with the new program information, including a 20-page student handbook and course planners. They also developed thesis and project guidelines, and put these into action during the 2009-10 academic year. Seven students will complete a thesis during the 2010-11 academic year and program faculty have already met with them in Spring 2010 to begin the process. The program faculty also developed a new comprehensive examination procedure and rubric that was piloted during Spring 2010. The program faculty will revise and calibrate the comprehensive exam rubric in the next six months. In addition, the program coordinator has successfully monitored the transition of the program with assistance from the Graduate Studies and Research office and Advanced Studies in Education and Counseling department office.

To collect further program effectiveness data, the program will continue to collect exit survey data, and will also begin collecting alumni data as of Spring 2010 (though initially this data will not apply directly to the SCA program).

6. How do these findings compare to past assessment findings?

This is not applicable, as no prior data exists on the SCA program.

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.

Action Plan

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
Medium	Collect alumni survey data	Assessment office with assistance from program coordinator	Spring 2010
Medium	Develop and implement assessment of SCAE 550 and 551 core course series	Program faculty, with support from the assessment office	End of Fall 2010
Medium	Revise rubric for comprehensive exam and calibrate	Program faculty	End of Fall 2010

Appendices

Social and Cultural Analysis of Education Program
Signature Assignment for SCAE 551
Praxis in Critical Pedagogy Project

Student Learning Outcome(s) Assessed:

SLO #1: Synthesize concepts and ideas in the area of social and cultural analysis of education.
SLO #2: Identify implications of social and cultural theories for educational practice in a variety of settings.
SLO #3: Formulate strategies for effecting social and educational justice.
SLO #4: Construct complex written arguments related to social and cultural issues in education.

Description of the Signature Assignment

In the proposal, candidates begin to apply theories and constructs they have been studying in both core classes (SCAE 550 and SCAE 551) to educational practice. In SCAE 550, candidates complete an Annotated Bibliography on a topic related to education and variables of social difference. With the Praxis in Critical Pedagogy Proposal, candidates use this bibliography as a foundation to develop a plan for a specific pedagogical intervention aimed at effecting social and educational justice. The proposal includes: contextual framing, an assessment of the "problem," and development of a curriculum intervention designed to address the problem.

Directions for Candidates

Candidates will write an 11-13 page paper in which they 1) provide a contextual background for understanding a specific educational problem, 2) assess the problem in consultation with the community and/or stakeholders, and 3) develop a pedagogical intervention designed to respond to the problem.

Scoring Rubric:

Expectation	1-Unsatisfactory (Limited Proficiency)	2-Developing (Some Proficiency)	3-Satisfactory (Proficiency)	4-Exemplary (High Proficiency)
SLO 1				
Understand concepts and ideas Score: _____	Limited evidence of understanding	Some evidence of understanding	Ample evidence of understanding	Rich evidence of understanding
Connect various concepts and ideas Score: _____	Limited evidence of connections	Some evidence of connections	Ample evidence of connections	Rich evidence of connections
Recognize distinctions between various concepts and ideas Score: _____	Limited evidence of recognizing distinctions	Some evidence of recognizing distinctions	Ample evidence of recognizing distinctions	Rich evidence of recognizing distinctions
SLO 2				
Describe implications discussed in the existing literature Score: _____	Limited evidence of knowledge of implications discussed in the existing literature	Some evidence of knowledge of implications discussed in the existing literature	Ample evidence of knowledge of implications discussed in the existing literature	Rich evidence of knowledge of implications discussed in the existing literature
Articulate the	Limited evidence of	Some evidence of	Ample evidence of	Rich evidence of

dialogic of theory and praxis Score: _____	understanding of the dialogic of theory and praxis	understanding of the dialogic of theory and praxis	understanding of the dialogic of theory and praxis	understanding of the dialogic of theory and praxis
Identify implications beyond the existing literature Score: _____	Limited evidence of identification of implications beyond the existing literature	Some evidence of identification of implications beyond the existing literature	Ample evidence of identification of implications beyond the existing literature	Rich evidence of identification of implications beyond the existing literature
SLO 3				
Describe strategies historically and currently used in effecting social and educational justice Score: _____	Limited description of strategies	General description of strategies	Ample description of strategies	Rich description of strategies
Assess the context at specific sites where social and educational justice is needed Score: _____	Limited assessment of the context	General assessment of the context	Ample assessment of the context	Rich assessment of the context
Develop concrete proposals for effecting social and educational justice at specific sites Score: _____	Limited evidence of attempt to develop concrete proposals	Partially developed proposals, with insufficient concreteness	Sufficiently developed, concrete proposals	Richly developed, concrete proposals
SLO 4				
Identify tensions among various points of view Score: _____	Limited identification of various points of view	Some identification of various points of view	Ample identification of various points of view	Rich identification of various points of view
Develop clear, substantive argument(s) Score: _____	Limited development of argument(s); lack of clarity and substance	Some development of argument(s); some evidence of clarity and substance	Ample development of argument(s); sufficient evidence of clarity and substance	Rich development of argument(s); deep evidence of clarity and substance
Garner cogent supporting evidence from diverse sources Score: _____	Limited supporting evidence; limited variety of sources	Some supporting evidence; some variety of sources	Ample supporting evidence; sufficient variety of sources	Rich supporting evidence; extensive variety of sources

Total Score _____

Legend

Total Points	College of Education Assessment Scale Equivalent
43-48	4 (Exceeds Expectations)
36-42	3 (Meets Expectations)
24-35	2 (Meets Some Expectations)
18-24	1 (Does Not Meet Expectations)
0-17	0 (Can't Score)

Social and Cultural Analysis of Education Program
Signature Assignment for SCAE 551
Sophisticated Academic Writing Rubric

Student Learning Outcome(s) Assessed:

SLO #5: Produce sophisticated academic writing related to the social and cultural analysis of education.

Description of the Signature Assignment

The Sophisticated Academic Writing Rubric and faculty expectations for sophisticated academic writing are introduced in the program's first core course, SCAE 550. The rubric is used to assess candidates' academic writing on one assignment in SCAE 551 (the second core class) and SCAE 695 (the capstone course)—the Praxis in Critical Pedagogy Project and the Theory into Practice Project, respectively.

In the proposal, candidates begin to apply theories and constructs they have been studying in both core classes (SCAE 550 and SCAE 551) to educational practice. In SCAE 550, candidates complete an Annotated Bibliography on a topic related to education and variables of social difference. With the Praxis in Critical Pedagogy Proposal, candidates use this bibliography as a foundation to develop a plan for a specific pedagogical intervention aimed at effecting social and educational justice. The proposal includes: contextual framing, an assessment of the "problem," and development of a curriculum intervention designed to address the problem.

Directions for Candidates

Candidates will write an 11-13 page paper in which they 1) provide a contextual background for understanding a specific educational problem, 2) assess the problem in consultation with the community and/or stakeholders, and 3) develop a pedagogical intervention designed to respond to the problem.

Scoring Rubric:

Expectation	1-Unsatisfactory (Limited Proficiency)	2-Developing (Some Proficiency)	3-Satisfactory (Proficiency)	4-Exemplary (High Proficiency)
Thesis/Focus Originality Score: _____	Thesis/focus is not stated	Thesis/focus displays limited imagination	Thesis/focus displays sufficient imagination	Thesis/focus demonstrates fresh insight that challenges reader's thinking
Thesis/Focus Clarity Score: _____	Thesis/focus is unclear and/or has no relation to writing task	Thesis/focus is vague and/or only loosely related to writing task	Thesis/focus is clear and aligns with writing task	Thesis/focus is precisely articulated, closely aligned with the writing task, and consistently demonstrated throughout paper
Organization/ Development Score: _____	Organization/ development is unclear, inappropriate to thesis; no	Organization/ development displays an attempt at coherence; may have ineffective flow of ideas and/or abrupt	Organization/ development supports thesis/focus; transitions and sequencing of ideas	Organization/ development displays substantially, logically and concretely developed ideas

	transitions are provided	shifts in argumentation	display appropriate flow of ideas and transitions	consistently throughout the paper; transitions are well-developed
Evidence Score: _____	Evidence is absent, unrelated to the thesis/focus, and/or fails to support the thesis/focus	Evidence is limited in variety or combination of sources; evidence may be used unconvincingly or inappropriately	Evidence convincingly supports the thesis/focus; evidence supports, extends and informs, but does not replace writer's own ideas	Evidence provides compelling support of thesis/focus; evidence displays synthesis of ideas from various sources
Analysis Score: _____	Analysis is absent and/or the writing is merely descriptive	Analysis displays an attempt at critique; may have limited evidence of synthesis of ideas; may have limited discussion of alternate perspectives	Analysis includes critique, some discussion of alternate perspectives and ample synthesis of ideas	Analysis is incisive and includes substantial critique, integration of alternate perspectives, and complex synthesis of ideas
Documentation Score: _____	Documentation does not conform to American Psychological Association (APA) formatting in text and in reference list; sources are not cited properly; absence of accurate referencing	Documentation displays inconsistent use of American Psychological Association (APA) formatting in text and in reference list; few sources are fully and properly cited; evidence and assertions may not be accurately referenced	Documentation displays consistent use of American Psychological Association (APA) formatting in text and in reference list; most sources are fully and properly cited; most evidence and assertions are accurately referenced	Documentation displays precise use of American Psychological Association (APA) formatting in text and in reference list; all sources are fully and properly cited; evidence and assertions are accurately referenced
Grammar, Punctuation and Spelling Score: _____	Little to no evidence of mechanical competency	Inconsistent use of correct grammar, punctuation and spelling; limited evidence of mechanical competency	Consistent use of correct grammar, punctuation and spelling	Precise use of correct grammar, punctuation and spelling

Total Score _____

Legend

Total Points	College of Education Assessment Scale Equivalent
25-28	4 (Exceeds Expectations)
18-24	3 (Meets Expectations)
11-17	2 (Meets Some Expectations)
4-10	1 (Does Not Meet Expectations)
0-3	0 (Can't Score)

Student Learning Outcome(s) Assessed:

SLO #6: Engage in critical dialogue related to educational policies, practices and pedagogies.

Description of the Signature Assignment

Critical dialogue is an essential component of each course in the Social and Cultural Analysis of Education program. Candidates are introduced to the concepts of critical dialogue and the rubric through which they will be assessed in the first core class, SCAE 550: Foundations of Social and Cultural Analysis of Education. Candidates are asked to critically reflect on their own engagement in dialogue at the conclusion of the SCAE 550 course, a process that will continue in each course throughout the program. Critical dialogue is a specific content-area focus in SCAE 551: Critical Pedagogies, and candidates study tenets of critical dialogue throughout the course. Candidates are reminded of the expectations contained in the rubric at the beginning of the course. At the conclusion of the course, candidates submit an Assessment of Engagement in Critical Dialogue, in which they reflect on their own dialogical practice and rate themselves based on the rubric. The instructor then grades the candidates' reflective assessments.

Directions for Candidates

Using the program-level rubric, candidates will assess the various qualities of their engagement in critical dialogue over the course of the semester, and set goals for the future. A narrative assessment of no more than one page that addresses the expectations listed on the rubric should accompany the completed rubric.

Scoring Rubric:

Expectation	1-Unsatisfactory (No Engagement)	2-Developing (Limited Engagement)	3-Satisfactory (Consistent Engagement)	4-Exemplary (Deep Engagement)
Identified connections across course material during class discussion Score: ____	No evidence of connections	Limited evidence of connections	Ample evidence of connections	Rich evidence of connections
Made references to course material during class discussion Score: ____	No evidence of references	Limited evidence of references	Ample evidence of references	Rich evidence of references
Posed problems for discussion Score: ____	No evidence of problem-posing	Limited evidence of problem-posing	Ample evidence of problem-posing	Rich evidence of problem-posing
Listened actively during class discussions Score: ____	No evidence of active listening	Limited evidence of active listening	Ample evidence of active listening	Rich evidence of active listening
Contributed to development of dialogue during class discussions Score: ____	No evidence of contribution to development of dialogue	Limited evidence of contribution to development of dialogue	Ample evidence of contribution to development of dialogue	Rich evidence of contribution to development of dialogue
Took responsibility for group's learning in class discussion Score: ____	No evidence of taking responsibility for group's learning	Limited evidence of taking responsibility for group's learning	Ample evidence of taking responsibility for group's learning	Rich evidence of taking responsibility for group's learning

Total Score: _____

Legend

Total Points	College of Education Assessment Scale Equivalent
22-24	4 (Exceeds Expectations)
15-21	3 (Meets Expectations)
10-14	2 (Meets Some Expectations)
4-9	1 (Does Not Meet Expectations)
0-3	0 (Can't Score)