College of Education and Affiliated Programs
Annual Report—Fall 2011
Social and Cultural Analysis of Education

Note: This report presents data and analysis from the Spring 2010 semester and 2010-2011 academic year.

Background

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

Program Overview, Student Learning Outcomes, and Goals. The Social and Cultural Analysis of Education (SCAE) 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 levels. The current SCAE program, which took effect in Fall 2009, is a revised version of the former Social and Multicultural Foundations program, which had been offered for more than 15 years in the College. The program revision involved streamlining program requirements and developing core and capstone courses. In Fall 2011, one additional change was made to the SCAE program through the College curriculum process: a specific course requirement for Advancement to Candidacy was removed in order to make the process more efficient. SCAE program faculty also revised the comprehensive examination rubric in Fall 2011 to more accurately reflect the expectations for all aspects of the examination.

Though core courses, regular advising appointments, program orientations, retreats and other events, the program offers candidates the opportunity to engage in an active teaching and learning community in order to grow and develop academically, professionally, and personally.

The Social and Cultural Analysis of Education program supports the mission of the College of Education. The program is aligned to all seven aspects of the College conceptual framework (effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy). Table 1 displays the SCAE program's six developmental Student Learning Outcomes (SLOs), and indicates their alignment with specific aspects of the College conceptual framework. All six SLOs are introduced in SCAE 550 (the core course all candidates take in the first semester of enrollment) and assessed in SCAE 551 (the second core course, offered during the second semester of candidates' enrollment) and SCAE 695 (the capstone course, offered during candidates' final year of enrollment). SLOs are assessed through signature assignments in SCAE 551 and 695. SLOs 1-4 are assessed in SCAE 551 through the Praxis in

Critical Pedagogy Project and in SCAE 695 through the Theory into Practice Project. SLOs 5-6 are assessed in both SCAE 550 and SCAE 695 through the Assessment of Sophisticated Academic Writing rubric (SLO 5) and the Assessment of Engagement in Critical Dialogue rubric (SLO 6).

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 Proposal (SCAE 551); Theory into practice Project (SCAE 695)	Praxis in Critical Pedagogy Proposal (SCAE 551); Theory into practice Project (SCAE 695)	Praxis in Critical Pedagogy Proposal (SCAE 551); Theory into practice Project (SCAE 695)	Praxis in Critical Pedagogy Proposal (SCAE 551); Theory into practice Project (SCAE 695)	Assessment of Sophisticated Academic Writing	Assessment of Engagement in Critical Dialogue
Conceptual Framework	Effective pedagogy, evidence-based practices	Collaboration, innovation	Advocacy, evidence-based practices, innovation	Scholarship, leadership	Scholarship, effective pedagogy	Leadership, advocacy, innovation

In addition to the Student Learning Outcomes displayed in Table 1, the program has five goals: 1) Graduates understand how social and cultural forces impact, and are impacted by, educational policies, practices, and pedagogies; 2) Graduates have a critical understanding of the role of education in society--locally, nationally and globally; 3) Graduates have a critical understanding of historical and contemporary struggles for social and educational justice in the United States and around the world; 4) Graduates are committed to envisioning and effecting transformative practices in a variety of educational contexts; 5) Graduates value professional and intellectual growth and development as integral to exercising agency in their spheres of influence.

Candidate Information. As displayed in Table 2 below, 26 students matriculated into the SCAE program in Fall 2010. In addition, 6 thesis and 18 comprehensive exam candidates had advanced to the culminating experience as of Fall 2010 (see Table 3 below). Table 4 demonstrates that 24 students graduated in Spring 2011.

Table 2

Program Specific Candidate Information, 2010-2011 (snapshot taken F11) –
Transition Point 1 (Admission to Program)

	Number Applied	Number Accepted	Number Matriculated
TOTAL	37	34	26

Table 3

Program Specific Candidate Information, 2010-2011 (snapshot taken F11) – Transition Point 2 (Advancement to Culminating Experience)

	Number
Thesis (698)[1]	6
Comps[2]	18

Table 4

Program Specific Candidate Information, 2010-2011 (snapshot taken F11) – Transition Point 3 (Exit)

	Number
Degree	24

Program Faculty. During the 2010-11 academic year, the SCAE program had two full-time tenured or tenure-track faculty members (see Table 5), one of whom left the university at the conclusion of Spring 2011. The program currently has one full-time tenured Associate Professor (who is also the Program Coordinator) and one full-time Visiting Faculty member for the 2011-12 academic year. A search is underway during the 2011-12 academic year for a full-time tenure-track faculty member to join the program beginning in Fall 2012. The program had no part-time faculty members during the 2010-11 academic year.

Table 5

Faculty Profile 2010-11

Status	Number
Full-time TT	2
Total:	2

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[1] This is data on students who were enrolled in thesis work during Fall 2010 and Spring 2011. This figure may include students who actually "crossed into" this transition point prior to Fall 2010 and were still making progress on their theses at this time.

[2] The data on the number of students who applied to take the comprehensive examination in Summer 2010, Fall 2010, or Spring 2011. The data includes candidates who may not have taken or passed the comprehensive examination(s).

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 current full-time faculty members (the Associate Professor and the Visiting Faculty) participated in the data discussion on October 31, 2011 regarding the assessment findings described in this document. Minutes of the meeting are located in the appendix.

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.

Outcomes and Signature Assignments. SLOs 1-6 were assessed in Spring 2010 and in the 2010-11 academic year through signature assignments, detailed in Table 6 below, in SCAE 551 and SCAE 695.

Table 6

Program Student Learning Outcomes and Signature Assignments

Student Learning Outcomes	Student Learning Outcomes Description	Signature Assignment(s)
1	Synthesize concepts and ideas in the area of social and cultural analysis of education.	**SCAE 551: Praxis in Critical Pedagogy Proposal** 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 curricular or pedagogical intervention designed to address the problem.

SCAE 695: Theory into Practice Project In the capstone course (SCAE 695), candidates reflect on the empirical and theoretical knowledge base they have developed throughout the program. In the Theory into Practice Project, candidates use the theories and constructs they have studied to offer an analysis of a specific environment, |
2	Identify implications of social and cultural theories for educational practice in a variety of settings.	
3	Formulate strategies for effecting social and educational justice.	
4	Construct complex written arguments related to social and cultural issues in education.	

		conflict, dilemma, or phenomenon. The significance of the project is that candidates are expected to demonstrate a deep understanding of the context, create complex strategies relevant to specific sites of educational practice, and consider implications for researchers, practitioners, policymakers, and community stakeholders.
5	Produce sophisticated academic writing related to the social and cultural analysis of education.	**SCAE 551 and 695: Assessment of Sophisticated Academic Writing** 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 Proposal and the Theory into Practice Project, respectively.
6	Engage in critical dialogue related to educational policies, practices, and pedagogies.	**SCAE 551 and SCAE 695: Assessment of Engagement in Critical Dialogue** Critical dialogue is an essential component of each course in the SCAE 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. 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, and candidates study tenets of critical dialogue throughout the course. Candidates are reminded of the expectations contained in the rubric at the beginning of SCAE 551. At the conclusion of SCAE 551 and 695, 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.

Data Collection and Analysis Process. The College Assessment Office facilitated data collection and analysis for program SLO data. Using established rubrics, program faculty recorded assessment data for signature assignments in SCAE 551 and SCAE 695. These data were supplied to the Assessment Office via an Excel spreadsheet, which the Assessment Office used to generate charts and figures for the program's data discussion that took place in October 2011.

Presentation of Data. Charts 1-8 display assessment data collected for the signature assignments described above that are administered in SCAE 551 and SCAE 695. Charts 1 and 2 display aggregate assessment data across both SCAE 551 and SCAE 695 courses. Charts 3-8 display aggregate assessment data for each SLO. The remainder of the charts (9-14) display assessment data for SLOs 5 and 6 in particular; results for SCAE 551 and 695 are both

compared and presented separately, allowing for a more detailed review of findings related to the program's developmental SLOs on writing sophistication and engagement in critical dialogue.
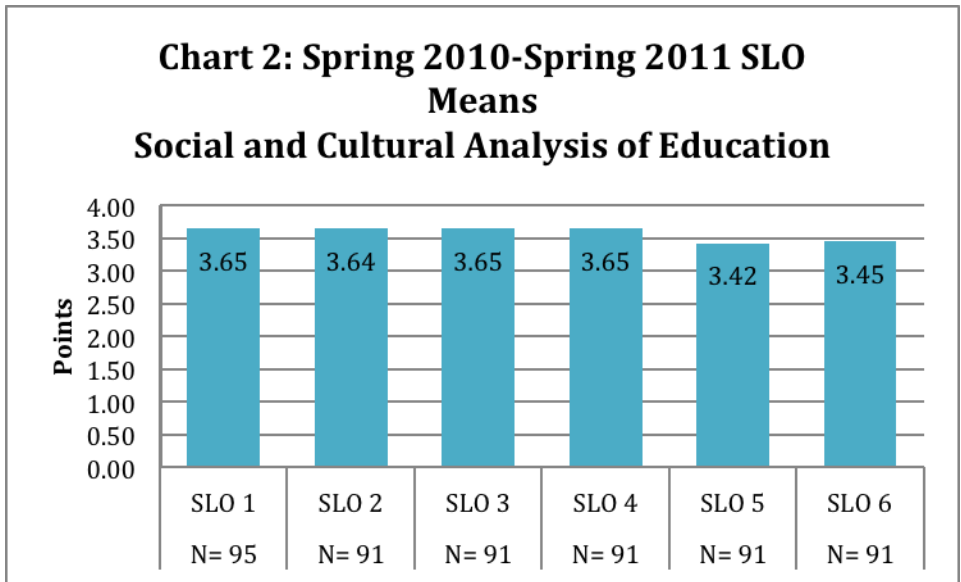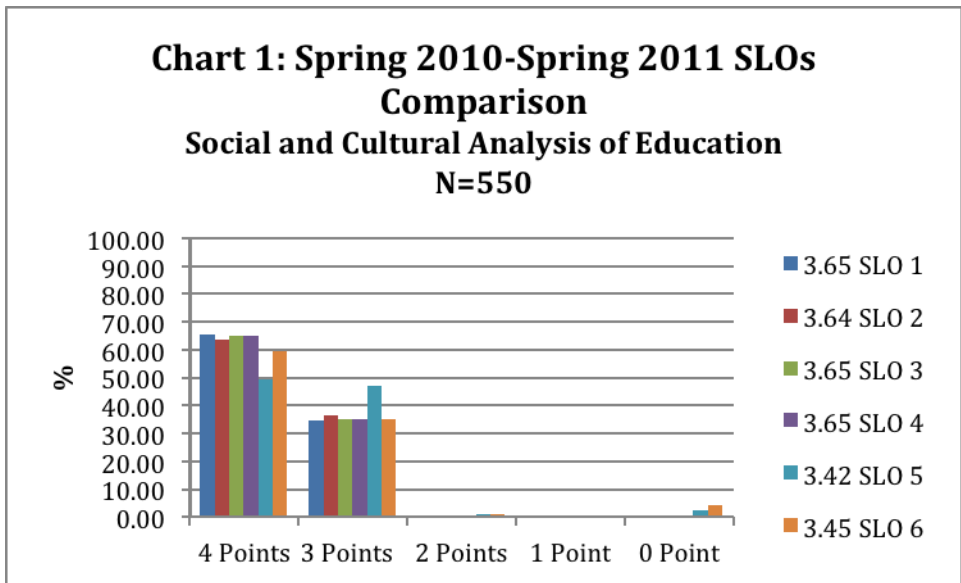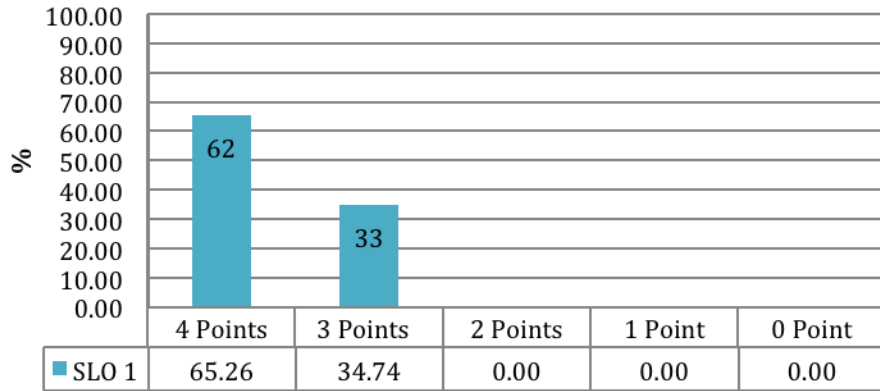

Chart 1: Spring 2010-Spring 2011 SLOs Comparison
Social and Cultural Analysis of Education
N=550

Chart 2: Spring 2010-Spring 2011 SLO Means
Social and Cultural Analysis of Education

Chart 3: SLO1
Spring 2010-Spring 2011
N= 95

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 1	65.26	34.74	0.00	0.00	0.00

Chart 4: SLO2
Spring 2010- Spring 2011
N=91

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 2	63.74	36.26	0.00	0.00	0.00

Chart 5: SLO3
Spring 2010-Spring 2011
N=91

	4 Points	3 Points	2 Points	1 Point	0 Point
■ SLO 3	64.84	35.16	0.00	0.00	0.00
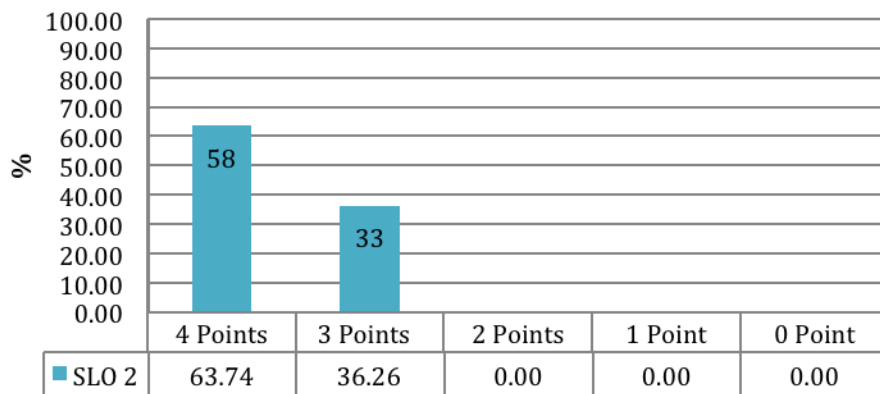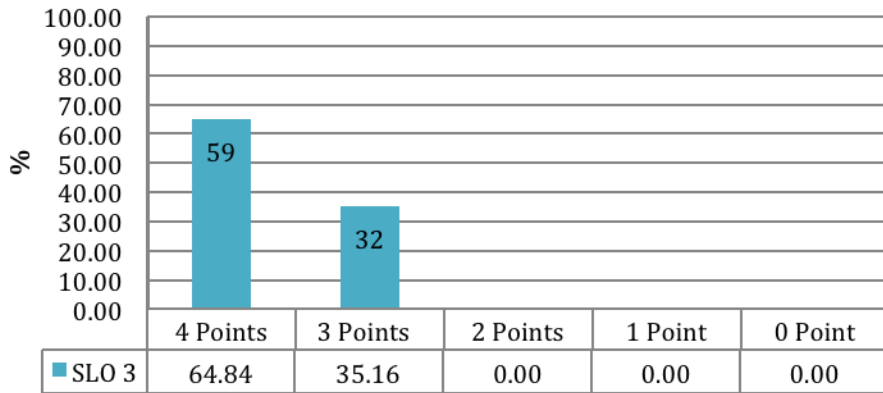
Chart 6: SLO 4
Spring 2010-Spring 2011
N= 91

	4 Points	3 Points	2 Points	1 Point	0 Point
■ SLO 4	64.84	35.16	0.00	0.00	0.00

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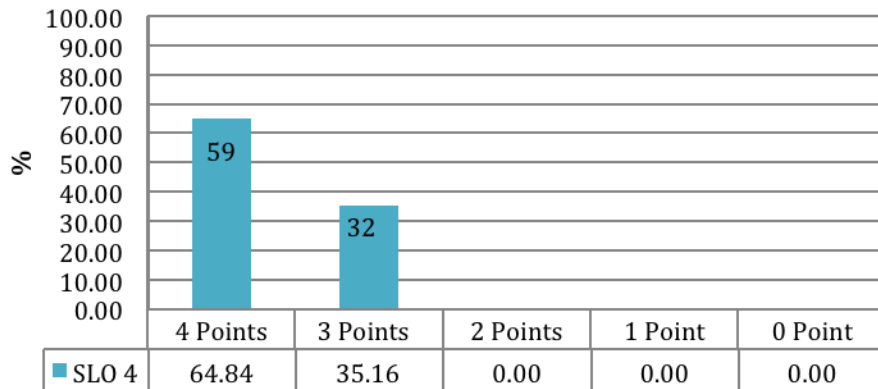
Chart 7: SLO 5
Spring 2010-Spring 2011
N=91

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 5	49.45	47.25	1.10	0.00	2.20
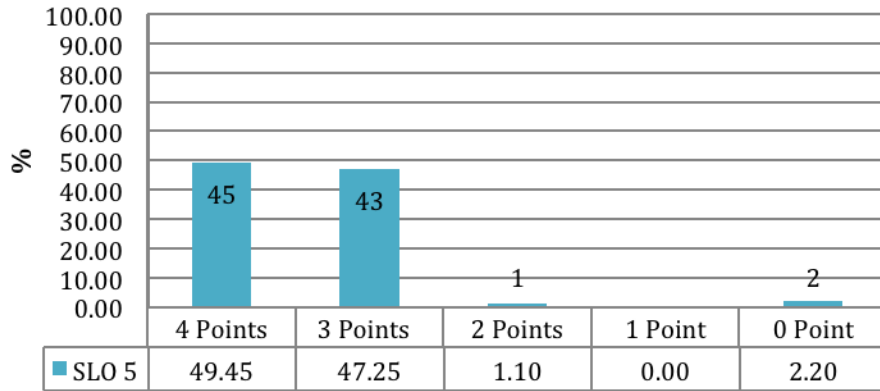
Chart 8: SLO6
Spring 2010-Spring 2011
N=91

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 6	59.34	35.16	1.10	0.00	4.40
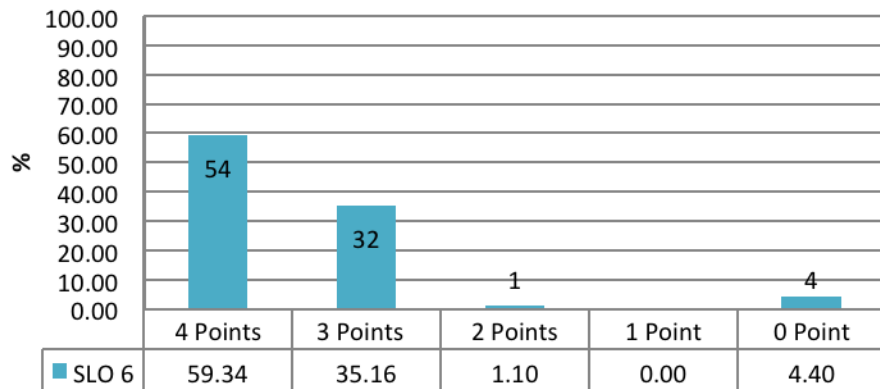
Chart 9: SLO 5
SCAE 551-695 0-4 Score Comparison
Spring 2010 & Fall 2010
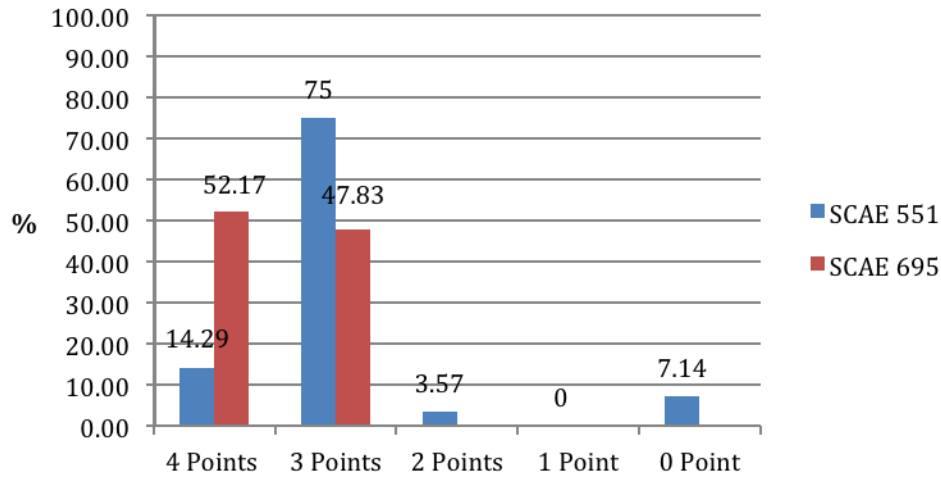
Chart 10

SLO 5 Rubric Criteria Score Means (0-4)
Spring 2010
N=28 SCAE 551 Sophisticated Writing

	Criterion 1 Thesis Originality	Criterion 2 Thesis clarity	Criterion 3 Organization	Criterion 4 Evidence	Criterion 5 Analysis	Criterion 6 Documentation	Criterion 7 Grammar, puntuation
Points	2.75	3.07	2.71	2.89	2.75	2.75	2.64
	68.75%	76.79%	67.86%	72.32%	68.75%	68.75%	66.07%

Chart 11

SLO 5 Rubric Criteria Score Means (0-4)
Spring 2010
N=16 SCAE 695 Sophisticated Writing

Criterion	Points	%
Criterion 1 Thesis Originality	3.38	84.38%
Criterion 2 Thesis clarity	3.88	96.88%
Criterion 3 Organization	3.50	87.50%
Criterion 4 Evidence	3.56	89.06%
Criterion 5 Analysis	3.38	84.38%
Criterion 6 Documentation	3.38	84.38%
Criterion 7 Grammar, puntuation	3.56	89.06%

Chart 12: SLO 6
SCAE 551-695 0-4 Score Comparison
Spring 2010 & Fall 2010

	SCAE 551	SCAE 695
4 Points	21.43	56.52
3 Points	60.71	43.48
2 Points	3.57	
1 Point		
0 Point	14.29	

Chart 13

SLO 6 Rubric Criteria Score Means (0-4)
Spring 2010
N=28 SCAE 551 Critical Engagement

	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
Points	2.71	2.57	2.57	3.29	2.71	2.57
	67.86%	64.29%	64.29%	82.14%	67.86%	64.29%

Chart 14

SLO 6 Rubric Criteria Score Means (0-4)
Spring 2010
N=16 SCAE 695 Critical Engagement

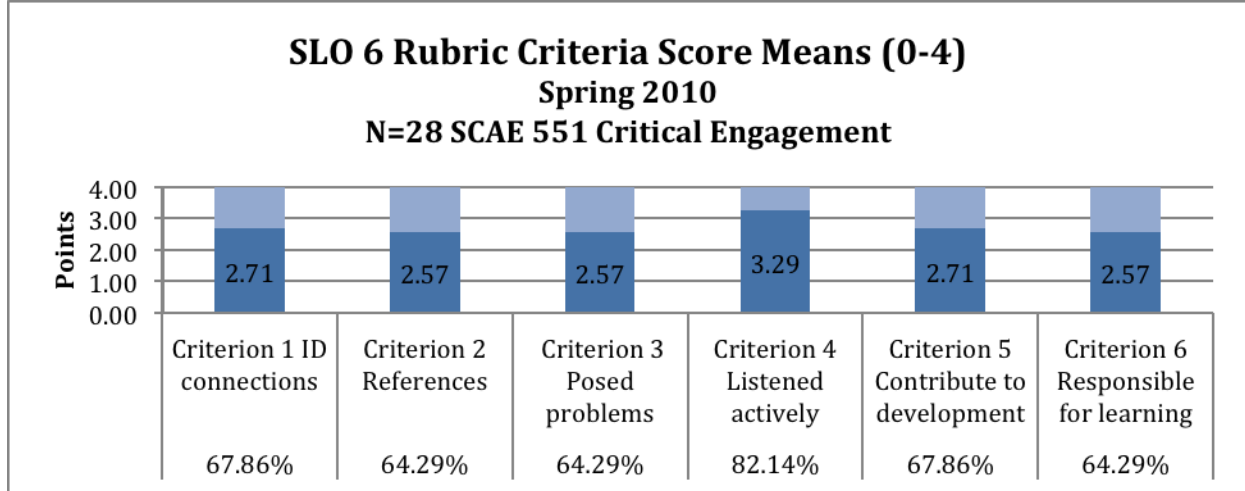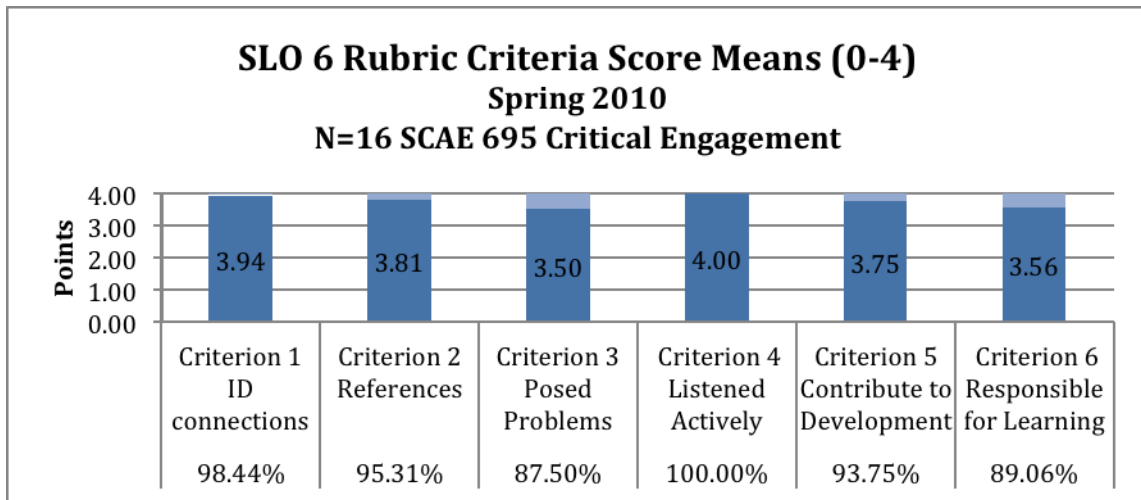|	Criterion 1 ID connections	Criterion 2 References	Criterion 3 Posed Problems	Criterion 4 Listened Actively	Criterion 5 Contribute to Development	Criterion 6 Responsible for Learning
Points	3.94	3.81	3.50	4.00	3.75	3.56
	98.44%	95.31%	87.50%	100.00%	93.75%	89.06%

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.

Program effectiveness data for Spring 2010 and the 2010-11 academic year was collected through two main sources: an exit survey and focus groups, both of which were facilitated by the College's Assessment Office.

Exit Survey. The Assessment Office administers an annual exit survey via SurveyMonkey to candidates who are graduating from the program. The exit survey contains a number of standard questions across all programs in the College; in addition, the SCAE program faculty have added three Likert-type scale and two open-ended questions to the exit survey. The Assessment Office provides descriptive statistics for each of the survey items; a summary of the findings from this survey is presented below.

Overview and Sample of Exit Survey Findings. 12 candidates responded to the exit survey, 83.3% of whom were female, and 33.3% of whom were in the 24-29 age range. 41.7% of the respondents completed the program in 2-3 calendar years. 100% of the survey respondents indicated "strongly agree" for the questions "Faculty in my program demonstrated sensitivity to issues of diversity," "I had opportunities to learn about concepts and issues of diversity in my program," and "I had opportunities to learn how to engage students/clients of diverse backgrounds." Moreover, 100% of the survey respondents selected "a great deal" for each item in the question on how the SCAE program has developed their understanding of 1) social and cultural theories related to education, 2) the complex relationship between education and society, 3) educational inequalities and injustices at the local, national, and global levels, and 4) critical pedagogy aimed at alleviating these inequalities. Table 6 below displays candidates' responses regarding the question related to program SLOs and Table 7 displays responses related to academic, professional, and personal growth. Overall, candidates rate all areas highly.

Table 6

Responses to Question: "To what degree has the SCA program developed your ability to perform the following tasks:"

	A great deal	Somewhat	Not at all
Synthesize concepts and ideas related to social and cultural analysis of education	100% (12)	0% (0)	0% (0)
Identify implications of social and cultural theories for educational practice	100% (12)	0% (0)	0% (0)
Formulate strategies for effecting social and educational justice	91.7% (11)	8.3% (1)	0% (0)
Construct complex written arguments	100% (12)	0% (0)	0% (0)
Produce sophisticated academic writing	100% (12)	0% (0)	0% (0)
Engage in critical dialogue	90.9% (11)	9.1% (1)	0% (0)

Table 7

Responses to Question: "Please indicate your agreement with the following statements:"

	SA	A	Neutral	D	SD
My SCAE program courses have been intellectually rigorous	75% (9)	25% (3)	0% (0)	0% (0)	0% (0)
My SCAE courses have challenged me to grow and develop academically	91.7 (11)	8.3% (1)	0% (0)	0% (0)	0% (0)
My SCAE courses have challenged me to grow and develop professionally	83.3% (10)	16.7% (2)	0% (0)	0% (0)	0% (0)
My SCAE courses have challenged me to grow and develop personally	100%	0% (0)	0% (0)	0% (0)	0% (0)

Focus Groups. Given that the first set of candidates in the revised SCAE program had completed a full cycle of core and capstone courses (SCAE 550, 551 and 695), program faculty sought to assess candidates' perspectives of the effectiveness and coherence of the set of required core and capstone courses at the conclusion of the Fall 2010 semester. The faculty also endeavored to ascertain candidates' views on the support the program provides and on the development of a vibrant teaching and learning community. In consultation with program faculty, the Assessment Coordinator created a facilitation guide to be used in the focus groups. The focus groups were

held during a SCAE 695 course session, and three faculty members not affiliated with the program conducted separate focus groups of 6-8 candidates each. The Assessment Office transcribed the focus group recordings and conducted content analysis of the themes prevalent and presented them in a report to the program faculty.

Overall, focus group data revealed that students felt the structure and effectiveness of the program and the mentorship and engagement of SCA faculty were positive attributes of the program. They expressed that there is a close alignment with the SCAE 550 and 551 course series, and found these courses to be effective in serving as a foundation for the program. Though some students found that SCAE 695 to be a good preparation for the comprehensive exam, others expressed the desire to be further challenged in the SCAE 695 capstone course; some students also thought that the course was not equally applicable to thesis and comprehensive exam students. The following summarizes focus group data gathered on each of the listed SCAE courses and the academic community:

SCAE 550

- Students felt detailed performance feedback received in the 550 course was important, helpful, and established high expectations for the caliber of work faculty expect to see at the graduate level. The revise and resubmit process for papers in this course was supportive to students' writing development.

- Informing students of resources and campus opportunities in this course helped students acclimate to graduate school.

- Students expressed that the theories discussed in this course set a strong foundation for their future trajectory in the program. In addition, specific activities such as critical dialogue, reading logs, and visual maps were mentioned as useful tools in understanding course content. However, students also expressed the need for more guidance on where to focus for weekly readings assignments.

SCAE 551 and Core Course Integration

- Overall, students felt 551 was effective in targeting applications of social and cultural theories in education, but less focused on advanced study of those theories.

- Students also expressed that the core courses worked well together. Theories learned in SCAE 550 were integrated into the 551 course and activities were helpful in understanding the content and relevance of the theory. Moreover, students spoke positively of the timing and sequence of SCAE 551 in relation to 550.

- Students felt that the 551 signature project was heavily focused on the urban context, rather than providing an opportunity to develop an international emphasis. In addition, students in the urban emphasis expressed a desire to learn more about the global-international context and explore links between these two areas.

SCAE 695 Capstone Course

- Some students explained that revisiting theories covered in previous courses allowed the opportunity to gain a deeper understanding of important theories/concepts. Conversely, some students felt that the capstone course was too much of a review and wished it covered more advanced study and application of theories.

- Divergent opinions of the capstone course were expressed based on those students who were completing a thesis and those taking comprehensive exams. Students taking exams felt well prepared

after taking the course. However, the students who chose to complete a thesis did not feel that the class was as helpful.

Teaching and Learning Community

- Students identified two major strengths of the SCAE program culture. The first was faculty accessibility. Instructor interactions contributed to further development and learning, as well as an understanding of how to successfully progress through the program. Also mentioned was the desire to have more opportunities to interact with both program faculty together. Finally, the program retreat was described as a helpful introduction to the program culture and expectations.

- Second, students identified peer relationships as strength of SCAE program culture. Students felt that having a cohort created an enriched learning community where they could interact and engage each other outside of the classroom. Moreover, they expressed that instructors supported this learning environment through activities that encouraged peer interaction, such as group assignments, class dialogue and peer mentoring.

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.

- After completing the program, several students who graduated in Spring 2011 have gone on to pursue PhD degrees at top institutions, including University of Toronto, University of California-Los Angeles, and University of California-Irvine.

- During the program's data discussion in October, the Visiting Faculty member noted the following regarding the program after having been part of it for a few months: candidates are aware of the structure of the program, grading strategies, and why certain grading policies are being used; candidates realize that using study groups is important; candidates are concerned about learning and growth; candidates are in tune with the fact that learning across the program is a developmental process (there is a notable difference between non-SCAE students and SCAE students in our courses); program orientations, retreats, and other programmatic activities are having a positive impact.

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.

The aggregated signature assignment assessment data for all six Student Learning Outcomes indicate that SCAE candidates are performing highly for each of the six SLOs. As depicted in Chart 1, the scores for SLOs 5 and 6 are slightly lower than the scores for SLOs 1-4, at 3.42 and 3.45 respectively. However, candidates' performance on SLOs 5 and 6 is still relatively strong. The disaggregated data for SLOs 5 and 6 (Charts 3-8) demonstrate that candidate scores are higher in SCAE 695 as compared to SCAE 551; this effect is desirable and expected, given the developmental nature of the SCAE program SLOs. The data suggest that candidates improve in their performance on the SLOs as they progress through the program, and demonstrate mastery of the SLOs at the conclusion of the program. The findings from the signature assignment data were corroborated by candidates' own assessment of their learning in the exit survey, as well as by the focus group data. As depicted in Table 7, in the exit survey candidates indicated the program has helped them develop the ability to achieve each of the

program's student learning outcomes, with most SLOs at the 100% "a great deal" level. Moreover, the findings of the exit survey align with focus group data findings regarding academic, professional, and personal growth.

Taken as a whole, the data suggest that the revised SCAE program's strengths are:

1) the way SLOs are introduced and then built upon and mastered throughout the program;

2) the intellectual rigor of the program;

3) the emphasis on connections between theory and practice;

4) the emphasis on academic writing;

5) the emphasis on analysis and synthesis related to social and cultural theories and concepts;

6) the opportunities the program provides for academic, professional, and personal growth and reflection upon growth and development;

7) the strong support the program provides, especially though the core courses and through student advising and faculty-student interactions.

Although the data provide positive feedback regarding the program overall, the data indicate areas where improvement would be desirable:

1) Although SCAE is not a professional preparation program per se, program faculty could help students make greater connections to their professional realms, given that the exit survey results regarding professional growth were lower than for academic or personal growth;

2) The SCAE 695 capstone course could be reviewed again in order to ensure a balance between review and synthesis and new, more challenging material;

3) The signature assignments could be reviewed and strengthened to maximize student learning more consistently across semesters.

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

Prior assessment findings from the Spring 2010 annual report are of limited value given that the only assessment data program faculty had available at that time was from the first pilot SCAE 551 course offered before the program curriculum was finalized and vetted by the College curriculum committee. Candidates appear to be performing much better on all SLOs than in Spring 2009, especially for SLOs 1-4, where few students received a score of 4 in Spring 2009. This is likely because the SLOs are now finalized and are communicated to students through the core courses, and because the signature assignments have been solidified.

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?
High	SCAE 695 review (focus groups)	Assessment Office	Fall 2011
Medium	Revisit critical reading worksheets (focus groups)	Assessment Office	Fall 2011
Medium	Investigate core course days of the week (mini-survey)	Program Coordinator, in consultation with Visiting Faculty	Fall 2011
High	Review signature assignments and SCAE 550-551 core course series	Program Faculty	TBD[3]
Medium	Investigate spring retreat or other such programmatic opportunities	Program Faculty	TBD
Low	Integrate co-teaching, as possible and applicable	Program Faculty	TBD

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[3] These longer-term goals will be addressed after the program's new tenure-track faculty member is hired and has acclimated to the program, likely in 2013-14 after the new faculty member has been teaching in the program for one year.

Fall 2011 Annual Report – Social and Cultural Analysis of Education

Appendix
Minutes
Social and Cultural Analysis of Education Program Data Discussion
10/31/11, 11 am – 1 pm
ED1-59
Faculty Present: Laura Portnoi (Program Coordinator), Lindsay Pérez Huber

Faculty reviewed aggregated 1-6 SLO data provided by the Assessment Office; overall the data does not seem to indicate any major problematic areas. All mean scores are in the 3.4 range or above.

The aggregated data, while useful in a broad sense, is not as beneficial as data separated out by course or semester, given that the data are collected in SCAE 551 (early in the program) and SCAE 695 (toward the end of the program) and that the program SLOs are developmental. We would expect that students would perform better for each SLO in SCAE 695 than in SCAE 551, and the aggregated data do not reflect this development over time.

We discussed the criterion scores for SCAE 551, but did not find them useful at this stage because the previous instructor for 551 had experimented with different assignments from semester to semester. Moreover, criterion scores were only available for one semester and could not be compared with prior data.

We focused on SLOS 5 and 6, for which we had data available disaggregated by course.

Although the same individuals were not necessarily assessed in the SCAE 551 and SCAE 695 data, the higher scores for SCAE 695 courses indicate that candidates are performing better on SLO 5 over time. This improvement is to be expected given that the SLOs are introduced in SCAE 550, focused on in SCAE 551, and assessed again in SCAE 551 for mastery. We find that the lower levels of academic writing ability in SCAE 551 are not problematic for first-year graduate students, as they are still rather high and do improve over time. The focus group data seems to align with these findings; candidates reported that the core courses, particularly SCAE 550, provided them with solid scaffolding in academic writing. We also noted that the exit survey data for the question related to the SLOs seemed to corroborate that candidates feel as if they have achieved mastery, or near mastery, level for all program SLOs by the time they exit the program.

The data were similar for SLO 6; candidates performed better in SCAE 695 than in SCAE 551. This finding is to be expected, given that many students may be new to engaging in dialogue when they begin the program. By the time they complete the core course series, according to the focus groups, it appears that students' needs have been met regarding developing their abilities and confidence in engaging in critical dialogue. Students engage in critical dialogue in all SCAE classes, and therefore have weekly opportunities to grow and develop in this area. By the time they reach SCAE 695, it would be expected that they are performing even better in this area than in SCAE 551, which is evidenced by the data in Charts 12, 13, and 14.

Faculty also discussed the alumni survey in more detail. Though the N is very small, we were pleased that 100% of candidates indicated "strongly agree" for each of the College's three questions related to diversity. Candidates also indicated nearly 100% that the program has assisted them in developing abilities in all six SLO areas "a great deal," and 100% on several questions related to the program's mission. We commented on how we appear to be doing a number of things well, according to the survey results, and will endeavor to continue to do so.

For Question 9, we discussed the professional area (this score was lower than others, though still high), that ours is a different program, and that we should attempt to foster more reflection on professional areas

Fall 2011 Annual Report – Social and Cultural Analysis of Education

whenever possible. Ultimately, though, because the program does not prepare candidates for any one career, the candidates need to make some of the connections to their professional lives individually. We also noted that on Question 15 that the scores were somewhat lower regarding the orientation; however, many of the candidates who were exiting the program in Spring 2011 had not taken part in the orientation and retreat that has been a part of the revised SCAE program in the past two years.

We also discussed the focus groups that the Assessment Office facilitated at the conclusion of Fall 2010. Overall, we found that the 550/551 system worked well as a foundational course; 695 needed to be revised to be more inclusive of thesis students and more challenging. Attempts were made in this regard in Fall 2011, though further assessment and reflection on the course would be desirable. We also noted that the student organization has really taken off in the past year or so, and that this has added positively to the community of the program. The students who participated in the focus groups also sought more opportunities where both faculty members are present, harkening back to the retreat.

Goals for Future:

Medium Term

- Revisit critical reading worksheets; investigate what students want out of the worksheets, what format would work best, and what procedure for submission (could assessment office do focus groups about this?)
- Focus group led by the Assessment Office to improve the SCAE 695 capstone course
- Investigate core and capstone course days of the week; figure out some way to get 550/695 not back-to-back and SCAE 695 not at 7 pm

Long Term

- Integrate more opportunities—for example, a spring retreat that have both instructors involved
- Investigate ways to co-teach, perhaps simply dropping in to each other's classes or doing a presentation in 550 or 551 (whichever course the instructor does not regularly teach)
- Once new tenure-track faculty member has gone through 1 year of teaching courses, reevaluate signature assignments for 551 and 695 and realign SCAE 550-551 core course series