

Annual Departmental Assessment Report

Department or Program: Educational Foundations (EdF) (Department of Education Studies)

Academic Year of Report: 2018-2020

Department Contact Person for Assessment: Dr. Alison Schmitke

Date: March 13, 2020

Section 1: Learning Objectives Assessed for this Report

For each major in the department, list the learning objectives that were assessed during this period.

- Analyze the ways race, gender, sexuality, class, immigration, indigeneity, and individualism are simultaneously reproduced and challenged by U.S. schools
- Apply course lens to understanding what is happening in the field experience

Section 2: Assessment Activities

During this cycle of assessment, the UG Program Director and instructors assigned to teach EO courses focused on understanding the ways in which these courses were successful in developing students' ability to "analyze the ways race, gender, sexuality, class, immigration, indigeneity, and individualism are simultaneously reproduced and challenged by U.S. schools." A one credit field experience is a co-registered requirement for all EO courses and is designed for students to "apply course lens to understanding what is happening in the field experience." We were interested in learning if the EO courses achieve what they are designed to do and how we can improve experiences in this set of courses.

These courses include:

Prerequisite: EDST 420 Living in a Stratified Society

Students choose two of the following:

- EDST 450/458 EO Food and Education
- EDST 452/458 EO Poverty
- EDST 453/458 EO Racism
- EDST 454/458 EO Patriarchy
- EDST 455/458 EO Homophobia
- EDST 456/458 EO Decolonization
- EDST 457/458 EO Immigration & Diaspora

In a series of three faculty meetings, instructors were asked to report the following:

- Summary of student learning and reference to specific assessment informing the summary
- Recommendations to improve the course, possible changes to EDST 420, and ways to improve the series

What follows is a summary:

- Students reported EO courses were a signature experience as EdF majors and Certificate students. This was affirmed in student exit surveys, course evaluations, in-class feedback activities, and meetings between instructors and students.
- Across the EO courses, instructors reported success in meeting the learning objective stated above. Notably, all instructors identified specific ways to adjust course content and assignments based upon their respective analysis of student learning/assessment and student feedback.
- Students completing the Certificate in Educational Foundations: Secondary reported the need for more content examples from the middle/high school context.
- Students reported interest in new EO content (anticolonial; climate justice).
- Field experience integration was a challenge for some instructors. This was evident in assessment and student feedback.

Section 3: Actions Taken Based on Assessment Analysis

Based on the assessment information for the above learning goals, the following were planned:

- Recommendations were made to adjust content and assignments in EDST 420 Living in a Stratified Society to support student learning.
- All instructors identified specific ways to adjust course content and assignments based upon their respective analysis of student learning/assessment and student feedback. This included adding examples from middle/high school settings.
- During Fall 2019 and Winter 2020, the department offered select EO courses as four credit without a 1 credit field experience component.
- During AY 2020-2021, it was determined to offer EDST 420 during Fall, Winter, Spring with as a small class size (in contrast to being offered twice a year as a large class).

Section 4: Other Efforts to Improve the Student Educational Experience

To further address the integration of field experience with EO courses, the Field Experience Coordinator continued to meet early and often with EO instructors to design opportunities for students directly related to the specific EO content area. Field experience opportunities include: undergraduate research, classroom placements, community organization placements, education related event options (on and off campus), projects.

Section 5: Plans for Next Year

Based on the assessment cycle described in this report, there are two initiatives in motion for AY 2020-2021:

1. As we end the pilot of offering select EO courses as four credit without a 1 credit field experience component, student and instructor feedback indicates the 3+1 structure is best for the EO course. For AY 2020-2021 – all EO courses will be offered as 3+1.
2. As a result of student feedback, new EO courses will be offered in AY 2020-2021:
 - a. In partnership with Environmental Studies: ENVS 410 Outdoor Education (Fall 2020)
 - b. EDST 410 EO Teaching for Climate Activism (Fall 2020; Submit to UOCC Winter 2021)
 - c. EDST 410 EO Indigenous Values in Education (Spring 2021; Submit to UOCC Fall 2021)