



Student Learning Assessment Report, Academic

Report Year

2022-2023

Program

Educational Studies Minor

Department Head

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Submitted By

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Previously Submitted Reports

2021-2022 Educational Studies Minor

Mission

The Siena College Education Department seeks to develop graduates with the instructional capacities, philosophical dispositions, and analytical skills to create and influence contexts for teaching and learning that promote justice and excellence for all individuals. The Educational Studies Minor offers students an opportunity to examine and develop informed opinions on questions pertaining to the role of education in a democracy, questions of opportunity, equity and access, and issues of justice, the common good and human rights. Through a set of courses, individual research and faculty guidance, students in the Minor develop a sophisticated understanding of an education-related area of concentration of their choice.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

Articulate their core professional commitments/beliefs and use educational theory and/or research to explain their rationale for these commitments/beliefs and their professional decisions.

2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

EDUC210 Pedagogical Creed assessment (requires articulating core educational beliefs/commitments and aligning each to significant theory/research).

When does assessment occur?

In EDUC 210

How often does assessment occur?

Once per semester in EDUC 210

Criteria (How do you know students are achieving learning outcome?)

EDUC210 Pedagogical Creed: focal rubric criteria include clarity of student's articulation of beliefs/commitments, accuracy and specificity of alignment between belief and educational research/theory

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

We begin working on our candidates' dispositions and professional behaviors in our foundational coursework. For example, our EDUC210 course (Current Issues in American Education) involves a signature assessment in which students compose a teaching philosophy. We use this Teaching Philosophy Assignment to help candidates begin to articulate their commitments and beliefs about teaching and learning, and to tie these to current research/theory. One element of the rubric, which we assess for programmatic purposes but not for grading purposes (i.e., students' grades are not affected by this rubric element), is their dispositions related to social and racial justice. We look to this rubric criterion as an early indicator of candidate dispositions. These data are reported in Table 1 below (see also pages 52-53 of the Siena College Teacher Preparation QRT as submitted for Accreditation to AAQEP in Spring 2023. Siena College AAQEP QAR 2022 52

Table 1: EDUC210 Teaching Philosophy Assignment: Dispositions Regarding Social/Racial Justice

	Spring 2020 (n=12)	Fall 2020 (n=24)	Spring 2021 (n=16)	Fall 2021 (n=31)	Spring 2022 (n=13)	Fall 2022 (42)
Exceeds/Meets	42.00%	79.00%	Adjunct instructor, No data	97.00%	62.00%	52.00%
Developing	58.00%	17.00%	Adjunct instructor, No data	3.00%	38.00%	48.00%
Below	0.00%	4.00%	Adjunct instructor, No data	0.00%	0.00%	0.00%

Typically the first education course students take, EDUC210 is taught by a range of instructors. Beginning in the Fall 2022 semester, the instructor group meets once per term to discuss criteria and expectations for this assessment. Even with this instructor variability, we can see that almost all students are at least rated as "developing" in this dispositional area. According to the rubric, students rated as "developing" articulate a desire to help their students and develop positive relationships, but do not articulate the teacher's role as part of a larger effort to promote social justice. By contrast, students rated as meeting expectations articulate a clear commitment to social and racial justice and directly connect this work to the teacher's role. Thus, to see a range of 42%-97% of students in their freshman and sophomore years rated as meeting this expectation is a hopeful sign.

Note, we have added the most recently analyzed data and below (under a different goal) we add new data for Educ260 which recently became a requirement for the minor in educational studies. We have been collecting data on this course for accreditation, but had not yet reported outcomes for the minor in educational studies.

Learning Outcome Met? (Based on Criteria)

Yes ▼

5. Use of Results (Discussing/ using results)

In ED210, the learning outcome goal was met. However, the rubric and the assessment criteria needs to be reevaluated to determine if they are too easily met. We have developed a common rubric and common assessment for the Pedagogical Creed for all sections of EDUC210. A meeting for all faculty teaching the course is now organized each semester to review the assignment and assessment criteria. These continuous improvements are bring important alignment and expectations across sections of the course, which is often taught by several different faculty.

6. Determining if changes impacted student learning

A meeting for all faculty teaching the course is now organized each semester to review the assignment, rubric and assessment purpose. These continuous improvements are bringing important alignment and expectations across sections of the course, which is often taught by several different faculty. Learning outcomes on the assessment are satisfactory.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

Explain significant learning theories and assess instructional practices through the lenses of specific theories.

2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Case study assignment (students analyze a video case study, using specific learning theories to assess the instructional practices).

When does assessment occur?

EDUC260

How often does assessment occur?

Once per semester

Criteria (How do you know students are achieving learning outcome?)

We developed, piloted and revised a departmental rubric for this assessment. This assessment was given for the first time in the Spring 2020 semester. Key criteria for assessment included the following: identification and accurate explanation of relevant learning theories, accurate use of learning theory to analyze instructional practice evident in video case

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

Data were collected with the original rubric in Spring 2020, Summer 2020, Fall 2020, Spring 2021 and reported in our prior student learning assessment report.

Data were collected with a revised rubric in Spring 2022, Fall 2022, and Spring 2023 and this data is analyzed as part of the department's accreditation process (see also pages 36 -37 of the QAR - this report is more detailed and formatted in a more user friendly way). 44 students completed the survey in Spring 2022, 29 of whom had declared an interest in Education. Data for the 2022 - 2023 year was collected and is being analyzed. There were two sections of this course offered in Spring 2022, and the participants were in one or the other section. 98% of 44 were rated as advanced, competent or approaching competent. 77% of 44 were rated as advanced or competent, indicating they met the standard for this assessment - not all of these students had declared the educational studies as a minor in their academic plans. As a next step we will examine only those students who have declared the minor in educational studies and examine their scores on the assessment.

Initial review indicates that the revision was success in providing raters with an opportunity to differentiate between novice and competent. In spring 2022, 11 of 44 students were rated as approaching the standard and 1 was rated as novice (as was the case with the original rubric). These 11 would most likely have been rated as competent. Adding the new level provides additional information that many students are approaching the standard, but not yet there. We will be discussing intervention and support actions for students falling into this level on the rubric. Table 2 below has most recent data reported overtime.

Table 2: EDUC260 Application of Learning Theory Assignment Data

Evidence	Spring/Summer 2020 (n=18)		Fall 2020 (n=5)		Spring 2021 (n=29)		Fall 2021 (n=15)		Spring 2022 (n=28)		Fall 2022 Spring2023	
Adv/Comp.	100.00%	100.00%	100.00%	100.00%	64.00%	Not yet Analyzed		Not yet Analyzed				
Approach Comp.	NA	NA	NA	NA	32.00%							
Novice	0.00%	0.00%	0.00%	0.00%	4.00%							

Additionally, we collect data with the pedagogic creed assignment in Educ210 with a similar criteria. Data for this are also reported in the department's accreditation report and appears on page 36-37. Below, in Table 3, data shows results for the most recent data and for previous data collection points.

Table 3: EDUC210 Teaching Philosophy Assignment Data on Students' Use of Research/Theory

Evidence	Spring 2020 (n=12)		Fall 2020 (n=24)		Spring 2021 (n=16)		Fall 2021 (n=31)		Spring 2022 (n=13)		Fall 2022 (42) Spring2023	
Exceeds/Meets	50.00%	67.00%	Adjunct instructor, No data		81.00%	38.00%	57.00%	Not yet Analyzed				
Developing	50.00%	25.00%	Adjunct instructor, No data		16.00%	54.00%	36.00%					
Below	0.00%	8.00%	Adjunct instructor, No data		3.00%	8.00%	3.00%					

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

We developed the renewed assessment for Educ260 as a result of our internal departmental curriculum mapping and analysis of our Teacher Preparation Program course curricula. However, we also felt it was relevant for students in the minor. This video case study assessment will become a fixed part of the EDUC260 curriculum, and EDUC 260 is now a required course in the minor.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

SLO: Demonstrate the ability to be a good consumer of information by critically evaluating the quality of a text and making sense of different forms of evidence (quantitative and qualitative data).

2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

In a research proposal, students will meet or exceed expectations on the evaluation of their literature review and use of sources as assessed by a rubric. We also piloted a student survey this year.

When does assessment occur?

In EDUC 400, which is the capstone course for all minors.

How often does assessment occur?

Both assessments occur at the end of the semester in ED 400

Criteria (How do you know students are achieving learning outcome?)

A Rubric for the final proposal (Literature Review and Sources components) is used to assess student learning outcomes for this SLO. This year, the ability to critically analyze texts (lit review) and the effective use of sources was tabulated separately. We expect that 80% of students will meet or exceed each standard.

We are also using an end of the course survey that we gave to students which asks them to rate their learning regarding a couple of key learning objectives (NEW).

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

The learning objective was met for the lit review component and nearly met for the sources component.

In the survey, we asked students to respond to prompts with the following scale (Strongly disagree - 1, disagree -2, neutral - 3, agree - 4, strongly agree - 5). For the prompt, "Because of this course, I have a better understanding of how educational research is conducted", the mean score was high and acceptable.

For the prompt, "Because of this course, I have improved my ability to produce a quality research proposal in education", the mean score was high and acceptable.

In addition, we asked students to share the key things they learned in the course and many students highlighted effectively writing a literature review.

While this data indicates that most students strongly agreed with the statements, it is an indirect measure. Nonetheless, the results indicate that the responding students felt they were meeting a key SLO for the course.

We are summarizing data for subsequent semesters of the course. Details of the data can be provided upon request.

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

In this course, students submit graded drafts of sections of the proposal, such as the lit review. In future assessments, it may be beneficial to document if students improve on their ability to master the standard from the draft to the final proposal. The instructor provides substantial feedback on drafts but may need to provide students who score below standards more support to reach the standards.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

Comprehend how social contexts (both historic and contemporary), can both limit and promote opportunities to learn

2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Educ 210 contemporary Issue Essay and an end of course student survey. Data were collected for the end of term surveys for Educ260 and Educ210 (as well as other department courses and is reported in the department's report to AAQEP in its recent QAR.

When does assessment occur?

In EDUC 210 (Contemporary Issues Essay), and EDUC 210 and EDUC 260 (End of Term Survey)

How often does assessment occur?

Twice, the essay is due in the middle of the semester, the survey is given at the end.

Criteria (How do you know students are achieving learning outcome?)

We are using a component of the rubric for the Issue Essay which looks at students' arguments regarding their issue's impact on educational equity. We are also using an end of the course survey that we give to students each semester in all sections. This asks them to rate their learning regarding several key learning objectives. This is done in most Education courses and aligned to the specific learning outcomes of each.

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

Data for the Issue Paper, show strong positive results and specific, up-to-date data are available upon request.

In the survey, we asked students to respond to prompts with the following scale (Strongly disagree - 1, disagree -2, neutral - 3, agree - 4, strongly agree - 5). For the prompt, "Because of this course, I can better identify and articulate the ways in which historical inequities have contributed to differences in student group outcomes by race and class", the mean score was high and satisfactory.

For the prompt, "Because of this course, I can better identify and articulate the ways in which educational policies have influenced schools and student success", the mean score was high and satisfactory.

While these number indicates that most students strongly agreed with the statements, it is an indirect measure and only a portion of students who completed it. Nonetheless, the results indicate that the responding students felt they were meeting a key SLO for the course.

Data reveal similar trends for the EDUC 260 course. In Spring 2023 42 students completed the survey from 3 sections with 2 different instructors. Specific detailed analysis will take place over the summer and into the fall of 2023.

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

We have decided that it is useful to gather data on students' perceptions of their learnings. For this learning outcome, we now have both a direct and indirect measure that indicate students are meeting our learning objectives.

We have collected data for the Common Beliefs survey. but this data is largely unanalyzed. We need a more focused approach to analyze both growth within the semester and across the program.

Package History

Date	User	Action
6/20/2023 1:11:59 PM	Robert Colesante	Submitted 'Student Learning Assessment Report'
6/20/2023 1:12:39 PM	School of Liberal Arts - Dean	Received
6/20/2023 1:12:39 PM	Institutional Effectiveness	Received
6/20/2023 1:12:39 PM	Tim Reno	Received
6/20/2023 1:12:40 PM	School of Science - Asst. Dean	Received
6/20/2023 1:12:40 PM	Provost and Senior Vice President	Received
6/20/2023 1:12:40 PM	School of Liberal Arts - Asst. Dean	Received
6/20/2023 1:12:40 PM	Jesse Moya	Received
6/29/2023 10:50:13 AM	Margaret Madden	Decision Approved