

## Education for Social Justice, EdS



### Assessment Overview & Results Summary

<b>College/School:</b>	School of Leadership and Education Sciences
<b>Measures Used:</b>	Students in the Education for Social Justice program are assessed for achieving the stated outcomes through written assignments, final projects, and presentations. Specifically, students must demonstrate effective academic writing skills as well as presentation skills. They must also demonstrate mastery of being a consumer and producer of research through various assignments during their tenure in the program.
<b>Process for Interpretation of Evidence:</b>	Each semester faculty teaching courses for the program are asked to provide data on student learning that is aligned to a specific program outcome. The data is collected annually and reviewed by the program director and core faculty at the fall faculty retreat and the data is used to make decisions about the program. Additionally, the chair reviews all the course evaluations, which contain insights into student perceptions of learning. The program launched in Fall 2019 and we do not yet have graduates. However, once we do have graduates the faculty will also review exit surveys and alumni surveys.
<b>How Findings are Used:</b>	<ul style="list-style-type: none"><li>✓ Changes to curriculum/pedagogy</li><li>✓ Changes to assessment methods</li><li>✓ Changes to student services</li><li>✓ Increased faculty professional development</li><li>✓ Other: clear and consistent communication among educators and students; increased solicitation of student feedback</li></ul>
<b>Results Summary and Continuous Improvement Actions for AY 2020-2021:</b>	<p>This academic year, the program looked at three outcomes:</p> <ul style="list-style-type: none"><li>• #2 Candidates will engage in the community and bring their voice, views, and work to bear on issues of educational opportunity and justice.</li><li>• #3 Candidates will analyze and critique existing educational research; and conceive of, design, and conduct methodologically sound studies using qualitative, quantitative, mixed-method, and other relevant research techniques.</li><li>• #4 Candidates' written and oral communication will be clear, coherent, well organized, and technically correct.</li></ul> <p>We looked specifically at student performance in the EDUC 605 Language and Culture and EDUC 609 Qualitative Methodology courses for evidence of student mastery of application of critical thinking</p>

regarding issues of social justice, qualitative research skills, and effective academic writing. The results of the findings suggested that students in their third year of the program are performing at the desired level in all of the above areas. Most notably, their academic writing meets expectations and is being well supported by the SOLES Graduate Student Writing Center as well as ample feedback from professors. One action that is being taken is that the instructors of the EDUC 609 Qualitative Research Methods course will adjust the scoring rubric to deemphasis writing and APA (was 20%, but will now be 10%) and reemphasize the conceptualization of the literature review (was 10% but will now be 20%) in their final written assignment.