

Bergen Community College

Assessment Report

Assessment Report For: EDU

Assessment Cycle: 2008-2010

Department Head: Dr. Ursula Daniels

Liaison: Dr. Mark Kassop

Date Submitted: Fall 2008

Program(s), if applicable (AAS, Interdepartmental, etc.):

A.S. Education

Mission/Goal statement of the department or program:

All students in the A.S. Education program will:

- a. demonstrate a basic understanding of theories and concepts relevant to the discipline,
- b. be able to use those concepts and theories in a manner that demonstrates critical thinking and
- c. be able to clearly communicate their knowledge of the concepts and theories in a written and oral format.

SEMESTER 1: Create the Assessment Plan

Learning objective being assessed:

Demonstrate an understanding of planning techniques through development of unit and lesson plans.

Core Competencies: (check as many as apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Critical Thinking |
| <input checked="" type="checkbox"/> Applied knowledge | <input type="checkbox"/> Creativity and Aesthetic Appreciation |

Means of Assessment:

First, students will demonstrate their knowledge of the basic characteristics of a lesson plan by creating a complete plan for oral presentation to the class and the professor.

Second, a rubric will be created to assess the oral presentation of the students' less plan to the class.

Third, a rubric will be created to assess the students' written presentation of the lesson plan that is submitted to the instructor.

SEMESTER 2: Develop an Assessment Strategy

Criterion for success:

All oral presentations will be assessed using the rubric designed by the program faculty, and a random sample of the written assessments will be selected for review. The criterion for success will be achieved if 70% of the students selected score 70% or higher on each of the assessment activities.

Dean's Comments: Satisfactory as submitted for Semester 1 and 2. Department chairs will be completing semesters 3 and 4 in the new format.

Peter Dlugos' comments: Neat project, and eminently pragmatic given the program! Here are some observations: (1) On the learning objective: could it not profitably be simplified to the more direct and observable "Students will develop cogent unit and lesson plans"? (2) However, looking at the stated *means* of assessment, the objective should be "Students will cogently present, orally and in writing, a lesson plan." In other words, the means of assessment doesn't match the objective--the objective doesn't mention presentation skills. Finally, (3) do you mean a 70% score on a rubric? Rubrics typically involve a letter grade, or, more commonly, a point value of 20 or less.

VPAA's Comments: I recommend completing draft rubrics and sharing them. Getting input on the rubrics will facilitate a more effective assessment.

SEMESTER 3: Implement Assessment Plan & Strategy

Summary and analysis of data collected:

An oral presentation grading rubric was distributed to the class prior to the final project in EDU-120. The performance criteria and scoring guidelines were explained to ensure that each student understood what was needed for a minimal passing score on this final assessment. The performance categories consisted of: organization and structure, presentation skills, subject knowledge and resources. The combined total for excellence in each category was equal to 20 points with a minimally acceptable score of 14 points. The sample consisted of 6 presentations which were selected at random. 100% of these students had acceptable and above scores in all categories except the category regarding presentation skills. One student fell below the minimal score in this area. The faculty member administering the assessment wishes to contribute the following information, that the student who did not meet the minimal score was an international student who speaks English as a second language.

(The Summary should appear here. Use attachments only to provide information to support the summary.)

SEMESTER 4: Reporting and Revising

Use of results:

The new learning objective for this project will read; Students will cogently present orally and in writing a valid unit and/or lesson plan.

A minimal passing score of 14 points on the rubric must be attained by 70% of the students evaluated in order for this project to be considered successful and the learning objectives met. If

less than 70% achieve a passing score the instructor must re-evaluate the strategies used to teach the objectives. A suggestion was made that the instructor should offer opportunities during the semester for students to practice the development of written projects and to present orally as a means of eliciting constructive feedback. If this assessment strategy is used as a type of culminating project the students will have had sufficient feedback to be successful.

International students must be encouraged to seek additional practice with oral presentation skills and vocabulary usage.

The Education program sees this assessment project as a valuable tool in preparing students for a career in teaching

Follow Up

During the 2011-2012 fall and spring semesters the EDU faculty met several times to address further the assessment plan mentioned in this report. All faculty agreed that an oral presentation is an important component of designing and implementing viable lesson plans for teaching. We are still concerned about the oral communication skills of our international students and we all have expressed concerns about the writing skills of all of our students. Journaling has now been implemented in all EDU-101, 120 and 130 courses. Students are graded on the content of their journals and on their college level writing. I have reached out to the Writing Center on campus to inform them that EDU students will be seeking their help. Additionally all faculty is encouraging students to hand in a draft of their written assignments before the actual due date. Regarding speaking skills, several options were proposed. 1) The EDU faculty may decide to offer students more opportunities to present orally. 2) Presentations to small groups rather than an entire class) was discussed. 3) Students could use note cards, powerpoint or wall charts to aid them in their oral presentations 4) In the introductory level courses less emphasis could be placed on the quality of the oral presentation. More emphasis could be placed on the content. 4) all instructors agreed that several different kinds of assessment should be used as to not penalize students who face language barriers. In addition, for students enrolled in EDU-223, Supervised Fieldwork Seminar I, where journaling has always been a required part of the course, the instructor is encouraging the students to submit a draft of their work during each class period. These drafts are read and proofed by the instructor on a weekly basis, with the objective being a more comprehensive and detailed journal submitted at the end of the semester.

Dean's Comments:

VPAA's Comments: