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| **Elementary Education**  **2022-2023 Assessment Report** |
| **Assessment Reporting Form:** This report is to show that academic assessment is occurring and that the results are being used to make changes to improve student learning. The assessment being reported could be for Program Learning Outcomes (PLOs), Measurable Student Level Outcome (MSLOs), and/or Course Common Student Learning Outcomes (CSLOs). Each program should be assessing and gathering data for at least **two** PLOs OR **two** MSLOs that contain CSLOs each year.  On the Baseline Assessment Reporting Form, please record the baseline for the percentage of students who are proficient in the student learning outcome(s) assessed and identify improvements that will be made to increase that percentage. Later, you’ll complete a follow-up assessment (recorded on a Follow-Up Assessment Reporting Form) to ascertain whether the adopted improvements resulted in an increased percentage of students proficient in the assessed learning outcome(s). |
| **Course or Program Assessment Details Due Oct. 13, 2022** |
| **1. Program name or course name and number**:  EDU230 Cultural Values in Education |
| **2. Division in which the program or course is located**:  Elementary Education |
| **3. Date form completed**:  10/17/2023 |
| **4. Name of person completing report**:  Cara Steiner |
| **5. Semester and year in which the assessment was conducted**:  Fall2022 |
| **6. Number of student participants**:  26 |
| **7. Number of faculty/staff participants**:  2 |
| **8. What PLOs and/or MSLOs and CSLOs did you assess for this baseline assessment? (For clarity, please label each measure listed as a PLO, MSLO, or CSLO.)**   |  | | --- | | 1. (Synthesis Level) Explain how changing demographics influence public schools by evaluating the impact of at least three significant changes in United States demographics. (CSLO 1,2) 2. (Application Level) Define multicultural education and describe at least 3 strategies to apply multicultural education in the classroom. (CSLO 1,3) 3. (Evaluation Level) Identify at least five cultural and familial influences and their impact on modes of communication, perception and world view. (CSLO 1,4) 4. (Synthesis Level) Discuss the intercultural dynamics in self, schools and society by relating 2-3 specifics when given simulated situations. (CSLO 1,3,4) 5. (Evaluation Level) Compare concepts of individual and institutional racism; prejudice, ethnocentrism, stereotypes and sociotypes; and equity and equality from a variety of print sources, electronic media, audio/video sources, as well as independent interviews. (CSLO 1,2,4) 6. (Analysis Level) Deduce how the concepts of equity and equal educational opportunity have evolved into educational policy by analyzing a minimum of five legal cases. (CSLO 1,2,4) 7. (Analysis Level) Identify legal precedents for equitable educational opportunities by analyzing at least two landmark legislative acts. (CSLO 1,2,4) 8. (Analysis Level) Analyze learning and teaching styles and how personal bias and ethnocentrism influence them. (CSLO 1,3,4) | |
| **9. Describe the assessment method used and the criteria for successful achievement of student learning outcomes. (e.g., rubrics, licensing exam, internship, portfolio, exam, quiz, research paper, performance exam, EAC, etc.)**  EAC alignment with final exam. The final exam is short answer format, and scores are entered by the instructor. A rubric will be developed to ensure integrity to the assessment and across instructors. |
| **Course or Program Assessment Results & Evaluation Due December 10, 2022** |
| **10. What percentage of the participating students were proficient in the PLOs, MSLOs or CSLOs?  What percentage of correct answers was determined as proficient? (For example, a student must answer 70% of the questions correctly to be considered proficient.)**  Students must earn a percentage of 70% or higher on the final exam to be considered proficient:  Course 1- 88% of students exemplified proficiency on the final exam.  7/8 students scored proficiently on the final exam.  1/8 students did not exemplify proficiency on the final exam.  6/8 students earned a grade of A 90-100% (75%)  1/8 student earned a grade of B 80- 89% (13%)  1/8 student chose to not take the final exam earning a grade of F (13%)  Course 2- 74% of students exemplified proficiency on the final exam (14/19)  14/19 students scored proficient on the final exam.  5/19 students did not exemplify proficiency on the final exam.  8/19 students earned a grade of A (42%)  3/19 students earned a grade of B 80-89% (16%)  3/19 students earned a grade of C 70-79% (16%)  1/19 student earned a grade of F 0-59% (5%)  4/19 students chose to not take the final exam earning a grade of F (21%) |
| **11. What changes/improvements were made or will be made in response to the outcomes of the assessment process?**  **After the initial exam was administered in December 2022, revisions to the format and/or structure of several exam questions were made to provide clarity for what is being asked.**  Question 11 posed some issues with the way the question was stated.  Revisions to the question text were made to provide clarity and eliminate confusion. The revised question 11 text will be implemented with the May2023 end of semester final exam. |
| ***Feel free to attach your PLOs OR MSLOs and CSLOs and indicate which were assessed***  1. (Synthesis Level) Explain how changing demographics influence public schools by evaluating the impact of at least three significant changes in United States demographics. (CSLO 1,2) 2. (Application Level) Define multicultural education and describe at least 3 strategies to apply multicultural education in the classroom. (CSLO 1,3) 3. (Evaluation Level) Identify at least five cultural and familial influences and their impact on modes of communication, perception and world view. (CSLO 1,4) 4. (Synthesis Level) Discuss the intercultural dynamics in self, schools and society by relating 2-3 specifics when given simulated situations. (CSLO 1,3,4) 5. (Evaluation Level) Compare concepts of individual and institutional racism; prejudice, ethnocentrism, stereotypes and sociotypes; and equity and equality from a variety of print sources, electronic media, audio/video sources, as well as independent interviews. (CSLO 1,2,4) 6. (Analysis Level) Deduce how the concepts of equity and equal educational opportunity have evolved into educational policy by analyzing a minimum of five legal cases. (CSLO 1,2,4) 7. (Analysis Level) Identify legal precedents for equitable educational opportunities by analyzing at least two landmark legislative acts. (CSLO 1,2,4) 8. (Analysis Level) Analyze learning and teaching styles and how personal bias and ethnocentrism influence them. (CSLO 1,3,4) |

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| **Feedback Rubric** | | | | | |
| **Category** | **1 - Developing** | **2 – Satisfactory** | **3 - Exemplary** | **Score** | **Feedback** |
| **Outcomes Identified** | Outcomes to be assessed were not clear | Outcomes to be assessed were identified but were not aligned to CSLOs | PLOs or MSLOs to be assessed were identified and aligned with CSLOs | **3** | **Great comprehensive list! It looks to encompass the outcomes for the whole class.** |
| **Scope of Assessment** | The assessment was given by only one faculty member and/or to one class | The assessment was given by a few faculty members to several classes, but it was not district-wide | The assessment was given district-wide by all faculty teaching the course. | **3** | **The assessment was given by multiple teachers.** |
| **Quality of Assessment** | The assessment did not have articulated criteria for assessment of knowledge, skills, and attitudes (e.g., rubrics, exemplary work). | The assessment somewhat articulated criteria for assessment of knowledge, skills, and attitudes (e.g., rubrics, exemplary work). | The assessment clearly articulated criteria for assessment of knowledge, skills, and attitudes (e.g., rubrics, exemplary work). | **2** | Provide more details on EAC alignment: Expand on what EAC stands for and how it aligns with the final exam. Describe the relationship between the EAC and the assessment method used, highlighting how the EAC contributes to measuring student learning outcomes. |
| **Interpreting Results** | Data of assessment results was not provided. | Data of assessment results was provided and there was evidence that the results were somewhat analyzed | Data of assessment results was provided and there was evidence that the results were analyzed in depth | **3** | Specify the changes made: It would be beneficial to provide specific details about the changes made to the format and structure of the exam questions. This could include examples of the modifications made to address the clarity issues. |
| **Reflection and Future Action** | Reflection of the results of the assessment was not apparent and no changes and/or improvements based on them were identified. | Reflection of the results of the assessment was somewhat clear and one change and/or improvements based on them was identified. | Reflection of the results of the assessment was clear and several changes and/or improvements based on them were identified. | **3** | It is great to see that changes to the question that was not working in the original assessment made a difference in your students' results. |
| **Additional Comments:**  The idea of exploring a different format for the final exam to eliminate subjectivity in grading is commendable. However, it is important to carefully consider the impact of any changes on the assessment's alignment with the desired learning outcomes. Ensure that the chosen format effectively measures student comprehension and understanding of the MSLOs. Consider conducting a pilot or trial run of the proposed format before implementing it for the Fall 2023 semester to gather feedback and ensure its effectiveness. | | | | | |



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| **Course or Program Assessment Details Due May 18, 2023** |
| **1. Program name or course name and number**:  Elementary Education EDU230 Cultural Values in Education |
| **2. Division in which the program or course is located**:  Education- Elementary Education |
| **2. Date form completed**:  May 29, 2023 |
| **3. Name of person completing report**:  Cara Steiner |
| **4. Semester and year in which the assessment was conducted**:  Spring 2023 |
| **5. Number of student participants**:  26 |
| **6. Number of faculty/staff participants**:  2 |
| **7. What PLOs and/or MSLOs and CSLOs did you assess for this baseline assessment? (For clarity, please label each measure listed as a PLO, MSLO, or CSLO.)**  **EDU230 Cultural Values in Education MSLOs**  1. (Synthesis Level) Explain how changing demographics influence public schools by evaluating the impact of at least three significant changes in United States demographics. (CSLO 1,2) 2. (Application Level) Define multicultural education and describe at least 3 strategies to apply multicultural education in the classroom. (CSLO 1,3) 3. (Evaluation Level) Identify at least five cultural and familial influences and their impact on modes of communication, perception and world view. (CSLO 1,4) 4. (Synthesis Level) Discuss the intercultural dynamics in self, schools and society by relating 2-3 specifics when given simulated situations. (CSLO 1,3,4) 5. (Evaluation Level) Compare concepts of individual and institutional racism; prejudice, ethnocentrism, stereotypes and sociotypes; and equity and equality from a variety of print sources, electronic media, audio/video sources, as well as independent interviews. (CSLO 1,2,4) 6. (Analysis Level) Deduce how the concepts of equity and equal educational opportunity have evolved into educational policy by analyzing minimum of five legal cases. (CSLO 1,2,4) 7. (Analysis Level) Identify legal precedents for equitable educational opportunities by analyzing at least two landmark legislative acts. (CSLO 1,2,4) 8. (Analysis Level) Analyze learning and teaching styles and how personal bias and ethnocentrism influence them. (CSLO 1,3,4) |
| **8. Describe the assessment method used and the criteria for successful achievement of student learning outcomes. (e.g., rubrics, licensing exam, internship, portfolio, exam, quiz, research paper, performance exam, EAC, etc.)**  Final Exam – Short answer format. |
| **9. What percentage of the participating students were proficient in the PLOs, MSLOs or CSLOs?  What percentage of correct answers was determined as proficient? (For example, a student has to answer 70% of the questions correctly to be considered proficient.)**  **Students must answer earn a percentage of 70% or higher to be considered proficient:**  Course 1- 100% of students scored 70% or higher or 7/7 students exemplified proficiency on the final exam.  6/7 students earned a grade of A – 90-100%  1/7 students earned a grade of B – 80-89%  Course 2 – 69% of students scored 70% or higher 13/19 students exemplified proficiency on the final exam  9/19 (47%) earned a grade of A – 90-100%  3/19 (16%) earned a grade of B – 80-89%  1/19 (5%) earned a grade of C – 70-79%  1/19 (5%) earned a grade of D – 60-69%  2/19 (11%) earned a grade of F – 0-59%  3/19 ((15%) chose not to take the exam earning a grade of F |
| **10. Did the changes identified on question #11 of the Baseline Assessment Reporting form affect test scores for the Follow-Up Assessment? Will further changes, enhancements or modifications to instruction be made based on the Follow-Up Assessment results? (This answer closes the loop of assessment).**  Course 1: 100% of students answered question eleven correctly.  Course 2: 63% of students answered question eleven correctly.  After revision to question 11, there seems to be continued confusion or misinterpretation of the question text.  The instructor of this course will reflect on teaching strategies and methods for being practiced for each MSLO and make revisions moving forward.  Instructors will collaborate to make decisions for retaining question 11 and revising the question text and instructional strategies for teaching the MSLO. |
| **Additional Comments or feedback on the Assessment Process (Optional):**  A change of instructors for this class is taking place for one of the courses for the Fall2023. Semester. However, Instructional strategies and question text will be reflected upon and revised as necessary.  Possibilities include a different format for the final exam to eliminate the subjectivity of grading the exam. There is no proof this practice is taking place, however it would be interesting to administer the assessment Fall2023 using a fact based only format utilizing the tool within Blackboard to define the necessary response for comprehending and understanding the MSLOs. |