

**Eastern West Virginia Community and Technical College
COURSE ASSESSMENT REPORT**

Course Title and Number: Foundations of American Education – EDE 200	Academic Term and Year of Assessment Activity (Ex: Fall, 2014): Spring Semester, 2016
Report Submitted By: Suzanne H. Goodall, Ed.D.	Number of Students Assessed: 5
Date Report Submitted: May 19, 2016	Number of Sections Included: 5
Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.): This course was taught by giving direct instruction with a variety of techniques. These techniques included: Lecture, Group Work, Group Presentation, Field Observations, & Use of Technology – edWeb. Writing responses and presenting were heavily emphasized.	

Course Role in the Curriculum
Provide a description of the role the course serves in the curriculum (i.e. general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.
This course is a required education course in the Shepherd University 2 + 2 Agreement for elementary education majors.

Assessment Methods
Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.
Unannounced quizzes were given, along with a mid-term exam. Writings were also completed that included a cultural autobiography, a group presentation, and a Service Learning project that was composed of three separate parts. The students were also asked to complete the Survey for Classroom Climate on the last day of class.

Assessment Results
Provide a summary of results including tables/charts. Incorporate information from previous assessments as appropriate. Append additional pages if necessary. If appending, include notation in box to “See attached”.
Please review the attached results from the Survey for Classroom Climate.

Course Level Assessment Summary of Outcomes, Indicators and Results				
Course Title and Number:				
Number of students in assessment sample =				
Number of Sections in Assessment =				
Add additional rows to table if necessary				
Learning Outcomes (Insert learning outcomes assessed during this cycle)	Indicator (Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)	Percent of Correct Responses	Percent of Incorrect Responses	Performance Standard Met (75%)* (yes or no)
Outcome 1: Students in this	Students completed a Cultural Autobiography.	5/5 = 100%	0/5 = 0%	Yes

<p>course will explore factors including the individual, family, peers, and a range of institutional structures.</p>	<p>The rubric for earning an A included: Personal information includes <u>compelling</u> details about the place where you grew up, family SES, ethnic, racial, or cultural identity. The racial/ethnic make-up of your community growing up is <u>described and evaluated in terms of power and privilege</u>. Personal learning about diversity of race, ethnicity and language sentiment about “others” is <u>described and analyzed</u>. Experience of discrimination is <u>described in specific terms and includes thoughtful analysis</u>. Connections show <u>complex understanding of issues of diversity and are analyzed</u> in terms of the impact of personal experience on your ideas as an adult and your role as a teacher.</p>			
<p>Outcome 2: Students in this course will be introduced to the historical development of American public education.</p>	<p>Mid-Term Exam Question #1. (True/False Section) – From: John Dewey’s <i>Experience and Education</i> 1. _____ The history of educational theory is marked by opposition between the idea that education is development from within and that it is formation from without; that it is based upon natural endowments and that education is a process of overcoming natural inclination and substituting in its place habits acquired under external pressure. Correct answer: True</p>	<p>5/5 = 100%</p>	<p>0/5 = 0%</p>	<p>Yes</p>
<p>Outcome 3: Students in this course will understand and appreciate the importance of society and human behavior.</p>	<p>Quiz Question #1. (Essay – Full Paragraph Response) – From John Dewey’s <i>Experience and Education</i> 1. What does this statement from Dewey mean to you? <i>In what I have said I have taken for granted the soundness of the principle that education in order to accomplish its ends both for the individual learner and</i></p>	<p>5/5 = 100%</p>	<p>0/5 = 0%</p>	<p>Yes</p>

	<p><i>for society must be based upon experience-which is always the actual life-experience of some individual.</i></p> <p>Correct answer: Each student will explain that all different levels of learners, learn and behave in different ways, using their own words. Responses that are worthy of an A include: the paragraph response has five complete sentences, all sentences are written using correct usage and spelling, and the response explains the statement from John Dewey and relates back to it in the paragraph response.</p>			
<p>Outcome 4: Students in this course will learn to apply approaches and methods consistent with Education as a discipline.</p>	<p>Students completed a Discussion Leadership Group Presentation of Issue. The rubric for earning an A included: Presentation included content/concepts beyond required course readings. Each presenter articulated the concepts in ways that clarified and explained the issue for students. Lesson plan/description was thorough and submitted on time as required. Each presenter contributed to engaging students actively with the topic (members are to speak equally). Visual presentation (PowerPoint) was effective and supported lesson goals; content of slides was paraphrased or elaborated; Presenter did not read from slides. Questions asked of the class were well thought out and required higher-level thinking. Lesson flowed smoothly, indicating appropriate prior collaboration. Each presenter demonstrated professionalism and high-level effort</p>	<p>5/5 = 100%</p>	<p>0/5 = 0%</p>	<p>Yes</p>

	<p>and preparation; all components met time requirements; no late submissions.</p> <p>Each presenter dressed professionally for presentations; Voice was audible and clear and held students' attention.</p> <p>Annotated bibliography (APA format) with required references was complete and on time.</p> <p>Students participated fully in the presentation without dominating.</p> <p>The lesson reflection demonstrated that the student had participated in self-reflection and was able to provide suggestions as to how they may improve their skill.</p>			
--	--	--	--	--

* Please note if using a different minimum performance standard.

Conclusions
<p>Provide a brief summary of conclusions derived based on analysis of data. Append additional pages if necessary. If appending, include notation in box to "See attached".</p> <p>Student achievement was high in this course. With the variety of assessments that were given, student were very successful. This was due to expectations being set high at the beginning of the semester, a positive classroom climate from the perceptions of the students, and Dr. Rebecca Mercado's visit prior to the end of the semester. Dr. Mercado reinforced setting expectations high for students, and she demonstrated from her presentation that Shepherd's faculty genuinely care about their students and want to see them become successful teachers in their future endeavors. The Classroom Climate Survey is included with this report as a separate document. Having a positive climate in the components of Respect, High Morale, Cohesiveness, and Caring contributes to student achievement. Research has shown that positive organizational climate, produces positive results in the organization. A type of organization can be a classroom.</p>

Previous Assessment Reports and Results
<p>Date of Previous Assessment:</p> <p>List of Outcomes Not Met:</p> <p>Summary of Actions Taken to Address Unmet Learning Outcomes: Append additional pages if necessary. If appending, include notation in box to "See attached".</p> <p>This course was taught for the first time during the Spring Semester, 2016, for the Shepherd University 2 + 2 Agreement.</p>

Action Plan and Date for Reassessment
<p>Identify action plan for improvement or maintaining current performance levels including outcomes identified for re-assessment, curriculum revision, LOT proposal, new or revised course activities to reinforce learning outcomes, etc. Append additional pages if necessary. If appending, include notation in box to "See attached".</p>

Shepherd needs to be contacted prior to each semester that this course is taught in the future to make sure that Eastern is using the same text(s) that Shepherd uses. Shepherd also needs to be contacted regarding the syllabus and the possibility of Eastern students having future access to Tk-20 during the semester that this course is being taught.

**Assessment Committee Recommendation/Approval
(To be posted by Assessment Committee Chair)**

- Approved as presented
- Approved with recommendations for future reports (Explanation Required)
- Resubmission Required. Reason for Resubmission:

Date: 8-25-16

**Survey for Classroom Climate Results
Adapted from the CFK, Limited School Climate Profile
& Based on “Leadership is Perception”
Dissertation Study of Suzanne H. Goodall, Ed.D. – 2008**

**EDE 200 – Foundations of American Education
Spring Semester, 2016**

Respect:	What Is: (Average of 9 Participant Scores)	What Should Be: (Average of 9 Participant Scores)	Climate of What Is: + (Av. 3 – 4) or – (Av. 1 – 2) (Average of 9 Participant Scores) Total Scores + (16 – 20) – (0 – 15)
In this classroom, even low-achieving students are respected.	4 + 3 + 4 + 4 + 4 = 19 Av. = 3.8	4 + 4 + 4 + 4 + 4 = 20 Av. = 4	+
The instructor teats students as persons.	4 + 4 + 4 + 4 + 4 = 20 Av. = 4	4 + 4 + 4 + 4 + 4 = 20 Av. = 4	+
Students in this classroom are considered as important collaborators.	4 + 3 + 4 + 4 + 4 = 19 Av. = 3.8	4 + 4 + 4 + 4 + 4 = 20 Av. = 4	+
My instructor of this class respects other instructors from other subject areas.	4 + 4 + 4 + 4 + 4 = 20 Av. = 4	4 + 4 + 4 + 4 + 4 = 20 Av. = 4	+
My instructor is proud to be an instructor.	4 + 4 + 3 + 4 + 4 = 19 Av. = 3.8	4 + 4 + 4 + 4 + 4 = 20 Av. = 4	+
Totals:	19.4	20	+ Respect Overall
High Morale:	***	***	***
This class makes students enthusiastic about learning.	3 + 3 + 3 + 4 + 4 = 17 Av. = 3.4	4 + 4 + 4 + 4 + 4 = 20 Av. = 4	+
My instructor feels pride in this class and in its students.	4 + 4 + 4 + 4 + 4 = 20 Av. = 4	4 + 4 + 4 + 4 + 4 = 20 Av. = 4	+
Attendance is good. Students stay away only for urgent and good reasons.	4 + 4 + 4 + 4 + 4 = 20 Av. = 4	4 + 4 + 4 + 4 + 4 = 20 Av. = 4	+
The instructor and students would rise to the defense of this	4 + 4 + 4 + 3 + 4 = 19 Av. = 3.8	4 + 4 + 4 + 4 + 4 = 20 Av. = 4	+

class's program if it were challenged.			
I like working in this class.	$3 + 3 + 4 + 4 + 4 = 18$ Av. = 3.6	$4 + 4 + 4 + 4 + 4 = 20$ Av. = 4	+
Totals:	18.8	20	+ High Morale Overall
Cohesiveness:	***	***	***
Students would rather attend this class than transfer to another.	$4 + 4 + 3 + 3 + 3 = 17$ Av. = 3.4	$4 + 4 + 3 + 4 + 4 = 19$ Av. = 3.8	+
There is a "we" spirit in this class.	$4 + 3 + 4 + 4 + 4 = 19$ Av. = 3.8	$4 + 3 + 4 + 4 + 4 = 19$ Av. = 3.8	+
Administrators and the instructor collaborate toward making this class run effectively: there is little administrator-instructor tension.	$4 + 4 + 4 + 3 + 4 = 19$ Av. = 3.8	$4 + 4 + 4 + 4 + 4 = 20$ Av. = 4	+
Differences between individuals and groups (both faculty and students) are considered to contribute to the richness of the class, not as divisive influences.	$4 + 3 + 4 + 4 + 4 = 19$ Av. = 3.8	$4 + 4 + 4 + 4 + 4 = 20$ Av. = 4	+
New students and faculty members are made to feel welcome and part of the group.	$4 + 4 + 3 + 4 + 4 = 19$ Av. = 3.8	$4 + 4 + 4 + 4 + 4 = 20$ Av. = 4	+
Totals:	18.6	19.6	+ Cohesiveness Overall
Caring:	***	***	***
There is someone in this class whom I can always count on.	$4 + 4 + 4 + 4 + 4 = 20$ Av. = 4	$4 + 4 + 4 + 4 + 4 = 20$ Av. = 4	+
The instructor really cares about her students.	$4 + 4 + 3 + 4 + 4 = 19$ Av. = 3.8	$4 + 4 + 4 + 4 + 4 = 20$ Av. = 4	+
I think that people in this class care about me as a person and are concerned about more than just how	$4 + 4 + 4 + 3 + 4 = 19$ Av. = 3.8	$4 + 4 + 4 + 4 + 4 = 20$ Av. = 4	+

well I perform in my role in this class.			
I feel wanted and needed in this class.	$4 + 4 + 4 + 4 + 4 = 20$ Av. = 4	$4 + 4 + 4 + 4 + 4 = 20$ Av. = 4	+
Most people in this class are kind.	$4 + 4 + 4 + 4 + 4 = 20$ Av. = 4	$4 + 4 + 4 + 4 + 4 = 20$ Av. = 4	+
Totals:	19.6	20	+ Caring Overall

Overall, our class has a positive climate. The components that your instructor needs to work to improve include: **High Morale** and **Cohesiveness**. These component climate scores were not in the negative range, but they were the two components with the lowest scores in the What Is column.

Thank you for your input, as it helps my instruction to improve.

Suzanne H. Goodall, Ed.D.,
Your Instructor for EDE 200
May 19, 2016