



**Course-Level Assessment Project  
Final Report**

*To complete the Final Report, type your responses to the prompts below. Share a copy of the document with your supervisor and the Associate Provost of Assessment and Institutional Research.*

Faculty Name(s): Professor Susan Sies

Division/Department: Education, Transitional Studies and Academic Services

Course Assessed: EDUC 120, Introduction to Education (Sections -01 and -75 in Fall 2021 and Spring 2022)

**Step 1. Define**

*Explain the purpose or rationale for assessing the selected course.*

*Identify which course objective(s) were assessed. Briefly explain why you selected these course objectives for assessment.*

*Identify to which program goal(s) selected course objective(s) align.*

Course Objective 6: formulate an understanding of the teaching profession from the perspective of an aspiring professional and analyze how schooling influence and is influenced by equality issues (social, gender, cultural, economic, racial, and ethnic differences).

This course objective aligns with Program Goal 2: Correlate classroom learning including cultural competence, inclusion, and professionalism to authentic classroom experiences

**Step 2. Design**

*Describe the instrument (project/assignment) used to assess identified course objective(s).*

*What benchmarks and/or controls were established?*

*Explain how the assessment instrument was externally reviewed and validated.*

Students chose a case study addressing student diversity and inclusion. They were allowed to work individually or in pairs.

Students will be able to

- identify the case study challenge for the teacher, student, and family
- analyze and identify the scope of the problem
- write a summary of information from the text that provides background knowledge on the issue
- identify a school and community resource or two school resources that can support the student, teacher, and family.
- reflect on gathered research and present a plan for addressing the case study problem
- reflect on the learning experience and how it helped the student develop as a teacher candidate in understanding and addressing challenges of student diversity that teachers can face

The benchmark was 75% or higher for this assignment, which is consistent with Program Learning Goals Assessment benchmarks.

The assignment was scored using a four-part rubric focusing on the following:

- 1.) Case Study Summary and Scope (10 points)
- 2.) School System Resource related to the case study (10 points)
- 3.) Solution using research from text and resource (10 points)
- 4.) Reflection or A-Ha Moment focusing on student's self-assessment of deepened understanding of the diversity topic and how it contributes to the teacher candidate's growth (10 points).

### Step 3. Implement

*Explain how the assessment was implemented.*

*Did any unexpected challenges arise in implementing the assessment?*

Each class had the same opportunity for check points and time allowed for the assignment. The rubric was the same for each class.

### Step 4. Analyze

*Explain the data that was collected and how the data was analyzed.*

*To what degree did students meet the established benchmarks?*

*Consider intention of learning activity and assessment as compared to results.*

Of the 21 projects assessed in fall 2021 and 12 in spring 2022, the 33 students met the established benchmark of 75% with an overall score of 88% or 35/40 points (N=33). The score on each of the four sections of the rubric are discussed below:

#### **Part I/Case Study Summary and Solution:**

In fall 2021, the overall score of 9.8/10 (N=21) was the highest score of the 4-part rubric. Students could explain the facts of the case study, then recognize the scope or those people and resources affected by the case study, and can intervene on behalf of the student and family. However, in spring 2022, this was not the case with a lower overall score of 8.8/10 negatively affected by a score of 0. The overall average for the year was 9.4/10 (N=33), which is well above the 75% benchmark.

#### **PART 2/School Resource:**

Clearly, students need more assistance with applying new information on the school resource to the case study in spring 2022 (7.25/10) as compared to fall 2021 (8.1/10) with an overall average for the year of 7.8/10 (N=33). Overall, the resources selected by students were appropriate, and responses showed how the resource could assist the teacher, student, and family in meeting the challenge addressed in the case study. Students with scores of 0-6 needed to provide an in-depth discussion showing that the resource demonstrated an accurate connection to the case study. The zero scores affected the overall group project score. The average score for the year was 7.8 or 78%, which meets the 75% benchmark (N=33). The results are captured in the following table.

Part II/School Resources	9-10 Exemplary	7-8 Competent	6 Novice	0 Does Not Meet Standards	Average
Fall 2021 N=21	11	7	1	2	7.25
Spring 2022 N=12	3	7	1	0	8.1
Year Average N=33					7.8

**PART 3/Solution:** In fall 2021, 19% of the 21 students can improve skills in analyzing and evaluating their scope and research (text, resource) to reach a specific, integrated, and objective conclusion. For some students, it was challenging not to jump to a conclusion rather than objectively considering their completed research. This step in the project involves higher level thinking than in Parts 1 and 2. However, in spring 2022, 16% of the 12 students needed to improve their skills in drawing an objective solution. The average score for the year was 85% (N=33).

**PART 4/Reflection:** Overall, students scored highest on this part of the assignment (8.2/10 in fall 2021, 9.7/10 in spring 2022, 8.7/10 for the year), which encouraged them to connect their newfound knowledge with their own self-knowledge, which is metacognitive in nature. Students exceeded the benchmark of 75% (87%), demonstrating deepened understanding of diversity and its influence on them as a teacher candidate while making clear connections to their personal beliefs and experiences.

We will continue to standardize these assignments as we do with all EDUC 120 work and make informed changes with faculty who teach this course and from student feedback.

This information was shared through email with Professor Jennifer Dunn, who has taught EDUC 120 prior to fall 2022. We then followed up with a TEAMS meeting in Winter and Summer 2022.

#### Step 5. Modify/Maintain

*Based on analysis of data, describe changes made to the course and/or course materials.*

*Summarize the results of implementing changes, re-administering the assessment, and collecting and analyzing new data.*

**PART 1 Action:** None

**PART 2 Action:** Review the current assignment directions for the school resource and revise if needed. Reinforce the checkpoint when students can discuss the working draft of the assignment. Revise the student sample and the assignment video to provide an improved explanation of this part of the assignment. Prior to the assignment deadline, establish a checkpoint for students to share their resource and its connection to the case study. My peer reviewer suggested, and I plan to incorporate in the project, that faculty encourage students to discuss their case study with their Mentor Teachers and get feedback on potential school resources.

*It is important to note that in the fall and spring follow-up School/Community Resource case study assignment that students show overall improve in identifying and applying a resource to the case study.*

**PART 3 Action:** Review the current assignment directions for the solution and revise if needed. Reinforce the checkpoint when students can discuss the working draft of the assignment. Revise the student sample and the assignment video to provide an improved explanation of this part of the assignment.

**PART 4 Action:** None

Final Results and Recommendations

This assignment does not need major revisions based on assessment results.

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Please forward a copy of the signed report to the Associate Provost of Assessment and Institutional Research.