

Bergen Community College

ASSESSMENT REPORT FORM FOR ACADEMIC PROGRAM

Assessment Period: Spring 2015

Department/Program: AS.PS.EDU

Department Chair: Dr. Jacqueline Behn

Department Assessment Liaison: Melissa Krieger

Date Submitted: April 25, 2015

❖ **Program Description or mission/outcome statement of the Department/Program:**

The mission of the teacher education program of BCC is to prepare candidates for meaningful careers in the field of education. To achieve this mission, we are committed to:

- *Presenting current research and issues related to education.*
- *Providing learning experiences for students, which demonstrate masterful teaching in supportive learning environments.*
- *Fostering partnerships in our local community to provide experiences for students to demonstrate volunteerism and strong civic skills.*
- *Supporting instructional and service programs that advocate for children and youth.*

❖ **Program Learning Outcomes:**

Students will:

- *Demonstrate their ability to communicate effectively in writing, debating, defending and presenting.*
- *Demonstrate their critical thinking skills by analyzing and evaluating the cultural, societal and historical influences, which impact education in the U.S.*
- *Recognize, analyze and evaluate the roles and characteristics of highly effective teachers.*
- *Be able to describe the types of diversity found in today's classrooms and identify strategies to meet the needs of the students.*

SEMESTER 1: CREATING PROGRAM-LEVEL ASSESSMENT PLAN

1. Program Learning Outcome(s) to be assessed (from the above section):

Students will demonstrate their ability to communicate effectively in writing, debating, defending and presenting. It was decided that we would focus our assessment on students' writing skills and their ability to defend their perspectives.

2. Means of Assessment:

Journaling is an integral part of the Introduction to Education course. There are 10 journal topics that are assigned during the semester. Students are asked to respond to the assigned topics, while relating their response to information presented in class discussions, textbook readings, and utilize their own personal experiences in order to effectively analyze the topics. For the purpose of this assessment report, we evaluated students' ability to communicate effectively in writing by assigning the journal topic listed below. This particular topic would be assigned later in the semester.

Journal Assignment: Students in EDU 101: Introduction to Education will respond to the following topic:

Courts have disagreed on whether situations like these found below constitute grounds for dismissal of a teacher. If you were the judge, how would you rule on the following issues?

- *Private homosexual behavior*
- *Smoking marijuana*
- *Unwed parenthood*
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▪ **Feedback from Dean:**

SEMESTER 2: DEVELOPING ASSESSMENT TOOL (s) and TIMELINE

3A. Describe or attach assessment tool (s), including sources of data, timeline for data collection and how data will be analyzed.

Since all full-time in the EDU program teach EDU 101 courses, we focused our assessment project on this course. Me, Fran Ruff and Benicia D'Sa selected the journal entry assignment, the rubric and the outcome to be assessed. We would implement this assessment in the Spring 2015 semester.

As Prof. Ruff is on medical leave in the Spring 2015 semester, the assessment was performed by me and Dr. D'Sa. In April 2015, we randomly selected 10 students' journal entries. After reviewing the rubric and assignment together, we graded one student's assignment together. We discussed our perspectives and "normed" our grading criteria. We then continued to grade the other 9 assignments.

3B. Desired results faculty would like to see.

Faculty hoped to see students' demonstration of academic writing skills and critical thinking skills, as they reflect on the assigned topics and relate them to their own experiences while integrating

information presented in class and in the text. We also hoped to see students state a clear thesis and defend their perspective with facts and their own life experiences. We expected that 8 out of 10 students would score a 3 or higher as stated on the rubric. (At the start of this process we suspected that we may need to modify the rubric and/or assignment in order to align and clarify grading criteria and our expectations of our students.)

SEMESTER 3: COLLECTING AND ANALYZING DATA

4. Summary of Results (attach aggregated data table, survey tool, etc., to support the summary)

We have discovered that the rubric used to evaluate the stated outcomes, yield high grades for the students’ journal entry. The highest possible score, according to the rubric, is a 4. No student assessed scored lower than 3. While we are satisfied with students’ ability to receive high grades on this journal writing assignment, we recognize that there are certain aspects of students’ writing that were not assessed by the rubric used. Furthermore, the grading system is rather vague and lacks specificity to inform students where they can improve.

According to the rubric used, high grades were achieved yet many students lacked thesis statements supported by explanation and reference to class discussions and the textual information. As well, many students’ writing lacked concluding sentences. We recognized that these items were not included in the rubric, yet are very important aspects that reflect academic writing and critical thinking skills.

Students	Grade on Rubric
Student 1	Excellent: 4
Student 2	Acceptable: 3
Student 3	Acceptable: 3
Student 4	Acceptable: 3
Student 5	Excellent: 4
Student 6	Excellent: 4
Student 7	Acceptable: 3
Student 8	Excellent: 4
Student 9	Acceptable: 3
Student 10	Acceptable: 3

5. Recommendations for Improvement:

We have decided that we would modify the rubric in the following ways:

- We will omit the simple grading format and assign grades for each area assessed. In this way, the assessment will be more reflective of students' writing and thinking skills. By utilizing a point system, students will receive more specific feedback on their writing. Instead of descriptive words as the grading system, we will utilize the following grading specifications:
 - 90-100
 - 80-89
 - 70-79
 - 69-0

- We will revise the rubric to include the following criteria for student writing:
 - Clear thesis statements are supported by explanation. Explanation includes information from students' experience and incorporates information from class discussions and the textbook, which would demonstrate the students' ability to defend their perspective.
 - There are concluding statements that summarize the main points of students' perspective on journal topics.

▪ Feedback from Dean:

SEMESTER 4: CLOSING THE LOOP AND SHARING KNOWLEDGE

6. Use of Results:

From this experience, we evaluated that revisions must be made to the rubric in order to align the assignment description with the grading criteria. In the Fall 2015, we will implement these changes and share with Prof. Ruff. We will also share the rubric and assignment with all adjuncts that teach EDU 101 courses.

▪ Feedback from CIE: