

Assessment: Course Four Column



Courses (EDU) - EDU

EDU 250: Foundations of Education

Course Outcomes	Assessment Measures	Results	Actions
<p>Ethics - Students will investigate the moral, ethical, and judicial rights and responsibilities of teachers, students, and parents within the public school system.</p> <p>Course Outcome Status: Active Next Assessment: 2016-2017 Start Date: 05/18/2012</p>	<p>Performance/Presentation - U.S. Education Court Cases Presentation</p> <p>Criterion: All students at 80% or above.</p>	<p>Reporting Period: 2016-2017 Criterion Met: Yes and No</p> <ul style="list-style-type: none"> Spring semester: 100% average. Fall semester: 86% average. All who did the presentation earned above an 80% (02/14/2018) 	<p>Action: Primary focus of the assessment was on the content. In the future, I will include presentation criteria to the rubric. (02/14/2018)</p>
<p>Purposes of Education - Students will investigate the purposes of education within our multicultural, democratic, globally-independent society.</p> <p>Course Outcome Status: Active Next Assessment: 2016-2017 Start Date: 05/18/2012</p>	<p>Assignment - Written - Writing Assignment: Role of Schools and Education.</p> <p>Reading Quizzes- Ss complete short quizzes over the text material. They are designed to be collaborative and only account for 5% of total grade.</p> <p>Criterion: All above 80%</p>	<p>Reporting Period: 2016-2017 Criterion Met: Yes</p> <ul style="list-style-type: none"> Fall: All above 80% except for 2 students who eventually dropped the class. Spring: All above 80% except 1. (02/14/2018) 	<p>Action: Add a short written component to some of the quizzes. (02/14/2018)</p>
<p>Professional Goals and Responsibilities - Students will recognize the link between the goals of public education and the choices teachers make in fulfilling their professional responsibilities.</p> <p>Course Outcome Status: Active Next Assessment: 2016-2017 Start Date: 05/18/2012</p>	<p>Discussion - Discussion posts dealing with current issues in public education.</p> <p>Criterion: 80% or above for 80% of the students. Students were evaluated on clarity of thought, use of language and intelligent interaction with others.</p>	<p>Reporting Period: 2016-2017 Criterion Met: Yes and No</p> <p>Fall = 76% of students with 80% or better. Spring = 85% of students with 80% or better. (02/14/2018)</p>	<p>Action: Need to encourage the participation of students during lecture as well as reduce the number of posts that students have to read by splitting larger classes into smaller discussion groups of around 10. (02/14/2018)</p>

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<p>US Educational poilicy and curriculum - Students will trace the philosophical and historical development of US educational policy and curriculum.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p>	<p>Assignment - Written - Module 2 Writing on the History of US Education from the 1600s to the early 1900s.</p> <p>Criterion: 80% or above.</p>	<p>Reporting Period: 2016-2017</p> <p>Criterion Met: No</p> <p>Fall = 86% average .</p> <p>All were at 80% or better except for 3. Four did not turn in a paper</p> <p>Spring = 80% average</p> <p>All were at an 80% or above except 7. One individual did not turn one in. (02/14/2018)</p>	<p>Action: I'll incorporate a mandatory group for peer feedback (02/14/2018)</p>
<p>Federal Government - Students will explain the role of the federal government within the structure and function of state and local school systems.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p>	<p>Exam - Summative Test # 2</p> <p>Criterion: 80% average or above.</p>	<p>Reporting Period: 2016-2017</p> <p>Criterion Met: Yes</p> <p>Fall = 85% average .</p> <p>Spring = 89% average (02/14/2018)</p>	<p>Action: Criterion met (02/14/2018)</p>
<p>Philosophy of Education - Students will explore and articulate their personal philosophy of education.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2016-2017</p> <p>Start Date: 05/18/2012</p>	<p>Assignment - Written - Philosophy of Education assignment</p> <p>Criterion: 80% or above on Paper Rubric.</p>	<p>Reporting Period: 2016-2017</p> <p>Criterion Met: No</p> <p>Fall = 82% average .</p> <p>All were at 80% or better except for 8.</p> <p>Spring = 85% average</p> <p>All were at an 80% or above except one. One individual did not turn one in. (02/14/2018)</p>	<p>Action: Students will be required to attend one of the extra sessions to review their papers OR I'll incorporate a mandatory group for peer feedback earlier in the writing process and then one at the end. (02/14/2018)</p> <p>Follow-Up: Approximately 30 students took the course this past Fall and about 20 in the Spring. Majority of the students were in the online sections but both semesters still had a reasonable live section that enabled more robust in class discussions of lecture content.</p> <p>75% of Fall student grades were As and Bs. 70 % of Spring student final grades were As and Bs.</p> <p>Some of the later modules are highly relevant to students and pique their interest. Early</p>

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modules delve into the history of Education from a global and American perspective. These modules tend to see lower scores due to the lack of relevance to their own lives as they start the process of being an educator. I'd like to find some methods for making the history more relevant to current issues.

The philosophy of education paper has been a favorite of many students due to the challenge and the opportunity to be introspective. It has also helped to have one of the textbook's authors, Dr. Musial, conduct some of the initial philosophy lectures. In cooperation with Dr. Musial, we have modified module content to better help students write a reasonable philosophy.

I have enhanced the presentation components of the course to give students more opportunities to present in front of their peers in order to feel more comfortable with "teaching" concepts/ideas. I will continue to give students more opportunities to present and work with teams.
(02/14/2018)