



Planning and Evaluation Tracking

College Year: Results for 2010 -2011

NEW GOALS FOR 2011-2012

Division of: Behavioral Studies
Moller/D. Harding

Person Responsible: Jerry

Department of: EDUCATION

Person Responsible: Mary Clare Munger

Purpose Statement: To educate students seeking a Texas teacher certification in early childhood EC - 6, 4th through 8th, all levels of special education, and/or secondary education grades 8th through 12th, while concentrating on areas of the thirteen competencies and teacher observation within these various teaching professions (Last Reviewed Fall 2011).

Goal Statement #1: Deliver academic coursework needed to complete degree requirements (AC Strategic Plan through 2015: Strategy 1.1). (GOAL #1 FROM 2009-2010 Pet Form).

Objectives/Outcomes (including assessment tools and standard): Fall, Spring and Summer schedules will reflect enough courses offered for completion of the Education degree plans as measured by the semester to semester degree audits and the number of transfer students in comparison to graduates each May (AC Strategic Plan through 2015: Task 1.1.1.5.1).

Results: Each semester of 2010 - 2011, Fall, Spring EDUC courses were offered in face to face options both day and night as well as online for both EDUC 1301 and EDUC 2301. Students in the Fall numbered 145 and students in the spring numbered 177. The spring enrollment was 32 students higher than fall enrollment. Summer does not have students because the students have observation requirements than cannot be fulfilled in summer months.

Use of Results (including improvements and revisions):

Analysis: We have between 850 and 950 identified majors. Within the Education degree plan two classes are delivered by the Education department. Some students may take them early and some may take them in the last two semesters here. The numbers this year show an increase in student enrollment. We have attempted to offer a wide variety of options so that all students nearing graduation have the appropriate courses available. Each semester when graduation requests are processed very few education majors are missing the EDUC courses but commonly need a science course.

Plan of Action: The department will continue to offer a variety of course offerings and course delivery options and will use numbers of students enrolled as an Education major to determine if additional sections can be added to the schedule. We will offer traditional face to face, Hybrid options, and online courses daytime, nighttime and 24/7 online.

Continue this goal for 2011- 2012

Goal Statement #2: Deliver quality instruction to education students.
(Goal #3's outcome from 2009-10 Pet)

Objectives/Outcomes (including assessment tools and standards):

Students with diverse ethnic, cultural and language background will complete an Associate degree or transfer to a four year university at a rate equal to or greater than the institutional average.

Results:

Use of Results (including improvements and revisions): in terms of stating ratios of starters to completers.

Analysis: The data query to provide this information is not readily available.

Plan of Action: Continue the search for the query that can provide this information for Education majors and our department.

Continue this goal for 2011- 2012.

Goal Statement #3: Students will recognize the 13 main competencies needed for effective teaching practices. (Goal #2 from 2009-2010 PET)

Objectives/Outcomes (including assessment tools and standards): The student will complete a pre-test in EDUC 1301 and a post-test in EDUC 2301 which demonstrates a 70% knowledge base accuracy of the 13 teaching competencies.

Results: Students were asked to indicate the thirteen main competencies needed for effective teaching practices in selecting items from a list of 17 items. A test was given to fifty seven students in Education 1301 course while the same test was given to 20 students in the Education 2301 course. A paired samples t test was calculated on all 17 items from the two groups. With the exception of one item (#17 "The teacher understands the relationship of healthy habits and maximizing learning opportunities"), there was not a statistical difference between the two groups scores on the other 16 items. Second year students were significantly more likely to assess #17 correctly than were first year students.

Use of Results (including improvements and revisions):

Analysis: The lack of significant differences between the beginning Education 1301 course and the second year Education 2301 course suggest a few possibilities. It's possible that the items on the assessment tool were either readily identifiable as something a teacher would need to be effective in his or her job, and as such, were not sufficiently powerful to find changes in students

knowledge, OR, beginning students came into the program with this knowledge, so that the education courses did not make a difference in student knowledge.

Plan of Action: In either case (that the items were “give-aways” or, that the program did not make a difference in students knowledge base related to teacher competencies), the assessment did not reveal usable results that allow us to make specific improvements to the program and this assessment method will be closed and a new assessment method will be designed.

Delete this goal 2011 – 2012.

Goal Statement #4: Assess basic core competencies along ten to thirteen dimensions that are essential to effectiveness in teaching and passing the teaching certification exam. (Goal #4 from 2009-2010 PET)

Objectives/Outcomes (including assessment tools and standards): A 10 to 13 multiple choice question assessment for core competencies found on the teaching certification exam will be developed and given during the spring semester of 2010, The format will include a pre-test given at the beginning of the Spring 2010 semester, and the same questions given as a post test at the end of the semester. Questions will be embedded in other testing materials.

Results and Improvements: Due to problems with design of this outcome, problems with the administration of the pre-test at the very beginning of the semester prior to instruction, and at the suggestion of the outcome analyst, this outcome was redesigned to incorporate a “retrospective” self-report measure given at the end of the Spring 2010 semester.

Use of Results (including improvements and revisions):

Analysis: Due to the fact that the pre- and post-test assessments were revised, no data was analyzed for this outcome. The distribution and collection of the document was unreliable.

Plan of Action: No plan of action was recommended other than the redesign of a retrospective self-assessment, to be given at the end of the Spring 2010 semester.

Delete this goal 2011- 2012.

Goal Statement #5: Assess learner's attitudes related to their sense of their own progress and professional development, personal competence, and confidence to work in the field of education, as well as assessing the areas that they see as needing improvement.

Objectives/Outcomes (including assessment tools and standards):

Education 1301 and Education 1302 students will perform significantly better (.000 level) on a post-test gauging student attitudes related to educational issues given at the end of the term as compared to a pre-test given earlier in the semester.

Supplemental Information

This assessment measure was designed to replace the Pre and Post measure that was not given early enough in the semester. A retrospective assessment measuring using a 5 pt likert scale was given at the end of the Spring 2010 semester to 120 Education 1301 and Education 2301 students. Students were asked to rate their own attitudes related to their professional development, competence, confidence and areas of improvement in areas of providing age-appropriate curriculum, use of resources, understanding of child development, discipline versus punishment, individuality in child and adolescent development, interactions between biology and experience in shaping children and adolescents, as well as rating their own abilities and confidence in working appropriately with children and adolescents. . The format included eight question pairs. As an example: "At the beginning of this program I would rate myself as (1-5, poor - excellent) on my confidence and ability in a preparing lesson plans for my class (es). Each before question was then be followed by the after question, "After having taken this course, I would rate myself as (1-5, poor to excellent) on my confidence and ability to handle a discipline issue in young children". This scale was embedded in the final exam.

Results: The first four items on the assessment were demographics related to age, race, gender and level of schooling. Frequency measures were analyzed showing that 120 Education students, including 63 Education 1301 and 57 Education 2301 Amarillo College students took the retrospective assessment in the Spring semester of 2010. This included 93 females and 27 males who took the assessment. A total of 71 White, non-Hispanic, 36 White, Hispanic, 5 African American and 8 students reporting "other" for racial/ethnic background were in this group. There were 12 students who were 17-19 years of age, 37 reporting 20 to 22 years of age, 18 reported they were 23 to 25 years of age, 20 checked 35 to 30 years of age, and 33 indicated they were above 30. Finally, 18 students indicated they were freshmen below 30 college hours, 57 stated they had 30 hours to 60 hours of college, and 45 checked that they had above 60 hours of college credits. The other 16 items on the outcome assessment included 8 pairs of questions, stated as "Before I took this course", and "Since taking this course". Students rated themselves "before and after" using a likert scale with 1= poor, 2 = not very good, 3 = moderate; 4 = fairly developed or pretty good, and 5 = to excellent or well developed. Paired items 5 and 6 asked about understanding the ways children develop; items 7 and 8 examined appreciation for each child's individuality; items 9 and 10 looked at students understanding of the use of "discipline" rather than punishment; items 11 and

12 examined an understanding of nature and nurture (biology and experience) in shaping children; item pairs 13 and 14, as well as 15 and 16, looked at personal confidence in being able to find appropriate resources for working with children and their ability to work at age appropriate levels with children; and item pairs 17 and 18, as well as 19 and 20, asked students to rate their ability to engage children based on their level of development, and to discern their needs, based on their level of development.

A paired sample t test was used to compare group means on each of the item pairs. Results of the retrospective measure were analyzed separately for the Education 1301 students and the Education 2301 students, as well as combined. In all cases, all eight items pairs showed significant shifts from the pre to the post self-report items. All pairs showed a significant shift from a lower level of understanding, appreciation, feeling of confident or ability, to a higher level, according to the likert ratings, with all results being significantly better at the .000 level. While all item pairs showed improvement, individual means were examined to look at those items with less improvement than others. However, all standard deviations and mean differences between paired items were fairly consistent (from .7 to 1.2).

Use of Results (including improvements and revisions):

Analysis: Results of the retrospective measure were analyzed separately for the Education 1301 students and the Education 2301 students, as well as combined. In all cases, all eight question pairs showed significant shifts from the before to the after this course self-report assessment. Students rated themselves significantly higher on the after questions, in having made improvements in their education courses, along with having gained a greater understanding and appreciation for the individuality and development of each child and/or adolescent, as well as having gained a greater ability and sense of confidence in applying the knowledge they had gained to issues of effective and age-appropriate educational practices.

Plan of Action: We will continue to use the retrospective questions but we will ask new students to answer these as new enrollees and then again in the semester that they apply for graduation.

Delete this goal 2011 – 2012.

Goal Statement #5 for 2010-2011: Assess the effectiveness of our department purpose from the perspectives of program graduates who are working in the field of education and graduates who are continuing in educational programs.

Objectives/Outcomes (including assessment tools and standards): During the spring semester 2010- 2011, the Education program will host an interview with 25- 35 graduates of the program. Questions will focus on key aspects of the Amarillo College degree plan and course objectives to determine which elements have been helpful, instructive or useful in the years following graduation from Amarillo College.

Results: Results will be assessed by compiling the reflections of the 25 - 35 graduates who have either gone on to enroll in educational programs or have found work in the educational field. Patterns of responses will be examined to assess areas in which the program can be improved.

Use of Results (including improvements and revisions):

Analysis: Use of results are pending data collection and analysis. The assessment tool and focus group has not been completed. Both the process of selecting students and the small group format need to be designed and implemented.

Plan of Action: The department will design the focus group activity and a process for selecting students in the Fall 2011 and implement the small group in the Spring 2012.

Continue this goal 2011-2012