

**Cornell College**  
**Departmental / Program Assessment Project**  
Year Three Progress Report

Department / Program:	Education
Person Submitting this Form:	Jill Heinrich
Date:	June 11, 2012

Brief Overview of the Assessment Project: (refer to original Assessment Project Outline)

- Outcomes you assessed.
- Questions your project attempted to answer.
- Methods used to gather and analyze evidence.

**Outcomes:** Upon completion of the teacher education program, students selected and used multiple teaching strategies in their unit and daily lesson plans which included: desk-top documentary making, debate, classroom discussion, performance, artistic expression, film analysis, and literary and artistic analysis.

**Assessment question:** Do education majors recognize the importance of displaying multiple instructional strategies in their curricular instruction and design?

**Method of Data Collection:**

Qualtrics Survey: We received positive feedback from students who recognized the importance of multiple instructional strategies in their teaching. We also improved in our modeling and implementation of instructional technology. Out of our 14 graduating seniors who responded to the survey, 10 felt well-prepared in regard to designing varied coherent instruction and felt well-prepared to demonstrate knowledge of resources that organized materials in multiple ways.

Unit Plans for junior students: The majority of students showed varied instructional strategies in their unit plans.

Lesson Plans and Teaching Sessions during Student Teaching: Through weekly observations of students in the classroom, we saw evidence of multiple instructional strategies in their daily instruction. Through post-observation conferences, it was evident that students recognized and valued multiple instructional strategies in their teaching and curricular development.

Involvement:

- *Who has been involved in this project?*
- *How well informed and involved are members of the department/office?*

All education faculty and student teaching supervisors.

We are all very well-informed and involved as we routinely discuss progress throughout the year and at department meetings. We also make a concerted effort to model multiple instructional strategies in our own teaching and share current research regarding its importance.

Results:

*Please outline in detail what you learned through your data analysis / interpretation.*

We were pleased to see that students' perceptions of instructional technology implementation have improved, as we identified this as a target area. In addition, we received qualitative feedback on our student evaluations that indicate students' appreciation for our modeling of multiple instructional strategies. We also recognized, however, the importance of making this endeavor an on-going one as some students slip back into familiar routines and thus may not always strive to embrace multiple instructional strategies in their teaching; this is particularly true once they leave our program.

Decisions:

*Please detail the decisions made as a result of the interpretations / conclusions drawn from the assessment project.*

We will continue to reinforce the importance of multiple instructional strategies to our students and model them in our own teaching. We will also sound the message that they must continue to implement such strategies once they enter the profession, for they will encounter cultural constructs that privilege more essentialist modes of teaching.

Documentation:

Please explain how your assessment work is being documented. Please be sure to address where the raw data is stored, what reports (including meeting minutes) exist, and where all relevant documents are located.

Data is being documented through Qualtrics and we meet at the end of each year to analyze this data and compile a summary report kept by the Chair.

We also assess and file student teaching evaluations.

We also maintain a departmental assessment system that corresponds to the INTASC standards. We have identified centerpiece assignments and students are assessed as they complete each assignment; if assignments are not met, students are required to remediate them. In this way, students are assessed throughout the course of our program. The data is stored in ACCESS and Qualtrics databases, our yearly report, and in student files (Education Office).

#### Year Four – Implementation of Change:

The goal of the fourth year of the assessment cycle is to implement decisions made as a result of the interpretations/conclusions drawn from the assessment project. What are your plans for the coming year? Please be sure to address:

- Plans for sharing results and decisions as well as for celebrating noteworthy results.
- Plans for implementing change(s).
- Plans for evaluating implementation progress and impact of the changes.

We maintain on-going departmental conversations via monthly department meetings and year-on three-day workshop sessions.

We will revisit our curriculum for articulation and possible revision. We must ensure that we are aligned with the revised INTASC standards. The substantial programmatic review will take place in the summer of 2013.

We will likely implement a revised departmental assessment system.

#### Evaluation of the Assessment Project:

*Please provide an overview of the quality of the assessment project. What worked well? What changes would you recommend for the future?*

We liked the focus nature of this project. We found it very useful to identify one manageable facet rather than casting our net too wide. We also appreciated the inherent accountability as it ensured that we would gather meaningful data and analyze for the purposes of program analysis and review. This will all help us in our next State Review.

At this time, we have no recommendations.

Challenges:

*What challenges has your department/office encountered to date with your assessment project?*

Gathering survey data is an on-going problem, as it is difficult to ensure that people will respond.

We could also benefit from a more user-friendly database for consistent and accurate data entry and analysis.

Securing updated contact information for respondents is also an on-going problem.

Additional Information:

Feel free to add additional comments or supporting documents to this report.

None at this time.

Upon completion, please submit the report to Becki Elkins, Box 2628.

Jill Heinrich	June 11, 2012
_____ Your Signature	_____ Date
Jill Heinrich	June 11, 2012
_____ Department Chair Signature	_____ Date